Course Outline

Course: HOS 115  
Course Title: Food and Culture  
Lecture: 02 hr.  
Length: 15 Sessions  
Laboratory: 02 hr.  
Credits: 03  
Prerequisites: None  
Co-requisites: None  
Last Revised: January 2013 (C. dePagnier)  
Division: Business & Technology

Course Description – Applying a global perspective of the symbolic, social, political, and economic role of food in different cultures, examines the geographical and historical conditions that give rise to various regional cuisines. Lectures, demonstrations, and hands-on participation reveal how institutions and organizations influence food habits and beliefs.

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Information Resources / Other Learning Resources – The course coordinator has created handouts for each unit (1-11) to accompany the text and lecture notes. In addition, the course coordinator has in his office a collection of supplemental texts and journal articles available for student use. Also, the following videos/online sources are shown (either in their entirety or some portions thereof) during each course offering (see Units of Study in Detail).


Examinations – Both midterm and final examinations are required in this course. The course coordinator has multiple versions of each test on file.

Research Project – In this required project, students will research the development of traditional family recipes/meals, or the development of traditional recipes/meals from their particular cultural/ethnic identities. The choice of recipe/meal is made by each student with instructor approval. Research into the development of each recipe/meal shall include, but is not restricted to, the following information: family history, origins of the recipe(s), history of ingredients and tools, and social, historical, religious, and cultural significance.

The research paper itself shall be no less than eight (08) pages in length (double-spaced), with 1-inch margins, with page numbers and typed/printed in 12-point font. A minimum of three (03) sources are required—these sources may include relatives, books, magazines, scholarly journals, and online sources (but no Wikipedia!). The research paper shall be written in either American Psychological Association (APA) or Modern Language Association (MLA) style format. The assessment rubric utilized for this research paper can be found in the HOS 115 – Research Project Grade Sheet. In addition, each student will demonstrate how his or her recipe (or one portion of a meal) is prepared in class. Students will have the opportunity to taste and share the culinary creations of each of their classmates. Failure to submit a research paper at the conclusion of this course shall result in immediate course failure regardless of accrued course progress. By completing this research project students will be demonstrating Course Competencies.
Research Paper Topic – Each student is required to submit a topic during the fourth (4th) class meeting. Topics shall be typed in 12-point font and be double-spaced. In order to receive credit for this assignment, students shall submit a paper with the student’s name and topic printed on it along with one paragraph that explains what their recipe/research will be about and another paragraph that explains why the student selected his/her topic/recipe/research. This assignment shall be graded on a pass/fail basis.

Ingredient List – During the thirteenth (13th) class meeting each student is required to submit an ingredient list. This list shall be typed in 12-point font and be printed with the student’s name, ingredients needed to complete a recipe that will be cooked and/or baked during the last class meeting, and an amount for each ingredient. Students shall assume that no ingredients will be “on-hand” in the foodlab without due notification. Students shall provide the instructor with an exact amount for each ingredient (in pounds, ounces, cups, amounts, etc.). This assignment shall be graded on a pass/fail basis.

Course Competencies / Goals:

Students will be able to…

1. analyze the symbolic, social, political, and economic aspects of food.
2. contrast how various geographical, climatic, and historical conditions led to the development of present day cultural practices and perspectives.
3. value how beliefs and habits, related to food, contribute to a greater understanding of the shared human condition.
4. distinguish how social institutions and organizations influence food habits.
5. identify staple foodstuffs that form underlying connective threads for the world’s regions.
6. recognize the symbiotic relationship between culture and cuisine.
7. create, appreciate, and sample a vast array of recipes, current and historical, from around the world.
8. develop an understanding of the cultures that created these recipes (see 7) via a “hands-on” approach in the foodlab.

Course-specific General Education Knowledge Goals and General Education Core Skills:

General Education Knowledge Goals:

Goal 1 – Communication: Students will communicate effectively in both speech and writing.
Goal 5 – Social Science: Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
Goal 6 – Humanities: Students will analyze works in the field of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
Goal 7 – History: Students will understand historical events and movements in World, Western, non-Western, or American societies and assess their subsequent significance.
Goal 8 – Diversity: Students will understand the importance of a global perspective and culturally diverse peoples.
Goal 9 – Ethical Reasoning and Action: Students will understand ethical issues and situations.

