

Central Texas College
CHEF 1345
International Cuisine
Semester Hours Credit: 3

INSTRUCTOR: _____

OFFICE HOURS: _____

I. INTRODUCTION

- A. The study of classical cooking skills associated with the preparation and service of international and ethnic cuisines. Topics include similarities between food production systems used in the United States and other regions of the world.
- B. CHEF 1345, International Cuisine, is a selective technical elective in the Restaurant Skills, Institutional Foodservice Operations, Restaurant & Culinary Management Associates in Applied Science degree programs and Culinary Arts Certificate.
- C. This course consists of two major activities--the lecture and the kitchen laboratory exercises. The lecture portion meets one hour per day, twice weekly during the 16-week semester. The instructor supervises the laboratory. The kitchen laboratory requires 48 hours for course completion. These activities include: regional food preparation, participation in preparing dinner meals served to students and guests.
- D. Prerequisites: CHEF 1301

II. LEARNING OUTCOMES

Upon successful completion of this course, CHEF 1345 International Cuisine Course, the student will be able to:

- A. Prepare, describe and identify foods that are indigenous to various regions and explain why those particular foods are prevalent. **(C5, C6, C15, F1, F11, F12)**
- B. Identify similarities and differences between the cuisines of various countries of the world. **(C5, C6, C15, F1, F7, F8, F11, F12)**
- C. Prepare, describe, and identify recipes from various parts of the world. **(C5, C6, F1-3, F7-9, F12, F13)**
- D. Identify various kitchen tools from various parts of the world. **(C18, C19, F1, F8, F9, F12)**

- E. Identify various cooking methods from various parts of the world. **(C19, F1, F5, F7-12)**
- F. Develop and prepare menus from various countries to be utilized in a restaurant environment. **(C1, C3, C5, C6, C8, C15, C18, C19, F1, F2, F5, F7, F8, F12, F13, F16)**
- G. Prepare and serve a variety of European, African, Middle East, Asian, Australian, and Latin American cuisines. **(C1, C3-6, C9-15, C18-20, F1, F3-13, F15, F16)**
- H. Prepare meals in a restaurant setting for customers. **(C1-6, C9, C11, C13, C14, C18-20, F1, F5-13, F15, F16)**
- I. Perform the role of Executive Chef to include menu planning, costing of food items, purchasing of foods, forecasting production and manage fellow students utilizing the brigade system. **(C1-6, C9-20, F1-17)**
- J. Prepares high quality standard foods in restaurant environment. **(C1, C3, C4, C9, C11-14, C18-20, F5-13, F15, F16)**
- K. Prepares foods using a variety of cooking methods, to include; sautéing, poaching, simmering, grilling, steaming, deep fat frying, stewing, pan-frying, toasting and blanching. **(C1, C3-6, C9-20, F1-13, F16)**
- L. Prepares foods using a variety of knife skills. **(C1, C3-6, C9-20, F1-13, F16)**
- M. Prepares food utilizing various kitchen equipment to include; grills, deep fat fryers, stack ovens, tilt skillets, smokers, steamers, meat slicers, proofer, stoves, and convection oven. **(C1, C3-6, C9-20, F1-13, F16)**
- N. Prepares foods utilizing time management for a restaurant environment. **(C1, C3-6, C9-20, F1-13, F16)**

III. INSTRUCTIONAL MATERIALS

- A. The instructional materials identified for this course are viewable through www.ctcd.edu/books
- B. Additional reference: *International Cuisine* Instructor's Manual with Test Item File, Wiley 2009 (ISBN 978-0-470-25406-6)
- C. Additional references may be required that are available in the Central Texas College Library.
- D. A fully equipped kitchen furnished with proper tools and equipment is required for this course.

IV. COURSE REQUIREMENTS

- A. Reading Assignments: Read text assignments prior to class and be prepared to discuss the text material, answering instructor questions orally with well-organized thoughts and ideas.

