

CULINARY TOURISM
HMG T 4989
Semester Year

Instructor	Class Number	Section
E-mail	Day	
Phone	Location	
Office	Time	
Office Hours	Class Hours	1
	Lab Hours	2
	Credits	2

Department Mission Statement

The Hospitality Management Department of New York City College of Technology educates students for careers in the hospitality industry through foundational knowledge of hospitality operations and experiences that cultivate diverse perspectives, lifelong learning, collaboration, and community engagement.

Program Learning Outcomes

To graduate students who

1. identify and demonstrate skills relevant to the operational areas of hospitality management. (PLO #1)
2. utilize the dynamics of collaboration in diverse settings. (PLO #2)
3. demonstrate effective communication skills. (PLO #3)
4. exhibit the analytical and social skills essential for success in the global workplace. (PLO #4)
5. value and integrate lifelong learning, civic engagement, ethical reasoning, and social responsibility. (PLO #5)

Course Description

With New York City as a world food culture laboratory, students will explore the concept of culinary tourism and its economic impact on the tourism industry. Students will create, market and conduct their own NYC culinary walking tour.

Prerequisites

AAS Degree in Travel & Tourism or Hospitality Management

Course Objectives

Upon completion of HMG T 4989, the student will be able to

- a. Discuss the impact of food and culture in the tourism marketplace
- b. Design, budget, market, and lead a culinary walking tour
- c. Analyze and evaluate the content of a guided tour
- d. Research and assess foods and food-related events that have an impact on tourism

Student Learning Outcomes	Method of Assessment
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a. Assess impact of food and culture in the tourism marketplace (HMGT: Knowledge, Gen Ed: Skills. PLO #5)	Quizzes, Class Participation, Food Firsts Posts, NYC Food Guide Posts, Dream Destination Essay
b. Identify and qualify the methodology for designing a successful culinary tour (Gen Ed: Values, PLO #1)	Culinary Walking Tour Project, NYC Food Guide Posts, Quizzes
c. Conceptualize and design a power point presentation for a NYC culinary walking tour (Gen Ed: Integration, PLO #3)	Culinary Walking Tour Project
d. Evaluate content, market probability and success of a culinary walking tour (HMGT: Knowledge, Gen Ed: Skills, PLO # 4)	Class Participation, Culinary Walking Tour Project, Quizzes

Grading Procedure

Culinary Walking Tour Project

(rubric attached) includes team collaboration	40%
Quizzes	10%
Food Firsts Posts	10%
NYC Food Guide Posts	10%
Class participation (includes reading reflections)	15%
Dream Destination Essay	<u>15%</u>
TOTAL	100 %

Assignments

Culinary Walking Tour Project- students will research a potential food tourism destination within New York City and create a tour based upon the information gathered. The presentation will include both a written and oral component following guidelines supplied by the instructor.

Quizzes- students will be assessed on their knowledge of culinary tourism theory and definitions from the textbook and assigned reading.

Food First Posts- students will be required to contribute to a journal of foods they have tried that are outside their comfort zone. Each student is expected to try one “new” food approximately every 2 weeks and write about it. Students will note where they tasted the food and the item’s cultural/ethnic context, if applicable. Students are responsible for a total of 5 entries over the semester. Deadlines are posted on the meeting schedule. Grading is pass/fail.

NYC Food Guide Posts- students are expected to contribute at least one entry and/or description to the Open Lab “NYC Food Guide” after each field trip or after each film/video assignment. Students have one week to complete the assignment after each trip date. Grading is pass/fail.

Class Participation: Students are encouraged to actively participate in all class activities including the tours for effective learning. They will also be expected to:

- Complete all assignments as directed by the instructor
- Participate in classroom discussions and activities
- In-school classes will begin with a brief, written reflection on the previous 2 weeks culinary-tourism pertinent articles in the *New York Times*, followed by a discussion. Students arriving late will not be credited for these reflections.

