



COURSE SYLLABUS (This syllabus is for Course in the major)

Please read this syllabus in its entirety. It is a part of the course content. Further, it is important that you understand what is required in this course and the times for completing all activities.



This Scholarly-Enriched Course has been designed to teach specific course content, which will include the production of scholarly work that utilizes writing, critical thinking, and information literacy.

SECTION 1: COURSE INFORMATION

Course Number & Name:	HFT 3930 Culinary Trends: Culture, Food, & Spirits
CRN:	13283 (R)
Course Credit Hours:	3
Semester:	Spring 2020
Department/Program:	School of Resort & Hospitality Management
Meeting Times/Location:	13283 Thursday (R) -- 10:30am - 01:15pm Wine Lab (Room 117)
Format:	On-campus (classroom)
Instructor:	James E. Fraser, M.B.A., C.E.C.
Office Location:	Sugden Hall, Room #206E
Contact Information:	Email: jfraser@fgcu.edu ; Phone: 239-590-1357 (Office)
Office Hours:	Monday – 10:00am – 10:30am & 1:15pm – 2:45pm Tuesday – 10:00am – 10:30am & 1:15pm – 2:45pm Wednesday – 1:15pm – 2:45pm Thursday – 1:15pm – 2:45pm Friday – By Appointment

Prerequisites:

Course Description:

This course is an exploration of Gastronomy that trace the origins of our food supply as well as exploring the interactions of cultures and food habits. Have you ever wondered where your food comes from and why you eat the foods you do? We will examine how specific geographic, cultural and historic influences shape our eating habits. The program will take an interdisciplinary approach to support research in

hospitality and tourism. Many people enjoy eating however what they choose to eat is determined or traced back to their individual preferences, income level, and place of birth, religion or cultural heritage.

Required Text:

TBD

Recommended Text:

Cuisine and Culture, A History of Food and People, 3rd Edition, Linda

On Cooking, 5th Edition, Sarah R. Labensky, Alan M. Hause, Priscilla A. Martel

Supplemental Reading:

How to Cook Everything, Mark Bittman (Recommended – App or book)

Good Food, Great Business: How to Take Your Artisan Food Idea from Concept to Marketplace [Book]

Business / Economics · Paperback · Non-fiction · 256 page

For those ready to follow their foodie dreams (or at least start thinking about it), this book provides the tools to decide if creating a specialty food business is right for you. Whether the goal is selling a single product online or developing a range of gourmet foods for grocery chains, this handbook helps hopeful food entrepreneurs become experts in everything from concept and production to sales and marketing. The author uses real-life examples from more than 75 successful individuals and businesses to illustrate the good, the bad, and the ugly of starting a food enterprise, providing links to useful charts and worksheets to simplify the process and keep entrepreneurs organized and focused.

Good Food, Great Business: How to Take Your Artisan Food Idea from Concept to Marketplace

Author Susie Wyshak

Publisher Chronicle Books Pages 256 paperback Publication Date November 18, 2014

ISBN1452107084

For those ready to follow their foodie dreams (or at least start thinking about it), this book provides the tools to decide if creating a specialty food business is right for you. Whether the goal is selling a single product online or developing a range of gourmet foods for grocery chains, this handbook helps hopeful food entrepreneurs become experts in everything from concept and production to sales and marketing. The author uses real-life examples from more than 75 successful individuals and businesses to illustrate the good, the bad, and the ugly of starting a food enterprise, providing links to useful charts and worksheets to simplify the process and keep entrepreneurs organized and focused.

Food and Agricultural Tourism: Theory and Best Practice

Author Susan L. Slocum, Kynda R. Curtis

Publisher Routledge, Taylor Francis Group

Publication Date October 23, 2017 Pages 246 paperback

ISBN 1138931101

This book fills a gap in the growing academic discipline of food and agricultural tourism, offering the first multidisciplinary approach to food tourism and the role it plays in economic development, destination marketing, and gastronomic exploration. It provides a comprehensive introduction to the discipline by considering food tourism in connection with both cultural values and important issues in agriculture, food consumption and safety, and rural heritage and sustainability. The book is divided into four Parts. Part I defines the elements of food tourism and explains its relationship with sustainability. Part II provides an overview of rural development and demonstrates the impact of industrialization and globalization on eating habits. Part III focuses on food tourism studies and market segmentation techniques to help students understand customer needs regarding food tourism products. Finally, Part IV looks at the financial, policy, and legal requirements relating to food tourism development, providing

hands-on tools for students entering food tourism businesses or industries. Complemented by a wide range of international case studies, key definitions, and study questions, Food and Agricultural Tourism is essential reading for students of tourism, geography, and economic development studies.

Gastronomy as a Marketing Tool

Author Angelique Verheijen

Publisher Lap Lambert Academic Publishing GmbH KG

Publication Date 2011.06 Pages 84 paperback

ISBN 3844395776

Currently, destinations are finding themselves in a position where they have to compete for the spending of tourists. Specific branding strategies, where emphasis is put on a destination's strengths, are an effective way to stand out from the crowd. Thailand is a country where food and food experiences are of high value, not only to the local population, but also for tourists. Therefore, I wanted to research the extent to which Thailand could exploit its culinary reputation as a motivation for travel, in order to optimize their branding strategy. This book can function as a tool in gaining new insights for people working or studying in the field of marketing, but could be of assistance in the tourism and culinary industry as well.

