

# SYLLABUS FOOD CULTURE

**Course title: English (other languages): Food culture**

**Course code: QKSE305**

**Department: Hospitality Management**

**Course conducting:**

**Credit hours: 03**

**Prerequisite(s): QKSE202**

**Time of the first design/announcement:**

**Adjust, modify, supplement:**

## 1. INSTRUCTOR(S) INFORMATION

No.	Instructors' name	Email	Phone number	Office
1	Hoàng Thị Khánh Ly	<a href="mailto:lyhtk@ftu.edu.vn">lyhtk@ftu.edu.vn</a>	0988008889	Faculty of Business Administration

*Note: Please list all the lecturers involved in teaching the course*

## 2. COURSE OBJECTIVES

This course provides a multidisciplinary, comparative, and necessarily eclectic look at the anthropology of food, with a primary focus on issues of food, wine and culture. Students will explore connections between what we eat and who we are through the study of how personal identities and social groups are formed via food production, preparation, and consumption. The course examines the social context shaping the literal and symbolic production of food. The course also provides the basic knowledge related to wine and wine consumption. Students will discuss the cultural meanings attached to food, the institutional and industrial creation of food, its preparation, and rituals of eating; the origin of wine, grape varieties, and tasting wine like a professional.

## 3. COURSE LEARNING OUTCOMES

### 3.1. Learning outcomes about knowledge, skills, autonomy and responsibility

#### 3.1.1. Knowledge

- **CLO1:** Understand and evaluate foundational concepts and theories in the study of food and culture
- **CLO2:** Understand and evaluate the relationship between food practices and cultural beliefs about power and social difference,
- **CLO3:** Understand and evaluate the relationship between food practices and historical and contemporary processes of globalization
- **CLO4:** Understanding the origin of wine, grape varieties and taste.

#### 3.1.2. Skills

- **CLO5:** Develop and exercise critical thinking skills in the analysis of food and wine production and consumption practices
- **CLO6:** Critically analyze the complex relationships between food, wine, the economy, and politics
- **CLO7:** Improve team-working and presentation skills

### 3.1.3. *Autonomy and responsibility*

- **CLO8:** Right morale in studying, following all university's rules and regulation; have a sensitive and respected attitude toward food, wine and culture of other countries
- **CLO9:** Scientific thinking; updating new knowledge and information relating to Cuisine, Wine and Culture
- **CLO10:** Be cooperative and active in teamwork

### 3.2. Matrix of the contribution of Course learning outcomes to Program learning outcomes

Course learning outcomes	Program learning outcomes									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	X	X								
CLO2	X	X								
CLO3	X	X								
CLO4	X	X	X							
CLO5				X	X	X				
CLO6				X			X			
CLO7							X			
CLO8								X		
CLO9									X	X
CLO10								X		
Course	4	5	1	2	2	2	5	4	4	4

## 4. READING MATERIALS

### 4.1. Textbook

1. Pamela Goyan Kittler, Kathryn P. Sucher, Marcia Nahikian-Nelms (2017). *Food and Culture* (7th Edition), Boston, Cengage Learning.
2. Karen MacNeil (2015). *The Wine Bible* (2<sup>nd</sup>.), New York, Workman Publishing.

### 4.2. Compulsory Readings

1. Carole Counihan and Penny Van Esterik, eds. *Food and Culture: A Reader* (2013).
2. Penny Van Esterik, *Food Culture in Southeast Asia* (Food Culture around the world). Greenwood Press, London (2008).

3. Henry Notaker, Food Culture in Scandinavia ((Food Culture around the world). Greenwood Press, London (2009).
4. Michael Ashkenazi, Jeanne Jacob, Food Culture in Japan ((Food Culture around the world). Greenwood Press, London (2003).
5. Julia Abramson, Food Culture in France ((Food Culture around the world). Greenwood Press, London (2007).
6. Peter Heine, Food Culture in Near East, Middle East and North Africa ((Food Culture around the world). Greenwood Press, London (2004).
7. Jose Rafarl Lovera, Food Culture in South America ((Food Culture around the world). Greenwood Press, London (2005).

