

# UNLV

HARRAH  
COLLEGE OF  
HOSPITALITY

William F. Harrah College of Hospitality  
University of Nevada, Las Vegas

## **FAB 333 Culture and Cuisine 2025-2026**

### **Section 1001 Spring Semester**

**Subject Lecturer: Mana Azizoltani PhD**

**Email: [mana.azizoltani@unlv.edu](mailto:mana.azizoltani@unlv.edu)**

**Day & Time: Monday 2:30PM - 5:15PM**

**Room: BEH 233**

## **UNLV Syllabus Outline**

**Subject Code:** FAB 333 Culture and Cuisine

**No. of Credits:** 3 credits Lecture/Tutorial

**Consultancy Days and Hours:**

By scheduled appointment or via WebEx/Zoom appointment

## **Course Description**

This subject is designed to equip students with sound knowledge and understanding of the evolution of food production, food preservation and preparation techniques, food habits and beliefs about food.

Students will ascertain geographical, historical, technological and religious factors that have influenced food-related behaviors of various ethnic groups in the past and present.

Key areas of the world will focus the relationship between food security, culture and the movement of food throughout history due to exploration, immigration, migration and major historical events.

A deeper understanding of why individuals eat what they eat and a better evaluation of diet, nutrition and food preferences will be covered in this subject.

## **Prerequisite Course(s)**

ENG 101 or HON 100, and FAB 159 or 3 credits of Social Science core

## **Course Objectives**

Upon completion of the subject, students will be able to:

1. Understand the historical importance of exploration, immigration, migration and major historical events in relation to food
2. Assess, analyze and discuss the concepts of gastronomy, culinarian, taste, sensory preceptors, dining etiquette, and food consumption habits
3. Define culture, acculturation, ethnocentrism, and intercultural relations through food
4. Identify the effects of food fusion on food processing, and culinary methods in the home and in foodservice establishments
5. Identify cultural differences in verbal and non-verbal communication-styles
6. Discuss the economic impact of food production and consumption on the influence of agricultural economics, food preparation and food usage, historically and present day
7. Discuss the beliefs and food practices of people that ascribe to the major religions of today;
8. Compare and contrast two definitions for a globally sustainable food production system;

9. Discuss examples of how cultures today influence the degree to which its food system is sustainable;
10. Identify scholarly information related to human food habits and sustainable food systems; and
11. Describe strategies for successful intercultural communication, especially those suitable for use in foodservice operations.

### **College of Hospitality Program Outcomes**

- Communicate effectively in written, spoken, visual and digital modes to different audiences (e.g. industry leaders, employees, employers, faculty and peers).
- Develop knowledge of the global and multicultural hospitality industry

### **Class Details**

- I am looking forward to talking with you and expanding your knowledge of cultures and cuisines. As such, it will draw on some of the disciplines you have studied throughout your academic career to date.
- You are here to not only apply the knowledge that you have already learned but also to develop new skills and knowledge that will assist you as you move forward in your future academic life.
- Teamwork, effective communication, trust, and hard work will be the cornerstones of this course and I look forward to a great semester with you all.

### **Public Health Directives**

**Face coverings are currently optional for all faculty and students in the classroom.**

Students must follow all active UNLV public health directives while enrolled in this class. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Student Conduct Code](#) including being administratively withdrawn from the course.