Closing the Food Gap: Resetting the Table in the Land of Plenty

Author Mark Winne

Publisher Beacon Press

Publication Date 2008 Pages 199 hardback

ISBN 0807047309

In *Closing the Food Gap*, food activist and journalist Mark Winne poses questions too often overlooked in our current conversations around food: What about those people who are not financially able to make conscientious choices about where and how to get food? And in a time of rising rates of both diabetes and obesity, what can we do to make healthier foods available for everyone? To address these questions, Winne tells the story of how America's food gap has widened since the 1960s, when domestic poverty was "rediscovered," and how communities have responded with a slew of strategies and methods to narrow the gap, including community gardens, food banks, and farmers' markets. The story, however, is not only about hunger in the land of plenty and the organized efforts to reduce it; it is also about doing that work against a backdrop of ever-growing American food affluence and gastronomical expectations. With the popularity of Whole Foods and increasingly common community-supported agriculture (CSA), wherein subscribers pay a farm so they can have fresh produce regularly, the demand for fresh food is rising in one population as fast as rates of obesity and diabetes are rising in another. Over the last three decades, Winne has found a way to connect impoverished communities experiencing these health problems with the benefits of CSAs and farmers' markets; in *Closing the Food Gap*, he explains how he came to his conclusions. With tragically comic stories from his many years running a model food organization, the Hartford Food System in Connecticut, alongside fascinating profiles of activists and organizations in communities across the country, Winne addresses head-on the struggles to improve food access for all of us, regardless of income level. Using anecdotal evidence and a smart look at both local and national policies, Winne offers a realistic vision for getting locally produced, healthy food onto everyone's table. "Closing the Food Gap is a deeply moving account of Mark Winne's long career as an advocate for policies that will ensure adequate nutrition for the poor. Reading this book should make everyone want to advocate for food systems that will feed the hungry, support local farmers, and promote community democracy—all at the same time. I want all my students to read this beautifully written and important book." —Marion Nestle, Paulette Goddard professor of nutrition, food studies, and public health at New York University, and author of *Food Politics* and *What to Eat* "Mark Winne tackles the world of food deserts, hunger relief and the disparities of the 'haves' and 'have-nots' from both a personal and professional viewpoint that at once educates on and illuminates these very complicated issues. Winne

makes these issues and their interrelationships not only understandable but also compelling for all those who care about social justice in our country.” —Chef Ann Cooper, author of *Lunch Lessons: Changing the Way We Feed Our Children* “An engaging, candid, and sometimes funny look at how ordinary people—and extraordinary ones like the author—have struggled over three plus decades to create a fair food system, in the absence of public sector compassion. Winne has done it all—food coops, emergency feeding, farmers’ markets, community gardening, Community Supported Agriculture, public policy. He tells us why and how, weaving into his own experiences stories from other cities across the country to create an essential picture of how people like him are struggling to reset the country’s table for everyone.” —Joan Dye Gussow, author of *This Organic Life: Confessions of a Suburban Homesteader* “Closing the Food Gap reveals the chasm between the two food systems of America—the one for the poor and the one for everyone else. Speaking from his decades of political activism, Mark Winne offers compelling solutions for making local, organic, and highly nutritious food available to everyone. It’s heartening to find a book that successfully blends a passion for sustainable living with compassion for the poor.” —Dr. Jane Goodall, DBE, Founder – the Jane Goodall Institute and UN Messenger of Peace “By combining stories of his deep personal experience as an activist with keen insight into strategies for addressing food injustice, Winne himself fills a gap in the growing literature on good food, why it matters, and how to ensure everyone everywhere has access to it. Plus, the book is a fun read. Winne’s stories made me want to meet him down at the local farmer’s market, and then join him afterward for a cold beer.” —Anna Lappé, co-founder of the Small Planet Institute and author of *Grub: Ideas for an Urban Organic Kitchen* “Winne’s passion for justice and commitment to sustainability make this book essential reading for those who want to help make the vision of healthy abundance for all an American dream come true.” —Janet Poppendieck, author of *Sweet Charity? Emergency Food and the End of Entitlement*

The Routledge Handbook of Gastronomic Tourism

Publisher Routledge

Publication Date 2019 Pages 590 hardback

ISBN 1138551554

The Routledge Handbook of Gastronomic Tourism explores the rapid transformations that have affected the interrelated areas of gastronomy, tourism and society, shaping new forms of destination branding, visitor satisfaction, and induced purchase decisions. This edited text critically examines current debates, critical reflections of contemporary ideas, controversies and queries relating to the fast-growing niche market of gastronomic tourism. This comprehensive book is structured into six parts. Part I offers an introductory understanding of gastronomic tourism; Part II deals with the issues relating to gastronomic tourist behavior; Part III raises important issues of sustainability in gastronomic tourism; Part IV reveals how digital developments have influenced the changing expressions of gastronomic tourism; Part V highlights the contemporary forms of gastronomic tourism; and Part VI elaborates other emerging paradigms of gastronomic tourism. Combining the knowledge and expertise of over a hundred scholars from thirty-one countries around the world, the book aims to foster synergetic interaction between academia and industry. Its wealth of case studies and examples make it an essential resource for students, researchers and industry practitioners of hospitality, tourism, gastronomy, management, marketing, consumer behavior, business and cultural studies. Combining the knowledge and expertise of over a hundred scholars from thirty-one countries around the world, the book aims to foster synergetic interaction between academia and industry. Its wealth of case studies and examples make it an essential resource for students, researchers and industry practitioners of hospitality, tourism, gastronomy, management, marketing, consumer behavior, business and cultural studies.

