

Framingham State College
Division of Graduate and Continuing Education

Course Syllabus for Culture and Food

- **Course Information –**
Title: Culture and Food: Mexico, Central America and the Caribbean
Location: on-line
Semester: Fall 2004, Oct 13-Nov 12
Instructor's name: Christanne Smith Harrison
ONE CREDIT COURSE

- **Course Description-** Explores the differences in Hispanic culture and lexicon through the context of food and addresses the impact of geography on food choices. The content is specifically aligned with the Grade 4 Learning Standards of the Massachusetts Curriculum Frameworks in History and Social Science and will focus on Mexico, Central America and the Hispanic countries of the Caribbean. Material may be adapted for grades 1-6.

- **Course Objectives –**
At the end of this course, participants will be able to:
 1. Describe the food eaten by indigenous peoples of Mexico, Central America, and the Caribbean (M, CA, C).
 2. Identify typical foods eaten in the various regions of M,CA, C.
 3. Describe the historical events which shaped culture and food choices in M, CA, C.
 4. Compare and contrast the variation in words used for food.
 5. Describe how food is prepared differently in M, CA, C.
 6. Prepare a lesson plan in Hispanic Food and Culture.

- **Course Expectations –** This on-line course is NOT a self paced course. Students are expected to work on line each week to complete the assignments by the due dates. Late assignments can and will be held against students. This participation is crucial to make the on-line class work smoothly. In lieu of exams, students will be expected to complete a final project to be submitted the day before the last day of the class. Class assignments will include participation in on-line discussions.

- **Course Content/Outline –** See attached outline. Homework will be discussed in course requirements section.

- **Course Texts and Materials** – No text book is required for this class. All required readings can be found on-line, see list below.

References for on-line text:

Coe S. *America's First Cuisines*. University of Texas Press, 1994.

Pilcher J. *Que vivan los tamales! Food and the Making of the Mexican Identity*. University of New Mexico Press, 1998.

On-line Links:

Global Destinations- Caribbean: Background and Influences

<http://www.globalgourmet.com/destinations/caribbean/cariback.html>

Global Destinations- Caribbean: What to Eat

<http://www.globalgourmet.com/destinations/caribbean/cariwhat.html>

Global Destinations- Caribbean: Menu Guide

<http://www.globalgourmet.com/destinations/caribbean/carimenu.html>

Dessert from Central America

<http://www.geocities.com/NapaValley/7035/des.html>

Typical Foods from Central American countries

http://www.knowledgehound.com/topics/central_american_recipes.htm

Puerto Rican Culture and Food

<http://welcome.topuertorico.org/culture/foodrink.shtml>

Puerto Rican History

<http://welcome.topuertorico.org/culture/>

Hispanic History

<http://teacher.scholastic.com/activities/hispanic/americas.htm>

“Designing food for the Hispanic market”--Perspectives

<http://www.foodproductdesign.com/archive/1996/0396PR.html>

History of Hispanic—World Book

<http://www2.worldbook.com/wc/popup?path=features/cinco&page=html/influences.htm&direct=yes>

Overview of Hispanic food--USDA

<http://www.nal.usda.gov/outreach/HFood.html>

MexConnect: Cuisine of various regions

Puebla

http://www.mexconnect.com/mex_/recipes/puebla/pueblacuisindex.html

Chiapas

http://www.mexconnect.com/mex_/recipes/puebla/kgchiapasindex.html

Colima

http://www.mexconnect.com/mex_/recipes/puebla/kgcolimaindex.html

El Norte

http://www.mexconnect.com/mex_/recipes/puebla/kgcocinanorteindex.html

Oaxaca

http://www.mexconnect.com/mex_/recipes/puebla/kgoaxacaindex.html

Tlaxcala

http://www.mexconnect.com/mex_/recipes/puebla/kgtlaxcalacuisine.html

Vera Cruz

http://www.mexconnect.com/mex_/recipes/puebla/kgveracruzuisine.html

Yucatan

http://www.mexconnect.com/mex_/recipes/puebla/kgyucatanindex.html

Yale University Lesson plan—the Caribbean

<http://www.cis.yale.edu/ynhti/curriculum/units/1995/4/95.04.01.x.html>

Mexican food lesson plan—The Educator’s Reference Desk

http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Foreign_Language/Spanish/SPN0006.html