General Education Core Skills:
Goal A – Written and Oral Communication in English: Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B – Critical Thinking and Problem-solving: Students will use critical thinking and problem solving skills in analyzing information.

Goal C – Ethical Decision-making: Students will recognize, analyze, and assess ethical issues and situations.

Goal D – Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal F – Collaboration and Cooperation: Students will develop the interpersonal skills required for effective performance in group situations.

Goal G – Intra-cultural and Inter-cultural Responsibility: Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of Study in Detail

Unit 1: Common Threads

Activities:

- Attend class, listen to lecture (inclusive of syllabus introduction, research project introduction, foodlab safety, and units of measure), and participate in class discussions.
- View segment of Secrets of the Dead—Cannibalism in the Canyon and Walking with Prehistoric Beasts—Mammoth Journeys.

Students will be able to…

- explain the difference between the terms feeding and eating. (Course Competencies 1; General Education Knowledge Goals 1, 5; General Education Core Skills A, B)
- assess the omnivore’s paradox. (Course Competencies 1, 2; General Education Knowledge Goals 1, 5; General Education Core Skills A)
- distinguish differences between the terms culture and ethnicity. (Course Competencies 1, 3; General Education Knowledge Goals 1, 8; General Education Core Skills A, B)
- explain the difference between the terms history and prehistory. (Course Competencies 4; General Education Knowledge Goals 1, 7; General Education Core Skills A, B)
- define and use enlightened historical terminology: Y.A., B.P., C.E. (vs. A.D.), and B.C.E. (vs. B.C.). (Course Competencies 2; General Education Knowledge Goals 1, 7, 8; General Education Core Skills A, G)
- analyze how the technological advancement of food gathering, scavenging, fishing, and hunting methods contributed to humankind’s evolutionary progression. (Course Competencies 2, 3, 5; General Education Knowledge Goals 1, 5; General Education Core Skills A, B)
- define the term commensalism and cultural complex. (Course Competencies 1, 2, 3, 4; General Education Knowledge Goals 1, 5; General Education Core Skills A)
- assess likely contributing factors (climate change, disease, overhunting by humans, and multi-causation—based on aforementioned factors) for the mass extinction of many animals at/near the end of the last ice age. (Course Competencies 1, 2; General Education Knowledge Goals 1, 8; General Education Core Skills A, B)
- understand as humankind advances, humans change (more than any other species) the world around them—often at the expense of other species. (Course Competencies 1, 2, 3; General Education Knowledge Goals 1, 8, 9; General Education Core Skills A, C, G)
Unit 2: The Role of Food in the Birth of Civilization in the Eastern Hemisphere

Activities:

- Attend class, listen to lecture (inclusive of foodlab safety and knife safety), and participate in class discussions.
- View segment of Pyramid.
- Tour facilities.
- Participate in foodlab exercises: (1) Irish soda bread; (2) lavash; (3) Moroccan pumpkin tea loaf; and (4) Scottish oatcakes. (Course Competencies 7, 8; General Education Knowledge Goals 1, 8; General Education Core Skills A, F)