Gastronomy and Local Development: The Quality of Products, Places and Experiences

Publisher Routledge

Publication Date October 11, 2018 Pages 276 hardback

ISBN 1138731994

Gastronomy, particularly gourmet tourism, is widely acknowledged as having a powerful impact on local development. Public policies have developed in response to research, highlighting gastronomy as key in a successful tourism economy. However, research thus far has not fully explored the underlying mechanisms of gastronomic tourism, in particular the marketing and perception of quality, on economic development. This book considers how the quality of products, places, and experiences contributes to the desirability and competitiveness of gourmet touristic destinations. The contributors present theoretical and empirical studies to create an original conceptual framework for regional development based on the quality of products, of places, and of touristic experience. It also examines the ways in which quality is linked to identity, diversity, innovation, and creativity. With an interdisciplinary approach, this book will be of interest to researchers in tourism and hospitality, regional studies, and human geography, as well as to tourism development professionals and policymakers in the areas of rural and local development.

Heritage Cuisines: Traditions, Identities and Tourism

Publisher Routledge

Publication Date 2016 Pages 195 hardback

ISBN 1138805068

Food is one of the most fundamental elements of culture and a significant marker of regional and ethnic identity. It encompasses many other elements of cultural heritage beyond the physical ingredients required for its production. These include folklore, religion, language, familial bonds, social structures, environmental determinism, celebrations and ceremonies, landscapes, culinary routes, smells, and tastes, to name but a few. However, despite all that is known about foodways and cuisine from hospitality, gastronomic, supply chain and agricultural perspectives, there still remains a dearth of consolidated research on the wide diversity of food and its heritage attributes and contexts. This edited volume aims to fill this void by consolidating into a single volume what is known about cuisines and foodways from a heritage perspective and to examine and challenge the existing paradigms, concepts and practices related to gastronomic practices, intergenerational traditions, sustainable agriculture, indigenous rituals, immigrant stories and many more heritage elements as they pertain to comestible cuisines and practices. The book takes a global and thematic approach in examining heritage cuisines from a wide range of perspectives, including agriculture, hunting and gathering, migration, ethnic identity and place, nationalism, sustainability, colonialism, food diversity, religion, place making, festivals, and contemporary movements and trends. All chapters are rich in empirical examples but steady and sound in conceptual depth. This book offers new insight and understanding of the heritage implications of cuisines and foodways. The multidisciplinary nature of the content will appeal to a broad academic audience in the fields of tourism, gastronomy, geography, cultural studies, anthropology and sociology.

Food & Drink: The Cultural Context

Publisher Goodfellow Publishers Limited

Publication Date 2013 Pages 245 paperback

ISBN 1908999047

Food and Drink: the cultural context is the first text to provide a comprehensive and academically rigorous introduction to a range of key themes in the field of food, drink and culture. This edited text explores the complex relationships between food and drink, and individuals and society. It provides analysis of social conditions that shape these relationships and examine their consequences on areas such as health, the environment, the distinctiveness of cultures, and the cohesiveness of communities. By focusing on specific aspects of social conditioning, including social class, politics, ethics, cultural homogenisation, urban development, migration, literature, and travel, it explains the emergence of dominant patterns of food and drink production, supply and consumption. It also explores representations of food and drink in the arts, to assess what this reveals about aspects of our food and drink cultures. With international contributions (UK, France, USA) from the well known and respected academics and

practitioners, it provides a combination of theoretical enquiry and practical insight to explore aspects of consumer behavior, with specific reference to trends in taste, products that are environmentally and culturally sustainable, food and wine tourism, the growth in reliance on standardized and processed products, and the use of restaurants and bars as theatres for conspicuous consumption and the display of adopted lifestyles. It contains a wealth of high quality contributions including: * The Commodification Of Taste by George Ritzer & Anya Galli, University of Maryland* Food and Drink Ethics by Rebecca Hawkins, Oxford Brookes University* Food, Drink and the Diaspora by Jessica Harris, City University of New York* Artistic representations of food and drink: opera by Fred Plotkin, opera and food writer* Embedding Food and Drink Cultures by Benoit Lecat, Burgundy School of Business Essential reading for post graduates, academics, professionals and all those interested in gastronomy, food and cultural studies, wine business management, hospitality management and all related areas of study.

Alternative Food Networks: Knowledge, Practice and Politics

Author David Goodman, Erna Melanie DuPuis, Michael K. Goodman

Publisher Routledge

Publication Date 2013 Pages 308 paperback

ISBN 0415747694

Farmers' markets, veggie boxes, local foods, organic products and Fair Trade goods - how have these once novel, "alternative" foods, and the people and networks supporting them, become increasingly familiar features of everyday consumption? Are the visions of "alternative worlds" built on ethics of sustainability, social justice, animal welfare and the aesthetic values of local food cultures and traditional crafts still credible now that these foods crowd supermarket shelves and other "mainstream" shopping outlets? This timely book provides a critical review of the growth of alternative food networks and their struggle to defend their ethical and aesthetic values against the standardizing pressures of the corporate mainstream with its "placeless and nameless" global supply networks. It explores how these alternative movements are "making a difference" and their possible role as fears of global climate change and food insecurity intensify. It assesses the different experiences of these networks in three major arenas of food activism and politics: Britain and Western Europe, the United States, and the global Fair Trade economy. This comparative perspective runs throughout the book to fully explore the progressive erosion of the interface between alternative and mainstream food provisioning. As the era of "cheap food" draws to a close, analysis of the limitations of market-based social change and the future of alternative food economies and localist food politics place this book at the cutting-edge of the field. The book is thoroughly informed by contemporary social theory and interdisciplinary social scientific scholarship, formulates an integrative social practice framework to understand alternative food production-consumption, and offers a unique geographical reach in its case studies.

