COURSE INFORMATION

<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>HFT 3894 591S15 and 592S15 International Food &amp; Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>N/A</td>
</tr>
<tr>
<td>Semester/Year</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>Time</td>
<td>N/A – Online course</td>
</tr>
<tr>
<td>Classroom</td>
<td>N/A – Online course</td>
</tr>
</tbody>
</table>

INSTRUCTOR CONTACT

<table>
<thead>
<tr>
<th>Professor</th>
<th>Dr. Bendegul Okumus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>N/A</td>
</tr>
<tr>
<td>Virtual Office hours</td>
<td>By appointment via Canvas</td>
</tr>
<tr>
<td>Phone</td>
<td>N/A – please contact me by e-mail</td>
</tr>
<tr>
<td>Cell Phone</td>
<td>Please contact me by e-mail for urgent matters</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:bokumus@sar.usf.edu">bokumus@sar.usf.edu</a></td>
</tr>
</tbody>
</table>

CATALOG COURSE DESCRIPTION
This course explores cuisines with a focus on the geographic, historic, cultural, religious, and economic influences that shape food availability and consumption. Students will examine how diversity shapes cultural food patterns.

DETAILED COURSE DESCRIPTION
This course explores cuisines with a focus on the geographic, historic, cultural, religious, and economic influences that shape food availability and consumption. Students will examine how diversity shapes cultural food patterns by critically evaluating relevant texts and participating in culinary-related Community Engagement projects. This course fulfills an upper-level Community Engagement and Diversity Pillar course requirement.

COURSE TOPICS
This course will cover the following content areas:
1. Influences on food around the world.
2. Europe: Early Roots of our American Cuisine
3. Enriched by the Mediterranean Sphere
4. Heritage from Sub-Saharan Africa
5. Food Treasures from the Orient and the Pacific
6. American Flavors
7. Write a diversity assay
8. Participate in at least two community engagement activities and write reports
BACHELOR OF SCIENCE IN HOSPITALITY MANAGEMENT

MISSION STATEMENT
The Bachelor of Science in Hospitality Management in the College of Hospitality and Technology Leadership at the University of South Florida Sarasota-Manatee prepares graduates for leadership positions in the hospitality industry through foundational knowledge of hospitality operations and experiences that promote diversity, ethical responsibility, lifelong learning, and community engagement.

BACHELOR OF SCIENCE IN HOSPITALITY MANAGEMENT

PROGRAM LEARNING OUTCOMES (PLOs):
1. Identify and apply business concepts and skills relevant to the operational areas of hospitality management.
2. Describe and apply the fundamental principles of leadership and model the behavior of effective leaders.
3. Demonstrate effective communication skills.
4. Analyze information and make decisions using critical thinking and problem solving skills.
5. Evaluate diversity and ethical considerations relevant to the hospitality industry.

USFSM UNIVERSITY CORE – PILLARS OF INTELLECTUAL ENGAGEMENT

STUDENT LEARNING OUTCOMES
1. Community Engagement: Students will demonstrate and integrate understanding of a societal issue as a result of engagement outside the classroom (literal or virtual).
2. Diversity: Students will demonstrate and integrate an understanding of the complexity of elements important to various cultures, groups, beliefs, and/or practices.