Students will be able to…

- critique the literal translation of Homo sapiens (wise/thinking human). (Course Competencies 3; General Education Knowledge Goals 1, 5, 9; General Education Core Skills A, B, C)
- define paradigm and accept that every person views the world through his/her own particular paradigms. (Course Competencies 3; General Education Knowledge Goals 1, 5, 8; General Education Core Skills A, G)
- recognize that human beings have the capacity to understand diverse viewpoints and can, through the investiture of time and effort, attempt to view the world through the paradigms of others. (Course Competencies 3; General Education Knowledge Goals 1, 5, 8; General Education Core Skills A, G)
- analyze the human desire for predictability as a determining factor in both animal and plant domestication. (Course Competencies 1, 2, 5; General Education Knowledge Goals 1, 5, 7; General Education Core Skills A, B)
- assess how the Neolithic Revolution changed humankind. (Course Competencies 1, 2, 3, 4, 5, 6; General Education Knowledge Goals 1, 5, 7; General Education Core Skills A, B)
- describe what is meant by the term civilization. (Course Competencies 1, 2, 3, 4; General Education Knowledge Goals 1, 5, 7; General Education Core Skills A, G)
- analyze why the first cultures to develop written languages were all situated near river systems—the water rule. (Course Competencies 1, 2; General Education Knowledge Goals 1, 5, 7; General Education Core Skills A)
- assess the Second Neolithic Revolution. (Course Competencies 1, 2; General Education Knowledge Goals 1, 5, 7; General Education Core Skills A)
- consider the functions of religion, both for individuals and cultures. (Course Competencies 3; General Education Knowledge Goals 1, 5, 7, 8; General Education Core Skills A)
- evaluate the roles and intersection of food, environment, religion, and the belief in an afterlife in the culture of ancient Egypt. (Course Competencies 1, 2, 3, 4, 6; General Education Knowledge Goals 1, 5, 6, 7, 8; General Education Core Skills A, B, G)
- assess the three purposes of sacrifice in the ancient world. (Course Competencies 1, 3, 4; General Education Knowledge Goals 1, 5, 6, 7; General Education Core Skills A)

Unit 3: The Role of Food in Civilizations of the Western Hemisphere

Activities:

- Attend class, listen to lecture, and participate in class discussions.
- View segment of Dawn of the Maya.
- Participate in foodlab exercises: (1) Brunswick stew; (2) Chilean quinoa tabouleh; (3) Chippewa wild rice and eggs and wild watercress salad; (4) fry bread; (5) green chili
Students will be able to…

- cite native foodstuffs of the Americas, including the only two domesticated animals (dogs and turkeys) in the Americas at the time of the European conquest. *(Course Competencies 1; General Education Knowledge Goals 1, 8; General Education Core Skills A)*
- analyze how the Western Neolithic Revolution changed the lives of Native Americans living in Central America. *(1, 2, 3, 4, 5, 6; General Education Knowledge Goals 1, 5, 7; General Education Core Skills A, B)*
- compare and contrast the following Native American cultures: the Olmec, the Maya, the Aztec, and the Inca. *(Course Competencies 1, 2, 3, 5, 6; General Education Knowledge Goals 1, 5, 7, 8; General Education Core Skills A)*
- analyze the role of in maize (corn) in Native American cultures. *(Course Competencies 1, 2, 3, 5; General Education Knowledge Goals 1, 5, 7, 8; General Education Core Skills A)*
- assess the environmental impact of corn-based agriculture on the rainforest lands of the Maya. *(Course Competencies 1, 2; General Education Knowledge Goals 1, 5, 7; General Education Core Skills A, C, G)*
- compare and contrast the environmental impact of corn-based agriculture in the cultures today’s world with the cultures of antiquity. *(Course Competencies 1, 2; General Education Knowledge Goals 1, 5, 7; General Education Core Skills A, C, G)*

Unit 4: Peoples and Foods of the Mediterranean and Middle East – Old vs. New

Activities:

- Attend class, listen to lecture, and participate in class discussions.
- View segments of *Gladiators: bloodsport of the Colosseum*, *Roman city*, and *Rome: power and glory*—The rise-the coming of the Roman Republic.
- Participate in foodlab exercises: (1) Akkadian lamb stew; (2) Egyptian grilled fish; (3) garlic soup; (4) Greek lentil soup; (5) honey cake; (6) Moroccan tagine of chicken with olives and preserved lemons; (7) pollo alla cacciatora; (8) Roman pork stew with apples; and (9) saffron risotto. *(Course Competencies 7, 8; General Education Knowledge Goals 1, 8; General Education Core Skills A, F)*

Students will be able to…

- define the term archetype. *(Course Competencies 2, 3, 4, 6; General Education Knowledge Goals 1, 5, 6, 7; General Education Core Skills A)*
- evaluate individuals as archetypal for Americans (and/or other nationalities). *(Course Competencies 6; General Education Knowledge Goals 1, 5, 6, 7, 8; General Education Core Skills A, B, F)*
- evaluate archetypal foods for Americans (and/or other nationalities). *(Course Competencies 1, 2, 3, 4, 5, 6; General Education Knowledge Goals 1, 5, 6, 7, 8; General Education Core Skills A, B, F)*
- identify staple/archetypal foodstuffs from the ancient Mediterranean/Middle East. *(Course Competencies 1, 5; General Education Knowledge Goals 1, 7, 8; General Education Core Skills A)*
• assess why wheat was the archetypal food for Roman citizens.  
  (Course Competencies 1, 2, 3, 4, 5, 6; General Education Knowledge Goals 1, 5, 7; General Education Core Skills A, B)