## Recommended Reading

- Burch, D., & Lawrence, G. (2007). Understanding Supermarkets and Agri-food Supply Chain. In D. Burch & E. Elgar (Eds.), *Supermarkets and Agri-food Supply Chain*. Cheltenham: Edward Elgar Publishing Ltd.
- Civitello, L. (2011). *Cuisine and Culture: A History of Food and People (3rd ed.)*. Hoboken NJ: John Wiley & Sons Ltd.**
- Coe. (2007). *The true history of chocolate* (Rev. [and updated ed.]). Thames and Hudson.
- Cumo, C (2015). *Foods That Changed History: How Foods Shaped Civilization from the Ancient World to the Present*. ABC- CLIO. Santa Barbara, California.
- Edelstein, S, (2011). *Food, Cuisine, and Cultural Competency for Culinary, Hospitality, and Nutrition Professionals*. Jones & Bartlett Publishing: Tall Pine Dr, Sudbury, MA 01776
- Etkin, N. (2006). *Edible Medicines*. Tucson: The University of Arizona Press.
- Freedman, P. (Ed.) (2007). *Food: The History of Taste*. Berkeley: University of California Press.
- Geddes-Brown., L. (2012) *A Book for Cooks: 101 Classic Cookbooks*. Merrell Publishing Ltd: London.
- Gillespie, C. (2006). *European Gastronomy into the 21<sup>st</sup> Century*. Oxford: Butterworth-Heinemann.
- Harper, C. L. (2008). *Food, Society, and Environment*. (2<sup>nd</sup> Ed). Upper Saddle River, NJ: Prentice Hall.
- Harrison, A (1982). *Gastronomy*. Sussex, UK: New Horizon Books Ltd.
- Helstosky, C. (2008). *A Global History of Pizza*. London, UK: Reaktion Books Ltd.
- Kindstedt, P. (2013). *Cheese and culture : a history of cheese and its place in western civilization*. Chelsea Green. Kittler, P. G., Sucher, K. P., & Nelms, M. N. (2017). *Food and Culture* (7th ed.). Belmont USA: Wadsworth.
- Kraig, B., Sen, C., (2013). *Street Food around the World: An Encyclopedia of Food and Culture*. ABC-CLIO, California.
- Lin, H. J., & Lin, T. (1996). *The Art of Chinese Gastronomy*. London: Jill Norman & Hobhouse Ltd.
- Long, L. (2015). *Ethnic American Food Today: A Cultural Encyclopedia*, Volume I A-K. (Rowman & Littlefield Forbes Boulevard Lanham, Maryland 20706

Long, L. (2015). *Ethnic American Food Today: A Cultural Encyclopedia*, Volume II L-Z. Rowman & Littlefield Forbes Boulevard Lanham, Maryland 20706  
Montanari, M. (1998). *The Culture of Food*. Oxford, UK: Blackwell.

Nutzenadel, A., & Tentmann, F. (2008). Mapping Food and Globalization. In A. Nutzenadel & F. Tentmann (Eds.), *Food Globalization: Consumption, Markets and Politics in the Modern World* (pp. 1-20). New York: Oxford International Publishers Ltd.

O'Connell, L. (2015). *The American Plate: A Culinary History in 100 Bites*. Sourcebooks, INC Naperville, Illinois.

Petrini, C. (2003). *Slow Food: The Case For Taste*. New York: Columbia University Press.

Pieroni, A., & Quave, C. (2006). Functional Foods or Food Medicines? On the consumption of wild plants among Albanians and Southern Italians in Lucania In A. Pieroni & L. L. Price (Eds.), *Eating and Healing : Traditional food as medicine* (pp. 101-129). New York: Food Products Press.

Santich, B. (2009). *Looking for Flavour*. Kent Town, South Australia: Wakefield Press.

Savarin, J. A. B. (2011). *The Physiology of Taste*. UK: Penguin Classics.

Spence, C and Piqueras-Fiszman, B. (2014). *The Perfect Meal: The Multisensory Science of Food and Dining*. Wiley Blackwell. NJ. USA

Spang, R. L. (2000). *The Invention of the Restaurant*. London ,UK: Harvard University press.

Revel, J. F. (1982). *Culture and Cuisine: A Journey Through the History of Food*. New York: Da Capo.

Wolfman, P, and Gold, C. (1994). *Forks, Knives and Spoons*. Clarkson Potter Publishing. NY.

Wu, D.Y.H., & Tan, C.B. (2001). *The Changing Chinese Food ways in Asia*. Hong Kong: The Chinese University Press.

### **Journals**

Datamonitor. (2005). *Fast Food Industry Profile: Global* (Industry Overview Report): MarketLine, a Datamonitor business.

Hegarty, J, A., and O'Mahony, G, B, (2001). *Discussion paper, Gastronomy: a phenomenon of cultural expressionism and an aesthetic for living*. Hospitality Management.(20) 3-13.

Kivela, J., and Crotts, J, (2006) *TOURISM AND GASTRONOMY GASTRONOMY'S INFLUENCE ON HOW TOURISTS EXPERIENCE A DESTINATION*. Journal of Hospitality & Tourism Research, Vol. 30, (3), 354-377.

