



CU351B FOOD AS AN EXPRESSION OF CULTURE (IN SPAIN)

IES Abroad Barcelona

DESCRIPTION:

As culinary historian Massimo Montanari argues, everything that has to do with food – from the choices made by primitive hunters and gatherers to contemporary habits of consumption – represents a cultural act. In this sense, we understand that Spanish cuisine is not just about nutrition, but also about traditions that have developed over a long period of time and span the country's **political, cultural, and social** formation. This interdisciplinary course combines the fields of food studies, anthropology, cultural studies, sociology, and contemporary history. We will examine the food traditions that unite Spain, as well as those that are distinctive of regional differences. We will also examine how globalization affects food culture and regional/national food identity, based on the assumption that the concept of (personal, cultural, regional, national) identity is strongly linked to food. We will focus on the evolution of local traditions and the recent boom of Spanish haute cuisine around the world. Current Spanish cuisine (for example, the coronation of chef Ferran Adrià, by the *New York Times*, *Time* magazine and *Le Monde* in 2004) is an excellent vehicle for exploring the complex relations between local and global culture.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: Emerging Independent Abroad II or higher level

ADDITIONAL COST: None

METHOD OF PRESENTATION:

Class discussion: The course is largely discussion-based. Students are expected to come to class prepared (i.e. not only having done the readings but also having considered them in depth) and participate actively in the discussions. Many of the readings discuss case studies from other places, which we will use as models for the Spanish case, as well as for their pertinent theoretical issues.

Course-related trips: In addition to the lectures and discussions in which we will cover the major academic themes of the course, the course also has fieldwork, with activities such as field studies to restaurants, to local markets, and anthropological exercises based on students' field observations.

Class presentations: Students will present in class a "regional cuisine" that they deem representative for the area of their choice. The areas are the following: Basque Country, Asturias, Galicia, Andalucía and Catalonia.

Lectures: The professor will provide the main theoretical background of the course through lectures.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Comidiario - 15%
- Midterm - 20%
- Final Project - 15%
- Ethnographic Research / Course Related Trips - 20%
- Regional Cuisines - 20%
- Class Participation - 10%

Comidiario

Write a **food diary/journal during the semester**. During the semester we will discuss many topics related to food as an expression of culture in Spain. Once every three weeks (so 4 articles in total) each student will have to write an article/comidiario analyzing and exposing their thought and insights about a subject they are particularly interested in and that we have studied in class. They will have to relate the article to discussions in class and readings about that subject.

Midterm

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The midterm will consist of three different parts: multiple choice, short answer questions, and long answer question.

Final Project

The final project is a summary of the semester. Students will have to prove they have achieved the learning outcomes by writing an essay about the food culture in Spain.

Ethnographic Research / Course Related Trips

Course-related trips and on-site activities will provide the class with direct interaction with the topic being studying. There will be two field studies:

- Values and preferences of the Spanish with regard to food.
- Traditional products and their significance.

Each Course-related trip consists of three different steps: pre-activity, on-site activity, and final activity. Pre-activity is triggered by readings and will depict the field research topic and goal. The activity on-site will provide evidence and data for the research, and finally we will work on a conclusion by analyzing the data.

Regional Cuisines

Spain is a very diverse country. Students will have the opportunity of learning about different communities and cuisines. They will have to research about climate, ingredients, recipes, people, culture, traditions, worldviews and festivities to decide what menu better represents the place and people's culinary identity. This will be an in-class presentation.

Class participation

(10%) insights and comments about course readings, responsiveness to classmates' contributions

Every session one of the students will be responsible for summarizing the readings and facilitating the discussion (10%).

Complementary readings: They are a fantastic way to widen your knowledge and deepen into the topics discussed in the Mandatory Readings. They will be used as an opportunity for extra credit to those students willing to analyze and summarize them to complement our class. Information in depth about this will be provided at the beginning of the semester.