• assess Lucius Quinctius Cincinnatus as archetypal for citizens of the Roman Republic.  
  (Course Competencies 1, 3, 4, 5, 6; General Education Knowledge Goals 1, 5, 7; General Education Core Skills A, B)

• evaluate the “we/they” mentality as compared to the differentiation between fruges (products of the soil) and pecudes (edible animals) with respect to citizens of the Roman Republic/Empire.  
  (Course Competencies 1, 2, 3, 4, 6; General Education Knowledge Goals 1, 5, 6, 7; General Education Core Skills A, B)

• evaluate distinctions made between normal meals and celebratory meals as illustrated by distinctions made between the prandium (snack) and Cena (banquet).  
  (Course Competencies 1, 2, 3, 4, 6; General Education Knowledge Goals 1, 5, 6, 7; General Education Core Skills A, B)

• distinguish, as related to food and culture, oppositions between Rome and the outside world.  
  (Course Competencies 1, 2, 3, 4, 6; General Education Knowledge Goals 1, 5, 6, 7; General Education Core Skills A, B)

• distinguish, as defined by Roman food and culture, intersections between what/who was considered civilized and uncivilized.  
  (Course Competencies 1, 2, 3, 4, 6; General Education Knowledge Goals 1, 5, 6, 7; General Education Core Skills A, B)

Unit 5: North Asia

Activities:

• Attend class, listen to lecture, and participate in class discussions.

• Participate in foodlab exercises: (1) bean curd Szechwan; (2) bite-size garlic spareribs; (3) bulgogi; (4) chicken walnut; (5) classic open faced dumplings; (6) hot and sour soup; (7) miso shiru; (8) Mongolian lamb fire pot; and (9) udon and chicken.  
  (Course Competencies 7, 8; General Education Knowledge Goals 1, 8; General Education Core Skills A, F)

Students will be able to…

• assess the importance of the wok and chopsticks to North Asian cooking.  
  (Course Competencies 1; General Education Knowledge Goals 1, 7, 8; General Education Core Skills A)

• assess, with respect to North Asia, the dichotomy between chopstick and knife use.  
  (Course Competencies 1, 2, 3, 4, 6; General Education Knowledge Goals 1, 5, 6, 7, 8; General Education Core Skills A, B, G)

• distinguish intersections between early Chinese religions, agriculture development, and cooking.  
  (Course Competencies 1, 2, 3, 4, 5, 6; General Education Knowledge Goals 1, 5, 6, 7, 8; General Education Core Skills A, B, G)

• list the precepts of Confucianism.  
  (Course Competencies 4, 6; General Education Knowledge Goals 1, 5, 6, 7, 8; General Education Core Skills A, G)

• distinguish, as per the Taoist belief, the concepts of Yin and Yang and identify Yin foods and Yang foods.  
  (Course Competencies 4, 6; General Education Knowledge Goals 1, 5, 6, 7, 8; General Education Core Skills A, B, G)
Unit 6: South Asia

Activities:

- Attend class, listen to lecture, and participate in class discussions.
- Participate in foodlab exercises: (1) chicken rogan josh; (2) chicken tikka; (3) dal; (4) khir; (5) mango chutney; (6) mulligatawny soup; (7) naan; (8) saag aloo; and (9) South Indian vegetable curry.  (Course Competencies 7, 8; General Education Knowledge Goals 1, 8; General Education Core Skills A, F)