- B. Class Performance: (Refer to CTC Catalog, Page 43, for detailed policy). You are expected to attend each class period, be on time and stay the full class period or be counted absent. You are responsible for all course material missed due to absence. The instructor does not provide class notes for classes missed.
- C. Class Participation: A student must be present for all Lab Evaluations. No make-up lab evaluations will be given. Students who know in advance that they will be absent from a lab evaluations due to valid reasons must arrange to take an early lab evaluations. Unexpected absences due to illness or extenuating circumstances will require the student to see the instructor about individual make-up work in lieu of the missed lab evaluations.
- D. Students without excused absences will be given a zero for the missed lab evaluations.
- E. Equipment: The following equipment is required for this course
 - a. 1 each, chef uniform to include chef jacket, pants, hat, apron, and safety shoes.
 - b. 5 Piece Knife set with carry case to include Sharpening Steel, Paring Knife, Sandwich Knife, French Chef Knife & Narrow Slicer.
 - c. A fully equipped kitchen furnished with proper tools and equipment is required for this course.

V. EXAMINATIONS

- A. There will be two examinations.
 - 1. Exam 1 (Mid-Term)
 - 2. Exam 2 (Final Exam)
- B. A student must be present for all examinations. No make-up examinations will be given. Students who know in advance that they will be absent from an examination due to valid reasons must arrange to take an early examination. Unexpected absences due to illness or extenuating circumstances will require the student to see the instructor about individual make-up work in lieu of the missed examination.
- C. Students without excused absences will be given a zero for the missed examination.

VI. SEMESTER GRADE COMPUTATIONS

A.	Exam 1 (Mid-Term)	200 points	20%
	Exam 2 (Final Exam)	200 points	20%
	Lab Evaluation (8 @ 50pt)	400 points	40%
	Quizzes (4 @ 50 pts)	<u>200 points</u>	<u>20%</u>
	Total Points	1000 points	100%

A (1000 – 900) **B** (899 – 800) **C** (799 – 700) **D** (699 – 600)
F (Below 600)

- B. A student must take the final examination to receive a grade for this course.

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

- A. Course Withdrawal: It is the student's responsibility to officially withdraw from a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The student must sign the withdrawal form.

CTC Form 59 will be accepted at any time prior to Friday, the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is:

10-week session	Friday of the 8th week
8-week session	Friday of the 6th week
5-week session	Friday of the 4th week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student who officially withdraws will be awarded the grade of "W", provided the student's attendance and academic performance is satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

- B. Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements.

The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.

- C. Incomplete Grade: The College catalog states, "An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course..." Prior approval from the instructor is required before the grade of "I" is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an "F" for the course.
- D. Cellular Phones and Beepers: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.
- E. Americans with Disabilities Act (ADA): Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.
- F. Instructor Discretion: The instructor reserves the right of final decision in course requirements.
- G. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.
- H. Honesty and Integrity: All students are required and expected to maintain the highest standards of scholastic honesty in the preparation of all course work and during examinations. The following will be considered examples of scholastic dishonesty:
 - 1. *Plagiarism*: The taking of passages from writing of others without giving proper credit to the sources.
 - 2. *Collusion*: Using another's work as one's own; or working together with another person in the preparation of work, unless joint preparation is specifically approved in advance by the instructor.
 - 3. *Cheating*: Giving or receiving information on examinations.

Students guilty of scholastic dishonesty will be administratively dropped from the course with a grade of “F” and will be subject to disciplinary action.

I. Feedback:

1. *Instructor:* As your instructor I will organize and present the course material in a manner designed to facilitate the learning process. I will evaluate your progress periodically via writing assignments and exams and provide feedback on your performance via exam scores, exam critiques, and critique of your writing assignments, etc. I am also available before and after each class period and during office hours to discuss your performance and answer questions.
2. *Student:* **As the student you are ultimately responsible for your success in this course.** It is your responsibility to attend class regularly, prepare for class by reading assigned text material, participate in class discussions, ask questions when required to improve your understanding, prepare for and complete exams, and complete all other assignments.

VIII. COURSE OUTLINE

A. **Unit One:** Chapters 1,2 & 3, Mexico, South America, and The Caribbean Islands

1. **Unit Outcomes:** Upon successful completion of this unit, the student will be able to:
 - a. Describe the impact of the Mayans and Aztecs on the Mexican cuisine.
 - b. Discuss the influence of the Spanish on the cookery of Mexico.
 - c. Explain how the topography of Mexico affected the cuisine.
 - d. Name foods that the European explorers found in Mexico and how they were introduced to their countries.
 - e. Name foods that the Europeans introduced to Mexico.
 - f. Name foods and flavoring prevalent in the cuisine of Mexico.
 - g. Prepare a variety of Mexican dishes.
 - h. Discuss contributions made by the Inca Indians that impacted South America and the world.
 - i. Discuss the influences of other countries on the cuisines of South America countries.
 - j. Name food products prevalent in various areas of South America.

