

**Tompkins Cortland Community College**  
**Master Course Syllabus**

**Course Discipline and Number: HRMG 220**

**Year: 2024-2025**

**Course Title:-Exploration of Culture and Cuisine – Study Away**

**Credit Hours: 3**

**I. Course Description:** This course offers exposure and historical insight to cuisines and culture of the world. The particular aspects of regional ingredients, production methods, and traditional cooking techniques are discovered. A deep dive into the food ways of other peoples of the world including customs, expectations, and offerings enhances the education of students preparing to embark on a career in a globalized food system. Understanding labor conditions, diverse marketing channels, sustainability practices and regional production techniques enables students to become better global food citizens. This course is a full cultural immersion in a distinct international or domestic region. Significant additional cost. Prerequisites: Prior completion of, or concurrent enrollment in, ENVS 112: prior completion of ENVS 110 and ENVS 111 recommended; instructor permission. 3 Cr. (1 Lec 6 Lab) Occasionally.

**II. Additional Course Information:**

1. This course will fulfill a restricted elective for Farming and Food Systems A.A.S. students.
2. This course will be paired as a learning community with ENVS 112 <i>Food Systems III: Identity, Ethics, and Culture in the Global Food System</i> .
3. If travel is international, it is strongly recommended that a related foreign language course be considered such as <i>Spanish for Travel</i> .
4. Physical/Psychological Demands: The trip that accompanies this course requires students to have strong health, willingness to walk long distances, and carry all their own belongings. Students need to meet with their doctor for a pre-trip checkup and immunizations. Students need to meet with instructors before the course for a screening interview to see if the course is a good match. Culture shock will be discussed in pre-trip class sessions.
5. Contact the course instructor for additional information.

**III. Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Explain the historical and cultural evolution related to the country or region of study.
2. Compare and contrast similarities and differences in the “food ways” specific to individual cultures and their own including food production practices, rituals of meal preparation, and consumption.
3. Identify the traditions, major components, trends, and flavor profiles of a cuisine.
4. Describe and practice traditional cooking techniques and use of indigenous ingredients to produce the recipes of a cuisine.
5. Articulate on new insights into their own identity and perspectives related to food and sustainability.

#### **IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas**

##### **Tompkins Cortland ILOs – N/A**

Complete this section for “service” courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

- ☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.
- ☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.
- ☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.
- ☐ Use technology appropriate to their discipline.
- ☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

##### **Program Learning Outcomes– N/A**

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

##### **SUNY General Education Competencies– N/A**

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING & REASONING- Students will:

- a. clearly articulate an issue or problem;
- b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
- c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

☐ INFORMATION LITERACY - Students will:

- a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

##### **SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(S)– N/A**

For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

☒ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

## V. Essential Topics/Themes

1. Introduction, review of course requirements, geographic perspective
2. Study of country's history, people, and culture
3. Geography, agriculture, economic dynamics, imports and exports, culinary marketplace
4. The diet and flavors of the region
5. Food specialties/indigenous culinary expertise of the region
6. Beverages of the culture and region
7. Cultural culinary & meal time etiquette
8. Celebrities and Famous eateries and products of the region.
9. Hands on use of recipes and meal preparation of cuisine of the region

## VI. Methods of Assessment/Evaluation

Method – May vary, depending on the nature of the trip	% Course Grade
1. Food preparation project for culture/cuisine studied	0-30%
2. Attendance and participation	15-40%
3. Homework/research assignments (varied and appropriate to travel location)	20-40%
4. Exams	10-30%
5. Quizzes	0-15%
6. Reflective journaling	15-25%

**VII. Texts:** None required; Text(s) will vary by region of study. Cookbooks, books, and video of regional culture, and geography will be used/required. Partner institutions from other regions may assist in resource recommendations.

## VIII. Bibliography of Supplemental Materials

1. MacVeigh, E. <i>International Cuisine</i> . 2 <sup>nd</sup> ed., 2010. Cengage Learning.
2. Nenes, M.F. <i>International Cuisine</i> . 8 <sup>th</sup> ed., 2008. John Wiley & Sons, Inc.
3. Herbst, R. and S. T. Herbst. (2007) <i>The New Food Lover's Companion</i> . 5 <sup>th</sup> ed., 2013. Sourcebooks.
4. Civitello, L. <i>Cuisine and Culture</i> . 3 <sup>rd</sup> ed., 2011. Wiley.
5. Various authors. <i>Food Culture In...</i> ((Book series: various countries around the world) Greenwood Press.
Note: Partner institutions from other regions may assist in resource recommendations and lesson planning.

*Editions listed are current as of date of syllabus. More recent editions may be used.*

## IX. Other Learning Resources

<b>Audiovisual:</b> Institutions and web resources provide a variety of resources for each section of this course.
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<b>Electronic:</b> Many web resources, teleconferencing/email and video sharing with partner institutions.
<b>Other:</b> Partner institutions may assist with regional information per course section.

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

**Academic Integrity:** *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

*Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.*

*Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.*