Voyage: Spring 2020  
Discipline: Natural Resource Recreation and Tourism  
Course Number and Title: NRRT 380A1 Introduction to Culinary Tourism (Section 1)  
Division: Upper  
Faculty Name: Kelly Virginia Phelan  
Semester Credit Hours: 3

Prerequisites: None

COURSE DESCRIPTION

For many cultures across the world, sharing food and drink, whether it be with family, friends, acquaintances, or strangers, is the ultimate sign of hospitality. We demonstrate our love, celebrate good times, grieve losses and disappointments, and bond by eating and drinking together. Gastronomy is a significant part of the tourism industry. Destinations use food to market themselves, food and wine festivals draw thousands of attendees each year, cooking classes and food tours are continually growing in popularity, and self-proclaimed ‘foodies’ seek out unique dining options during their travels. This course examines the wide range of culinary tourism experiences available globally. Students will gain an understanding of how culinary activities drive tourism supply (and demand), the cultural and heritage implications of culinary tourism, as well as the role food and drink plays in a tourist’s perception of authenticity during travel. Prior to each port of call students will learn about the many culinary tourism opportunities showcased in each destination. Upon returning to the classroom, these land-based culinary experiences will serve as case studies for further discussion.

LEARNING OBJECTIVES

After successfully completing this course, students should be able to:

1. Clearly define culinary tourism;
2. Explore the historic, social, cultural, political, economic, religious, and other factors which influence culinary tourism;
3. Evaluate the emerging challenges of maintaining authentic food traditions in societies which are becoming ever-more commercialized; and
4. Critique the role food and beverage plays in a variety of tourism contexts in the destinations visited during Semester at Sea Spring 2020.
REQUIRED TEXTBOOKS

AUTHOR: Everett, S.
TITLE: Food and Drink Tourism: Principles and Practice
PUBLISHER: Sage
ISBN: 978-1446267738
DATE/EDITION: 2016

And Required Harvard Business Review Case Study:

AUTHOR: Alcacer, J., Bettinger, C. & Philippi, A.
ARTICLE TITLE: The Munich Oktoberfest: From Local Traditions to Global Capitalism
PUBLISHER: Harvard Business School
DATE: 2014
PRODUCT #: 9-714-439

Students should purchase and download HBR Case Study here: https://hbr.org/product/the-munich-oktoberfest-from-local-tradition-to-global-capitalism/714439-PDF-ENG