- k. Prepare a variety of South American dishes.
- l. Explain the role of the Arawaks and Caribs in the history of the Caribbean Islands.
- m. Name the European countries that ruled islands of the Caribbean.
- n. Explain the culinary influences from various nationalities on the cuisines of the Caribbean Islands.
- o. Discuss factors that limited crops on the islands of the Caribbean.
- p. Name foods that are prevalent on the Caribbean Islands.
- q. Prepare a variety of dishes from the Caribbean Islands.

2. Learning Activities:

- a. Classroom lecture and discussion (C5, C6, C9, F1, F5, F6-8, F11, F12, F15)
- b. Demonstration in kitchen (C5, C6, F5, F6, F11, F12)
- c. Laboratory exercises in kitchen (C1, C3-6, C9-20, F1-17)

3. Equipment and Materials: A completely equipped kitchen.

4. Unit Outline: Follow the sequence of the unit objectives.

B. **Unit Two:** Chapters 4,5,6 & 7 Japan, China, Korea and Southeast Asia

- 1. Unit Objectives: Upon successful completion of this unit, the student will be able to:
 - a. Explain how the cuisine of Japan differs from other Asian cuisines.
 - b. Describe the differences in sauces and flavorings used in Japan.
 - c. Understand how the geography and topography of this country influences its cuisine.
 - d. Discuss the Japanese idea of aesthetics surrounding the food, presentation of food, the meal and table setting.
 - e. Prepare a variety of Japanese dishes.
 - f. Understand how Chinese philosophy is reflected in the cuisine.
 - g. Identify several provinces of China and explain characteristics of the cuisines found there.
 - h. Identify which grain predominates in the north and in the south and explain why.
 - i. Discuss various cooking techniques used in China and the advantages of those techniques.
 - j. Prepare a variety of Chinese dishes.

- k. Explain how the cuisine of Korea differs from the other Asian cuisines.
- l. Describe the differences in sauces and flavorings used in Korea.
- m. Understand how the geography and topography of this country influences its cuisines.
- n. Prepare a variety of Korean dishes.
- o. Explain how the cuisines of Vietnam, Thailand, and Indonesia differ from other Asian cuisines.
- p. Identify nations that influenced the cuisines of Vietnam, Thailand, and Indonesia, and discuss the effects of each nation of the cuisine.
- q. Understand how the geography and topography influenced the cuisines of these countries.
- r. Name prevalent food and flavoring ingredients used in the cuisines of Vietnam, Thailand, and Indonesia.
- s. Prepare a variety of dishes from Vietnam, Thailand, and Indonesia.

2. Learning Activities:

- a. Classroom lecture and discussion (C5, C6, C9, F1, F5, F6-8, F11, F12, F15)
- b. Demonstration in kitchen (C5, C6, F5, F6, F11, F12)
- c. Laboratory exercises in kitchen (C1, C3-6, C9-20, F1-17)

3. Equipment and Materials: A completely equipped kitchen.

4. Unit Outline: Follow the sequence of the unit objectives.

C. **Unit Three:** Chapters 8, 9, 10, 11 and 12 Spain, The Middle East, Turkey, Greece, and Crete, Africa, and India

- 1. Unit Objectives: Upon successful completion of this unit the student will be able to:
 - a. Identify differences and similarities in the regional cuisines of Spain and Portugal.
 - b. Explain how the topography and climate influence the cuisines found on the Iberian Peninsula.
 - c. Identify which food products are prevalent in various regions of Spain and Portugal.
 - d. Prepare several Iberian dishes.
 - e. Identify food ingredients and dishes frequently served in the Middle Eastern countries.