HFT 3894 COURSE GOALS AND OBJECTIVES
This course is designed as an upper-level Community Engagement and Diversity Pillar requirement at USFSM. It aims to explore cuisines and culture with a focus on the geographic, historic, cultural, religious, and economic influences that shape food availability and consumption. It particular, this course’s objectives include the following:
1. Students will examine how diversity shapes cultural food patterns.
2. It covers the history of culinary arts, indigenous ingredients, customs, cooking methods and culinary terminology used in various cultures including Latin and South America, Africa, the Middle East, Europe, Scandinavia, Asia, and India. During the semester, this class examines the cultural, historical, social and environmental aspects of food throughout the world.
3. It examines how cultures influence the flow of food around the world.
4. It examines how food is often used for celebratory purposes.
5. In particular, it exposes students to the USFSM University Core, which includes the Pillars of Intellectual Engagement. The Pillars of Intellectual Engagement express the qualities every student graduating from USFSM should be able to demonstrate - they are critical thinking, communication, ethics, leadership, community engagement and diversity.
6. This course allows students to become engaged citizens by participating in numerous community engagement events/activities and reflecting upon their experiences.
7. Students will demonstrate and integrate understanding of a societal issue as a result of engagement outside the classroom (literal or virtual).
8. Students will demonstrate and integrate an understanding of diversity and the complexity of elements important to various cultures, groups, beliefs, and/or practices.
HFT 3894 COURSE SPECIFIC STUDENT LEARNING OUTCOMES
Upon completion of this course (HFT 3894), students will be able to:
1. Identify and discuss international foods and terminology (aligns to PLOs 1 & 3).
2. Describe foods from around the world (aligns to PLOs 1 & 3).
3. Compare actual international cuisines and their Americanized interpretations (aligns to PLO 1).
4. Discuss the impact of geography, economics, history, climate and religion on a country’s cuisine (aligns to PLOs 1, 3, 4 & 5).
5. Evaluate the interrelationship of world cuisines (aligns to PLOs 1, 3 & 4).
6. Compare flavor and texture combinations of different cuisines (aligns to PLOs 1, 3, 4 & 5).
7. Compose a written report related to food and culture (PLO 3).
8. Demonstrate and integrate understanding of a societal issue as a result of community engagement activities outside the classroom (aligns to PLOs 2, 3, 4 & 5).
9. Demonstrate and integrate an understanding of the complexity of elements important to various cultures, groups, beliefs, and/or practices (aligns to PLOs 2, 3, 4 & 5).

TEXT AND MATERIALS

Supplemental texts and other materials: Some other books, magazine and newspapers articles, cases and websites will be suggested for reading prior to certain modules/sessions.

CANVAS USE
The class syllabus is posted on CANVAS, an online course management system. In this class CANVAS will be used as the electronic learning platform.

Information on how to use CANVAS is available at: http://www.sarasota.usf.edu/Academics/DE/current_students.php

Other sources for assistance are the toll-free hotline, (866) 974-1222 or the live online help site: http://usfsupport.custhelp.com/app/chat/chat_launch

Need help?
CANVAS support is also available through USFSM E-Leaning staff from 9am to 5pm, Monday through Friday. Please feel free to contact them directly with comments, questions, concerns, or requests for assistance.

Please call or email Carlos Montoya at 941-3594215 and cmmontoya@sar.usf.edu

COMPUTER LAPTOP USE
USFSM requires all to students to have laptops that can be used for this course and other courses.
GRADING, EVALUATION AND ATTENDANCE POLICIES

Grades are issued based on the total points earned for participation in discussion boards, and the completion of assignments, quizzes, and exams. Grades will not be negotiated or curved. This means you should invest time in preparing for class and submit your best work for all assignments. You are expected to write in a scholarly manner using proper grammar, punctuation, and sentence structure. Research sources are to be properly cited using APA format. All assignments must be saved as MS Word documents and uploaded to CANVAS. Specific instructions for each assignment will be posted on CANVAS. The table below shows how each course component contributes to your final grade. Your final grade is determined out of 1000 possible points, i.e., 10% = 100 points. The table also includes the plus/minus system that will be used for this course and total grade points will not be rounded.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Overall Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97 - 100%</td>
<td>970-1000</td>
</tr>
<tr>
<td>A</td>
<td>94 - 96%</td>
<td>940-969</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 93%</td>
<td>900-939</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89%</td>
<td>870-899</td>
</tr>
<tr>
<td>B</td>
<td>84 - 86%</td>
<td>840-869</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 83%</td>
<td>800-839</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79%</td>
<td>770-799</td>
</tr>
<tr>
<td>C</td>
<td>74 - 76%</td>
<td>740-769</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 73%</td>
<td>700-739</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69%</td>
<td>670-699</td>
</tr>
<tr>
<td>D</td>
<td>64 - 66%</td>
<td>640-669</td>
</tr>
<tr>
<td>D-</td>
<td>60 - 63%</td>
<td>600-639</td>
</tr>
<tr>
<td>F</td>
<td>59 or below</td>
<td>599 or below</td>
</tr>
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<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Online Discussions</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Community Engagement Project 1</td>
<td>125</td>
<td>12.5%</td>
</tr>
<tr>
<td>Community Engagement Project 2</td>
<td>125</td>
<td>12.5%</td>
</tr>
<tr>
<td>Final Project</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam (including the diversity essay)</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
1. **Weekly Online Discussions (150 points and 15% of grade):** There are several ways that students can learn in an online environment. One very important way is from active participation and involvement in online discussions. The climate of this class is intended to be a participative and open one where students are encouraged to exchange their ideas. The professor will provide (online) presentations that feature PowerPoint and videos via the CANVAS course website. These presentations and the textbook for this course highlight food and culture worldwide. The professor will post/provide online discussion topics for each week and each student needs to make at least one online post per week by 11:59 PM on Thursday and also respond to at least two other students’ comments by 11:59 PM on Sunday. Each student can receive up to six (6) points for the main online post by 11:59 PM on Thursday and four points for responding to other students’ comments. In other words, each student can receive six points for making online posts and four points for responding to other students’ comments per week.