4.3. Websites (if any): <https://www.vietnamonline.com/overview/food-culture.html>

## 5. COURSE CONTENTS AND SCHEDULE

### 5.1. Course contents

No.	Content	Time Allocation				Contribution to CLO
		Hour(s) on the class		Essays, Assignments, Teamwork	Self-study with teacher's tutorials	
		Lecture	Practice, Seminar			
1, 2	Chapter 1: Food and Culture	4	2	3	10	1,5,6, 7,8,9,10
3, 4	Chapter 2: Food and culture of Native Americans	4	2	3	10	2,3,5,6,7,9,9,10
5, 6	Chapter 3: Food and culture of European	4	2	3	10	2,3,5,6,7,9,9,10
7, 8	Chapter 4: Food and culture of African	4	2	3	10	2,3,5,6,7,9,9,10
9, 10	Chapter 5: Food and culture of East Asian	4	2	3	10	2,3,5,6,7,9,9,10
11, 12	Chapter 6: Food and culture of Southeast Asian	4	2	3	10	2,3,5,6,7,9,9,10
13, 14	Chapter 7: Introduction to Wine	3	3	4.5	12.5	4,5,6,7,9,9,10
15	Revision	3	0		10	1,2,3,8
<b>Total</b>		<b>30</b>	<b>15</b>	<b>22.5</b>	<b>82.5</b>	

### 5.2. Schedule of lectures<sup>1</sup>

#### Lecture 1 + 2: Food and Culture

<sup>1</sup> Chi tiết tới mức có thể theo từng nội dung, ít nhất chi tiết theo từng chương.

<b>Teaching Activities</b>	<b>Hour(s)</b>	<b>Content</b>	<b>Contribution to CLO</b>
<b>Lecture</b>	<b>4</b>	1.1. What is food? 1.2. What is culture? 1.3. Culture food habit 1.4. Individual food habit 1.5. Nutrition food habit	1,5,6, 7,8,9,10
<b>Seminar</b>	<b>2</b>		
<b>Essays, exercise, Assignments</b>	<b>3</b>		
<b>Self-study with the teacher's tutorials</b>	<b>10</b>	Read Chapter 1 - Textbook	
<b>Assessment (...)</b>		Understanding food, culture, food habit	

### **Lecture 3 + 4: Food and culture of Native Americans**

<b>Teaching Activities</b>	<b>Hour(s)</b>	<b>Content</b>	<b>Contribution to CLO</b>
<b>Lecture</b>	<b>4</b>	2.1. Culture perspective 2.2. Traditional food habit 2.3. Contemporary food habit	2,3,5,6,7,9,9,10
<b>Seminar</b>	<b>2</b>	Discussion	
<b>Essays, exercise, Assignments</b>	<b>3</b>		
<b>Self-study with the teacher's tutorials</b>	<b>10</b>	Read Chapter 5- Textbook	
<b>Assessment (...)</b>		Understand and evaluate food and culture of Native Americans	

### **Lecture 5 + 6: Food and culture of European**

**(Northern Europeans, Southern Europeans, Central Europeans, the People of the FSU)**

<b>Teaching Activities</b>	<b>Hour(s)</b>	<b>Content</b>	<b>Contribution to CLO</b>
<b>Lecture</b>	<b>4</b>	3.1. Culture perspective 3.2. Traditional food habit 3.3. Contemporary food habit	2,3,5,6,7,9,9,10
<b>Seminar</b>	<b>2</b>	Presentation	
<b>Essays, exercise, Assignments</b>	<b>3</b>		
<b>Self-study</b>	<b>10</b>	Read Chapter 6, 7 - Textbook	

<b>with the teacher's tutorials</b>			
<b>Assessment (....)</b>	Understand and evaluate food and culture of European		

### Lecture 7 + 8: Food and culture of African

<b>Teaching Activities</b>	<b>Hour(s)</b>	<b>Content</b>	<b>Contribution to CLO</b>
<b>Lecture</b>	<b>4</b>	4.1. Culture perspective 4.2. Traditional food habit 4.3. Contemporary food habit	2,3,5,6,7,9,9,10
<b>Seminar</b>	<b>2</b>	Presentation	
<b>Essays, exercise, Assignments</b>	<b>3</b>	Case study	
<b>Self-study with the teacher's tutorials</b>	<b>10</b>	Read Chapter 8 - Textbook	
<b>Assessment (....)</b>	Understand and evaluate food and culture of African		

### Lecture 9 – 10: Food and culture of East Asian

(China, Japan & Korea)