Recommended TED Talk:

http://www.ted.com/talks/mark_bittman_on_what_s_wrong_with_what_we_eat.html

Course Website (CANVAS): <http://fgcu.edu/canvas/> (requires ID and password to login).

Additional links/resources:

<http://www.icare4food.org/>

<http://www.foodtimeline.org/>

<http://www.foodservice.com/>

<http://www.ifdaonline.org/>

<http://www.frla.org/>

<http://www.foodarts.com/>

<http://www.restaurant.org/>

<http://www.culinarytrends.net/>

SECTION 1: COURSE INFORMATION CONT.

First Week Attendance Policy

In accordance with the Federal mandate, students are required to complete an attendance verification activity on Canvas before the deadline during the first week of class. Failure to do so will result in a delay in the disbursement of your financial aid. The confirmation of attendance is required for all students, not only those receiving financial aid.

SECTION 2: MISSION, LEARNING OUTCOMES, & MEASUREMENTS

A. PROGRAM MISSION

“The mission of the Resort and Hospitality Management program is to provide students with core competencies and experiential learning opportunities in preparation for successful management careers and leadership roles in the resort and hospitality industry and to instill values of lifelong learning and community service.”

B. PROGRAM LEARNING OUTCOMES

Upon successful completion of the program students will be able to:

1. Illustrate proficiencies and skills relevant to the operational areas of Resort and Hospitality Management.
2. Apply effective communication skills.
3. Evaluate information and make decisions using critical thinking and problem solving skills.
4. Apply ethical reasoning and professional judgment.

C. COURSE LEARNING OUTCOMES

At the completion of this course, students should be able to:

1. Demonstrate multiple principles and practices of management, leadership, and identify challenges specific to culture, food, and spirits.
2. Identify and express an awareness of career opportunities and differentiate industry options.
3. Demonstrate effective communication methods.
4. Demonstrate knowledge, receive feedback and reflect on their career path growth through case and laboratory studies.
5. Illustrate cultural activities that foster a sense of social responsibility.
6. Apply critical thinking/problem solving skills to challenges commonly found in the areas of developing culture, food, and spirits

D. MEASUREMENTS OF STUDENT LEARNING OUTCOMES

ALC/ILO/ PLO Learning Objectives	Course Learning Outcomes	Assessment Used to Measure Outcomes
Content/Discipline Knowledge & skills ILO1, ILO3, PLO1	1. Demonstrate multiple principles and practices of management, leadership, and identify challenges specific to culture, food, and spirits. 2. Identify and express an awareness of career opportunities and differentiate industry segments. 4. Demonstrate knowledge, receive feedback and reflect on their career path growth through case and laboratory studies.	Assignments, Lab Reports and Post-Course Quiz
Communication ILO2, ILO3, PLO3	3. Demonstrate effective communication methods.	Written Assignments, Lab Reports and Final Project
Critical/Analytical Thinking ILO1, ILO3, PLO1	5. Illustrate cultural activities that foster a sense of social responsibility. 6. Apply critical thinking/problem solving skills to challenges commonly found in the areas of developing culture, food, and spirits	Written Assignments, Lab Reports and Final Project

ALC – Academic Learning Compact (State of Florida requirements)

ILO – University Learning Outcomes

PLO – RHM Program Learning outcomes

SECTION 3: LEARNING OUTCOME EVALUATION METHODS AND GRADING POLICIES
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A. Course Grading Activities: based on the total number of points assigned below:

GRADE COMPONENT	DUE DATE	POSSIBLE POINTS	% OF GRADE	CUMULATIVE TOTAL
Professionalism	On Going	15	30%	15
Assignment 1	01/31	5	3%	5
Assignment 2	02/14	5	3%	5
Assignment 3	02/28	5	3%	5
Assignment 4	03/20	5	3%	5
Assignment 5	04/03	5	3%	5

Lab 1 Report	02/07	20	5.83%	20
Lab 2 Report	02/21	20	5.83%	20
Lab 3 Report	03/13	20	5.83%	20
Lab 4 Report	03/27	20	5.83%	20
Lab 5 Report	04/10	20	5.84%	20
Lab 6 Report	04/24	20	5.84%	20
Final Project	04/24	20	20%	20
Total Course Points		180	100%	180

B. How Your Final Course Grade Is Determined based on percentage points?

Assessment	Total %
Lab Reports	35%
Professionalism	30%
Assignments	15%
Final Project	20%
Total %	100%

Grade Percentage Range

A	90% - 100.0%
B	80% - 89.9%
C	70% - 79.9%
D	60% - 69.9%
F	Less than 60.0%

SECTION 4: TEACHING METHODS, PHILOSOPHY, & MESSAGE TO STUDENTS

A. TEACHING METHODS

The methodology for this course will include instructor presentation, class discussions, case studies, written assignments and hands-on lab for experience with food preparation and food safety.

B. TEACHING PHILOSOPHY

The best learning experience is an interactive one. This class will offer ample opportunity for student participation and to apply learning principles to realistic case studies and situations.

C. MESSAGE TO STUDENTS

Professionalism is an important attribute of our industry and is reflected as your daily attendance and dress. Business casual is the required dress code for lecture days in this class and proper dress for kitchen labs includes closed toed shoes, long pants, hair off shoulders, kitchen workers must have hats (hairnets and aprons provided). Absolutely no sandals, shorts, or tank tops.

I will rely on each student to make mature and reliable decisions regarding their commitment and performance in this class. Your attendance and participation is essential to your success and to the development of our classroom community. Taking notes will be important for you to be able to grasp and understand fully the concepts and issues that are presented and discussed.