TOPICAL OUTLINE OF COURSE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assessment(s) Due</th>
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<tbody>
<tr>
<td>January 4</td>
<td>Depart Ensenada, MEXICO</td>
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<tr>
<td>B1—January 7</td>
<td>Class Intro: Something to Chew On</td>
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<tr>
<td>B3—January 11</td>
<td>What is Culinary Tourism?</td>
<td>2. Hall article: We are what we eat</td>
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<td>3. Textbook: chapter 2</td>
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<td>January 12</td>
<td>Honolulu, HAWAII</td>
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<td>January 13</td>
<td>Reflection and Study Day (No Class)</td>
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<tr>
<td>B4—January 15</td>
<td>Origins and Growth of Culinary Travel</td>
<td>1. Textbook: chapter 4</td>
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<tr>
<td>January 16</td>
<td>International Date Line Crossing — (Lost Day)</td>
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<tr>
<td>B5—January 18</td>
<td>Identity Development through Culinary Tourism</td>
<td>1. Textbook: chapter 3</td>
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<tr>
<td>January 19</td>
<td>Study Day — (No Class)</td>
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<tr>
<td>B6—January 21</td>
<td>Culinary Tourism in Asia</td>
<td>1. Kim article: Noodle production and food tourism in Japan</td>
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<td>January 24-28</td>
<td>Kobe, JAPAN</td>
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<tr>
<td>B8—January 30</td>
<td>Globalized Culinary Tourism</td>
<td>1. Textbook: chapter 5</td>
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<tr>
<td>Date</td>
<td>Location</td>
<td>Case Study/Activity</td>
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<tr>
<td>January 31 – February 5</td>
<td>Shanghai, China</td>
<td><strong>Case Study: McDonald’s Glocalisation</strong></td>
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<td>B9–February 7</td>
<td>Localized Culinary Tourism</td>
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<tr>
<td>B10–February 9</td>
<td>Culinary Tourism &amp; Sustainable Development</td>
<td>1. Case study: Agritourism in India</td>
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<td>February 10-15</td>
<td>Ho Chi Minh, Vietnam</td>
<td><strong>Localized Culinary Tourism</strong></td>
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<tr>
<td>February 17</td>
<td>Community Programming — (No Class)</td>
<td><strong>February 19-24</strong> Port Klang/Kuala Lumpur, Malaysia- FIELD STUDY CLASS!!</td>
</tr>
</tbody>
</table>
| B11–February 18 | Field Class Prep | 1. Calderon article: Malaysia’s top 40 foods  
2. Chong article: Penang’s street food fading away? |
| B12–February 26 | Marketing & Branding Culinary Tourism | **Part 2: Marketing, Promotion and Branding of Culinary Tourism** |
| B13–February 28 | The Role of the Media (and Social Media) in Culinary Tourism (Part 1) | 1. Textbook: chapter 8 |
| February 29 – March 5 | Cochin, India | **February 29-24** Port Klang/Kuala Lumpur, Malaysia- FIELD STUDY CLASS!! |
| March 7 | Community Programming — (No Class) | **February 29-24** Port Klang/Kuala Lumpur, Malaysia- FIELD STUDY CLASS!! |
| B14–March 8 | The Role of the Media (and Social Media) in Culinary Tourism (Part 1) | FIELD STUDY REJECTION PAPER DUE TODAY @8PM!!! |
| B15–March 10 | Culinary Tourism in Africa | 1. Teagle article: South Africa’s food culture post-apartheid  
2. Foodtank article: Cocoa in Ghana  
3. Ranger article: Top 10 foods to try in Morocco |
| March 11 | Port Louis, Mauritius | **March 11** Port Louis, Mauritius |
| B16–March 13 | Culinary Tourism Attractions | 1. Textbook: chapter 16 |
| **Part 3: Culinary Tourism, Attractions, Events and Other Topics** | | |
| B17–March 15 | Culinary Festivals and Events (Part 1) | 1. Textbook: chapter 13  
2. Case Study: Oktoberfest |
| B18–March 17 | Culinary Festivals and Events (Part 2) | 1. Textbook: chapter 14 |
| March 18-23 | Cape Town, South Africa | **March 18-23** Cape Town, South Africa |
| B19–March 25 | Beverage Tourism (Part 1) | 1. Textbook: chapter 17 |
| March 26 | Study Day — (No Class) | **March 26** Study Day — (No Class) |
| B20–March 28 | Beverage Tourism (Part 2) | **March 30-April 3** Tema & Takoradi, Ghana |
| B21–April 4 | The Future of Culinary Tourism | **March 30-April 3** Tema & Takoradi, Ghana |
FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

The field class for this course is on **Wednesday, 19 February in Port Klang/Kuala Lumpur, Malaysia.**

**Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.**

**Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.**

**Title:** An Introduction to Malaysia Cuisine and Culture  
**Description:**  
A former British colony, Malaysia is comprised of three major ethnic groups: Malays, Chinese, and Indians. These three cultures, as well as migration and regional influences have resulted in Malaysian cuisine being described as ‘a symphony of flavors’. In short, Malaysian cuisine is highly complex and diverse.

As we know from class, culinary tourism, or food tourism, is the exploration of food through tourism-based activities. There are four primary types of culinary tourism activities: cooking classes; food tours; wine, beer and food festivals; and specialty dining experiences. This field class will incorporate the first two culinary activities.

We will disembark from the MV World Odyssey and be transported to the Taman Tun wet market which has been in operation for more than four decades. At Taman Tun we will have an authentic Malaysian breakfast, followed by a market tour during which we will learn about Malaysian food culture, ingredients and herbs. After our visit to the market we will go to the LaZat Cooking School. Our chef instructors will give us a personalized cooking lesson during which time we will cook three traditional Malaysian dishes. We will also be given a lesson in Malaysian herbs and spices, learn how to make *teh tarek* (pulled tea) and flip *roti*
canai. We will get to enjoy the fruits of our labor and eat the tasty lunch we prepared together and subsequently return to the ship.