2. **Midterm exam (200 points and 20% of grade):** There will be true and false, multiple choice and short-answer questions. Midterm exam will be in Week 8.

3. **Community Engagement Projects (250 points and 25% of grade):** Each student must participate in a minimum of two (2) Community Engagement/Service Learning events related to food, cuisine and culture and write a reflection essay on each experience. Each experience should be at least four (4) hours. For each community engagement experience, each student will write a short essay of 300-500 words, describe the community engagement activity enabled by this course, and discuss insights related to diversity understand that the experience provided you personally, conclude by identifying what you feel will be your most lasting impression from the experience. Detailed information is provided in pages 6-8 about this project.

4. **Final Project (200 points and 20% of total grade):** Each student will complete an individual final project during the semester. The purpose of this project is to allow each student to select a country and identify and evaluate its culture and local foods/cuisines. The project is worth a total of 200 points. Each student will select a country and write a report in PowerPoint format. The project should analyze, compare, contrast and discuss the impacts of history, culture and environment on the foods that are produced, consumed and celebrated in the selected country. Presentations must consist of at least 18 PowerPoint slides. The project will be submitted online through CANVAS and scanned by “Turnitin”. Specific slide requirements will be posted on the CANVAS website.

5. **Final Exam (200 points and 20% of total grade):** There will be true and false, multiple-choice and short answer questions. In addition, as part of the final exam, each student will be asked to write a short essay of 300-500 words that will describe the manifestation of human diversity explored in this course, and discuss what the student feels are the most important understandings related to diversity that she/he learned, explaining their significance in relation to the issue.
Community Engagement Project
Each student must participate in a minimum of two (2) Community Engagement/Service Learning events related to food, cuisine and culture and write a reflection report on each experience. Each experience should be at least four (4) hours. For each community engagement experience, each student will write a short essay of 300-500 words, describe the community engagement activity enabled by this course, and discuss insights related to diversity understand that the experience provided you personally, conclude by identifying what you feel will be your most lasting impression from the experience.

The hospitality and tourism industry is a people oriented profession. As such, it is intimately involved with many aspects of community engagement. It is our intent to expose our students to this important role of the industry through this Community Engagement Project related to food, cuisine and culture. Recognizing that there are many avenues of services to fulfill these required hours, it is necessary to generally define community engagement. By definition, community engagement shall include activities for which you volunteer, and which are intended to provide aid and support to the improvement of the community as a whole. It is important to note that you are a part of the community. We do not work for the community, but rather as part of the community.

