



COURSE OUTLINE

Course Number HOS 115	Course Title FOOD AND CULTURE	Credits 3
Hours: Lecture/Lab/Other 2/2/0	Co- and/or Pre-requisites None	Implementation Semester & Year Fall 2022

Catalog description:

Applying a global perspective of the symbolic, social, political, and economic roles of foods in different cultures; examines geographical and historical conditions which give rise to regional cuisines. Lectures, demonstrations, and hands-on participation, reveal ways in which institutions and organizations influence food habits and beliefs.

General Education Category:
Goal 8: Diversity and Global Perspective

Course coordinator:
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Required Texts & Other Materials:

- No text is required. The following audio/visual sources are shown (in entirety, or portions thereof) during course offering.

Boroditsky L. (2018, May 2). *How language shapes the way we think*.
(<https://www.youtube.com/watch?v=RKK7wGAYP6k>).

British Broadcasting Corporation (BBC)/British Museum (2010). *A History of the World in 100 Objects*.
(<http://www.bbc.co.uk/ahistoryoftheworld/about/british-museum-objects/>).

Browne, K. (Producer/Director/Writer) & Kovgan, A. (Writer). (2008). *Traces of the trade: a story from the deep north*. [Motion picture]. San Francisco: California Newsreel. (Available from www.tracesofthetrade.org)

Damen, M. (2015, December 8). *The Indo-European dual*.
(https://www.youtube.com/watch?v=_gYvy71C-SA).

Dobbs, R. (Producer) & Wood, M. (Writer/Presenter). (2008). Beginnings. In *The story of India*. [Television series]. London: Maya Vision International, Ltd. (Available from PBS Home Video, a department of the Public Broadcasting Service, shopPBS.org)

Foeman A, (2014, March 31). *Using ancestry DNA to explore our humanness*:
(https://digitalcommons.wcupa.edu/comstudies_facpub/1/).

Hains, T. (Producer) & James, J. (Series producer). (2001). Mammoth journeys. In *Walking with Prehistoric beasts* [Television series]. London: BBC Video. (Available from Warner Home Video, 4000

Warner Blvd., Burbank, CA 91522)

- Klein, L. (Producer/Director) & Olshaker, M. (Writer). (1995). *Pyramid* [Motion picture]. United States: PBS Home Video. (Available from Turner Home Entertainment, One CNN Center, Atlanta, GA 30303)
- Klein L. (Producer/Director) & Olshaker. M. (Writer). (1995). *Roman city* [Motion picture]. United States: PBS Home Video. (Available from Turner Home Entertainment, One CNN Center, Atlanta, GA 30303)
- Townsley, G. (Producer/Director/Writer). (2004). *Dawn of the Maya* [Motion picture]. Washington, DC: NGT & F, Inc. (Available from National Geographic Home Video, P.O. Box 5049, Clifton, NJ 07015)
- Quellant. (2015, December 4). *The king and the god - Proto-Indo-European spoken*. (<https://www.youtube.com/watch?v=P78SJf8NL2k>).
- United States Department of War (Producer/Director/Writer). (1943/1947). *Don't be a sucker*. United States National Archives. (<https://www.youtube.com/watch?v=vGAqYNFQdZ4>).

Course Student Learning Outcomes (SLO):

Upon successful completion of course students will be able to:

1. Analyze the symbolic, social, political, and economic aspects of food. (**Supports ILGs# 1, 5, 6, 7, 8, 9, 10, 11 ; PLOs# 2**)
2. Contrast how various geographical, climatic, and historical conditions led to the development of present day cultural practices and perspectives. (**Supports ILGs 1, 5, 6, 7, 8, 9, 10, 11; PLOs 1, 2**)
3. Value how beliefs and habits, related to food, contribute to a greater understanding of the shared human condition. (**Supports ILGs 1, 5, 6, 7, 8, 9, 10, 11; PLOs 2**)
4. Distinguish how social institutions and organizations influence food habits. (**Supports ILGs 1, 5, 6, 7, 8, 9, 10, 11 ; PLOs 1, 2**)
5. Identify staple foodstuffs that form underlying connective threads for the world's regions. (**Supports ILGs 1, 5, 6, 7, 8, 9, 10, 11 ; PLOs 2**)
6. Recognize the symbiotic relationship between culture and cuisine. (**Supports ILGs 1, 5, 6, 7, 8, 9, 10, 11; PLOs 2**)
7. Create, appreciate, and sample a vast array of recipes, current and historical, from around the world. (**Supports ILGs 1, 5, 6, 7, 8, 9, 10, 11; PLOs 1, 2**)
8. Develop an understanding of the cultures that created these recipes (see 7) via a "hands-on" approach in the foodlab. (**Supports ILGs 1, 5, 6, 7, 8, 9, 10, 11 ; PLOs 1, 2**)

