



## *The Culture of Food and Wine in Spain*

**UNH Course Code:** CUL340BCN

**Subject Areas:** Cultural Studies, Sociology

**Prerequisites:** None

**Language of Instruction:** English

**Contact Hours:** 45

**Recommended Credits:** 3

### **SECTION I: Course Overview**

#### **COURSE DESCRIPTION**

There is currently an enormous appetite and enthusiasm for gastronomy. Spain has never seen such an important re-evolution in the kitchen, nor has so much thought gone into or such observation been made of gastronomy. However, trends aside, concern about what we eat, the selection of products by origin and their quality is nothing new. Over two thousand years ago, designation of origin existed and product quality was an essential requirement. What's more and perhaps more importantly, complex value codes and beliefs were created around these products and their consumption.

The course is divided into four parts. The first deals with the actual title of the course. What is food? What is culture? How does cuisine form part of and develop our collective and individual identity? How are our cultural food habits created and changed? With all this in mind we will work on the first field study with the aim of defining some of the customs and habits of the Spanish regarding their relationship with food. Following this we will consider a broader context that includes and sustains the way of producing, preparing and consuming food in Spain: the Mediterranean diet. The changes seen in this lifestyle could help us to understand the evolution of food habits in Spain over the last few years. In the second part of the course, after outlining the theoretical and ideological aspects of cuisine in Spain, we will define the particular characteristics through a research project on the common and distinct elements of traditional Spanish cuisine.

The third part of the course considers historical events that have molded the cultural food model in Spain. We will look at the influence of the Romans, Arabs and the Columbian Exchange as the initial basis of the modern Spanish diet. In the second field study we will link the cultural and religious influences to the importance of certain products in Spain. In the fourth and final part of the course we will focus on some of the foods that comprise the core foods of the Spanish diet (oil, pork products and wine). To conclude, students engage in a reflection on the present and future of food and our relationship with it.

#### **LEARNING OBJECTIVES**

##### Cognitive / Knowledge skills

- Develop an understanding of the Spanish culture and history through the study of its gastronomy.
- Identify the American culinary trace in Europe and the European influence in American cuisine.

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- Expand the knowledge on culinary traditions in different civilizations.

#### Analytical / Critical Thinking Skills (Oral & Written)

- Reflect about the concept of culture and the importance of the culinary fact in the shaping of cultures and identities.
- Analyze the origins of the main ingredients of the Spanish cuisine.
- Develop strategies for seeking and synthesizing information from various written sources to present in class.

#### Affective & Behavioral / Attitudinal Skills

- Demonstrate a heightened appreciation and curiosity for the gastronomy and its relation to the culture.
- Explore the realm of senses through the smell and tastes of the Spanish cuisine.
- Engage with the host population on the subject of gastronomy.

## **SECTION II: Instructor & Course Details**

### **INSTRUCTOR DETAILS**

**NAME:**

**CONTACT INFORMATION:**

### **INSTRUCTIONAL FORMAT**

The class will meet for 90 minutes twice a week. The course explores the **anthropological theory of food** combined with practical experiences (this is not a cooking course). Lectures will include PowerPoint presentations and interactive activities, which will require active participation. On a more practical side, students will have the opportunity to visit different sites to experience food and wine tasting.

**Field Studies/Guest Speakers:** The course will include the following field studies and/ or guest speaker sessions:

- Field Study 1: One world thousand cuisines
- Field Study 2: Markets and Mediterranean Diet
- Field Study 3 The market is a lab

### **Academic-Integrity Cultural Activities Program:**

The following cultural activities are **mandatory** for this course:

- Splendid Catalonia: Wine Cellar, Calçotada & Montserrat Mountain
- Tapas Cooking Workshop: Sessions in Spanish and English.

The following cultural activities are specially recommended for this course:

- Madrid & Art Museums
- DAMM Factory Visit

You will have the option to complete an assignment based on this activity, which will count towards your **Food Diary** grade.

### **SPECIAL ACCOMMODATIONS**

If you require any special accommodations or have any special learning needs, please inform the instructor and submit a request using CEA's **Special Accommodations Form** to the onsite CEA

academic staff by the end of the first week of classes for full consideration. See Section III.B.CEA Policies below for additional details.