LEARNING OUTCOMES:

By the end of the course, students will be able to:

By the end of the course, students are able to:

- Explain how food is an important vehicle of cultural manifestations;
- Relate food to identity;
- Analyze how different cultures (especially in Spain) celebrate food through rituals and traditions;
- Differentiate judgment values and comparison;
- Interpret aspects of local culture that relate to food, from its cultivation to preparation to consumption;
- Analyze and compare recipes, customs, and lifestyles;
- Appreciate the Mediterranean diet and its diversity;
- Recognize and understand the importance of traditional products and their role in the foodways.
- Demonstrate writing skills and critical thinking;

ATTENDANCE POLICY:

As a member of our class community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, attendance is required for all IES Barcelona classes, including course-related excursions. If a student misses more than three classes in any course without justification, 3 percentage points will be deducted from the final grade for every additional absence. Seven unjustified absences in any course will result in a failing grade. Absences will only be justified, and assessed work, including exams, tests and presentations rescheduled, in cases of documented medical or family emergencies.

CONTENT:

Session	Content	Assignments
Session 1	- Course Introduction - What Is Food?	Locate on Moodle where important resources for this class are.
Session 2	- What Is Culture? - How Does Food Become Culture?	Mandatory Readings - Montanari, M. (2004). Introducción. In <i>La comida como cultura</i>. Gijón: Ediciones Trea. - Montanari, M. (2004). Naturaleza y cultura. In <i>La comida como cultura</i>. Gijón: Ediciones Trea - Pence, C. (2017). <i>Gastrofísica. La nueva ciencia de la comida</i>. Barcelona: Paidós, pp. 29-51. Complementary Readings - Harris, M. (2011). <i>Caníbales y reyes</i>. Madrid: Alianza Editorial, pp. 9-22. - Harari, Y. N. (2015). <i>De animales a dioses</i>. Madrid: Debate, pp. 119-145.
Session 3	- Culture and Edible Identities - Food Production Models. - What Is Taste?	Mandatory Readings - Montanari, M. (2004). La naturaleza también es cultura. In <i>La comida como cultura</i>. Gijón: Ediciones Trea, pp. 15-19. - Montanari, M. (2004). Identidad, intercambio, tradiciones y orígenes. In <i>La comida como cultura</i>. Gijón: Ediciones Trea, pp. 100-114. Complementary Readings - Cordón, F. (1980). <i>Cocinar hizo al hombre</i>. Barcelona: Tusquets, pp. 77-104.
Session 4	- Taste as a Cultural Construct - The Cooking Hypothesis - Couse Related Trip 1 - Guidelines	Mandatory Readings - Montanari, M. (2004). El gusto es un producto cultural. In <i>La comida como cultura</i>. Gijón: Ediciones Trea, pp. 55-60. - Montanari, M. (2004). Fuego, cocina, civilización. In <i>La comida como cultura</i>. Gijón: Ediciones Trea, pp. 31-35. Complementary Readings - Benito, L. E. A., & Rodríguez, C. J. F. (2006). Roland Barthes: Por una psico-sociología de la alimentación contemporánea. <i>Empiria: Revista de metodología de ciencias sociales</i>, (11), 205-221.