Objectives:
1. Participate in two different kinds of culinary tourism experiences (food tour and cooking class).
2. Understand the three cultures (Malay, Chinese, and Indian) which influence Malaysia’s national identity and culinary appetites.
3. Recognize local food products and the impact those ingredients have on citizens’ sense of community and relationships.

Independent Field Assignments
In each port, students are expected to participate in independent culinary tourism experiences. These experiences will serve as the basis for two assignments, the interview profile and the photo journal presentation, completed during the semester. Both of these assessments will be discussed in detail during class.

METHODS OF EVALUATION

Field class participation and reflection paper (20%)
Students are expected to attend the MANDATORY field class in Malaysia on February 19. During the field class, students will participate in a food tour and cooking class. Based on this field class, students will write a paper reflecting upon their experience. Reflection papers (1,000 words) are due March 08 at 8pm.

Interview profile (20%)
Students are expected to engage in culinary tourism experiences independently in each port/country visited during SAS Spring 2020. During these experiences, students should take advantage of the opportunity to engage with individuals working in culinary tourism. Students must interview AT LEAST one person, ideally someone working in the tourism industry (i.e. tour guide, bartender, sommelier, chef, etc.) about their culinary background, the culinary profile of the destination, and their opinion(s) about the cultural impact of culinary tourism on the local population. Additional guidelines, including a detailed marking rubric will be provided in class. Interview profiles (1,000 words) are due 15 April at 8pm. Students will also discuss their interviews in class on 17 April, so everyone should expect to share their impressions and willingly volunteer to lead discussion at some point during that class meeting.

Photo journal presentation (20%)
As discussed in class, the sharing of food and drink is a critical element of our society. As such, culinary tourism experiences are often vivid ‘intangible souvenirs’, contributing to some of our most memorable travel experiences. In an effort to make these encounters more concrete and substantial, photography allows us to ‘carry’ these memories with us. As you participate in your own independent food and beverage activities throughout SAS Spring 2020, create a photographic representation of your culinary tourism resume. Towards the
At the end of the semester, you will present your photo journal to the class. You must discuss culinary experiences in AT LEAST two different destinations and link them to material and concepts covered in class. A detailed rubric will be provided to guide students’ presentations.

**Short topic blog (20%)**
At several intervals throughout the semester, students will be provided 2-4 questions related to the reading and/or topic for the next class session. Students will be expected to write a short blog (200-250 words) to be submitted in class. These short written assignments will provide students with the background material necessary to participate fully in the class discussion that day.

**Attendance and participation (20%)**
Students are expected to attend class and **actively participate DAILY**. This class is designed to be **interactive**. In addition to the course content presented by the instructor, we will discuss a number of case studies as well as your experiences in each country visited. Students will get out of this class what they put into it. Students are expected to ask questions and share their experiences. Perfect attendance and regular participation will result in an attendance/participation grade of 100%. Conversely, lack of attendance, subpar participation, and under preparation will be noticed and penalized accordingly (5 points will be deducted for each day this occurs).

**GRADING SCALE**
The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory/Poor</th>
<th>Failing</th>
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<tbody>
<tr>
<td>97-100%: A+</td>
<td>87-89%: B+</td>
<td>77-79%: C+</td>
<td>Less than 60%: F</td>
</tr>
<tr>
<td>93-96%: A</td>
<td>83-86%: B</td>
<td>70-76%: C</td>
<td></td>
</tr>
<tr>
<td>90-92%: A-</td>
<td>80-82%: B-</td>
<td>60-69%: D</td>
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</tbody>
</table>

**ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM**

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor’s supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.
LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students’ home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage. More details can be found within the Course Registration Packet, as posted to the Courses and Field Classes page no later than one month prior to registration.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one’s own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea® courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: “I have not given, received, or used any unauthorized assistance on this exam/assignment.”