Dream Destination Essay- students will write essay based on chosen tourist destination

Grading System

A	93 – 100
A-	90 – 92.9
B+	87 – 89.9
B	83 – 86.9
B-	80 -- 82.9
C+	77 – 79.9
C	70 – 76.9
D	60 – 69.9
F	59.9 and below

Required Text

New York Times “Food” and “Travel” sections

Other readings as assigned by instructor

Suggested Texts and Readings

www.culinarytourism.org

<http://www.zagat.com/new-york-city>

Rubric for Culinary Walking Tour Project

Students Name _____ Course _____ Semester _____

Existing Knowledge, Research, and/or Views	<input type="checkbox"/> 4 points Synthesizes in-depth information from relevant sources representing various points of view/approaches.	<input type="checkbox"/> 3 points Presents in-depth information from relevant sources representing various points of view/approaches.	<input type="checkbox"/> 2 points Presents information from relevant sources representing limited points of view/approaches.	<input type="checkbox"/> 1 point Presents information from irrelevant sources representing limited points of view/approaches.
Design Process	<input type="checkbox"/> 4 points All elements of the methodology are skillfully developed. Appropriate methodology may be synthesized from across disciplines.	<input type="checkbox"/> 3 points Critical elements of the methodology are appropriately developed, however, more subtle elements are ignored or unaccounted for.	<input type="checkbox"/> 2 points Critical elements of the methodology are missing, incorrectly developed, or unfocused.	<input type="checkbox"/> 1 point Inquiry design demonstrates a misunderstanding of the methodology
Analysis	<input type="checkbox"/> 4 points Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to insight.	<input type="checkbox"/> 3 points Organizes evidence to reveal important patterns, differences, or similarities related to insight.	<input type="checkbox"/> 2 points Organizes evidence, but the organization is not effective in revealing important insights.	<input type="checkbox"/> 1 point Lists evidence, but it is not organized and/or is unrelated to insight.
Conclusions	<input type="checkbox"/> 4 points States a conclusion that is a logical extrapolation from the inquiry findings.	<input type="checkbox"/> 3 points States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	<input type="checkbox"/> 2 points States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	<input type="checkbox"/> 1 point States an ambiguous, illogical, or unsupported conclusion from inquiry findings.
Limitations and Implications	<input type="checkbox"/> 4 points Insightfully discusses in detail relevant and supported limitations and implications.	<input type="checkbox"/> 3 points Discusses relevant and supported limitations and implications.	<input type="checkbox"/> 2 points Presents relevant and supported limitations and implications.	<input type="checkbox"/> 1 point Presents limitations and implications, but they are possibly irrelevant and unsupported.

Total Points (out of 20) _____

Selected Bibliography

Deutsch, J. & Hauck-Lawson, A. (2009) *Gastropolis, food and New York City*. Columbia University Press.

Fodor's. (2021). *Fodor's bucket list U.S.A.* Fodor's Travel.

Grimes, W. (2009) *Appetite city: A culinary history of New York*. Farrar, Straus & Giroux.

Imber, A. & Hum, D. (2018) *New York City food crawls: Touring the neighborhoods one bite and one libation at a time*. Globe Pequot.

Lonely Planet. (2022). *Lonely Planet's best in travel 2022*. Lonely Planet.

Smith, A. F. (2013) *New York City: A food biography*. Alta Mira Press.

Wong, C. & Thuras, D. (2021). *Gastro obsura: A food adventurers guide*. Workman.