Session	Content	Assignments
Session 5	- Food System vs Linguistic System - To Cook or Not to Cook - Couse Related Trip 1 – Teamwork	Mandatory Readings - Montanari, M. (2004). La gramática de la comida. In <i>La comida como cultura</i>. Gijón: Ediciones Trea, pp. 98-102. - Montanari, M. (2004). Anticocina. In <i>La comida como cultura</i>. Gijón: Ediciones Trea, pp. 42-45. Complementary Readings - Richardson, Paul. (2010). <i>Cenar a las tantas</i>. Barcelona: Elipse, pp. 11-31.
Session 6	- Is Food Culture? The Spanish Case - Couse Related Trip 1 – Presentations	Mandatory Readings Butrón, Inés. (2011). <i>Comer en España. De la subsistencia a la vanguardia</i>. Barcelona: Península, pp. 9-28.
Session 7	- World Heritage - What Is a Diet? - The Mediterranean Example or How Food Becomes Culture	Mandatory Readings - UNESCO. Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage. 2010. "Nomination File Nº00394 for Inscription on the Representative List of the Intangible Heritage in 2010". Kenya: UNESCO, pp. 1-34. Recommended Reading - Brenan, G. (1957). <i>Al Sur de Granada</i>. Madrid: Alianza Editorial, pp. 21-50.
Session 8	- Structural Changes in Society - The Mediterranean in Crisis or How Food Becomes a Problem	Mandatory Readings - Helstosky, C. (2009). <i>Food Culture in the Mediterranean</i>. Westport: Greenwood Press, pp.159-164. Traducido por Pep Inglés. - Butrón, I. (2011). <i>Comer en España. De la subsistencia a la vanguardia</i>. Barcelona: Península, pp. 152-178. Complementary Reading - Schmidhuber, J., & Traill, B. (2004). The changing structure of diets in the EU in relation to healthy eating guidelines. <i>AgriFood Network</i>.
Session 9	- Keeping the Mediterranean Lifestyle Alive - The Barcelona Market Model - Class on Site – Concepció Market	Mandatory Readings Guardia, M., & Oyón, J.L. (2007). Los mercados públicos en la ciudad contemporánea. Universitat de Barcelona: <i>Revista Bibliográfica de geografia y ciencias sociales</i>, (12).

Session	Content	Assignments
Session 10	- National vs Regional Cuisine - Terroirism of The Geographical Taste - Regional Cuisines Project - Guidelines	Mandatory Readings - Montanari, M. (2004). De la geografía del gusto al gusto de la geografía. In <i>La comida como cultura</i>. Gijón: Ediciones Trea, pp. 80-86. Recommended Readings - Camba, J. (2010). <i>La casa de Lúculo o El arte de comer</i>. Collado Villalba: Reino de Cordelia, pp. 59-84.
Session 11	- National vs Regional Cuisine - Terroirism of The Geographical Taste - Regional Cuisines Project - Teamwork	Mandatory Readings Depending on the region assigned, readings will vary for each student.
Session 12	Regional Cuisines Project - Presentations	Mandatory Readings Depending on the region assigned, readings will vary for each student.
Session 13	Regional Cuisines Project - Presentations	Mandatory Readings Depending on the region assigned, readings will vary for each student.
Session 14	MIDTERM	Mandatory Readings <i>Study Guide</i>
Session 15	- You are what they ate - The Importance of History	Mandatory Readings - Flandrin, J.L., & Montanari, M. (2004). <i>Historia de la Alimentación</i>. Gijón: Ediciones Trea, pp. 9-18. - Medina, F. (2005) <i>Food Culture in Spain</i>. London: Greenwood Press, pp. Complementary Readings - Flandrin, J.L., & Montanari, M. (2004). El haba y la morena: jerarquías sociales de los alimentos en Roma. In <i>Historia de la Alimentación</i>. Gijón: Ediciones Trea, pp. 245-270. - Flandrin, J.L., & Montanari, M. (2004). La cocina árabe y su aportación a la comida europea. In <i>Historia de la Alimentación</i>. Gijón: Ediciones Trea, pp. 397-420.
Session 16	The Columbian Exchange	Complementary Readings Remesal, A. 2010. <i>Un banquete para los dioses. Comidas, ritos y hombres en el Nuevo Mundo</i>. Madrid: Alianza Editorial, pp. 15-37.