My assumption is that since you have chosen to be in this course, you will handle your presence in the class responsibly and courteously. You are responsible for all material that is discussed or assigned during the class. If you miss a class session, it is your responsibility to get that information from another student. All class is important. If you miss a class you will have missed important information.

If you are on an athletic team or involved in any campus organization that will require you to miss an exam, please notify me of the planned dates during the first two weeks of the semester.

SECTION 5: CLASSROOM FORMAT, POLICIES, & MANAGEMENT STATEMENT

A. CLASSROOM FORMAT

Class will meet once each week unless otherwise noted on the course syllabus above. Each class will provide a mix of lecture, video and interactive discussion to help create a *dynamic* and *interesting* environment OR will include a kitchen lab. For all kitchen labs, aprons, appropriate footwear (closed toed/nonslip) and attire (covered head, ankles, and elbows) are required. Written assignments are to be submitted ONLINE by the deadline through the Course Website on Canvas.

B. CLASSROOM CONDUCT POLICIES

Written assignments are to be submitted ONLINE by the deadline through the Course Website on Canvas. Assignments will **NOT** be accepted late. (*Assignments will be reviewed in class.*) All other assignments are due by Midnight on the date due. **Spelling and Grammar do count! Proof-read Carefully! All assignments are to be submitted in APA format.**

Attendance is vital to your success in this course due to the lab component. If you need to miss class due to illness or other University approved absence, please email the professor to let he/she know prior to an expected absence.

Prior Approval Required for Late Assignments: All assignments are expected to be submitted by the due date. Any Late Assignment will have prior instructor approval and will be docked 15% off of the grade for EACH DAY late up to 45%. Assignments will NOT be accepted more than 3 days late without specific written consent from the instructor. It is the student's responsibility to clearly and effectively communicate critical issues and unforeseen events that would impede an on time submission with due diligence directly with the instructor.

SECTION 6: TENTATIVE CLASS SCHEDULE OUTLINED FOR Spring 2020

WEEK	Due Date	<p>Topics, Chapters, Assignments, & Deadlines Spring 2020 Jan 06, 2020 - Apr 27, 2020 Classes Begin for Spring 2019 Monday, January 06, 2020 Martin Luther King Observed (no classes) Monday, January 20, 2020 Spring Break (no classes) Monday, March 02, 2020 - Saturday, March 07, 2020 Last Day to Drop/Withdraw Friday March 27, 2020 Last Day of Classes Monday, April 27, 2020</p>
1	R 01/09	<p>Welcome Introduction (ice breaker) Overview of class, labs and assignments Lab Safety On Line Survey (Canvas)</p> <p>Assigned Readings:</p> <p>Due By Class Session 2</p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Demonstrate multiple principles and practices of management, leadership, and identify challenges specific to culture, food, and spirits. 2. Identify and express an awareness of career opportunities and differentiate industry segments. 3. Demonstrate effective communication methods. 4. Demonstrate knowledge, receive feedback and reflect on their career path growth through case and laboratory studies. 5. Illustrate cultural activities that foster a sense of social responsibility. 6. Apply critical thinking/problem solving skills to challenges commonly found in the areas of developing culture, food, and spirits
2	R 01/16	<p>Lecture and Discussion 1 Identifying regional & cultural differences Define Artisinal Production Understanding Agritourism Case Studies & Models Ethical Food Choices Foods Carbon Footprint Fair Trade Food as Medicine and a tool for wellness Green Zones Menu Development for Lab 1</p>

		<p>Assignment 1: Please submit online by <u>END OF WEEK 4</u> Current Event</p> <p>Assigned Reading:</p> <p>Due by Class Session 4</p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Demonstrate multiple principles and practices of management, leadership, and identify challenges specific to culture, food, and spirits. 2. Identify and express an awareness of career opportunities and differentiate industry segments. 3. Demonstrate effective communication methods. 6. Apply critical thinking/problem solving skills to challenges commonly found in the areas of developing culture, food, and spirits
3	R 01/23	<p>Lab 1 Select food preparation with Conscientious Consumption Salumi/Salami (brined ham, prosciutto, pepperoni, bratwurst) Preserving, Curing, & Fermenting</p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 4. Demonstrate knowledge, receive feedback and reflect on their career path growth through case and laboratory studies. 5. Illustrate cultural activities that foster a sense of social responsibility. 6. Apply critical thinking/problem solving skills to challenges commonly found in the areas of developing culture, food, and spirits
4	R 01/30	<p>Lecture and Discussion 2 Food & Culture Food Diversity vs Biodiversity Food Security & Food Deserts Permaculture & Aquaculture Hybridization vs Genetic Modification Food Sustainability Challenges and Solutions Challenges in current food systems Model Solutions & Case Studies Assignment Historical Case Study</p> <p>Menu Development for Lab 2 Cheeses- soft, firm, & hard (mozzarella, cheddar, parmesan)</p> <p>Assignment 2: Please submit online by <u>END OF WEEK 6</u> Current Event</p>

		<p>Assigned Reading:</p> <p>Due by Class Session 6</p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Demonstrate multiple principles and practices of management, leadership, and identify challenges specific to culture, food, and spirits. 2. Identify and express an awareness of career opportunities and differentiate industry segments. 3. Demonstrate effective communication methods. 6. Apply critical thinking/problem solving skills to challenges commonly found in the areas of developing culture, food, and spirits
5	R 02/06	<p>Lab 2</p> <p>Select food preparation with Conscientious Consumption Cheeses- soft, firm, & hard (mozzarella, cheddar, parmesan) Preserving, Curing, & Fermenting</p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 4. Demonstrate knowledge, receive feedback and reflect on their career path growth through case and laboratory studies. 5. Illustrate cultural activities that foster a sense of social responsibility. 6. Apply critical thinking/problem solving skills to challenges commonly found in the areas of developing culture, food, and spirits

SECTION 6: TENTATIVE CLASS SCHEDULE OUTLINED FOR Fall 2019 CONT.