Specific Community Engagement events scheduled during Spring 2015 semester will be published through Canvas. Examples of other community engagement opportunities may also include involvement with:

- Homeless shelters
- Crisis centers
- Community dining rooms
- Group homes
- Medical support and assist groups (hospital)
- Food banks
- Disaster assist organizations
- Disease related organizations
- Religious aid groups
- Youth groups
- Senior centers
- Animal shelters
- Municipal community organizations

The following form should be used to confirm attendance and participation in community engagement events:
DOCUMENTATION OF COMMUNITY ENGAGEMENT

Name: _______________________________       _____________ Date _____________

Community Site: _______________________________

Date(s) of Work: _______________________________

Number of Hours Worked: ____________ hours from_________ to__________

Name and Title of supervisor at community site: _______________________________

Signature of supervisor at community site: _____________________________________

Phone Number: _____________________________________

Email Address: _____________________________________

This organization’s or event’s website (if available): ______________________________

If possible/available, you may attach this person’s business card:

Supervisor’s Comments about the students’ engagement and performance:

Describe this organization’s or event’s goal and how this organization serves the community (about 70-100 words):

Describe your activities during your community engagement (about 70-100 words):
Describe the value in what you did for the agency/site? (about 70-100 words)

Describe the value in what this experience did for YOU (your comments should be about the experience and your specific learning) (70-100 words):

Please write a short essay of 300-500 words, describe this community engagement activity enabled by this course, and discuss insights related to diversity understand that the experience provided you personally, conclude by identifying what you feel will be your most lasting impression from this experience (300-500 words):
Late work
Late work will be penalized 10% of the total points per day (weekends, i.e., Saturday and Sunday, are counted as two days and USFSM recognized holidays are not counted). NOTE: The weekends proceeding and following Semester Break holidays, if applicable, will be counted.

Disputing a Grade
Every student has two weeks after receiving a graded assignment to dispute the actual grade. Specific or detailed grading issues are not discussed over email due to FERPA regulations. If you need to discuss a grade on an assignment please make an appointment with your instructor. Prepare an explanation for why you believe there is an error before coming to this meeting. Also, make sure to bring the graded assignment with you to the meeting.

PLAGIARISM SOFTWARE
The University of South Florida has an account with an automated plagiarism detection service, which allows student assignments be checked for plagiarism. The instructor reserves the right to ask students to submit their assignments to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized. Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.

GRADING, EVALUATION AND ATTENDANCE POLICIES:
1. USFSM policy requires that all students receive a graded assignment or examination prior to the semester’s drop/withdraw date
2. Specifically state the value of and the manner in which each assignment in the syllabus will be evaluated or graded.
3. A precise description of the grading process, e.g. use of plus or minus grading, use of straight A,B,C,D and F system, point system with delineations of grades for accumulation of a stipulated number of points, etc.
4. Attendance policy to include make up of missed work.

USFSM AND USF SYSTEM POLICIES
A. Academic Dishonesty: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the USFSM Catalog, the USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

B. Academic Disruption: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the USFSM Catalog, USF System Academic Integrity of Students, and the USF System Student Code of Conduct.
C. **Contingency Plans:** In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the [Campus Police Website](http://usfsm.edu/campus-police) for further information.

D. **Disabilities Accommodation:** Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714, disabilityservices@sar.usf.edu, [http://usfsm.edu/disability-services/](http://usfsm.edu/disability-services/)

E. **Fire Alarm Instructions:** At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See [Emergency Evacuation Procedures](http://usfsm.edu/emergency).

F. **Religious Observances:** USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

G. **Sexual Misconduct/Sexual Harassment Reporting:** USFSM is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence ([USF System Policy 0-004](http://usfsm.edu/policies)). The Counseling and Wellness Center is a **confidential** resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report.

Please be aware that in compliance with Title IX and under the USF System Policy, educators **must** report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. The Deputy Coordinator for USFSM is Mary Beth Wallace, AVP for Student Enrollment, Engagement and Success, 941-359-4330 or marybeth@sar.usf.edu.

**Campus Resources:**
- Counseling Center and Wellness Center 941-487-4254
- Victim Advocate (24/7) 941-504-8599
- List of off-campus resources:
Hope of Manatee: 941-755-6805  
Safe Place & Rape Crisis Center (SPARCC) – Sarasota: 941-365-1976  
First Call for Help- Manatee: 941-708-6488  
Sarasota & North Port 941-366-5025  
Manatee Glens: 941-782-4800

H. Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.