Mintz, S. W., & Bois, C. M. D. (2002). THE ANTHROPOLOGY OF FOOD AND EATING. *Annual Review of Anthropology*, 31(1), 99-119.

Santich, B, (2004). Discussion paper, *The study of gastronomy and its relevance to hospitality education and training*. Hospitality Management. (23) 15–24

This, H, (2004). *Molecular Gastronomy*: Angew. Chem. Int. Ed. 2002, 41, No. 1 1 WILEY-VCH Verlag GmbH, 69451 Weinheim, Germany, 200

Wognum, PM., Bremmers, H, Trienekens, J, van der Vorst, J, Bloemhof J, (2011) Systems for sustainability and transparency of food supply chains – Current status and challenges. *Advanced Engineering Informatics*, (25)1, 65-76.

## **Assignments, Evaluation Procedures, and Grading Policy**

### **Interactive Lectures.**

This approach to learning emphasizes student centered activities and interactive lectures. These lectures are designed to inform and converse with students by providing the theoretical background of the subject taught.

### **Group and Peer Learning.**

Students will analyze and evaluate specific cultures and cuisines, food and beverage items and operations through peer learning and by working in teams to identify tastes, aromas, characteristics etc associated with different food and beverage commodities. Whether or not a student attends all classes is up to him/her. It should be kept in mind that information presented during class time WILL be addressed on quizzes. **Students that miss a class will not be allowed to make-up any in-class work unless they have documentation to justify an absence for emergencies such as a documented illness, car accident or family tragedy.**

### **Picture and biography posted to WebCampus (50 Points)**

Each student is to post a recent *head shot* picture in the discussion post on WebCampus. A short biography (300 words approx.) to be posted onto WebCampus before the commencement of the first class (See Assessment Rubric A)

### **On-line Quizzes x 10 (100 Points)**

These will enhance while evaluating students' knowledge and give valuable feedback on a weekly basis. In so doing, students and lecturer will identify areas for further improvement through required reading, assigned articles and course text. Due Sundays at 11:59p. No makeups will be given.

(See Assessment Rubric B).

### **Mid Semester Assignment (Restaurant Visit) (100 Points)**

These will enhance while evaluating students' knowledge gained from the first half of the semester classroom and applied through this written assignment

In so doing, students and lecturer will identify areas for further improvement through required reading, assigned articles and course text.

Each student is required to write 800 word assignment that examines the dining and culinary experience that they have had over the course of the semester. This could be at a restaurant, at a family or friend's house, a foodie event, wine tasting, trendy bar, etc. The assessment is designed as a tool for obtaining evaluative and comparative information through direct observation, which can also be using in your continuing research.

The assessment details are located through Canvas for this assessment and will asked questions such as:

- How does the environment affect overall experience?
- How could you improve the dining environment?
- What was the food like?
- How does music and lighting affect the dining environment?
- How do you create atmosphere?
- What would you change?

Please submit through turnitin accessed via "WebCampus"

**Instructions:**

- a) Maximum of 800 words; *word count to be stated on the front proforma cover*
- b) Cover page: module name, code, your name and student ID. Please use the example of an essay proforma available on WebCampus
- c) Font 12 of Times New Roman with 1.5 spacing and one-inch margin
- d) American Psychological Association (APA) for citation of references has to be followed. Information can be accessed via WebCampus subject modules as to APA referencing requirements.

(See Assessment Rubric C).

|   |
|---|
| <b>Group Presentations (100 points)</b> |
|---|

Student will demonstrate their public speaking skills learned in previous courses by delivering a short team presentation in class (5 minutes per student). To be assessed appropriately each team member is required to present one country within their assigned region. All team members will cover their assigned areas and will be graded accordingly. (See Assessment Rubric F).

Each student is required to create a Microsoft PowerPoint® slideshow presentation to accompany their verbal presentation. Students are encouraged to use creativity in their information and display.

Each group will have a budget of \$200 to purchase and bring in food for the class to sample as part of their group. Remember that there is the cost of tax needs to be considered for the food. Please send in your orders to your instructor no later than ONE WEEK before your presentation. Please try to make sure that restaurant is either close to UNLV or central in Las Vegas.