RESERVE BOOKS FOR THE LIBRARY

None

FILMS

None

ELECTRONIC COURSE MATERIALS

1. AUTHOR: Students will need access to below website please
ARTICLE/CHAPTER TITLE:
JOURNAL/BOOK TITLE:
VOLUME:
2. AUTHOR: Hall, C.M. & Mitchell, R.
ARTICLE/CHAPTER TITLE: “We are what we eat”: Food, tourism and globalization
JOURNAL/BOOK TITLE: Tourism, Culture & Communication
VOLUME: 2
DATE: 2000
PAGES: 29-37

3. AUTHOR: Kim, S. and Ellis, A.
ARTICLE/CHAPTER TITLE: Noodle production and consumption: from agriculture to food tourism in Japan
JOURNAL/BOOK TITLE: Tourism Geographies
VOLUME: 17:1
DATE: 2015
PAGES: 151-167

4. AUTHOR: Kumakura, I.
ARTICLE/CHAPTER TITLE: Washoku joins UNESCO’s intangible cultural heritage list.
JOURNAL/BOOK TITLE: Food Culture
VOLUME: See link below.
DATE: 2014
PAGES: https://www.kikkoman.co.jp/kiifc/foodculture/pdf_24/e_003_005.pdf

5. AUTHOR: Kohsaka, R.
ARTICLE/CHAPTER TITLE: The myth of washoku: a twisted discourse on the “uniqueness” of national food heritages.
JOURNAL/BOOK TITLE: Journal of Ethnic Foods
VOLUME: 4
DATE: 2017
PAGES: 66-71.

6. AUTHOR: Khan, M. & Khan, M.
ARTICLE/CHAPTER TITLE: ‘I’m Lovin’ It’- Around the World: A case study of McDonald’s “Glocalization”
JOURNAL/BOOK TITLE: Journal of Hospitality & Tourism Cases
VOLUME: 2
DATE: 2013

7. AUTHOR: Hausler, N. & Kasuske, D.
ARTICLE/CHAPTER TITLE: Back to the Roots: Agritourism in India
JOURNAL/BOOK TITLE: International Cases in Sustainable Travel & Tourism
VOLUME: NA
DATE: 2013
PAGES: 135-147
8. AUTHOR: Calderon, J.
ARTICLE/CHAPTER TITLE: Malaysia’s top 40 foods
JOURNAL/BOOK TITLE: CNN Travel
DATE: 01 December 2017

9. AUTHOR: Chong, N.
ARTICLE/CHAPTER TITLE: What Bangkok’s crackdown tells us about the multiple roles of street vendors everywhere.
JOURNAL/BOOK TITLE: Asiancorrespondent.com
VOLUME: See link below.
DATE: April 2019
PAGES: 
https://penangmonthly.com/article.aspx?pageid=15555&name=is_penangs_street_food_fading_away%3F&fbclid=IwAR21kK8CSZIvPzhl6GxBfm4OIGxGgBCbxEZHzzbxWwv22bRDbnAtdUx8U

10. AUTHOR: Teagle, A.
ARTICLE/CHAPTER TITLE: South Africa’s young chefs are trying to revive a food culture decimated by apartheid
JOURNAL/BOOK TITLE: Quartz Africa
VOLUME: See link below.
DATE: 03 June 2018

11. AUTHOR: NA
ARTICLE/CHAPTER TITLE: From cocoa tree to supermarket shelf: Ghana’s sweet revolution
JOURNAL/BOOK TITLE: Foodtank
DATE: August 2018

12. AUTHOR: Ranger, H.
ARTICLE/CHAPTER TITLE: Top 10 foods to try in Morocco
JOURNAL/BOOK TITLE: BBC Goodfood
DATE: NA
PAGES: https://www.bbcgoodfood.com/howto/guide/top-10-foods-try-morocco

13. AUTHOR: Alcacer, J., Bettinger, C. & Philippi, A.
ARTICLE/CHAPTER TITLE: The Munich Oktoberfest: From Local Traditions to Global Capitalism
JOURNAL/BOOK TITLE: Harvard Business School
DATE: 2014
PAGES: Product#: 9-714-439
ADDITIONAL RESOURCES

None