Class Meeting Schedule

Week	Date	Lecture Topics/Walking Tour	Required Reading Due	Assignment Due
1		<ul style="list-style-type: none"> • review of syllabus; overview and expectations of course/assignments • introduction to culinary tourism 		
2		<ul style="list-style-type: none"> • origins of culinary tourism • sources of culinary tourism information • <i>Dream Destination Paper assigned</i> 	<ul style="list-style-type: none"> • <i>NYT Food & Travel</i> • Michelin history • UNTWO excerpts 	
3		<ul style="list-style-type: none"> • understanding the “supply” side of culinary tourism • types of food tourism 	<ul style="list-style-type: none"> • <i>NYT Food & Travel</i> • <i>Foodies & Food Tourism</i> selections 	
4		Class Walking Tour: Industry City		
5		<ul style="list-style-type: none"> • “demand” side of culinary tourism • understanding the culinary tourist • <i>Quiz 1 assigned</i> 	<ul style="list-style-type: none"> • <i>NYT Food & Travel</i> • <i>Foodies</i> selections 	NYC Guide posts due Dream Destination paper due
6		Class Walking Tour: Dekalb Market (?)		
7		<ul style="list-style-type: none"> • jargon discussion • “demand” side of culinary tourism • understanding the culinary tourist • <i>culinary walking tour assigned</i> 	<ul style="list-style-type: none"> • <i>NYT Food & Travel</i> 	NYC Guide posts due Quiz 1 due
8		Food/Travel video 1 Reading reflections		
9		<ul style="list-style-type: none"> • cities as sites for culinary tourism • NYC as a site for culinary tourism • Pluses and minuses of culinary tourism 	<ul style="list-style-type: none"> • <i>NYT Food & Travel</i> • <i>Catalonia Sustainable tourism</i> 	Food/Travel post 1 3 Food First Posts due
10		Food/Travel video 1 • <i>Quiz 2 assigned</i> Reading reflections	<ul style="list-style-type: none"> • <i>NYC: A Food Biography</i> selections 	
11		<ul style="list-style-type: none"> • marketing culinary destinations • Ireland: a case study 	<ul style="list-style-type: none"> • Tourism Australia • Everett Ch. 9 • marketing and Social media reading 	Food/Travel post 2 quiz 2 due
12		Food/Travel video 2 Reading reflections	<ul style="list-style-type: none"> • <i>Savoring Gotham</i> Selections 	
13		Teams work on presentations	<i>NYT Food & Travel</i>	Food/Travel post 3 Tour outline due Remaining food first post due
14		Walking Tour Presentations		walking tour text & brochure/web site due

Diversity and Inclusive Education

This course welcomes students from all backgrounds, experiences and perspectives. In accordance with the City Tech and CUNY missions, this course intends to provide an atmosphere of inclusion, respect, and the mutual appreciation of differences so that together we can create an environment in which all students can flourish. It is the instructor's goal to provide materials and activities that are welcoming and accommodating of diversity in all of its forms, including race, gender identity and presentation, ethnicity, national origin, religion, cultural identity, socioeconomic background, sexuality and sexual orientation, ability, neurodivergence, age, and etc. Your instructor is committed to equity and actively seeks ways to challenge institutional racism, sexism, ableism and other forms of prejudice. Your input is encouraged and appreciated. If a dynamic that you observe or experience in the course concerns you, you may respectfully inform your instructor without fear of how your concerns will affect your grade. Let your instructor know how to improve the effectiveness of the course for you personally, or for other students or student groups. We acknowledge that NYCCT is located on the traditional homelands of the Canarsie and Lenape peoples.

Student Accessibility

Qualified students with disabilities, under applicable federal, state, and city laws, seeking reasonable accommodations or academic adjustments must contact the Center for Student Accessibility for information on City Tech's policies and procedures to obtain such services. Students with questions on eligibility or the need for temporary disability services should also contact the Center at The Center for Student Accessibility:

<http://www.citytech.cuny.edu/accessibility/>

Professionalism and Participation

The Department of Hospitality Management follows industry standards in order to educate, develop and mentor future hospitality and tourism professionals. In order to successfully complete a course, students must consistently participate in class and meet deadlines.

NYC College of Technology Statement on Academic Integrity

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.

As stated in the Academic Integrity Policy Manual,
"academic dishonesty occurs when individuals plagiarize or cheat in the course of their academic work. Plagiarism is the presenting of someone else's ideas without proper credit or attribution. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise."

The complete text of the College Academic Integrity Policy Manual may be found on the College website.

Statement of Classroom Behavior

Each student has the right to study and learn in a comfortable, safe, supportive environment that promotes self-esteem – free of fear, humiliation, intimidation, offensive or suggestive language.

Use of Electronic Devices

The use of cellular phones and audio equipment in all academic and study areas of the college is prohibited. Students are not permitted to take calls or text message during class. Students may not use their cell phones as calculators. In some instances, an instructor may allow the use of personal electronic devices for in class activities.

Writing Style Statement

The hospitality management department requires that all written work must be prepared using APA Style Publication Manual of the American Psychological Association as a reference guide. This includes editorial formats, abbreviations, use of statistics, graphs, citations and references. Visit the City Tech Library website for APA Style Guides.

MS Office Suite Assignment Submission Guidelines

Students are expected to use MS Office Suite including Outlook, Word, PowerPoint and Excel unless otherwise stated. Students are entitled to a subscription, which is available through the CUNY Portal or Blackboard.

HM Department Calendar -attached