

LANEY COLLEGE COURSE OUTLINE

COLLEGE:		STATE APPROVAL DATE:	05/10/2018
ORIGINATOR:	Cheryl Lew	STATE CONTROL NUMBER:	CCC00059 3347
		BOARD OF TRUSTEES APPROVAL DATE:	05/08/2018
		CURRICULUM COMMITTEE APPROVAL DATE:	03/16/2018
		CURRENT EFFECTIVE DATE:	08/01/2018

DIVISION/DEPARTMENT:

1. REQUESTED CREDIT CLASSIFICATION:

Credit - Degree Applicable
Course is not a basic skills course.
Program Applicable

2. DEPT/COURSE NO:

CULIN 088

3. COURSE TITLE:

Introduction to Food and Culture

4. COURSE: Laney New Course

TOP NO. 1306.00*

5. UNITS: 3.000

HRS/WK LEC: 3.00 Total: 52.50

HRS/WK LAB:

HRS/WK TBA:

6. NO. OF TIMES OFFERED AS SELETED TOPIC: AVERAGE ENROLLMENT:

7. JUSTIFICATION FOR COURSE:

Food production and consumption is a universal and diverse aspect of all human cultures. Students need to gain understanding of how food and culture relates to food production, distribution and access to food. This class will examine cultural and social meanings of food and food systems through historical and anthropological perspectives. Students need to be informed and sensitive to the origins and contributions of different food cultures.

8. COURSE/CATALOG DESCRIPTION

Exploration of the relationship between food and culture in society: Focus on the historical, geographical, religious, nutritional and economic factors that influence access to food in societies.

9. OTHER CATALOG INFORMATION

a. Modular: No If yes, how many modules:

b. Open entry/open exit: No

c. Grading Policy: Letter Grade Only

d. Eligible for credit by Exam: No

e. Repeatable according to state guidelines: No

f. Required for degree/certificate (specify):

Baking And Pastry, Baking And Pastry, Baking And Pastry

g. Meets GE/Transfer requirements (specify):

h. C-ID Number: Expiration Date:

i. Are there prerequisites/corequisites/recommended preparation for this course? Yes

Date of last prereq/coreq validation: 03/16/2018

10. LIST STUDENT PERFORMANCE OBJECTIVES (EXIT SKILLS): (Objectives must define the exit skills required of students and include criteria identified in Items 12, 14, and 15 - critical thinking, essay writing, problem solving, written/verbal communications, computational skills, working with others, workplace needs, SCANS competencies, all aspects of the industry, etc.)(See SCANS/All Aspects of Industry Worksheet.)

Students will be able to:

1. Compare and contrast different cultures and their relationship to food
2. Recognize cultural and historical food choices for different cultures.
3. Identify historically important food sources around the world.
4. Examine history of food preparation in conjunction with culture and resources available.
5. Discuss and identify cultures by dominant flavors, ingredients and cooking techniques
6. Evaluate nutritional rationale and strategies associated with different cultures.
7. Recognize food celebrations around the world and their contribution to a culture.

11A. COURSE CONTENT: List major topics to be covered. This section must be more than listing chapter headings from a textbook. Outline the course content, including essential topics, major subdivisions, and supporting details. It should include enough information so that a faculty member from any institution will have a clear understanding of the material taught in the course and the approximate length of time devoted to each. There should be congruence among the catalog description, lecture and/or lab content, student performance objectives, and the student learning outcomes. List percent of time spent on each topic; ensure percentages total 100%.