### FORMS OF ASSESSMENT

The instructor will use numerous and differentiated forms of assessment to calculate the final grade you receive for this course. For the record, these are listed and weighted below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class. Any questions about the requirements should be discussed directly with your faculty well in advance of the due date for each assignment.

Class Participation	10%
Readings Quiz	5%
Group Project (Spanish Cuisines)	10%
Research Project	10%
Field Studies	15%
Food Diary	15%
Tapas potluck	5%
Midterm exam	15%
Final exam	15%

### ASSESSMENT OVERVIEW:

**Readings (5%):** 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. Each student will be appointed to lead the discussion in class for one reading. Each reading will have a Quiz to be completed on the course Moodle page before attending class. The ceaClassroom website is located here <https://www.ceaClassroom.com/>

**Group Project (Spanish Cuisines) (10%):** The instructor will provide advice and guidance regarding the contents and structure for the research project. Progress updates must be submitted periodically to the instructor and will count towards the overall assessment of the project.

For this exercise, your work will be evaluated according to the tenets and principles of scholarly academic research and Standard English usage and expository writing. Therefore, students should use a recognized style guide, a good dictionary, and adhere to the highest principles of academic integrity.

1. Link your subject to the learning objectives listed above.
2. Search out a wide variety of scholarly, peer-reviewed bibliographical sources.
3. Show personal involvement in your subject in a demonstrable way.
4. Use local resources and make your finished project one that could only be done in your host city.

**Research Project (10%):** This will consist in doing research about a region or a foodstuff to be assigned by the professor. The documentary will be a part of the content of this course and therefore could be one of the topics in the exams.

### **Field Studies (15%):**

During the course the students will complete two field studies.

*One world, a thousand cuisines.* This field study focuses on the implications of culture and identity as to what, how, and why we eat.

*Barcelona is market land!* Markets tell us a lot about the culture they belong to. If it is true, we should learn a great deal by visiting some of the Barcelona's markets.

*The Market Is a Lab.* This field study will focus on different methods used in Spain to preserve food and how these products became totemic representations of Spanish gastronomy.

**Food Diary (15%):** students will have to regularly post their thoughts, opinions and ideas about Spanish customs, products and beliefs related to food. Each student will submit, at least, four short texts during the semester. Students could use their experiences at the recommended AICAP activities (*Madrid & Art Museums and DAMM Factory Visit*) in order to complete part of this form of assessment.

**Tapas potluck (5%):** all the students will design and prepare a tapa. They will name it, and they will have to justify the ingredients they chose and all the hidden concepts lying in the final result in a short presentation in class. After all we will enjoy all the tapas and we will choose the class' favorite.

**Midterm & Final Examinations (30%):** The midterm and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. They are comprised of questions and exercises that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course.

**Class Participation 1 and 2 (5% & 5%):** This grade will be calculated to reflect your participation in class discussions, your capacity to introduce ideas and thoughts dealing with the texts, your ability use language effectively, and to present your analysis in intellectual, constructive argumentation.

When determining your class participation grade, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade. Indeed, willingness to share views in classroom discussions and the insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation.

Additionally, it is important to demonstrate a positive and supportive attitude to the instructor and your classmates, and give full attention to class activities (i.e., cell-phones off, laptop for notes only, not sleeping or distracted, etc.). Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect. The instructor will use the following specific criteria when calculating your class participation grade:

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	A+ (9.70–10.00)
You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	A-/A (9.00–9.69)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B/B+ (8.40–8.99)

You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	C+/B- (7.70–8.39)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C (7.00–7.69)
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	D (6.00–6.99)
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	F (0–5.99)

**CEA Grading Scale:** Your grades will be calculated according to CEA’s standard grading scale, which is as follows:

CEA Grading Scale				
Letter Grade	Numerical Grade Low Range (0 – 10)	Numerical Grade High Range (0 - 10)	Percentage Range	Quality GPA Points
A+	9.70	10.00	97.0 - 100%	4.00
A	9.40	9.69	94.0 - 96.9%	4.00
A-	9.00	9.39	90.0 – 93.9%	3.70
B+	8.70	8.99	87.0 – 89.9%	3.30
B	8.40	8.69	84.0 – 86.9%	3.00
B-	8.00	8.39	80.0 – 83.9%	2.70
C+	7.70	7.99	77.0 – 79.9%	2.30
C	7.00	7.69	70.0 – 76.9%	2.00
D	6.00	6.99	60.0 – 69.9%	1.00
F	0.00	5.99	0 - 59.9%	0.00
W	Withdrawal			0.00
INC	Incomplete			0.00

### CEA ATTENDANCE POLICY

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day’s class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and overall course performance. CEA tolerates reasonable, but limited absences not to exceed more than five contact hours of accumulated absences in any given course due to sickness, personal emergency, inevitable transport delay and other related impediments. No documentation is required for such absences, as CEA does not distinguish between excused or unexcused absences.