Students will be able to…

- identify staple foodstuffs of the Asian sub-continent.  (Course Competencies 2, 5; General Education Knowledge Goals 1, 5, 7; General Education Core Skills A)
- define the term taboo and analyze agricultural and environmental conditions as underlying factors for the Hindu practice of cow protectionism.  (Course Competencies 1, 2, 3, 4, 6; General Education Knowledge Goals 1, 5, 6, 7, 8; General Education Core Skills A, B, G)
- assess the widespread practice of vegetarianism in the Asian sub-continent along with the Hindu practice of ahimsa—a reverence for all life.  (Course Competencies 1, 2, 3, 5, 6; General Education Knowledge Goals 1, 5, 6, 7, 8; General Education Core Skills A, B, G)
- identify, with respect to the Hindu concept of jati (the relative spiritual purity of all foods), foods that are considered inherently pure and foods that are considered inherently polluted.  (Course Competencies 1, 3, 5, 6; General Education Knowledge Goals 1, 5, 6, 7, 8; General Education Core Skills A, G)
- analyze the concepts of purity and pollution, with respect to Judaism and Islam, as they apply to pork prohibition.  (Course Competencies 1, 3, 4, 6; General Education Knowledge Goals 1, 6, 8; General Education Core Skills A, B, G)
- assess three theories for pork prohibition: (1) animal classification; (2) agricultural inefficiency; and (3) group identification.  (Course Competencies 1, 2, 3, 4, 6; General Education Knowledge Goals 1, 5, 6, 7, 8; General Education Core Skills A, B, G)

Unit 7: Sub-Saharan Africa

Activities:

- Attend class, listen to lecture, and participate in class discussions.
- Participate in foodlab exercises: (1) African beef stew; (2) bananas, black-eyed peas and shrimp; (3) baked chicken in peanut sauce; (4) fish stew and rice; (5) jollof rice; (6) lamb gumbo; (7) mashed plantains and chicken stew; (8) South African Chutney; and (9) yemiser selatta.  (Course Competencies 7, 8; General Education Knowledge Goals 1, 8; General Education Core Skills A, F)

Students will be able to…

- discuss the enslavement and emancipation of Africans and important socioeconomic influences on lifestyles.  (Course Competencies 1; General Education Knowledge Goals 1, 2, 7, 8; General Education Core Skills A, G)
- describe the religions of Africans.  (Course Competencies 1; General Education Knowledge Goals 1, 6, 8; General Education Core Skills A, G)
- discuss the differences and similarities between staple foodstuffs and preparation techniques within and across the regions of Africa.  (Course Competencies 1, 2, 3, 4, 5, 6; General Education Knowledge Goals 1, 5, 7, 8; General Education Core Skills A, G)
• identify key foodstuffs for these regions, how some of these foodstuffs were integrated into the southern United States, and how they are being adapted in the United States today. (Course Competencies 1, 2, 5, 6; General Education Knowledge Goals 1, 5, 7, 8; General Education Core Skills A, G)

• describe the traditional meal composition and cycles in Africa during the enslavement and emancipation periods—compare these historical patterns to the meal composition and cycles of these groups living in the United States today. (Course Competencies 1, 2, 4, 5; General Education Knowledge Goals 1, 5, 7, 8; General Education Core Skills A, G)

• describe regional specialties and dishes of African Americans from the southern portion of the United States. (Course Competencies 1, 2, 5, 6; General Education Knowledge Goals 1, 5, 7, 8; General Education Core Skills A, G)

Unit 8: Latin America

Activities:

• Attend class, listen to lecture, and participate in class discussions.

• Participate in foodlab exercises: (1) arroz a la Peru; (2) carbonada Argentina; (3) chilaquiles con pollo y queso; (4) chile rellenos; (5) jicama salad; (6) Moros y Chistianos; (7) pastels; (8) pepian; and (9) sancocho. (Course Competencies 7, 8; General Education Knowledge Goals 1, 8; General Education Core Skills A, F)

Students will be able to…

• describe the religions of Mexicans, Central Americans, Caribbean Islanders, and South Americans. (Course Competencies 1; General Education Knowledge Goals 1, 6, 8; General Education Core Skills A, G)

• discuss the differences and similarities between staple foodstuffs and preparation techniques within and across the regions of Latin America. (Course Competencies 1, 2, 3, 4, 5, 6; General Education Knowledge Goals 1, 5, 7, 8; General Education Core Skills A, G)