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1 – Written and Oral Communication in English – Students will communicate effectively in both speech and writing.

Institutional Learning 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.

Institutional Learning Goal 6 – Humanities – Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7 – History – Students will understand historical events and movements in World, Western, non-Western, or American societies and assess their subsequent significance.

Institutional Learning Goal 8 - Diversity and Global Perspective – Students will understand the importance of a global perspective and culturally diverse peoples.

Institutional Learning Goal 9 – Ethical Reasoning and Action – Students will understand ethical framework, issues, and situations.

Institutional Learning Goal 10 – 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.

Institutional Learning Goal 11 – Critical Thinking – Students will use critical thinking skills to understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Hotel, Restaurant, and Institutional Management (PLO)

1. Apply safe and sanitary practices within any food production department compliant with laws and safety regulations.
2. Develop professional written and verbal communication and computational skills related specifically to hospitality.

Units of study in detail – Unit Student Learning Outcomes:

Unit I [Unit I Origin] [Supports Course SLO 1-6]

Learning Objectives

The students will be able to:

- Assess *omnivore's paradox*.
- Distinguish *culture* from *ethnicity*.
- Explain differences between *feeding* and *eating*.
- Explain difference between *history* and *prehistory*.
- Define/use: *Y.A.*, *B.P.*, *C.E.* (vs. *A.D.*), and *B.C.E.* (vs. *B.C.*).
- Analyze progression of *gathering*, *scavenging*, *fishing*, and *hunting* methodologies.
- Define/distinguish: *ecology*, *psychology*, *sociology*, *anthropology*, *sociocultural anthropology*, *physical anthropology*, *paleontology*, *paleoanthropology*, *archaeology*, and *food anthropology*.
- Define *commensalism*.
- Define *cultural complex* and identify examples.
- Understand humankind's technological advancements contribute to environmental change at expense of other species.

Unit II [Unit II The Roles of Foods in the Birth of Civilization in the Eastern Hemisphere] [Supports Course SLO 1-6]

Learning Objectives

The students will be able to:

- Recognize human beings have capacity to understand diverse viewpoints and can, through investiture of time/effort, attempt to view the world through *paradigms* of others.
- Analyze human desire for *predictability* as determining factor in animal and plant domestication.
- Define: *Paleolithic*, *Mesolithic*, and *Neolithic*.
- Assess ways in which humankind changed during the *Neolithic Revolution*.
- Define *civilization*.
- Analyze how/why first cultures developing *agriculture* developed writing, mathematics, law, and organized religion.
- Assess importance of the *Second Neolithic Revolution*.
- Consider *religious* function individually and culturally.
- Evaluate intersections between *food, environment, and religion* within the culture of *Ancient Egypt*.
- Assess three purposes of ritual *sacrifice*: honor, need, and gratitude.

Unit III [Unit III The Americas] [Supports Course SLO 1-8]

Learning Objectives

The students will be able to:

- Cite *indigenous foods* of the Americas.
- Analyze how *Western Neolithic Revolution* changed lives of Native Americans living in Central America.
- Compare/contrast the following Native American cultures: *Olmec, Maya, Aztec, and Inca*.
- Analyze the roles of *amaranth, maize (corn), quinoa, and wild rice* within Native American cultures.
- Assess the environmental impact of *corn*-based agriculture on the rainforest lands of the *Maya*.
- Compare and contrast the environmental impact of *corn*-based agriculture in the cultures today's world with the cultures of antiquity.
- Identify common foods and/or food ingredients from: Central America and Mexico; Caribbean; and South America.