Session	Content	Assignments
Session 17	- The Spanish Revolution - Snacks: Bites of a Revolution - Viewing	Mandatory Readings Colman, A. (2010). <i>Ferran Adrià: The Man Who Changed the Way We Eat</i>. London: Phaidon Press Limited, pp. 25-47.
Session 18	- Food and Religion - Pleasure and Health	Mandatory Readings - Montanari, M. (2004). Comida y calendario: ¿una dimensión perdida? In <i>La comida como cultura</i>. Gijón: Ediciones Trea, pp. 77-80. - Montanari, M. (2004). Cocido y hervido. In <i>La comida como cultura</i>. Ediciones Trea, Gijón. Complementary Readings - Contreras, J. (2007). Alimentación y religión. <i>Humanitas, Humanidades Médicas: Tema del mes on-line</i>, (16), 1-22. - Jáuregui Ezquibela, I. (2009). Prescripciones y tabúes alimentarios. El papel de las religiones. <i>Distribución y consumo</i>, (108), 5-26.
Session 19	- Labelling the landscape. - Quality Labels: IGP, DOP, DO. - Couse Related Trip 2 - Guidelines	Mandatory Readings - Montanari, M. (2004). Jugar con el tiempo. In <i>La comida como cultura</i>. Gijón: Ediciones Trea, pp. - Montanari, M. (2004). Jugar con el espacio. In <i>La comida como cultura</i>. Gijón: Ediciones Trea, pp.
Session 20	- Labelling the landscape. - Couse Related Trip 2 – Assigned Products - Final Project – Guidelines	Mandatory Readings - Montanari, M. (2004). El gusto es un producto social. In <i>La comida como cultura</i>. Gijón: Ediciones Trea, pp. 63-66. - Field Study. Food Preserving Methods.
Session 21	Traditional Food Preserving Methods – Products	Mandatory Readings Harris, M. (1972). <i>El cerdo abominable</i>. Madrid: Alianza Editorial, pp. 96-127.
Session 22	- Traditional Food Preserving Methods – Products - Couse Related Trip 2 - Presentations - Final Project - Review	Mandatory Readings - Montanari, M. (2004). Placer y salud. In <i>La comida como cultura</i>. Gijón: Ediciones Trea, pp. 48-55. Complementary Readings - Ávila Granados, J. (2000). <i>Enciclopedia del aceite de oliva. Historia y leyendas del aceite y la aceituna</i>. Barcelona: Planeta, pp. 107-133.

Session	Content	Assignments
Session 23	- Alcohol and Culture - Wine in the Mediterranean Culture - Final Project - Questions	Mandatory Readings - Gamella, J. (1995). Spain. In <i>International Handbook on Alcohol and Culture</i>. Westport: Greenwood, pp. 254-268. Complementary Reading - Goody, J. (1998). Why no wine on the table. In <i>A Cultural History of the East and West</i>. London: Verso, pp.172-182.
Session 24	- Wine Varieties in Spain - Systematic Approach to Tasting - Why Food Matters - Final project submission	Mandatory Readings - Barba, L. (2014). <i>La cata de vino</i>. Barcelona: Penguin Random House, pp.11-23. - Montanari, M. (2004). Raíces. Una metáfora para usar hasta el final. In <i>La comida como cultura</i>. Gijón: Ediciones Trea, pp. 114-117. Complementary Reading - Peñín, J. (2008). <i>Historia del vino</i>. Madrid: Espasa Calpe, pp. 21-31.

COURSE-RELATED TRIPS:

This course includes 2 course related trips:

- Foodways in Spain: After some days in Spain, students will have some assumptions about foodways in Spain. During this course related trip, they will confirm or refute these assumptions by conduction interviews. After analyzing the data gathered, they will present their conclusion to the whole class.
- Traditional Preserved Foodstuffs: Many of the most authentic and traditional elements in any food culture are those born out of necessity. Food preserving methods are responsible for such iconic products as Jamón or Manchego cheese. Students will explain how traditional methods work and will spot those in a visit to a local food market. At the end, they will explain the production process and the geographical and cultural aspects related to each product's quality.