LECTURE CONTENT:

History of Food 15%

- a. [Hunting and Gathering](#)
- b. [Stone Age Cooking- Introduction of Fire](#)
- c. [Agricultural Shift](#)
- e. [Domestication of animals](#)
- d. [Food as Medicine](#)
- e. [Food as Commerce](#)

Cooking methods around the world 15%

- a. [Fire](#)
- b. [Variety of general cooking techniques employed by humans](#)
- c. [Food preparation practice to make food safe and sanitary](#)

Specific ways humans have learned and develop to preserve food for later consumption 10%

- a. [Variety of historical food preservation methods](#)
- b. [Variety of modern food preservation methods](#)

Cultural significance of food to specific world societies 25%

- a. [Cultural identity of human groups and food](#)
- b. [Celebrations and rites of passage with food customs](#)

Nutrition based on available food sources 10%

- a. [Enhancing and compensating for the available food sources to populations health and well-being](#)

Food politics 10%

- a. [enhancing and compensating health and well being of humans using available food sources](#)

Religion and food culture 10%

- a. [5 major religions and their influence on food rites and rituals within their communities](#)

Implication of Climate Change on Food Production and Choices 5%

- a. sustainability of food production with climate change
- b. strategies of food production and consumption with climate change

11B. LAB CONTENT:

n/a

12. METHODS OF INSTRUCTION (List methods used to present course content.)

1. Lecture
2. Observation and Demonstration
3. Discussion
4. Activity
5. Critique
6. Projects
7. Field Trips
8. Individualized Instruction
9. Visiting Lecturers
10. Multimedia Content

13. ASSIGNMENTS: 6.00 hours/week (List all assignments, including library assignments. Requires two (2) hours of independent work outside of class for each unit/weekly lecture hour. Outside assignments are not required for lab-only courses, although they can be given.)

Out-of-class Assignments:

- 1) Reading from text and professional journals.
- 2) Written reports on such topics as (but not limited to): ingredients, cooking methods, preservation methods, growing methods, current trends.
- 3) Watching food shows, videos, and podcasts.
- 4) Visiting grocery stores, farmer markets or restaurants.
- 5) Visiting cultural events around food.

ASSIGNMENTS ARE: (See definition of college level):

Primarily College Level

14. STUDENT ASSESSMENT: (Grades are based on):

ESSAY (Includes "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.)

NON-COMPUTATIONAL PROBLEM SOLVING (Critical thinking should be demonstrated by solving unfamiliar problems via various strategies.)

OTHER (Describe):

Oral Presentation, group projects, current event application

15. TEXTS, READINGS, AND MATERIALS

A. Textbooks:

Course Reader compiled by instructor. Updated annually.

*Date is required: Transfer institutions require current publication date(s) within 5 years of outline addition/update.

B. Additional Resources:

Library/LRC Materials and Services:

The instructor, in consultation with a librarian, has reviewed the materials and services of the College Library/LRC in the subject areas related to the proposed new course

Are print materials adequate? Yes

Are nonprint materials adequate? Yes

Are electronic/online resources available? Yes

Are services adequate? Yes

Specific materials and/or services needed have been identified and discussed. Librarian comments:
List of books addressing food culture Please provide a list of recent, recommended supplementary
(non-textbook) titles to the acquisitions librarian.

C. Readings listed in A and B above are: (See definition of college level):

Primarily college level

16. DESIGNATE OCCUPATIONAL CODE:

C - Occupational

17. LEVEL BELOW TRANSFER:

Y = Not Applicable

SUPPLEMENTAL PAGE

Use only if additional space is needed. (Type the item number which is to be continued, followed by "continued."

Show the page number in the blank at the bottom of the page. If the item being continued is on page 2 of the outline, the first supplemental page will be "2a." If additional supplemental pages are required for page 2, they are to be numbered as 2b, 2c, etc.)

1a. Prerequisites/Corequisites/Recommended Preparation:

RECOMMENDED PREPARATION:

ENGL 001A: Composition and Reading
or
ESOL 052A: Advanced Reading and Writing
or
ESL 052A: Advanced Reading and Writing

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STUDENT LEARNING OUTCOMES

1. **Outcome:** Interpret the relationship between food and culture using historical, anthropological, environmental and nutritional view points of human societies.
Assessment: test
2. **Outcome:** Differentiate the major world food cultures in conjunction with their religious beliefs, food acquisition strategies, cooking methods and nutritional needs.
Assessment: test
3. **Outcome:** Apply how food and cultural systems create social unity but also distinguish between gender, class and political divisions within a society.
Assessment: test

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