- f. Explain how the spice route in the 1400s impacted the cuisine of the Middle East.
- g. Explain how religions influenced the cuisine of the Middle East.
- h. Describe the significance of the desert on the Middle Eastern cuisine.
- i. Prepare a variety of Middle Eastern dishes.
- a. Identify various areas of Africa and the types of foods consumed in those areas.
- b. Understand why the cuisine of northern Africa differs so greatly from the area lying south of the Sahara Desert.
- c. Explain why soups and stews dominate the diet in Africa.
- d. Understand the role of starches and fat in the African diet.
- e. Explain how the weather conditions impact the cuisine of Africa.
- f. Prepare a variety of dishes from different African countries.
- g. Understand the diversity of cooking methods and dishes prepared in Turkey, Greece, and Crete.
- h. Describe the growing conditions that exist in Turkey, Greece, and Crete
- i. Identify some of the kosher dietary laws.
- j. Prepare a variety of Turkey, Greece, and Crete dishes.
- k. Discuss the major religions found in India and their role in molding India's cuisine.
- l. Explain similarities and differences between the cuisines found in the north and south of India.
- m. Discuss the importance and uses of spices in the cookery of India.
- n. Define *thali* and describe the Indian method of eating a meal.
- o. Prepare a variety of Indian dishes.

2. Learning Activities:

- a. Classroom lecture and discussion (C5, C6, C9, F1, F5, F6-8, F11, F12, F15)
- b. Demonstration in kitchen (C5, C6, F5, F6, F11, F12)
- c. Laboratory exercises in kitchen (C1, C3-6, C9-20, F1-17)

3. Equipment and Materials: A completely equipped kitchen.

4. Unit Outline: Follow the sequence of the unit objectives.

- D. **Unit Four:** Chapters 13, 14, 15, 16 and 17 The British Isles, France, Italy, Germany, Austria, Switzerland, Scandinavia and Russia

1. Unit Objectives: Upon successful completion of this unit, the student will be able to:
 - a. Name foods that are available in the British Isles and explain why those particular foods are prevalent.
 - b. Identify similarities and differences between the cuisines of the various countries of the British Isles.
 - c. Identify cooking methods commonly used in the British Isles.
 - d. Name some foods typically served at tea and in a pub.
 - e. Prepare a variety of dishes from the British Isles.
 - f. Explain the origins of classical French cookery.
 - g. Understand and explain differences in classical and regional French cookery.
 - h. Name dishes from various regions of France and explain why they originated there.
 - i. Name countries and cultures that influenced French cuisine and describe how their impact affected the cuisine of France.
 - j. Name food items that flourish in various areas of France.
 - k. Prepare a variety of regional and classical French dishes.
 - l. Identify differences and similarities in the regional cuisines of Italy.
 - m. Explain how the topography of the various regions in Italy affects their cuisine.
 - n. Identify what food products are prevalent in various regions of Italy.
 - o. Identify and explain the courses served at a typical Italian meal.
 - p. Prepare a northern and southern Italian meal.
 - q. Identify food products prevalent in Germany, Austria, and Switzerland and discuss why those particular foods thrive.
 - r. Understand the effects of climate on the cuisine of Germany, Austria, and Switzerland.
 - s. Describe how the geographic location and the bordering countries affected Germany, Austria, and Switzerland's cuisine.
 - t. Identify differences and similarities between the cuisines of the various regions in Germany, Austria, and Switzerland.
 - u. Prepare a variety of German, Austria, and Switzerland dishes.
 - v. Identify which foods are prevalent in Scandinavia, why those foods are available, and how they are used in various dishes.
 - w. Identify similarities in cooking methods and cuisines of the countries of Scandinavia.
 - x. Understand the concept of a smorgasbord.
 - y. Prepare a variety of Scandinavian dishes.
 - z. Identify similarities and differences among the cuisines of the Eastern European countries and Russia.

- aa. Understand the historical, geographic, and climatic influences on the cuisines of these countries.
 - bb. Identify food products prevalent in the cuisines of Russian and Eastern Europe and explain why they appear so frequently.
 - cc. Prepare a variety of dishes from Russia and Eastern Europe.
2. Learning Activities:
- a. Classroom lecture and discussion (**C5, C6, C9, F1, F5, F6-8, F11, F12, F15**)
 - b. Demonstration in kitchen (**C5, C6, F5, F6, F11, F12**)
 - c. Laboratory exercises in kitchen (**C1, C3-6, C9-20, F1-17**)
3. Equipment and Materials: A completely equipped kitchen.
4. Unit Outline: Follow the sequence of the unit objectives.