

MODULE DESCRIPTOR

TITLE	Food, Drink and Society
SI MODULE CODE	44-4934-00S
CREDITS	10
LEVEL	4
JACS CODE	N860
SUBJECT GROUP	Hospitality
DEPARTMENT	Service Sector Management
MODULE LEADER	David Graham

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	Placement (if applicable)	Independent Guided Study	Total Number of Study Hours
24		76	100

MODULE AIM

To introduce students through practice and theory to a broader range of food/drink products set within a range of societal contexts.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to

1. Recognise the traditional and historical perspectives central to the culinary arts;
2. Identify and analyse trends in contemporary cuisine;
3. Experience a diverse spectrum of food and drink;
4. Compare a variety of food and drinks products and assess them for their quality and application;
5. Evaluate food and drink from culturally divergent backgrounds and appreciate their societal values.
6. Present and report practical experiences and societal underpinnings, with clarity and insight treating cultural values with respect.

INDICATIVE CONTENT

Food in History
 Foods of specific cultures
 Socialisation and the acquisition of food and drink habits
 Cuisine and the construction of taste
 Eating out: Gastronomy and the chef
 Culture, beliefs and religious influences on food choice
 Social factors and food consumption
 Social responsibility of food and drink providence
 Global/local, political, economic and social factors of food production

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways

Experiential learning approaches will be deployed in the practical tasting sessions, which will build the knowledge. This will be underpinned by the theoretical approaches through the seminar series.

Students will be required to examine the underlying principles, theories and concepts in greater depth within the seminars.

The assessment will be through an individual culinary exhibition from a country or region of the students negotiated choice.

ASSESSMENT TASK INFORMATION

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1.	Culinary Exhibition with Country Briefing Paper	CW	100%	2,000	N

FEEDBACK

Students will receive feedback on their performance in the following ways

- The seminar series is developed to underpin the culinary exhibition and a number of formative staged points will be built in to ensure that ongoing support and learning is accessed
- The country culinary briefing paper acts as a catalyst and formative assessment point feeding in to the culinary exhibition.
- The culinary exhibition is a highly interactive assessment approach which engenders a range of learning approaches in a both reflective, activist and pragmatist style.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

A key delivery aspect of this module is the laboratory led practical sessions which enable high levels of experiential discover learning to be facilitated.

Reading list

Aiking, H., & Boer, J., (2004) Food sustainability, Diverging interpretations. <i>British Food Journal</i> . Vol 106. No 5. pp.359-365.
Anderson, E. (2005) <i>Understanding Food & Culture</i> . New York University Press.
Atkins, P. & Bowler, I (2001) <i>Food in Society, Economy, Culture, Geography</i> . London: Arnold.
Beardsworth, A., & Keil, T., (1997) <i>Sociology on the Menu</i> . Routledge.
Bode, W., (1994) <i>European Gastronomy The Story of Man`s Food and Eating Customs</i> . Hodder and Stoughton.
Counihan, C & Esterik V. (1997) <i>Food & Culture; A Reader</i> . Routledge.
Fernandez-Armesto, F. (2003) <i>Food: A History</i> . London. Macmillan.
Finkelstein, J. (1989) <i>Dining Out</i> . London Routledge.
Golding, L. & Simon, A.L. (1944) <i>We Shall Eat and Drink Again, A food and wine anthology</i> . Hutchinson.
Hall,C., Sharples, L., Mitchell, R., Macionis, N., & Cambourne, B. (2003) <i>Food Tourism around the World</i> . Butterworth Heinemann.
Harrington, R. (2008) <i>Food and Wine Pairing</i> . New Jersey, John Wiley & Sons.
Jacobs, M & Scholliers, P. (ed) (2003) <i>Eating out in Europe</i> . Berg. Oxford, New York.
Schehr, L., & Weiss, A., (2001) <i>French Food, on the table, on the page and in French Culture</i> . Routledge.
Shaw, J., (2006) CSR: Where is the love? <i>Journal of Social Responsibility</i> . Vol 2 Issue 1 pp 112-119 (emerald)
Symons, M. (2001) <i>A History of Cooks and Cooking</i> . Totnes: Prospect Books.
Warde, A., & Martnes, L., (2000) <i>Eating Out</i> . Cambridge University Press.
William, A., (2002) <i>Understanding the Hospitality Consumer</i> . Butterworth Heinemann.
Wright, L. Nacarrow, C. & Kwok, P. (2001) <i>Food Taste Preferences and Cultural Influences on Consumption</i> . British Food Journal. 103 (5), pp 348-357.
<i>Periodicals</i> – The following journals are indicative only – you will find that the library subscribes to a wide range of journals, with many available online.
Caterer and Hotelkeeper
Restaurateur
Restaurant and Institutions - www.rimag.com

SECTION 2 MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	Y
EXISTING MODULE - NO CHANGE	N
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	09/2013

MODULE DELIVERY PATTERN - Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

	Module Begins	Module Ends
Course Intake 1	Jan 2014	April 2014
Course Intake 2	DD/MM/YYYY	DD/MM/YYYY
Course Intake 3	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y
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Are any staff teaching on this module non-SHU employees?	N
If yes, please give details of the employer institution(s) below	

What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	
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MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	N

*Choose one only – module cannot include both percentage mark and pass/fail graded tasks

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N
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If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval. Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.

FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)	Task No. 1
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NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%.	
NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.	