WEEK	Date	Topics, Chapters, Assignments, & Deadlines
6	R 02/13	<p>Lecture and Discussion 3</p> <p>Beverages in Gastronomy Production analysis of Beer, Wine, & Spirits</p> <p>Wine -</p> <p>Assignment 3: Please submit online by <u>END OF WEEK 8</u> Current Event</p> <p>Assigned Reading:</p> <p>Due by Class Session 8</p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Demonstrate multiple principles and practices of management, leadership, and identify challenges specific to culture, food, and spirits.

		<p>2. Identify and express an awareness of career opportunities and differentiate industry segments.</p> <p>3. Demonstrate effective communication methods.</p> <p>6. Apply critical thinking/problem solving skills to challenges commonly found in the areas of developing culture, food, and spirits</p>
7	R 02/20	<p>Lab 3 Beverages in Gastronomy Production analysis of Beer, Wine, & Spirits</p> <p>Wine -</p> <p>Student Learning Outcomes:</p> <p>4. Demonstrate knowledge, receive feedback and reflect on their career path growth through case and laboratory studies.</p> <p>5. Illustrate cultural activities that foster a sense of social responsibility.</p> <p>6. Apply critical thinking/problem solving skills to challenges commonly found in the areas of developing culture, food, and spirits</p>
8	R 02/27	<p>Lecture and Discussion 4 Beverages in Gastronomy Production analysis of Beer, Wine, & Spirits</p> <p>Beer -</p> <p>Mid Term & Final Project Review Final Project Review</p> <p>Assignment 4: Please submit online by <u>END OF WEEK 10</u> Current Event</p> <p>Assigned Reading:</p> <p>Due by Class Session 10</p> <p>Student Learning Outcomes:</p> <p>1. Demonstrate multiple principles and practices of management, leadership, and identify challenges specific to culture, food, and spirits.</p> <p>2. Identify and express an awareness of career opportunities and differentiate industry segments.</p> <p>3. Demonstrate effective communication methods.</p> <p>6. Apply critical thinking/problem solving skills to challenges commonly found in the areas of developing culture, food, and spirits</p>

9	R 03/12	<p>Lab 4 Beverages in Gastronomy Production analysis of Beer, Wine, & Spirits wine</p> <p>Beer -</p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 4. Demonstrate knowledge, receive feedback and reflect on their career path growth through case and laboratory studies. 5. Illustrate cultural activities that foster a sense of social responsibility. 6. Apply critical thinking/problem solving skills to challenges commonly found in the areas of developing culture, food, and spirits
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10	R 03/19	<p>Lecture and Discussion 5 Beverages in Gastronomy Production analysis of Beer, Wine, & Spirits</p> <p>Spirits -</p> <p>Assignment 5: Please submit online by <u>END OF WEEK 12</u> Current Event</p> <p>Assigned Reading:</p> <p>Due by Class Session 12</p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Demonstrate multiple principles and practices of management, leadership, and identify challenges specific to culture, food, and spirits. 2. Identify and express an awareness of career opportunities and differentiate industry segments. 3. Demonstrate effective communication methods. 6. Apply critical thinking/problem solving skills to challenges commonly found in the areas of developing culture, food, and spirits
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SECTION 6: TENTATIVE CLASS SCHEDULE OUTLINED FOR Fall 2019 CONT.

WEEK	Date	Topics, Chapters, Assignments, & Deadlines
11	R 03/26	<p>Lab 5 Beverages in Gastronomy Production analysis of</p>

		<p>Beer, Wine, & Spirits</p> <p>Spirits -</p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 4. Demonstrate knowledge, receive feedback and reflect on their career path growth through case and laboratory studies. 5. Illustrate cultural activities that foster a sense of social responsibility. 6. Apply critical thinking/problem solving skills to challenges commonly found in the areas of developing culture, food, and spirits
11	F 03/27 5:00pm	LAST DAY TO DROP/WITHDRAW before 5:00pm
12	R 04/02	<p>Lecture and Discussion 6</p> <p>Marketing & Branding Impacts of Social Media Certifications and products of designated origin Compliance, Policies, Codes & Legislation Licensing & Application requirements Global & Local Community Initiatives Gastronomic Entrepreneurship</p> <p>Assignment 6: Please submit online by <u>END OF WEEK 14</u> Current Event</p> <p>Assigned Reading:</p> <p>Due by Class Session 14</p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Demonstrate multiple principles and practices of management, leadership, and identify challenges specific to culture, food, and spirits. 2. Identify and express an awareness of career opportunities and differentiate industry segments. 3. Demonstrate effective communication methods. 6. Apply critical thinking/problem solving skills to challenges commonly found in the areas of developing culture, food, and spirits
13	R 04/09	<p>Lab 6</p> <p>Student Production Tasting</p> <p>Student Experience:</p>

		<p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 4. Demonstrate knowledge, receive feedback and reflect on their career path growth through case and laboratory studies. 5. Illustrate cultural activities that foster a sense of social responsibility. 6. Apply critical thinking/problem solving skills to challenges commonly found in the areas of developing culture, food, and spirits
14	R 04/16	<p>Public Tasting and Individual Project Presentations</p> <p>Student Experience:</p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Demonstrate multiple principles and practices of management, leadership, and identify challenges specific to culture, food, and spirits. 2. Identify and express an awareness of career opportunities and differentiate industry segments. 3. Demonstrate effective communication methods. 4. Demonstrate knowledge, receive feedback and reflect on their career path growth through case and laboratory studies. 5. Illustrate cultural activities that foster a sense of social responsibility. 6. Apply critical thinking/problem solving skills to challenges commonly found in the areas of developing culture, food, and spirits

SECTION 6: TENTATIVE CLASS SCHEDULE OUTLINED FOR Fall 2019 CONT.