NOTE: Each student team member is required to submit their power point presentation as one document through assignments in Canvas

### **Reading requirement**

Each week there are assigned readings that will help and support learning throughout the semester. A designated text book or relevant journal articles will be required by students to read assigned materials in preparation for forthcoming lecturers.

### **Guest Speaker**

Industry professionals will be invited to give a short lecturer on specific cuisines, which may include Asia, Australasia, Africa and the Americas. This will enhance students' understanding of the theories learnt and their application.

### **Assessment Summary**

| <b>Task</b>   | <b>Tool</b> | <b>Points</b> | <b>Due Date</b>             |
|---|-------------|---------------|-----------------------------|
| Picture and biography posted to Canvas                                      | Rubric A    | 50            | 01/20/2026                  |
| Online Quizzes: Reflective of each lesson<br>10 Quizzes x 10 questions each | Rubric B    | 100           | 01/23/2026 to<br>04/03/2026 |
| Mid Semester Assignment<br>Restaurant Visit                                 | Rubric C    | 100           | 05/08/2026                  |
| Team Presentation   | Rubric F    | 100           | 04/17/2023<br>05/08/2023    |
| <b>Total</b>  |             | <b>350</b>    |                             |

## Weekly Teaching Schedule

| Week | Date       | Activities to be addressed in the lecturers  | Readings, Resources and References  |
|------|------------|--|---|
| 1    | 01/26/2026 | <p><b>Administration</b></p> <ul style="list-style-type: none"> <li>Syllabus discussion</li> </ul> <p><b>Introduction to Culture, Cuisine and Gastronomy</b></p> <ul style="list-style-type: none"> <li>What are Food Cultures and Food habits</li> <li>Chinese New Year/Mid Autumn Festival</li> </ul> <p><i>Post picture and biography to Discussion in Webcampus<br/>(Due Sunday 1/25/26 at 11:59 PM)<br/>Complete Quiz 1 (Due Sunday 2/1/26 at 11:59 PM)</i></p> | <p><b>Recommended reading</b></p> <p>Santich, B, (2004). <i>The study of gastronomy and its relevance to hospitality education and training.</i></p> <p>Harrison, A (1982).Gastronomy. p 1-40</p>             |
| 2    | 02/02/2026 | <p><b>The Evolution of Food Customs</b></p> <ul style="list-style-type: none"> <li>Introduction to Street Food from Around the world</li> <li>Turkish Cuisine and Culture</li> </ul> <p><i>Complete Quiz 2 (Due Sunday 2/8/26 at 11:59 PM)</i></p>   | <p><b>Recommended reading</b></p> <p>Civitello, L. (2011). Cuisine and Culture p 1-20</p> <p>Harrison, A (1982).Gastronomy. p 4151</p> <p>Kraig, B., Sen, C., (2013). <i>Street Food around the World</i></p> |
| 3    | 02/09/2026 | <p><b>Historical Migration, Immigration and Exploration on Cultural and Culinary Influences</b></p> <ul style="list-style-type: none"> <li>Foods that Changed the World:</li> <li>The Silk Road: History and Importance</li> </ul> <p><i>Allocation of groups (self-selection)<br/>Complete Quiz 3 (Due Sunday 2/15/26 at 11:59 PM)</i></p>  | <p><b>Recommended reading</b></p> <p>Kittler, P. G., Sucher, K. P., &amp; Nelms, M. N. (2012). <i>Food and Culture</i></p> <p>Mintz &amp; Bois (2002). <i>The Anthropology of Food and Eating</i></p>         |
| 4    | 02/16/2026 | <p><b>Presidents Day Recess</b></p>  |   |
| 5    | 02/23/2026 | <p><b>Dining etiquette and culture around meals</b></p> <ul style="list-style-type: none"> <li>Eastern and western culinary and fine dining experience</li> <li>Restaurant and table etiquette</li> </ul> <p><i>Complete Quiz 4 (Due Sunday 3/01/26 at 11:59 PM)</i></p>   | <p><b>Recommended reading</b></p> <p>Geddes-Brown., L. (2012)</p>   |
| 6    | 03/02/2026 | <p><b>Wine tasting and culture</b></p> <ul style="list-style-type: none"> <li>The history and background of wine</li> <li>How to taste, discover, and talk about wine</li> </ul> <p><i>Complete Quiz 5 (Due Sunday 3/08/26 at 11:59 PM)</i></p>  |   |

