## CUL 186 Course Outline as of Spring 2011

## **CATALOG INFORMATION**

Dept and Nbr: CUL 186 Full Title: Cultural Foods Last Reviewed: 6/18/2001 Title: CULTURAL FOODS

Units **Course Hours per Week** Nbr of Weeks **Course Hours Total** Lecture Scheduled Maximum 3.00 2.0017.5 Lecture Scheduled 35.00 1.50 Lab Scheduled Minimum 4.00 8 Lab Scheduled 70.00 Contact DHR Contact DHR 0 0 Contact Total 6.00 Contact Total 105.00 Non-contact DHR 0 Non-contact DHR 0

Total Out of Class Hours: 70.00

Total Student Learning Hours: 175.00

Title 5 Category:	AA Degree Applicable
Grading:	Grade or P/NP
Repeatability:	00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:	
Formerly:	CULT 186

### **Catalog Description:**

Knowledge of distinctive foods, eating habits, holiday customs, and traditions of many cultures. Preparation of representative foods with emphasis on identification of ingredients, comparison of cuisines, application of flavor principles to creative cooking, and artistic presentation of food.

**Prerequisites/Corequisites:** 

### **Recommended Preparation:**

Interest in other cultures and/or cooking.

### **Limits on Enrollment:**

### **Schedule of Classes Information:**

Description: Knowledge of distinctive foods, eating habits, holiday customs & traditions of many cultures. Preparation of representative foods with emphasis on identification of ingredients, comparison of cuisines, application of flavor principles to creative cooking & artistic presentation of food. (Grade or P/NP) Prerequisites/Corequisites: Recommended: Interest in other cultures and/or cooking.

# **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

AS Degree: CSU GE:	Area Transfer Area	Effective: Effective:	Inactive: Inactive:
<b>IGETC:</b>	Transfer Area	Effective:	Inactive:
CSU Transfer	: Effective:	Inactive:	
UC Transfer:	Effective:	Inactive:	

## CID:

**Certificate/Major Applicable:** 

Not Certificate/Major Applicable

## **COURSE CONTENT**

## **Outcomes and Objectives:**

1. Explore the distinctive foods in a variety of different cuisines.

2. Develop a vocabulary of common terms, including foods, utensils, and clothing, related to each cuisine.

3. Apply flavor principles from each cuisine to creative cooking.

4. Participate in the preparation of 1-3 foods in each cuisine.

5. Taste foods prepared in class and evaluate according to standard product.

6. Recognize country of origin when given names of distinctive cultural foods.

7. Report on the customs and distinctive foods of one country or cuisine and demonstrate two foods from that country.

8. Practice preparing foods in each cultural foods unit at home.

9. Relate similarities of different cuisines.

10. Recognize cost of preparing foods from different cultures and compare with cost of American foods.

11. Plan foods to be prepared on time for buffet and artistic presentation of each dish.

## **Topics and Scope:**

1. Identify terms, distinctive dishes, and ingredients used in different cuisines.

2. Practice good sanitation and correct food preparation techniques in hands-on preparation of foods in each cuisine.

3. Share personal experiences from travel in foreign countries and and personal knowledge.

4. Participate in guest demonstrations of Japanese, Chinese,

Indonesian, Phillipine, Mexican, Swiss, Indian, or American Indian

cuisines.

5. Develop skills in the preparation of foreign and other distinctive foods.

6. Research the habits, customs, foods, traditions, and terms associated with one country and report to the class during a demonstration of two foods from the country.

- 7. Prepare materials for class use on one country or cuisine.
- 8. Participate in the preparation and tasting of foods from:
  - a. Oriental cuisines: Japanese, Chinese, Indonesian, Thai, Phillipine
  - b. European cuisines: French, Italian, German, Swiss, Scandinavian
  - c. Mexican cuisine
  - d. American cuisines: American Indian, Creole, Soul, Penn. Dutch
  - e. miscellaneous cuisines: Greek, Hungarian, Indian, Russian, African, Moroccan, Middle Eastern, Jewish, Romanian, English, Irish, Chilean, Panamanian, New Zealand, and other cuisines as time permits

9. Evaluate performance of self and others in the preparation of foods and reports.

## Assignment:

1. Thoroughly research one country of your choice on the food habits, distinctive foods and utensils, customs, and holiday traditions of the country. Select five dishes, representative of a meal from the country, and prepare two of these dishes in a class demonstration; or plan the recipes for the entire class to prepare and present the lecture, terms, and questions for that class day.

2. Prepare five home experiences, one for each of the five units (Oriental, European, Mexican, American, and miscellaneous) at home. Write up the experience including comments from guests, cost of ingredients, recipe used, recommended changes, and a personal evaluation of your performance.

3. Take-home quizzes (objective and essay questions).

4. Research the distinctive foods, habits, customs, and traditions of one cuisine in each of the five units, and summarize in a 2-page essay.

5. Locate and bring to class visual aids for class presentation and the International Smorgasbord when presented.

- 6. Prepare a bulletin board on one country of your choice.
- 7. Read supplementary articles provided by the instructor.

8. Make up labs missed by preparing a dish from that cuisine and bringing to class to share during the buffet.

Bring recipe books, artifacts from the country, money, maps, books appropriate for each cuisine as scheduled in the tentative schedule.
Prepare a notebook consisting of lecture notes, terms and questions, recipes for each country, and additional recipes and articles collected during the semester.

## Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

None, This is a degree applicable course but assessment tools based on writing are not included because problem solving assessments and skill demonstrations are more appropriate for this course.

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Homework problems, Lab reports, Quizzes, Exams, SPECIAL EVENTS AS NECESSARY

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances, Field work, Performance exams

**Exams:** All forms of formal testing, other than skill performance exams.

Multiple choice, True/false, Matching items, Completion, ESSAY QUESTIONS

**Other:** Includes any assessment tools that do not logically fit into the above categories.

NOTEBOOK, ATTENDANCE, ATTITUDE, GROUP WORK, COOPERATIVE ABILITY AND EFFORT

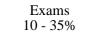
### **Representative Textbooks and Materials:**

materials prepared by instructor supplemented by: FASCINATING FOODS, Mary McDevitt ILLUSTRATED GUIDE TO FOREIGN AND FANCY FOODS, Mary Kramer HERITAGE COOK BOOK, Better Homes and Gardens EASY BASICS FOR INTERNATIONAL COOKING, Sunset BETTY CROCKER'S INTERNATIONAL FOODS COOK BOOK MEALS WITH A FOREIGN FLAIR, Better Homes and Gardens

Writing 0 - 0%	

Problem solving 10 - 25%

Skill Demonstrations 25 - 55%



Other Category
5 - 30%