I. Academic Support Services: Information Commons provides students with individual and group study spaces, computers, printers, and various media equipment for temporary use. Information Commons is staffed with a librarian, learning support faculty, tutors, and technology and e-learning specialists. Students challenged by the rigors of academic writing, mathematics, or other course content are urged to contact their professors early in the semester to chart out a plan for academic success, and/or regularly use the tutoring services provided by the Learning Support Services, which are provided at no cost to students.

Course Schedule
Please see the detailed course schedule at the end of this syllabus. Any changes to the schedule will be announced through the CANVAS website. The course schedule will include dates of scheduled exams, assignments and due dates and note the last day to drop class with a “W”.
Tentative Calendar

1. New course material opens up each Sunday at midnight.
2. All assignments, projects, tests and exams are due on Sundays at midnight.
3. Each online discussion per week is due by 11:59 PM on Thursday and students need to respond to other students comments by 11:59 PM on Sunday.

<table>
<thead>
<tr>
<th>CLASS</th>
<th>ACTIVITY/TOPIC</th>
<th>TASK</th>
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<tbody>
<tr>
<td>Week 1 1/5-11/2015</td>
<td>Introduction Food and Culture</td>
<td>Read Chapter 1 Online Discussion</td>
</tr>
<tr>
<td>Week 2 1/12-18/2015</td>
<td>Traditional Health Beliefs and Practices</td>
<td>Read Chapter 2 Online Discussion</td>
</tr>
<tr>
<td>Week 3 1/19-25/2015</td>
<td>Intercultural Communication</td>
<td>Read Chapter 3 Online Discussion</td>
</tr>
<tr>
<td>Week 4 1/26/2-1/2015</td>
<td>Food and Religion</td>
<td>Read Chapter 4 Online Discussion</td>
</tr>
<tr>
<td>Week 5 2/2-8/2015</td>
<td>Native Americans</td>
<td>Reach Chapter 5 Online Discussion</td>
</tr>
<tr>
<td>Week 6 2/9-15/2015</td>
<td>Northern and Southern Europeans <em>Community Engagement Report/Essay 1 submission is due</em> (including a short essay of 300-500 words on community engagement)</td>
<td>Read Chapter 6 Online Discussion <em>Community Engagement Activity Report/Essay 1 submission is due</em></td>
</tr>
<tr>
<td>Week 7 2/16-22/2015</td>
<td>Central Europeans, People of the Former Soviet Union and Scandinavians</td>
<td>Read Chapter 7 Online discussion</td>
</tr>
<tr>
<td>Week 8 2/23-3/1/2015</td>
<td>Africans</td>
<td>Midterm Exam (Chapters 1-7) Read Chapter 8 Online discussion</td>
</tr>
<tr>
<td><strong>Week 9 3/2-8/2015</strong></td>
<td><strong>Spring Break</strong></td>
<td><strong>Spring Break</strong></td>
</tr>
<tr>
<td>Week 10 3/9-15/2015</td>
<td>Mexicans and Central Americans Caribbean Islanders and South Americans</td>
<td>Read Chapters 9 and 10 Online Discussion</td>
</tr>
<tr>
<td>Week 11 3/16-22/2015</td>
<td>East Asians</td>
<td>Read Chapters 11 Online Discussion</td>
</tr>
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</table>
| Week 12 | 3/23-29/2015 | South Asians and Pacific Islanders  
**Community Engagement Activity Report/Essay 2 submission** (including a short essay of 300-500 words on community engagement) | Read Chapter 12  
Online discussion  
**Community Engagement Activity Report/Essay 2 submission is due** |
|----------|--------------|---------------------------------------------------------------------------------|------------------------------------------------------------------|
| Week 13  | 3/30-4/5/2015| People of the Balkans and the Middle East                                        | Read Chapter 13  
Online discussion |
| Week 14  | 4/6-12/2015  | South Asians  
**Final project submission**                                                     | Read Chapter 14  
Online discussion  
**Final project is due** |
| Week 15  | 4/13-19/2015 | Regional Americans                                                               | Read Chapter 15  
Online Discussion |
| Week 16  | 4/20-26/2015 | Summary                                                                         | Online Discussion |
| **4/26/2015** | **Final exam** (including a short essay of 300-500 words on diversity) | **Final Exam Chapters 8-15** |