• identify key foodstuffs for these regions and how immigrants living in the United States are adapting them today. (Course Competencies 1, 2, 5, 6; General Education Knowledge Goals 1, 5, 7, 8; General Education Core Skills A, G)

• describe the traditional meal composition and cycles of Latin Americans—compare these to the meal patterns of Latin Americans living in the United States today. (Course Competencies 1, 2, 4, 5; General Education Knowledge Goals 1, 5, 7, 8; General Education Core Skills A, G)

• describe the regional specialties of Latin America. (Course Competencies 1, 2, 5, 6; General Education Knowledge Goals 1, 5, 7, 8; General Education Core Skills A, G)

Unit 9: Europe

Activities:

• Attend class, listen to lecture, and participate in class discussions.

• View Foodessence—Food & Intimacy.

• Participate in foodlab exercises: (1) appleflappen; (2) cherry compote; (3) Copenhagen butter cookies; (4) cranachan; (5) gingersnaps; (6) lemon wafers; (7) orange pound cake; (8) peaches au bandol; and (9) pineapple-rum upside-down cake. (Course Competencies 7, 8; General Education Knowledge Goals 1, 8; General Education Core Skills A, F)

Students will be able to…
assess food sweeteners both from antiquity as well as the present.  (Course Competencies 2, 5, 6; General Education Knowledge Goals 1, 7; General Education Core Skills A)

analyze, by example of honey—Sanskrit madhu; Chinese myit; Indo-European mit; Slavic medhu; and the English mead—the linguistic legacy and connectivity of the world’s populations.  (Course Competencies 1, 5; General Education Knowledge Goals 1, 5, 7, 8; General Education Core Skills A, G)

identify the origins of sugar cane in ancient India/Pakistan and Iran (Persia) and identify the origins of maple syrup in North America.  (Course Competencies 2, 5; General Education Knowledge Goals 1, 7; General Education Core Skills A)

assess food biases and preferences toward certain foods being used in either sweet or savory dishes according to regional preferences.  (Course Competencies 1, 2, 3, 5, 6; General Education Knowledge Goals 1, 5, 8; General Education Core Skills A, G)

Unit 10: Southeast Asia and the Pacific

Activities:

- Attend class, listen to lecture, and participate in class discussions.
- Participate in foodlab exercises: (1) fish soup; (2) green papaya salad; (3) grilled lemongrass pork; (4) haupia; (5) mango and glutinous rice; (6) pancit; (7) pineapple fried rice; (8) shrimp-pepper curry; and (9) sweet poe.  (Course Competencies 7, 8; General Education Knowledge Goals 1, 8; General Education Core Skills A, F)

Students will be able to…

- list the mainland and island regions of agriculture and geography in Southeast Asia and in the Pacific Islands that affect food production and regional patterns of intake.  (Course Competencies 2, 5; General Education Knowledge Goals 1, 8; General Education Core Skills A, G)
- describe the typical religions of the people of Southeast Asia and the Pacific Islands.  (Course Competencies 1; General Education Knowledge Goals 1, 6, 8; General Education Core Skills A, G)
- discuss the differences and similarities between staple foodstuffs and preparation techniques within the regions of Southeast Asia and the Pacific Islands.  (Course Competencies 1, 2, 3, 4, 5, 6; General Education Knowledge Goals 1, 5, 7, 8; General Education Core Skills A, G)
- describe the traditional meal composition and cycles of Southeast Asians and Pacific Islanders—compare these to the meal patterns of Southeast Asians and Pacific Islanders living in the United States today.  (Course Competencies 1, 2, 4, 5; General Education Knowledge Goals 1, 5, 7, 8; General Education Core Skills A, G)
- describe the regional specialties of Southeast Asia and the Pacific Islanders.  (Course Competencies 1, 2, 5, 6; General Education Knowledge Goals 1, 5, 7, 8; General Education Core Skills A, G)

Unit 11: The Global Perspective

Activities:

- Attend class, listen to lecture, and participate in class discussions.
- View segments of 2001: A Space Odyssey, A Practical Approach to HACCP, Foodessence—Myths and Taboos, and Bugs for Breakfast: Food and Culture.
Students will be able to…