WEEK	Date	Topics, Chapters, Assignments, & Deadlines
15	R 04/23	<p>Review Tasting and Individual Project Presentations</p> <p>Student Experience:</p> <p>Student Learning Outcomes: On Line Food Safety Quiz Review <u>10% of Final Grade</u> (This is a timed exam)</p>

		<p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Demonstrate multiple principles and practices of management, leadership, and identify challenges specific to culture, food, and spirits. 2. Identify and express an awareness of career opportunities and differentiate industry segments. 3. Demonstrate effective communication methods. 4. Demonstrate knowledge, receive feedback and reflect on their career path growth through case and laboratory studies. 5. Illustrate cultural activities that foster a sense of social responsibility. 6. Apply critical thinking/problem solving skills to challenges commonly found in the areas of developing culture, food, and spirits

“The instructor reserves the right to amend the tentative schedule as deemed necessary.”

SECTION 7: UNIVERSITY & COLLEGE STANDARDS & POLICIES

Academic Behavior Standards and Academic Dishonesty - All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the **FGCU Student Guidebook** under the “Student Code of Conduct” and “Policies and Procedures” sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at <http://studentservices.fgcu.edu/judicialaffairs/new.html>

Students are expected to maintain the highest standards of academic honesty and integrity while in this course and as a student at Florida Gulf Coast University. In addition to standard definitions of honesty, integrity, and plagiarism, this policy also prohibits you from possessing, using, viewing, accessing, or otherwise benefiting from previous and/or concurrent work products created for this course by other students or any other person, allowing persons outside your team to contribute to the creation of your team's work product, putting your name on a team project in which you did not contribute, and submitting a paper written by you for another course or occasion without the explicit knowledge and consent of the instructor. Failure to maintain these standards will result in severe academic penalties, including receiving an automatic F in this course.

A student's name on any written exercise shall be regarded as assurance that the work is the result of student's own thought and study, stated in student's own words and produced without assistance, except as quotation marks, references and footnotes acknowledging the use of other sources. Students may be authorized to work jointly, but such effort must be indicated as joint on the work submitted.

Plagiarism occurs whenever you copy someone's writing, even partially, and fail to reference it in your paper. If you copy a substantial amount of the sentence from a source, it should be referenced in quotes. If you paraphrase it, you must reference it but you do not need quotes. If any member of a team is found plagiarizing, they and their entire team will be given an automatic ZERO (0) for their assignment and turned over to Judicial Affairs. If anyone in your team is caught plagiarizing, then the whole team will be given a 0 for the assignment. **IF YOU HAVE ANY QUESTIONS AS TO WHETHER SOMETHING WILL BE CONSIDERED PLAGERIZED, BE SAFE AND REFERENCE THE SOURCE.**

Please remember that plagiarism is a serious offense and will not be tolerated. Plagiarism in projects will result in a failing grade of ZERO (0) POINTS and may lead to more serious consequences (FGCU

Student Guidebook under the “Student Code of Conduct”). Therefore, your projects must be original material. **Also copying your classmate assignment(s) and turn them in will result in a failing grade of ZERO (0) POINTS for ALL parties involved.**

Copyright – The university requires all members of the university community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under university policies.

SECTION 7: UNIVERSITY & COLLEGE STANDARDS & POLICIES CONT.

University Nondiscrimination Statement

Florida Gulf Coast University is committed to ensuring equity and fairness for all University employees, students, visitors, vendors, contractors and other third parties. As such, the University prohibits discrimination on the bases of race, color, national origin, ethnicity, religion, age, disability, sex (including sexual harassment/assault), gender identity/expression, marital status, sexual orientation, veteran status or genetic predisposition with regard to admissions, employment, programs or other activities operated by the University. This prohibition extends to enforcement of **Title IX** of the Education Amendments of 1972. Questions or complaints should be directed to the Office of Institutional Equity and Compliance (OIEC). The OIEC’s phone number is (239)745-4366; the OIEC email address is OIEC@fgcu.edu.

Disability Accommodations Services - Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please see me or contact the Office of Adaptive Services. The Office of Adaptive Services is located in the Wellness Building. The phone number is 239-590-7956 or Video Phone (VP) 239-243-9453. In addition to classroom and campus accommodations, individuals with disabilities are encouraged to create their personal emergency evacuation plan and FGCU is committed to providing information on emergency notification procedures. You can find information on the emergency exits and Areas of Rescue Assistance for each building, as well as other emergency preparedness materials on the Environmental Health and Safety and University Police Department websites. If you will need assistance in the event of an emergency due to a disability, please contact Adaptive Services for available services and information.

University Policy about Student Observance of Religious Holidays - All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

<http://www.fgcu.edu/generalcounsel/files/policies/4.005%20Student%20Observance%20of%20Religious%20Holidays.pdf>

Grading Policies and Grading Systems - The grading system at FGCU is described in the FGCU Catalog and is overseen by the Office of Planning and Institutional Performance.

(<http://www.fgcu.edu/catalog/>)

In accordance with Family Educational Rights and Privacy Act, 1974 (FERPA), grades may not be announced in class or displayed in any public view by use of the Student ID number (or social security number) in a paper or electronic format. Electronic display format includes email or a web-based environment such as Canvas.