|    |            |  |   |
|----|------------|--|---|
| 7  | 03/09/2026 | <b>The Road to being Healthy</b> <ul style="list-style-type: none"> <li>• Cheese and culture</li> <li>• Healthy Eating and Diet within Cultures</li> <li>• Cookery Demonstration (Plant Based Foods video)</li> </ul> <b>Mid Semester Assignment (Restaurant Visit) Due Today (11.59pm)</b><br><i>Complete Quiz 6 (Due Sunday 3/15/26 at 11:59 PM)</i> | <b>Recommended reading</b><br>Spence and Piqueras-Fiszman<br>(2014) The Perfect Meal. |
| 8  | 3/16/2026  | <b>Spring Break Recess</b>   |   |
| 9  | 03/23/2026 | <b>Group Presentations</b><br><b>PERU</b><br><b>BRAZIL</b>   |   |
| 10 | 03/30/2026 | <b>Group Presentations</b><br><b>GREECE</b><br><b>SOUTH KOREA</b>  |   |
| 11 | 04/06/2026 | <b>Group Presentations</b><br><b>MEXICO</b><br><b>EGYPT</b>  |   |
| 12 | 04/13/2026 | <b>Group Presentations</b><br><b>THAILAND</b><br><b>JAPAN</b>  |   |
| 13 | 04/20/2026 | <b>Group Presentations</b><br><b>PHILIPPINES</b><br><b>UKRAINE</b>   |   |
| 14 | 04/27/2026 | <b>Group Presentations</b><br><b>COLOMBIA</b><br><b>GROUP 15</b>   |   |

## Grades

In all cases, the point values noted for each assignment are indicated as UP TO a certain value which is the maximum that can be earned for a high-quality assignment submission.

The actual points earned may be from zero to the maximum indicated, depending on the instructor's evaluation of the quality of the submitted work. A grading rubric is posted on WebCanvas for all the assignments and also in this document. Please check your Syllabi prior to required submission dates.

## Grading Scale

|                  |           |                  |           |
|------------------|-----------|------------------|-----------|
| <b>93-100%</b>   | <b>A</b>  | <b>87- 89.9%</b> | <b>B+</b> |
| <b>90- 92.9%</b> | <b>A-</b> | <b>83- 86.9%</b> | <b>B</b>  |

|                 |           |                  |           |
|-----------------|-----------|------------------|-----------|
| <b>80-82.9%</b> | <b>B-</b> | <b>70- 72.9%</b> | <b>C-</b> |
| <b>77-79.9%</b> | <b>C+</b> | <b>60- 69.9%</b> | <b>D</b>  |
| <b>73-76.9%</b> | <b>C</b>  |                  |           |

A grade of C or better is required for the successful completion of this course  
*60 % or below F*

*Late Assignment Deduction-1 day 10%, 2 days 20%, 3 days 30%, etc.*

## **Administrative Requirements**

### **Makeup Classes**

Make-up opportunities are only allowed with an excused absence (Note: Job or anything work related is not an excused absence). The instructors will follow all university policies regarding making up work due to absences for religious holidays or school- sponsored athletic and extracurricular activities.

### **Netiquette**

Netiquette: It is sometimes difficult to remember that there are real people reading our messages. Words can mean many things, and what we intend to say is not always what others hear. This is especially true of "online communication" where others do not have the opportunity to see your "body language" or hear your tone; therefore, they have a greater possibility of misunderstanding what you truly mean.

*It is important to review your postings before sending*

Please, follow the guidelines listed below in all of your online responses and discussion

- Respect all who are participating in this learning community by:
  - Honoring their right to their opinions
  - Respecting the right of each person to disagree with others
  - Responding honestly but thoughtfully and respectfully using language which others will not consider foul or abusive
  - Always signing your name to any contribution, you choose to make
  - Respecting your own privacy and the privacy of others by not revealing information which you deem private and which you feel might embarrass you or others
  - Being constructive in your responses to others in the class
  - Being prepared to clarify statements which might be misunderstood or misinterpreted by others

### **Special Note about Anger**

Do not send messages written in anger. You will almost always be regretful.