- In this course, the following attendance policy applies:
  - A **maximum of three days** of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
  - Your final course grade will drop one full letter grade (e.g. A+ to B+) for missing four days of class, regardless of the reason for the absence.
  - If your absences exceed five days of class, you will automatically fail this course.

Late arrivals or early departures from class, sleeping or causing disruptions in class or during class activities can result in being marked absent from class. Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week for the duration of the semester. Consequently, CEA will dismiss from all CEA

courses, programs, activities and housing any student who fails to maintain satisfactory academic progress or full-time student status.

#### **WORKLOAD EXPECTATIONS**

In conformity with CEA policy, all students are expected to spend at least two hours of time on academic studies outside of, and in addition to, each hour of class time.

#### **REQUIRED READINGS**

Listed below are the required course textbooks and additional readings. These are required materials for the course and you are expected to complete readings as assigned each class period. You must have constant access to these resources for reading, highlighting and note-taking. It is required that you have unrestricted access to each. Access to additional sources required for certain class sessions may be provided in paper or electronic format consistent with applicable copyright legislation. In addition, the academic office compiles a bank of detailed information about the many libraries, documentation centers, research institutes and archival materials located in the host city and accessible to CEA students. You will be required to use these resources throughout your studies.

#### **Required textbook:**

Montanari, M. (2006): *Food Is Culture*, (English edition by Albert Sonnenfeld) New York: Columbia University Press.

#### **Required complementary readings:**

- Andrés, J. (2008) *Made in Spain*. New York: Clarkson Potter.
- Barthes, R. (1961) *Towards a Psychosociology of Contemporary Food Consumption*. In *Food and Culture: A reader*. New York: Routledge
- Clapp, J. (2008) “The Political Economy of Food Aid in an Era of Agricultural Biotechnology”. In *Food and Culture: A reader*. New York: Routledge.
- DeWitt, D., (2014). *Precious Cargo: How Food from the Americas Changed the World*. Berkeley: Counterpoint.
- Douglas, M. (1971). *Deciphering a Meal*. In *Food and Culture: A reader*. New York: Routledge.
- Flandrin, J., & Montanari, M. (1999) *Food: A Culinary History from Antiquity to the Present*. Columbia University Press.
- Goody, J. (1999) *Food and Love: A Cultural History of East and West*. London: Verso.
- Guàrdia, M., Oyón, J., & Fava, N. (2013) *Making Cities through Market Halls*. Europe, 19<sup>th</sup> and 20<sup>th</sup> Centuries. MHCB
- Harris, M. (2008). The Abominable Pig. In *Food and Culture: A reader*. New York: Routledge
- Harris, M. (1977). *Cannibals and Kings*. New York: Random House.
- Helstosky, C. (2009). *Food Culture in the Mediterranean*. London: Greenwood Press.
- Johnson, H. And Robinson, J. (2013) *The World Atlas of Wine*. Octopus Publishing Group.
- Kittler, Sucher, & Nelms (2008). *Food and Culture*, Wadsworth Cengage.
- Lévi-Strauss, C. (1963) *The Culinary Triangle*. In *Food and Culture: A reader*. New York: Routledge.
- Magdoff, F. & Tokar, B. (2010) *Agriculture and Food in Crisis*. Monthly Review Press.
- Medina, F. (2005) *Food Culture in Spain*. Greenwood Press.
- Peacock, P. (2007) *The Smoking and Curing Book*. Preston: The Good Life Press.
- Quest-Ritson, Ch. (2006) *Olive Oil*, Dorling Kindersley Publishers Ltd.
- Robinson, J. (2000) *Wine Tasting Workbook*. Octopus Publishing Group.