Unit IV [Unit IV Peoples and Foods of the Mediterranean and Middle East] [Supports Course SLO 1-8]

Learning Objectives

The students will be able to:

- Define *archetype*.
- Evaluate individuals as *archetypal* for Americans (and/or other nationalities).
- Evaluate *archetypal foods* for Americans (and/or other nationalities).
- Identify *staple/archetypal foodstuffs* from the ancient Mediterranean/Middle East.
- Assess *wheat* as an archetypal food for Roman citizens.
- Assess *Lucius Quinctius Cincinnatus* as an archetypal hero for citizens of the Roman Republic.

Unit V [Unit V North Asia] [Supports Course SLO 1-8]

Learning Objectives

The students will be able to:

- Define *ethnocentrism* and recognize importance of identifying and avoiding it.
- Assess importance of *wok* and *chopsticks* in North Asian cooking.
- Assess, with respect to North Asian cultures, dichotomy between *chopstick* and *knife* use.
- Distinguish *intersections* between early Chinese religions, agriculture development, and cooking.
- List the *Five Relationships of Confucianism*.
- Distinguish between, as per *Taoism*, *Yin* and *Yang*.
- Identify characteristics of *Yin* foods.
- Identify characteristics of *Yang* foods.

Unit VI [Unit VI South Asia] [Supports Course SLO 1-8]

Learning Objectives

The students will be able to:

- Identify *staple foodstuffs* of the Asian sub-continent.
- Define the term *taboo* and analyze agricultural and environmental conditions as underlying factors for *food taboos*.
- Identify reasons for *cow protectionism* within *Hinduism*.
- Assess, with respect to *Hinduism*, *Islam*, and *Judaism*, foods considered inherently pure and foods considered inherently polluted.
- Assess theories of pork prohibition.

Unit VII [Unit VII Sub-Saharan Africa] [Supports Course SLO 1-8]

Learning Objectives

The students will be able to:

- Recognize *historical bias*.
- Identify importance of the *Nile River* as a conduit between the regions of the Mediterranean and Sub-Saharan Africa.
- Discuss the differences and similarities between *staple foodstuffs* and preparation techniques within and across the regions of Africa.
- 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.
- Understand importance and identification of historical timelines.

Unit VIII [Unit VIII Europe] [Supports Course SLO 1-8]

Learning Objectives

The students will be able to:

- Distinguish: *etymology*, *linguistics*, and *philology*.
- Assess food *sweeteners* both from antiquity as well as the present.
- 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.
- Identify the origins of *sugar cane* in ancient India/Pakistan and Iran (Persia) and identify the origins of *maple syrup* in North America.

Unit IX [Unit IX Legacy] [Supports Course SLO 1-6]

Learning Objectives

The students will be able to:

- Consider where *you* come from.
- Consider where *others* come from.
- Respond to, and evaluate the following question: “If we are, all of us, prisoners of the times in which we live, then why does the world change?”
- Define: *triangle trade*.
- Evaluate *sugar*, *molasses*, and *rum* production as contributing economic factors underlying the North Atlantic slave trade.

Unit X [Unit X Southeast Asia and the Pacific] [Supports Course SLO 1-8]

Learning Objectives

The 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*.
- Describe the typical *religions* of the people of Southeast Asia and the Pacific Islands.
- Discuss the differences and similarities between *staple foodstuffs* and preparation techniques within the regions of Southeast Asia and the Pacific Islands.

Unit XI [Unit XI The Global Perspective] [Supports Course SLO 1-6]

Learning Objectives

The students will be able to:

- Accept how *food* often serves as a bridge to cultural understanding.
- Assess the term “*melting-pot*” as related to culture in the United States; distinguish in what ways the United States is/is not a cultural “*melting-pot*.”
- Differentiate the terms *enculturation*, *acculturation* and *assimilation*.
- Distinguish between *verbal* and *non-verbal* communication.
- Assess how communication flows as an *action chain* based on the concept of *reciprocity*.
- Evaluate the *Iceberg Model of Multicultural Influences on Communication*.
- Define *high-context* and *low-context* elements of communication.

Evaluation of Student Learning:

- Student 01%
- Research Project 40%
- Research Paper 05%
- Foodlab 14%
- Test 1 20%
- Test 2 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