<b>Teaching Activities</b>	<b>Hour(s)</b>	<b>Content</b>	<b>Contribution to CLO</b>
<b>Lecture</b>	<b>4</b>	5.1. Culture perspective 5.2. Traditional food habit 5.3. Contemporary food habit	2,3,5,6,7,9,9,10
<b>Seminar</b>	<b>2</b>	Presentation	
<b>Essays, exercise, Assignments</b>	<b>3</b>		
<b>Self-study with the teacher's tutorials</b>	<b>10</b>	Read Chapter 11 - Textbook	
<b>Assessment (....)</b>	Understand and evaluate food and culture of East Asian		

### Lecture 11 - 12: Food and culture of Southeast Asian

(Philippines, Vietnam, Campodia and Laos)

<b>Teaching</b>	<b>Hour(s)</b>	<b>Content</b>	<b>Contribution to</b>
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<b>Activities</b>			<b>CLO</b>
<b>Lecture</b>	<b>4</b>	6.1. Culture perspective 6.2. Traditional food habit 6.3. Contemporary food habit	2,3,5,6,7,9,9,10
<b>Seminar</b>	<b>2</b>	Presentation	
<b>Essays, exercise, Assignments</b>	<b>3</b>		
<b>Self-study with the teacher's tutorials</b>	<b>10</b>	Read Chapter 12 - Textbook	
<b>Assessment (...)</b>		Understand and evaluate food and culture of Southeast Asian	

### Lecture 13 - 14: Introduction to Wine

<b>Teaching Activities</b>	<b>Hour(s)</b>	<b>Content</b>	<b>Contribution to CLO</b>
<b>Lecture</b>	<b>3</b>	7.1. Wine origin 7.2. Grape varieties 7.3. Tasting Wine	4,5,6,7,8,9,10
<b>Seminar</b>	<b>3</b>	Presentation	
<b>Essays, exercise, Assignments</b>	<b>4.5</b>		
<b>Self-study with the teacher's tutorials</b>	<b>12.5</b>	Read: The Wine Bible, Part 1	
<b>Assessment (...)</b>		Understand and classify grape varieties, type and taste of wine	

### Lecture 15: Revision

<b>Teaching Activities</b>	<b>Hour(s)</b>	<b>Content</b>	<b>Contribution to CLO</b>
<b>Lecture</b>	<b>3</b>	Chapter 1, 2, 3, 4, 5, 6, 7	1,2,3,8
<b>Seminar</b>	<b>0</b>		
<b>Essays, exercise, Assignments</b>	<b>0</b>		
<b>Self-study with the teacher's tutorials</b>	<b>10</b>	Chapter 1, 5, 6, 7, 8, 11, 12 - Textbook	
<b>Assessment (...)</b>		Chapter 1, 2, 3, 4, 5, 6, 7	

## 6. COURSE POLICY

### 6.1 Requirements for final examination

Students are allowed to take the final exam only if the following conditions are satisfied:

- Students must attend at least 80% class periods (12/15 sessions)
- Attendance is also required for all examination/ assignment periods. Students are expected to pass at least 50% of those examinations. For courses those only requires one examination, students are expected to earn at least 5 points out of 10.
- For an absence to be excused, the absence must be accompanied by a written excuse from a doctor or other competent. If a student is absent for more than an allowed number of sessions for the university's mission, the instructor then can consider and decide, but must ensure that no more than 60% of the sessions are taken and additional instruction is required under the supervision of the instructor.

### 6.2 Bonus point policy

- Students who contribute in class discussions and are recognized by the teacher (enrolment cards) will be credited to the attendance, mid-term and final scores.
- Students can propose and get the consent of the lecturer to write the subject matter. If the essay is of good quality, it will be considered bonus points for mid-term or final exams.

### 6.3 Assignment policy

All assignments must be the result of the students own work and effort.

- If 40% similarity is detected; the assignment's score will be deducted.
- If more than 40% similarity is detected; the assignment will be zero-scored.
- Late submission will result in 10% deducted from assignment score for each day late.
- Missed work or more than 3-day late submission will be zero-scored.

## 7. COURSE ASSESSMENT

- Score ladder: 10

- Type of assessment

Form		Content	Criteria	CLO	Proportion
Formative	Attendance		The number of attendances and participation in lesson	8	10%
	Mid-term Assignment		Group presentation	2,3,5,6,7,9,10	30%
Summative	Final test	Chapter 1, 5, 6, 7, 8, 11, 12	MCQ + writing (60 - 90 mins)	1,2,3,4,8	60%
				<b>Total:</b>	<b>100%</b>

DEAN OF FACULTY

HEAD OF DEPARTMENT