- Strawbridge, D. & J (2012) *Made At Home. Curing and Smoking*. London: Octopus Publishing.
- Todd, C. (2010) *The Philosophy of Wine*. Acumen.
- Trutter, M. (2010) *Spain Culinaria*. Postdam: Ullmann.
- Varriano, J. (2010) *Wine: A Cultural History*. Reaktion Books.
- Walker, L. & Walker, A. (1997) *To the Heart of Spain*, Berkeley Hills Books
- Wrangham, R., Holland Jones J., Laden G., Pilbeam, D., & Conklin-Brittain, N. (1999). "The Raw and the Stolen: Cooking and the Ecology of Human Origins." *Current Anthropology*, Volume 40, Number 5, December 1999.

### **Recommended Readings:**

- Brothwell, D. & Brothwell, P. (1998): *Food in Antiquity. A survey of the diets of early peoples*, John Hopkins University Press.
- Goody, J. (2010). *Food and Love. A Cultural History of East and West*, Second Edition, London: Verso.
- Reborá, G. (2013): *Culture of the Fork. A brief History of Food in Europe*, Second Edition, Columbia University Press.
- Santich, B. (1996): *The original Mediterranean Cuisine: medieval recipes for today*, Chicago Review Press.
- Sarah Peterson, T. (1994): *Acquired taste: the French origins of modern cooking*, Cornell University Press.

### **ADDITIONAL RESOURCES**

#### **UNH ONLINE LIBRARY**

As part of this program, you are provided with direct access to additional resources and databases available through the online library of the University of New Haven. To access the online UNH library, go to <http://www.newhaven.edu/library/Services/CEA/> .

Students at CEA Study Abroad Centers have access to the several online research databases through the University of New Haven Library for the purposes of research. Access to these online databases is granted only during the time of enrollment, requires the use of a UNH ID number, which is issued individually to all Study Abroad Center students at the start of the semester. Access to the UNH Library is available through the *MyCEA Account*.

You must comply with UNH policies with regard to library usage. Policies can be found at: <http://www.newhaven.edu/library/general/Policies/>

#### **CEACLASSROOM: CEA'S MOODLE CMS**

CEA instructors use the open source course management system (CMS) called Moodle that creates an interactive virtual learning environment for students and educators alike. This web-based platform provides you with 24/7 access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources directly related to your studies. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the many course learning objectives. The ceaClassroom website is located here: <https://www.ceaClassroom.com/>

During the first week of class, the CEA academic staff and instructors will provide you with log-in information and corresponding passwords to access this site. They will also help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus that is projected on the first day of class, it is the class schedule on Moodle that is the definitive and official one, given that the instructor will be announcing updates and

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additions there and nowhere else. It is your responsibility to ensure that you have access to all Moodle materials related to your course and that you monitor Moodle on a daily basis so as to be fully informed of required course assignments and any scheduling changes that might occur.



**COURSE CALENDAR**  
**Course Title: The Culture of Food and Wine**

Session	Topic	Activity	Student Assignments
1	Course Introduction	What's food? Marcel Proust and Anthony Bourdain Excerpts	<b>Readings:</b> 1. Montanari, M., Introduction, pp 11-12 2. Montanari, M., Nature and Culture, pp 3-7 <b>Complementary readings:</b> Harris, M. (1977). <i>Cannibals and Kings</i> . (pp 29-43)
2	Food Is Culture	If food is culture... What's culture? What's identity? Cultural Food Habits, Acculturation Process	<b>Readings:</b> 1. Montanari, M., Even Nature Is Culture, pp 9-12 2. Montanari, M., The Grammar of Food, pp 99-104 <b>Complementary readings:</b> 4. Kittler, Sucher, & Nelms (2008) <i>Food and Culture</i> , Wadsworth Cengage. (pp 1-18). 5. Douglas, M. (1971) <i>Deciphering a Meal</i> . New York: Routledge. (9 pp)
3	Culture and Food	How much tells what we eat about us? What we know about our personal choices?	<b>Readings:</b> 1. Montanari, M., Fire>Cooking>Kitchen>Cuisine>Civilization, pp 29-33 2. Montanari, M., Eating together, pp 93-98 <b>Complementary readings:</b> 3. Wrangham W., Holland Jones, J., Laden, G., Pilbeam, D., and Conklin-Brittain, N. (1999) <i>The                Raw and the Stolen: Cooking and the Ecology of                Human Origins</i> (Moodle), 25 pages 4. Barthes, R. (1961) <i>Towards a Psychosociology of                Contemporary Food Consumption</i> . New York: Routledge. (7 pp)
4	Food and Cultural Identity	Decoding Spanish Food Customs <b>Field Study #1</b> Presentation and Pre-Activity	<b>Readings:</b> 1. Montanari, M., Taste Is a Cultural Product, pp 61-66 2. Montanari, M., Identity, Exchange, Traditions & Origins, pp 133-138 <b>Complementary Reading:</b>