Cocina Mexicana: Burrito History

<http://cocinamexicana.com.mx/cocinamex.html>

The Field Museum: All about Chocolate

http://www.fnmh.org/chocolate/kids_facts2.html

Chocolate History Timeline

<http://www.chocolatemonthclub.com/chocolatehistory.htm>

A Brief History of Chocolate, Food of the Gods, Athens Review

<http://www.athenapub.com/chocolat.htm>

MexConnect:

Mexican Chocolate

http://www.mexconnect.com/mex_/recipes/puebla/kgchoc.html

Cacti

http://www.mexconnect.com/mex_/travel/jrbaccon/jrbactus.html

Salsa

http://www.mexconnect.com/mex_/travel/ldumois/ldsalsaeng.html

Tacos

http://www.mexconnect.com/mex_/recipes/puebla/kgtacos1.html

Tortilla

http://www.mexconnect.com/mex_/recipes/puebla/kgmasa.html

Tamales

http://www.mexconnect.com/mex_/recipes/puebla/kgtamales.html

Chiles

http://www.mexconnect.com/mex_/recipes/puebla/kgchiles1.html

Frijoles

http://www.mexconnect.com/mex_/recipes/puebla/kgfrijoles.html

Moles

http://www.mexconnect.com/mex_/recipes/puebla/kgmole.html

Mexican herbs

http://www.mexconnect.com/mex_/recipes/puebla/kgyerbas.html

Cuban food: University of Miami

http://www.education.miami.edu/ep/LittleHavana/Cuban_Food/Cuban_Cuisine/cuban_cuisine.html

The Cambridge World History of Food: Mexico and Central America

<http://www.cup.org/books/kiple/mexico.htm>

PBSL lesson plan- food of mexico

<http://www.pbs.org/foodancestors/midplan.html>

Hispanic online, grasshopper eating in Oaxaca

<http://www.hispaniconline.com/lstyles/food&rest/oaxaca.html>

Goya regional specialties

http://goya.com/english/products/product_category.html?id=3

Aztecs: Food and religion

http://www.sanbenito.k12.tx.us/schools/Miller%20Jordan/social%20studies/Social%20Studies%20Aztecs%20/FOOD_&_RELIGION.html

An Invitation to Dine: Aztecs Food and Drink

http://linux1.tlc.north.denver.k12.co.us/~gmoreno/gmoreno/Aztec_Food.html

A Taste of History: Maya Food through the Ages

<http://library.thinkquest.org/C005446/Food/English/maya.html>

Chiles

<http://www.halfmoon.org/chile.html>

The Food Timeline: Aztec, Maya, & Inca Foodways

<http://www.gti.net/mocolib1/kid/foodmaya.html>

<http://www.ktca.org/newtons/12/ethnobot.html>

The History of Sugar Cane

http://wv.essortment.com/historysugarca_ruef.htm

Pre-Columbian Hispaniola-Arawak/Taino Indidans

<http://www.hartford-hwp.com/archives/43a/100.html>

Background for the Teaching of Caribbean Prehistory

<http://web.archive.org/web/20020615125245/http://www.friendsvinp.org/archeol/lesson/back.htm>

Taino: Food and Agriculture

<http://www.stjohnbeachguide.com/Taino%20Food%20and%20Agriculture.htm>

Eating the Dominican Way

<http://www.settlement.org/cp/english/dominican/eating.html>

Concina Mexicana, lesson plan

[http://ladb.unm.edu/retanet/plans/search/retrieve.php3?ID\[0\]=413](http://ladb.unm.edu/retanet/plans/search/retrieve.php3?ID[0]=413)

Mexican Cooking, lesson plan

[http://ladb.unm.edu/retanet/plans/search/retrieve.php3?ID\[0\]=415](http://ladb.unm.edu/retanet/plans/search/retrieve.php3?ID[0]=415)

Do you Think Dominican Food is Tacos?, lesson plan

[http://ladb.unm.edu/retanet/plans/search/retrieve.php3?ID\[0\]=414](http://ladb.unm.edu/retanet/plans/search/retrieve.php3?ID[0]=414)

