

NC GLOBAL DISTINCTION

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Region: Europe and the European Union

Course information and description: CUL 283 Farm-to-Table

This course introduces students to the cooperation between sustainable farmers and foodservice operations. Emphasis is placed on environmental relationships, including how foods are grown, processed, and distributed, as well as related implications on quality and sustainability. Upon completion, students should be able to demonstrate an understanding of environmental stewardship and its impact on cuisine.

Description of module:

Preparation of an ethnic menu using in season and local ingredients. Many think that Farm-to-Table cuisine always and only encompasses local cuisine. This module challenges students to create an ethnic menu from two areas of Europe, Northern and Southern (to include the Mediterranean) using only sustainably grown/raised local ingredients. To emphasize sustainability, each menu must only include produce that is in season at the time the course is offered.

Student Global Learning Outcomes:

Upon completion of this module, the student will:

1. Demonstrate the ability to think critically in creating a global/ethnic menu utilizing locally sourced ingredients
2. Research ethnic specific ingredients that are available locally
3. Choose locally sourced ingredients that are in season to create an ethnic menu

Student Global Learning Activities

1. Activity: The class will be divided into two sections, Northern Europe and Southern (Mediterranean) Europe. Students in each section will research the cuisines from the section of Europe assigned to their group.
 - a. Objective: upon completion of this activity, students will
 - i. identify countries within each geographical area
 - ii. describe the characteristics of the cuisines of each section assigned
 - iii. outline the staple ingredients within the cuisines of that area
 - b. Procedure: In a discussion board setting, instruct students in each section to post the country/cuisine they want to research. Every student must choose a different country/cuisine to expose them to the diversity of cultures and cuisines within Europe. Once each student has chosen a country, he/she must post on the discussion board an outline of the staple ingredients within the cuisine of the chosen country. Each student must respond to another student's post with one fact about that country's cuisine. For example, a specific country might be famous for the presence of many spicy foods, or, for a specific cooking method (i.e. bagna cauda).
 - c. Assessment: the discussion board is a graded assignment in a learning management system. Posts are graded for content and participation.
 - d. Follow-up: ask students to compare common ingredients found among the different countries within their section posted in the discussion board.

2. Activity: Students will identify which produce is in season locally
 - a. Objective: upon completion of this activity, students will
 - i. Identify which produce is in season and how to procure it locally
 - b. Procedure: Using the resources provided by the state Extension Agency, students will find which produce is in season locally.
 - c. Assessment: Students compile a list of available produce ingredients and submit it via learning management system's drop box.
 - d. Follow-up: In class, the instructor discusses the list with the students and shares with the students a list of sustainable produce vendors.

3. Activity: Grouped by section, students will create a menu from the area of Europe assigned to them using the information they have gathered in the previous activities.
 - a. Objective: upon completion of this activity, students will
 - i. Develop a 3-course menu from a Northern or Southern Europe geographical area using local ingredients that are also in season
 - b. Procedure: using the information gathered in the previous activities, students will look at the list of the ingredients that are in season and look for menu items that contain those ingredients. For example, if a student chooses to include a spinach dish in the menu, he/she must make sure that spinach is in season at the time this assignment is given. Students have many resources at their disposal to execute the recipe or menu item search, such as cookbooks, textbooks, magazines, and the internet. Students are also encouraged to interview natives of the specific country they chose for suggestions of ingredients, recipes, and cooking methods.
 - c. Assessment: students submit a rough draft of the menu via drop box on learning management system.
 - d. Follow-up: students to refine and finalize their menus in class assisted by the instructor via formative assessment.

4. Activity: Students will execute the prep for the 3-course menu.
 - a. Objective: upon completion of this activity, students will
 - i. Determine which ingredients to prep for the first day of lab
 - ii. Prioritize what part of the menu can be pre-assembled or par cooked
 - iii. Identify the steps to correctly execute the menu
 - b. Procedure: students have two days to execute the 3-course menu. Activity 4 (day one) includes the mise en place of their ingredients and the preliminary preparation of the menu. Activity 5 (day two) includes the actual execution, plating, and displaying of their chosen menu. During day one, students will wash, peel, chop, and prep anything that can be done ahead of time to facilitate the execution of the menu during day two. Each student will properly label their prepped and mise en placed ingredients for easy identification the next day of class.
 - c. Assessment: the instructor will perform formative assessment with each student. Special assistance might be required for cooking methods that might not be familiar to students who have not taken a Global Cuisines class prior to Farm-to-Table.
 - d. Follow-up: at the end of day one of lab, the instructor asks the students to identify their weaknesses and their strengths in prepping and cooking. This type of follow-up will aid the instructor in identifying teachable moments for the next day of lab (day two).

5. Activity: Students will complete the execution of the 3-course menu.
 - a. Objective: upon completion of this activity, students will
 - i. Produce a 3-course menu
 - ii. Present their chosen menu
 - b. Procedure: students will complete the execution of the menu, cooking and plating each course. Upon completion, each student will present his/her product to the instructor and to the rest of the class. It is important that the instructor establish presentation guidelines as far as timing is concerned. All meals must be presented at the same time to give the students the perception of how global and diverse meal preparation can be within the Farm-to-Table framework.
 - c. Assessment: students will be assessed on both recipe execution and ingredient choice (must be in season locally). The recipe execution component of the assessment shall include texture, temperature, flavor, appearance.
 - d. Follow-up: the instructor invites the students to taste each other's dishes and to talk about the cuisine of the geographical area from which the recipes were chosen.

Resources and References used in the creation of the module (e.g. books, articles, etc.)

BookSumo Press, European Cuisine: Authentic European Recipes in an Easy European Cookbook

Nilsson, M. The Nordic Cookbook, Phaidon Publisher, New York, 2015

Roden, C. The Food of Spain, Harper Collins Publishers, New York, 2011

Thorisson, M. A Kitchen in France: A Year of Cooking in My Farmhouse, Clarkson Potter Publishers, New York, 2014

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