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Session	Topic	Activity	Student Assignments
			Lévi-Strauss, C. (1963) <i>The Culinary Triangle</i> . New York: Routledge. (7 pp)
5	Food Culture in Spain	<b>Field Study #1</b> Group Work and data edition	<b>Readings</b> 1. Montanari, M., The How, the Why, and the Wherewithal, pp 123-128 2. Montanari, M., Written Cuisine and Oral Cooking, pp 35-42
6	Food Culture in Spain	<b>Field Study #1</b> Presentations & Conclusions	<b>Readings</b> 1. Montanari, M., Playing with Time (and Climate), pp 13-17 2. <i>The Mediterranean Diet</i> , UNESCO Report, 34 pp
7	Mediterranean Diet	What's the Mediterranean Diet? Mediterranean Pyramid A Model in Danger?	<b>Readings</b> 1. Montanari, M., Playing with Space, pp 19-21 2. Helstosky, C. (2009). Food Culture in the Mediterranean. London: Greenwood Press. pp 159-178
8	Mediterranean Diet in Crisis	Consequences and solutions.	<b>Readings</b> 1. Montanari, M., Playing with Space, pp 19-21 2. Guàrdia, M., Oyón, J., & Fava, N. <i>The Barcelona Market System</i> . In Guàrdia, M., Oyón, J., Making Cities through Market Halls. Europe, 19 <sup>th</sup> and 20 <sup>th</sup> Centuries. (Moodle) pp 261-296
9	The importance of Markets	Field Study #2 – Class on Site Barcelona Market System The Barcelona market system and its impact on diet and society	<b>Readings</b> 1. Walker, L. & Walker, A. (1997) <i>To the Heart of Spain</i> , Chapters 1 & 2, pp 12-30 2. Medina, F. (2005) <i>Food Culture in Spain</i> . Chapter 4. Greenwood Press. pp 89-114

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10	Spanish Cuisine?	National Cuisine vs Regional Cuisine Research Project Introduction	<b>Readings</b> 1. Medina, F. (2005) <i>Food Culture in Spain</i> . Chapter 2. pp 31-70 2. Medina, F. (2005) <i>Food Culture in Spain</i> . Chapter 3. Greenwood Press. pp 71-87
11	Spain: Regional Cuisines	Research Project	<b>Readings</b> 1. Trutter, M. (2010) <i>Spain Culinaria</i> . Postdam: Ullmann. 451pp (Assigned Chapter)
12	Spain: Regional Cuisines	Research Project	<b>Readings</b> 1. Andrés, J. (2008) <i>Made in Spain</i> . New York: Clarkson Potter. 254 pp
13	Culinary Diversity in Spain	Research Project: Presentations	<b>Readings</b> 1. Region's Presentation Papers, Moodle
14	Culinary Diversity in Spain	Research Project: Presentations	<b>Readings</b> 1. Study guide
15	<b>MIDTERM EXAM</b>		1. Workshop recipes, 15 pp