Day of the Dead, lesson plan

<http://teacherlink.ed.usu.edu/tlresources/units/Byrnes-celebrations/Day.html>

Aztec Lesson Plans

<http://www.proteacher.com/cgi-bin/outside.cgi?external=http://www.nps.gov/azru/lessons.pdf&original=http://www.proteacher.com/090079.shtml&title=Aztec%20Ruins%20National%20Park>

Maya History

<http://www.mnsu.edu/emuseum/prehistory/latinamerica/meso/cultures/maya.html>

Aztec History

http://www.mnsu.edu/emuseum/prehistory/latinamerica/meso/cultures/aztec_empire.html

- Course Requirements – see attached
- Grading Criteria – See attached

Culture and Food: Mexico, Central America, and the Caribbean

Course Content/Outline

Module 1: The First Cuisines

- I. Introductions
- II. The importance of food in culture
- III. The indigenous people of Mexico, Central America, and the Caribbean and their food choices
 - a. The Aztec
 - b. The Maya
 - c. The Arawak/Taino
- IV. Connection to MA Curriculum Frameworks, 5th grade

Module 2: Prevailing Foods Choices: the Influences of History and Geography

- I. Typical foods eaten in Mexico, Central America and the Caribbean
 - a. Mexico
 - i. Puebla
 - ii. Chiapas
 - iii. Colima
 - iv. El Norte
 - v. Oaxaca
 - vi. Tlaxcala

- vii. Vera Cruz
 - viii. Yucatan
 - b. Central America
 - i. Guatemala
 - ii. El Salvador
 - iii. Costa Rica
 - iv. Panama
 - c. The Caribbean
 - i. Cuba
 - ii. Puerto Rico
 - iii. Dominican Republic
- II. Geography
 - a. Overview of countries' geographic locations, important cities and regions
 - b. Influence of geography on food availability and choices
- III. Effects of historical events on food choices
 - a. Early explorers
 - b. European demand
 - c. Slave trade
 - d. Introduction of Catholicism
- IV. Connection to MA Curriculum Frameworks, 4th grade

Module 3: Comparing Food among Countries

- I. Beans
 - a. Frijoles negros (black beans/blandas)—Southern Mexico, Caribbean, Central America
 - b. Frijoles refritos (refried beans)/pinto—Northern Mexico
 - c. Pigeon peas (gandules)--Caribbean
 - d. Frijoles de la olla—Northern Mexico
 - e. Alubia
 - f. Porotos
- II. Tortillas and other Grains
 - a. Corn
 - i. Corn Tortillas
 - ii. Tamales
 - b. Flour tortillas
 - c. Pupusas
 - d. Tortilla espanola
 - e. Rice
- III. Chocolate and other Postres
 - a. History of chocolate in America
 - i. Mole
 - ii. Mexican chocolate
 - b. Flan

- c. Arroz con Leche
- d. Torta de Tres Leches
- e. Dulces
- IV. Sauces and Spices
 - a. Salsa
 - b. Mole
 - c. Sofrito
 - d. Adobo
 - e. Peppers
- V. Meats
- VI. Fruits and Vegetables
- VII. Connection to Curriculum Frameworks, 4th grade

Module 4: Hispanic Influence in the United States

- I. Impact on American food
- II. Hispanic American influence on food industry

Course Requirements and Grading Criteria
Culture and Food: Mexico, Central American and the Caribbean

Module	Due date	Assignments	Points
Module 1: The First Cuisines	Oct 14	Introductions	5
	Oct 18	Assigned Reading: The Cambridge World History of Food: Mexico and Central America Aztecs: Food and religion An Invitation to Dine: Aztecs Food and Drink A Taste of History: Maya Food through the Ages The Food Timeline: Aztec, Maya, & Inca Foodways Pre-Columbian Hispaniola- Arawak/Taino Indidans Background for the Teaching of	