- accept how food often serves as a bridge to cultural understanding.  (*Course Competencies 1, 3, 6; General Education Knowledge Goals 1, 5, 8; General Education Core Skills A, G*)
- assess the term “melting-pot” as related to culture in the United States; distinguish in what ways the United States is not a cultural “melting-pot;” and distinguish in what ways the United States is a cultural “melting-pot.”
- differentiate the terms acculturation and assimilation.  (*Course Competencies 1, 3, 4, 6; General Education Knowledge Goals 1, 5, 8; General Education Core Skills A, B, G*)
- distinguish between verbal and non-verbal communication.  (*Course Competencies 1; General Education Knowledge Goals 1, 5, 8; General Education Core Skills A, B, G*)
- assess how communication flows as an action chain based on the concept of reciprocity.  (*Course Competencies 1; General Education Knowledge Goals 1, 5, 8; General Education Core Skills A, B, G*)
- evaluate the Iceberg Model of Multicultural Influences on Communication.  (*Course Competencies 1; General Education Knowledge Goals 1, 5, 8; General Education Core Skills A, B, C, G*)
- define high-context and low-context elements of communication.  (*Course Competencies 1; General Education Knowledge Goals 1, 5, 8; General Education Core Skills A, B, G*)

**Assessment of Student Learning** – Student learning will be assessed by midterm and final (non-cumulative) examinations as well as participation in foodlab exercises and the completion of a research paper along with submission of a research paper topic and an ingredient list. The midterm examination shall be given after Unit 6 and shall consist of multiple-choice and matching questions as well as short answer and discussion open-ended questions. The final examination consists entirely of discussion questions. Students will work in instructor assigned groups of at least two (02) individuals when participating in foodlab exercises—only participation in foodlab exercises shall be evaluated (cooperation, safety, and clean-up)—successful completion of assigned recipes is not required. In this course food is a tool for learning, not an end in and of itself. The assessment rubric utilized for this research paper can be found in the HOS 115 – Research Project Grade Sheet.

**Attendance / Lateness** – Students who have three (03) or more unexcused absences will be withdrawn from this course, or will be failed if the third absence occurs after the withdraw deadline. In addition, four (04) late arrivals (five minutes after class begins) will be considered as one (01) absence.

**Method of Evaluation:**

- Class Participation (Foodlab Exercises)  20%
- Research Paper  30%
- Research Paper Topic  05%
- Ingredient List  05%
- Midterm Exam  20%
- Final Exam  20%
Grade Scale:

- 100% - 93% = A
- 92% - 90% = A-
- 89% - 87% = B+
- 86% - 83% = B
- 82% - 80% = B-
- 79% - 77% = C+
- 76% - 70% = C
- 69% - 60% = D
- 59% - 0% = F

Professionalism – Students are expected to be courteous both verbally and in demonstrated behavior. Yelling, running, throwing of any food/equipment or any other undignified behavior will not be permitted. Sexual harassment of any fellow student will not be tolerated. Students should make every attempt to attend all class sessions. Students should try to arrive on time and stay until the end of class unless they have notified the instructor prior to leaving early. There may be a time when individual students may be unavoidably late for class, or must leave early; in these cases individuals should choose a seat near the room entrance. Once the class session has begun, students should refrain from leaving the room and re-entering unless it is an emergency. Any student who misses class is still responsible for all material covered, for announcements made in his/her absence, and for acquiring any materials that may have been distributed in class. It is important for students to stay focused on class discussions. For this reason, only one person at a time should be speaking. Side conversations are distracting for surrounding students and the instructor.

Uniform Policy:

The following uniform policy shall remain in effect whenever students enter the foodlab.

- Hats must be worn—chef’s cloth hat / paper chef’s hat, ball caps, and/or hair nets are allowed. No other hats will be permitted.
- Short- and/or long-sleeve shirts that fully cover a student’s waist must be worn. Tank-top shirts, tube-tops, and/or bathing suit tops are not allowed.
- A white bib apron, while not required, is strongly suggested.
- Sturdy non-slip shoes are required. No open-toed or open heeled footwear is permitted.
- Long-leg (ankle-length) pants must be worn.
- Jewelry that is not permitted to be worn includes rings, necklaces, watches, dangling earrings, and loose chains.