REQUIRED READINGS:

- Barba, L. (2014). *La cata de vino*. Barcelona: Penguin Random House, pp.11-23.
- Butrón, Inés. (2011). *Comer en España. De la subsistencia a la vanguardia*. Barcelona: Península, pp. 9-28 & 152-178.
- Capatti, A. (2004). El sabor de la conserva. In *Historia de la Alimentación*. Gijón: Ediciones Trea, pp. 971-986.
- Colman, A. (2010). *Ferran Adrià: The Man Who Changed the Way We Eat*. London: Phaidon Press Limited, pp. 25-47.
- Flandrin, J.L., & Montanari, M. (2004). *Historia de la Alimentación*. Gijón: Ediciones Trea, pp. 9-18.
- Gamella, J. (1995). Spain. In *International Handbook on Alcohol and Culture*. Westport: Greenwood, pp. 254-268.
- Guardia, M., & Oyón, J.L. (2007). Los mercados públicos en la ciudad contemporánea. Universitat de Barcelona: *Revista Bibliográfica de geografía y ciencias sociales*, (12).
- Harris, M. (1972). *El cerdo abominable*. Madrid: Alianza Editorial, pp. 96-127.
- Helstosky, C. (2009). *Food Culture in the Mediterranean*. Westport: Greenwood Press, pp.159-164.
- Montanari, M. (2004). Introducción. In *La comida como cultura*. Gijón: Ediciones Trea.
- Pence, C. (2017). *Gastrofísica. La nueva ciencia de la comida*. Barcelona: Paidós, pp. 29-51.

- Remesal, A. 2010. *Un banquete para los dioses. Comidas, ritos y hombres en el Nuevo Mundo*. Madrid: Alianza Editorial, pp. 15-37.
- UNESCO. Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage. 2010. "Nomination File Nº00394 for Inscription on the Representative List of the Intangible Heritage in 2010". Kenya: UNESCO, pp. 1-34.

RECOMMENDED READINGS:

- Ávila Granados, J. (2000). Enciclopedia del aceite de oliva. Historia y leyendas del aceite y la aceituna. Barcelona: Planeta, pp. 107-133.
- Benito, L. E. A., & Rodríguez, C. J. F. (2006). Roland Barthes: Por una psico-sociología de la alimentación contemporánea. *Empiria: Revista de metodología de ciencias sociales*, (11), 205-221.
- Blanch, E. B., & Arranz, Y. R. (2015). *Atlas ilustrado de la matanza tradicional del cerdo*. Madrid: Susaeta Ediciones, pp. 15-45.
- Brenan, G. (1957). *Al Sur de Granada*. Madrid: Alianza Editorial, pp. 21-50.
- Camba, J. (2010). *La casa de Lúculo o El arte de comer*. Collado Villalba: Reino de Cordelia, pp. 59-84.
- Contreras, J. (2007). Alimentación y religión. Humanitas, *Humanidades Médicas: Tema del mes on-line*, (16), 1-22.
- Cordón, F. (1980). *Cocinar hizo al hombre*. Barcelona: Tusquets, pp. 77-104.
- Flandrin, J.L., & Montanari, M. (2004). El haba y la morena: jerarquías sociales de los alimentos en Roma. In *Historia de la Alimentación*. Gijón: Ediciones Trea, pp. 245-270.
- Flandrin, J.L., & Montanari, M. (2004). La cocina árabe y su aportación a la comida europea. In *Historia de la Alimentación*. Gijón: Ediciones Trea, pp. 397-420.
- Goody, J. (1998). Why no wine on the table. In *A Cultural History of the East and West*. London: Verso, pp.172-182.
- Harari, Y. N. (2015). *De animales a dioses*. Madrid: Debate, pp. 119-145.
- Harris, M. (2011). *Caníbales y reyes*. Madrid: Alianza Editorial, pp. 9-22.
- Jáuregui Ezquibela, I. (2009). Prescripciones y tabúes alimentarios. El papel de las religiones. *Distribución y consumo*, (108), 5-26.
- Peñín, J. (2008). *Historia del vino*. Madrid: Espasa Calpe, pp. 21-31.
- Petrini, C. (2007). *Bueno, limpio y justo*. Madrid: Ediciones Polifemo, pp. 17-39.
- Richardson, Paul. (2010). *Cenar a las tantas*. Barcelona: Elipse, pp. 11-31.
- Schmidhuber, J., & Traill, B. (2004). The changing structure of diets in the EU in relation to healthy eating guidelines. *AgriFood Network*.