		<p>Caribbean Prehistory</p> <p>Taino: Food and Agriculture</p> <p>Aztec Lesson Plans</p> <p>Maya History</p> <p>Aztec History</p>	
	<p>Oct 18</p> <p>Oct 20</p>	<p>Assignment #1 Activity Introducing Indigenous Foods</p> <p>Part I-Develop attention getting activity</p> <p>Part II-Review an activity</p>	<p>15</p> <p>10</p>
<p>Module 2: Prevailing Food Choices: the Influences of History and Geography</p>	<p>Oct 25</p>	<p>Assigned Reading: Global Destinations- Caribbean: Background and Influences</p> <p>Typical Foods from Central American countries</p> <p>Global Destinations- Caribbean: What to Eat</p> <p>Puerto Rican Culture and Food</p> <p>Cuban food: University of Miami</p> <p>Eating the Dominican Way</p> <p>MexConnect: Cuisine of various regions</p> <p>Puebla</p> <p>Chiapas</p> <p>Colima</p> <p>El Norte</p> <p>Oaxaca</p> <p>Tlaxcala</p> <p>Vera Cruz</p> <p>Yucatan</p>	

		<p>Puerto Rican History</p> <p>Hispanic History</p> <p>Yale University Lesson plan—the Caribbean</p> <p>Mexican food lesson plan—The Educator’s Reference Desk</p> <p>Cocina Mexicana: Burrito History</p> <p>The Field Museum: All about Chocolate</p> <p>Chocolate History Timeline</p> <p>Hispanic online, grasshopper eating in Oaxaca</p> <p>The History of Sugar Cane</p>	
	<p>Oct 25</p> <p>Oct 27</p>	<p>Assignment #2</p> <p>Summary of Typical Food</p> <p>Part I-Summary of typical food</p> <p>Part II-Response to discussion board</p>	<p>10</p> <p>5</p>
<p>Module 3: Comparing Food Among Countries</p>	<p>Oct 29</p>	<p>Reading Assignment</p> <p>Global Destinations- Caribbean: Menu Guide</p> <p>Dessert from Central America</p> <p>MexConnect: Mexican Chocolate Cacti Salsa Tacos Tortilla Tamales Chiles Frijoles Moles</p>	

		<p>Mexican herbs</p> <p>Goya regional specialties</p> <p>Concina Mexicana, lesson plan</p> <p>Mexican Cooking, lesson plan</p> <p>Do you Think Dominican Food is Tacos?, lesson plan</p> <p>Day of the Dead, lesson plan</p>	
	Oct 29	<p>Assignment #3</p> <p>A Taste of the Cuisine</p> <p>Part I- Prepare recipe and post experience on the discussion board</p>	15
	Nov 1	<p>Part II: Discussion board comment</p>	5
Module 4: Hispanic Influences in the United States		<p>Assigned Readings:</p> <p>“Designing food for the Hispanic market”--Perspectives</p> <p>History of Hispanic—World Book</p> <p>Overview of Hispanic food--USDA</p>	
	Nov 4	<p>Assignment #4 Hispanic influence on American Food</p> <p>Part I-Post important Hispanic influence on discussion board</p>	10
	Nov 5	<p>Part II-Post a response to classmates’ opinion</p>	5
	Nov 8	<p>Final Project</p> <p>Part I- Prepare lesson plan</p>	50
	Nov 10	<p>Part II-Lesson plan evaluation</p>	10
Total Point			140

Breakdown of grade in percentages:
Assignments: 80 points, 57% of grade
Final Project: 60 points, 43% of grade

Course Assignments

Food and Culture: Mexico, Central America and the Caribbean

Assignment

Introductions

Worth 5 points, due Oct 14, 2004

To know one another in this class and feel comfortable working together, be sure you create a homepage. To do so, follow the instructions below:

Under the section "User Tools" go to "Edit Your Homepage" and fill in the text boxes with information about you.

Indicate your current position and previous experience working in education. Also, share any person or professional experience with Hispanic food and culture.

Under personal information, please indicate what you hope to get out of this course. I'd also like to know how many of you have taken an online course in the past and your overall experience with computers.

The personal photo is optional. If you do choose to include one, make sure it is no larger than 2"x3". Remember that you can also fill in more information as the class progresses.

After you have completed your homepage, read the biographies of your fellow classmates to get a better idea of the people taking this course with you, as some of them will be your partners on assignments. Go to "Communication Center" > "Student Pages" to view other students' homepages.

Don't forget to view my home page as well (click the Instructor's bio button)!