Any student who fails to comply with this uniform policy shall not be allowed to enter the foodlab and participate in foodlab exercises. Once students have corrected their attire, they may enter the foodlab and participate with their fellow classmates.

Safety, Sanitation, and Personal Hygiene – Hand washing is the single most important activity that can be done to prevent 66% of all foodborne illnesses. Students must wash hands after changing, using the restrooms, once again before starting foodlab exercises, frequently during the handling of food and equipment, after handling raw food products of animal origin, after eating, after drinking, after sneezing or coughing, after wiping perspiration with a tissue, and/or after touching any body part. All students are required to come to class with clean hair and nails, be odor free, and have on a clean uniform and apron. Students who have any of the above listed discrepancies will not be allowed to prepare any foods, or enter the laboratory. In addition, Chapter XII of the Sanitation in Retail Food Establishments, New Jersey State Sanitary Code, 8:24-14.8 states that, “Persons while affected with any disease in a communicable form,
while a carrier of such disease, or while affected with boils, infected wounds, sores, acute respiratory infection, nausea, vomiting, or diarrhea which could cause foodborne diseases, shall not work in any area of the establishment in any capacity in which there is a likelihood of such person contaminating food, or food contact surfaces, with pathogenic organisms.”

**Reasonable Accommodations for Students with Documented Disabilities** – Mercer County Community College is committed to supporting all students in their academic and co-curricular endeavors. Each semester, a significant number of students document disabilities, which may require learning, sight, hearing, manual, speech, or mobility accommodations to ensure access to academic and co-curricular activities. The college provides services and reasonable accommodations to all students who need and have a legal entitlement to such accommodations. For more information regarding accommodations, you may visit the Office of Academic Support Services in LB 218, or contact the office at (609) 570-3422 / stinsona@mccc.edu.

**Academic Integrity Statement** – Mercer County Community College is committed to Academic Integrity – the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.

The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

a) **Uses or obtains unauthorized assistance in any academic work.**
   - Copying from another student’s exam.
   - Using notes, books, electronic devices, or aids of any kind during an exam when prohibited.
   - Stealing an exam or possessing a stolen copy of an exam.

b) **Gives fraudulent assistance to another student.**
   - Completing a graded academic activity or taking an exam for someone else.
   - Giving answers to or sharing answers with another student, before, during, or after an exam or other graded academic activity.
   - Sharing answers during an exam by using a system of signals.

c) **Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.**
   - Submitting a paper or other academic work for credit, which includes words, ideas, data, or creative work of others without acknowledging the source.
   - Using another author’s words without enclosing them in quotation marks, without paraphrasing them, or without citing the source appropriately.
   - Presenting another individual’s work as one’s own.
   - Submitting the same paper or academic assignment to another class without the permission of the instructor.

d) **Fabricates data in support of an academic assignment.**
   - Falsifying bibliographic entries.
   - Submitting any academic assignment, which contains falsified or fabricated data or results.

e) **Inappropriately, or unethically, uses technological means to gain academic advantage.**
   - Inappropriate or unethical acquisition of material via the Internet or by any other means.
   - Using electronic or hidden devices for communication during an exam.
Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.

**Consequences for violations of Academic Integrity** – For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final course grade, failing the student in the course, or other penalty appropriate to the violation. In all cases, the instructor shall notify the *Chair of the Academic Integrity Committee* of the violation, and the penalty, imposed.

When two (or more) violations of Academic Integrity are reported on a student, the *Academic Integrity Committee* (AIC) may impose disciplinary penalties beyond those imposed by the course instructors. The student shall have the right to a hearing before the (AIC) or a designated (AIC) subcommittee.

**Appeals** – The student has the right to appeal the decision of the instructor, or the *Academic Integrity Committee*. Judicial procedures governing violations of Academic Integrity are contained in the *Student Handbook*.

Approved: Board of Trustees – March 18, 2004

The instructor reserves the right to amend this course outline as necessary during the course of the semester due to class cancellations, class needs, etc. Unless otherwise announced, the class activities listed above will be carried out in accordance with this course outline.