Retention of Papers, Tests, Student and Class Records - University policy dictates that any materials, hardcopy or electronic, that contribute to the determination of a course grade be maintained by individual faculty for one full academic year after the end of the semester. In addition, departments/programs must maintain all records pertinent to grades for any faculty no longer with the university.

SECTION 7: UNIVERSITY & COLLEGE STANDARDS & POLICIES CONT.

Eagle Mail - is Florida Gulf Coast University's student e-mail system. Your FGCU Eagle Mail account **MUST** be activated. If you are a first time student, you will need your PIN and Student ID, both of which are assigned at registration.

- If you don't know your PIN, you will need to go to the Registrar's office to retrieve it.

- To activate your account, **visit** <http://admin.fgcu.edu/IS/applications/studentaccts/activate.asp>.

- The Canvas (**at** <http://elearning.fgcu.edu>) will be used as the primary application for learning and communication. Additional course information may be distributed via Eagle Mail, so make sure you know how to retrieve your Eagle mails, and check it very frequently (**at least once a day**).

- Log in to Canvas at <http://elearning.fgcu.edu>. You need to use FGCU Eagle Mail account and password to log in.

- Assignments, instructions, and other course information on Canvas are integral components of the course material and are hereby incorporated as part of this syllabus.

The FGCU Writing Center - assists student writers through free, accessible, learning-based writing consultations. Our primary goals are to help students improve their abilities to think independently, to write critically, and to learn and implement strategies that will assist them in producing effective writing assignments. Consultants help writers with brainstorming, formulating a clear thesis, developing their ideas, and revising. Writing Center sessions are designed to assist writers in improving their ability to revise independently. Writing Consultants also help writers identify issues of style and mechanics; however, **they do not edit or proofread**. The Writing Center is located in Library West, 202C. Library West is not accessible from the main Library building (Library East). Phone: 239/590-7141

SECTION 8: UNIVERSITY & SUPPORT RESOURCES

1. Useful FGCU Resources for Students:

ONLINE: Florida Gulf Coast University Catalog (<http://www.fgcu.edu/catalog/>)

ONLINE: Florida Gulf Coast University Student Guide Book

(<http://studentservices.fgcu.edu/JudicialAffairs/>) ONLINE: Florida Gulf Coast University Code of Conduct (<http://studentservices.fgcu.edu/JudicialAffairs/>)

2. Service-Learning

Information on integrating service-learning into the course and course syllabus is available online at <http://www.fgcu.edu/Connectl>

3. Distance-Learning

Information on distance learning courses is available online at <http://itech.fRcu.edu/distance/>

4. Online Tutorials

Information on online tutorials to assist students is available online at <http://www.fitcu.edu/support/>

5. Canvas Learning Management System and Demonstration Site Information on Canvas is available online at <http://canvas.fgcu.edu/> and <https://fgcu.instructure.com/courses/7692>

6. Library Resources

Main page: <http://library.fgcu.edu/>

Tutorials & Handouts: <http://library.fgcu.edu/RSD/Instruction/tutorials.htm>

Research Guides: <http://fgcu.libguides.com/>

Faculty Support: http://library.fgcu.edu/faculty_index.html

SECTION 8: UNIVERSITY & SUPPORT RESOURCES Cont.

7. LCOB Statement:

Center for Academic Achievement

The Center for Academic Achievement (CAA) provides academic support services to all FGCU students. Students can take advantage of our free peer tutoring and Supplemental Instruction sessions for lower-level math and science courses, as well as workshops to facilitate the development of skills necessary for college success. If you would like to participate in any of our programs, learn about tutoring services, or meet with an Academic Retention Coordinator, please visit the CAA in Library 103 or call us at (239) 590-7906. Our website is www.fgcu.edu/caa.

8. Protocol for Online Classes

Respondus Monitor – Remote, Online Exam Monitoring

In order to protect the integrity of online assessments that are delivered to students off site in a non-proctored location, this course may employ *Respondus Monitor* technology that will allow for the web-enabled monitoring of exams and quizzes. Students must own a computer device and an associated webcam that meet the minimum requirements of the University's standard remote monitoring system.

Additional information:

- Respondus Monitor* overview: <http://respondus.com/products/monitor/>
- Respondus Monitor* Faculty Training and Workshops: TBA

Respondus LockDown Browser – Classroom and/or Remote Online Exams

In order to protect the integrity of classroom *or* remote online exams, this course may employ *Respondus LockDown Browser* technology that will allow for the student's temporary restriction to a designated online testing website, disabling the ability to print, copy, access other applications or move to any other URL for the duration of the assessment. This technology may be used on campus in University computer classrooms *or* for remote delivery of quizzes and exams. [For online classes only: students must own a computer that meets the minimum requirements of the University's standard lock down browser application.] Additional information:

- Respondus LockDown Browser* overview: <http://respondus.com/products/lockdown-browser/>
- Respondus LockDown Browser* Faculty Training and Workshops: TBA

Lecture Capture Technology/FGCU Capture – Classroom Recording

This course may employ technology that will allow for audio and/or video recording of live classroom sessions. This lecture capture technology is utilized for the sole purpose of enhancing student learning. It may provide for supplemental student instruction via secure links to recorded session(s), the live stream of courses, presentations of off-site guest speakers and/or the delivery of course instruction utilizing “flipped classroom” methodologies. Student questions and/or comments may be included as a part of any session being recorded. See FGCU-CAPTURE for additional details and training
<http://aets.fgcu.edu/fgcucapture.asp>