Assignment #1

Activity Introducing Indigenous Foods

Part I worth 15 points due October 18, Part II worth 10 point due October 20

Part I

From your reading in Module 1: First Cuisines of Mexico, Central America and the Caribbean, develop a five minute "attention getting activity" that could be done in a classroom to introduce this topic. This should be no longer than one page. When you are done with the assignment, put it in the digital drop box. User Tools>Digital Drop Box (If you are unfamiliar with the digital drop box, you can find instructions by going to Student Tutorial>Student Tools>Digital Drop Box.)

Part II

Each person will receive one activity from a classmate to review. I will email you which activity you are you review and you will find it under “Course Documents”>”Indigenous Food Activity” folder. In the folder there will also be an evaluation sheet. Fill out the evaluation sheet and put it in the digital drop box to me when you are done. Feel free to browse other activities if you would like.

Assignment #2

Summary of typical food:

Worth 10 points, Part I due October 25 and Part II, worth 5 points due October 27

Part I-

Read all of the readings through Oct 25.

You will receive by email the name of the group that you are assigned to for this project and the countries that you will be covering. To find your group go to Communications>Group Page>then select the group with the name you have been assigned.

Your group assignment is to write a short summary (1-2 paragraphs) of the typical foods eaten today in your country and the major historical influences on food. Each member of the group should then post five summary points on the group discussion board; read each others points and use the discussion board to determine the points your group will use for the final summary. To write the final version, have one team member write a draft and send it to the next team member to edit (you can use alphabetical order of last name for passing along the document), then to the next team member, etc (you can use the group email to do this). After the edits of last team member have been made, it should be sent to all team members to read a final time.

When you have completed the summary, the final team editor posts it on the class discussion board: Discussion Board>Typical Food Summary.

Part II

Read the summaries of the typical food posted on the discussion board. Make a thoughtful comment on at least one of the summaries as to why you thought the summary was helpful or if you felt it was missing important information. (A thoughtful comment is one that adds an ORIGINAL idea to the discussion thread. Please make your responses as concise as possible, and refrain from simple statements such as "I agree".)

Assignment #3

A Taste of the Cuisine

Worth 15 points, due October 29 and Part II worth 5 points, due November 1

Each participant will make and taste a recipe of their choice from one of the countries studied. See links to recipes under “Web Resources” button. After trying the recipe, post a short paragraph about your experience on the discussion board, “Communications”> “Discussion Board”> “Recipes”. State which recipe you tried, how easy/hard it was to find the ingredients and to make the recipe. Finally, describe your results: taste, quality, acceptance from others who tried it. Would this be something that could be used in a classroom demonstration?

Part II

Read through the experiences of your classmates on the discussion board and make comments to at least two of them.

Assignment #4

[Hispanic influence on American food discussion](#)

Part I worth 10 points, due November 4 and Part II worth 5 points due November 5

Part I

The purpose of this assignment is to discuss the influences of Hispanic food and culture in the United States. First, finish your reading through for November 4 which discusses various Hispanic influences. Think about what you think the greatest Hispanic influence has been on food/culture in the United States. Also post what influences Hispanic food and culture will have on the US in the future. Post your idea on the discussion board: Discussion Board>Hispanic Influence.

Part II

Read the responses from your classmates. Do you agree or disagree with their evaluation? Post at least two thoughtful comments to your classmates’ responses.

Final Project

Part I worth 50 points, due November 8 and Part II worth 10 points due November 10

Part I-

One goal of this course is to prepare you to go back to your school and teach about Hispanic food and culture. Prepare a lesson plan, no longer than 2 pages on any aspect of Hispanic food and culture that we have discussed in this course. The lesson plan should be in full sentences, not outline form and described in enough detail that any teacher could use it. Submit the lesson plan to the instructor through the digital drop box.

Part II-

Now, you will have the opportunity to read your classmates’ lesson plans and have copies of them for use in your classroom. You will find them by going to Course Documents>Final Project folder.

In this folder you will also find an evaluation sheet for the lesson plans. Each person will evaluate 3 lesson plans. I will email you the specific ones that you will need to

review (feel free to read the others if you would like to for your own information). As you read each lesson plan (which will not have a name on it, only a number), fill out the evaluation form for that project. When you have complete the form for each of the lesson plan put it into the digital drop box. I will then email the project comments to the corresponding course participant.