- Do not send messages that are written all in upper case; this is viewed as SHOUTING
  - This is considered aggressive and considered very bad behavior.

### **Office Hours and Course Questions**

Electronic mail can be effective for many types of communication. What should you do if you are having a problem with some aspect of the course? First, you should check your syllabus and course schedule. If need be, please contact your instructor within scheduled office hours to speak on the phone or to schedule an in-person virtual meeting (*must schedule 24hr prior*) to discuss. Email is the best way to

schedule a proposed meeting as the instructor is not always in the office during “office hours.”

The instructor will check emails and answer questions during the office hours listed at the beginning of the syllabus. If you email after that time you may not get a response until the next office hours. Emails sent after office hours on Friday will not be responded to until Monday office hours, do not leave questions until right before an assignment is due.

### **Format for Written Assignments**

Points will be deducted for assignments that do not follow the requirements below or look unprofessional. Microsoft Word is the only acceptable format (except final presentation in PowerPoint). It is your responsibility to ensure that the submission can be opened by the instructor.

- 12-point Times New Roman font with 1” inch margins.
- 8 ½ x 11 paper, portrait orientation
- 1.5 “ inch spacing
- Use tables to display data or small amounts of information in categories.
- Use headings and subheadings to organize information.
- Use bullet points and short, focused paragraphs instead of lengthy discussions.
- To obtain a high grade for your effort it is highly recommended you proofread before submitting your assignment.
- Check grammar, punctuation, and spelling.
- Your name should be on every assignment submitted
- All group assignments should have a cover sheet listing the names, positions and contributions of each member.
- References must be in APA format and must include a title, date and author even if they are from the internet. References simply listed with web addresses will receive no credit. Visit [www.apastyle.org](http://www.apastyle.org) for more information. *Any text with more than 6 words quoted from another source must be in quotes and referenced correctly.*  
*Copying material greater than 6 words is not permitted, even with a citation. Paraphrase your support materials. Failure to follow this rule will be considered plagiarism and reported to Academic Affairs.*

### **Teaching Practices**

- As UNLV Hospitality College faculty members we aim to create a positive learning environment for our students to help them learn effectively and develop into hospitality and tourism professionals. We will:
- Treat students with respect and with integrity and develop and maintain professional relationships with students based upon their best interests;
- Be consistent by setting and maintaining expectations and pace of work for all students;
- Manage student behavior and classroom incidents fairly, sensitively and consistently, using rewards and sanctions sensibly;

- Prepare our subjects thoroughly and keep up to date with subject content and pedagogy to help students learn and apply;
- Present issues and subject content from a holistic viewpoint;
- Encourage learners to think critically and creatively and to move beyond knowledge acquisition and textbook learning;
- Apply good principles of assessment and provide students with timely feedback on their progress;
- Consider student feedback, and use it to improve our teaching, and the learning and attainment of our students;
- Communicate clearly, making skillful use of a variety of media to interact productively with students on an individual or collective basis
- Seek to use a range of teaching strategies and resources to cater for the needs of different students and varied learning styles;
- Establish standards of behavior, timekeeping and professionalism to ensure a classroom environment most conducive to learning;
- Reflect on and act to improve our own professional practice, contribute to our own professional development, and engage in lifelong learning.

## University Policies

- [Academic Policies](#)
- [Hospitality Student Handbook \(PDF\)](#)
- [University Policies webpage](#)
- [Copyright policy information](#)

## Accessibility

[UNLV](#) and the [Nevada System of Higher Education](#) require digital educational materials, including syllabi, to be accessible, in alignment with equal opportunity mandates by the Americans with Disabilities Act (ADA). The [Office of Accessibility Resources](#), offers interactive [training sessions](#), <https://www.unlv.edu/accessibility/accessible-syllabus>, to help UNLV personnel create digital syllabi and other educational materials in accessible formats. For more information, contact the Office of Accessibility Resources.

### **Americans with Disabilities Act Accommodations**

For all accommodation determinations allowed under the Americans with Disabilities Act.

Please contact the [Disability Resource Center](#), located in the Campus Resource Center (CRC), across Harmon from the Lied Library, telephone (702) 895-0866.