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Session	Topic	Activity	Student Assignments
16	<b>Regional Cuisine Cooking Workshop Class on Site</b>		<b>Readings</b> 1. Medina, F. (2005) <i>Food Culture in Spain</i> Timeline of Spanish Cuisine, 4 pp 2. Roman Cuisine, Moodle. 11 pp 3. Arabic Cuisine, Moodle. 17 pp
17	<b>Food, Culture, and History Turning Points of Spanish Cuisine</b>	History and Food Roman Cuisine, Moodle (in class) Arabic Cuisine, Moodle (in class)	<b>Readings</b> 1. DeWitt, D., (2014). <i>Precious Cargo: How Food from the Americas Changed the World</i> . Berkeley: Counterpoint. pp51-94
18	<b>The Columbian Exchange</b>	From Europe to America and all the way round Chocolate	<b>Readings</b> 1. Kittler, Sucher, & Nelms (2008). <i>Food and Culture, Food and Religion</i> . Wadsworth Cengage. (pp 79-100).
19	<b>Food and Religion</b>	Factors which influenced and shaped Spanish Gastronomy Food taboos and regulations	<b>Readings</b> 1. Peacock, P. (2007) <i>The Smoking and Curing Book</i> . Preston: The Good Life Press. Pp 11-28 2. Strawbridge, D. & J (2012) <i>Made At Home. Curing and Smoking</i> . London: Octopus Publishing. Selected Chapters. 20 pp aprox.
20	<b>Field Study #2</b>	The market Is a Lab: Investigating the most popular preserving methods in Spain Preserved foodstuffs in Spain	<b>Readings</b> 1. Montanari, M., <i>Food and the Calendar: A Lost Dimension?</i> pp 129-132. 2. Quest-Ritson, Ch. (2006) <i>Olive Oil</i> , Dorling Kindersley Publishers Ltd. Selected pages. 11 pp
21	<b>Preserving Food and Olive Oil Culture in Spain</b>	Olives and oil Uses, health benefits, and olive oil tasting	<b>Readings</b> 1. Montanari, M., <i>Anticuisine</i> , pp. 43-46 2. Harris, M., <i>The Abominable Pig</i> , New York: Routledge (12 pp)

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22	Taste Is a Product of Society	La matanza Salting and Curing	Readings 1. Montanari, M., Taste Is a Product of Society, pp. 70-74 2. Ham, Moodle. 9 pp
23	The culture of pork curing	Pork Products Tasting	<b>Readings</b> 1. Why no wine on the table. Jack Goody. Available on Moodle. 11 pp <b>Complementary readings:</b> Varriano, J. (2010) Wine: A Cultural History. Reaktion Books. pp 189-220
24	Wine on the table	Wine and its social role Wine Regions in Spain How Wine is Made	<b>Readings</b> 1. Johnson, H. And Robinson, J. (2013) <i>The World Atlas of Wine</i> . Octopus Publishing Group. pp 181-199
25	Wine on the table	Spanish Grapes and Quality Ladder	<b>Readings</b> 1. Robinson, J. (2000) <i>Wine Tasting Workbook</i> . Octopus Publishing Group. pp 10-54 <b>Complementary Readings:</b> Todd, C. (2010) The Philosophy of Wine. Acumen. pp11-44
26	Wine Culture in Spain	Wine Tasting	<b>Readings</b> 1. Magdoff, F. & Tokar, B. (2010) Agriculture and Food in Crisis. Chapter 1. Monthly Review Press. Pp 9-30
27	Ethics and Food	Film Viewing Food Inc Black Gold Slow Food Story	<b>Readings</b> 1. Magdoff, F. & Tokar, B. (2010) Agriculture and Food in Crisis. Chapter 16. Monthly Review Press. Pp 283-298 <b>Complementary Reading:</b>

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Session	Topic	Activity	Student Assignments
			Clapp, J. (2008) <i>The Political Economy of Food Aid in an Era of Agricultural Biotechnology</i> , New York: Routledge. 539-553
28	<b>The Future of Food</b>	Comments and debate about the films proposed	Readings: 1. Montanari, M., <i>Roots: A Metaphor to Use All the Way</i> .
29	<b>Tapas Pot-luck</b>	<i>Tapas</i> contest Questions before the final	Tapa entry on the Forum Study Guide
30	<b>FINAL EXAM</b>		

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## SECTION III: CEA ACADEMIC POLICIES

CEA is committed to providing excellent educational opportunities to all students. The policies outlined in this section outline general expectations for CEA students. Please carefully review the relevant course policies outlined below to ensure your success in this course and during your time abroad.

Furthermore, as a participant in the CEA program, you are expected to review and understand all [CEA Student Policies](#), including the academic policies outlined on pages 19-23 of this document. CEA reserves the right to change, update, revise or amend existing policies and/or procedures at any time.

### A. CLASS/INSTRUCTOR POLICIES

**PROFESSIONALISM AND COMMUNICATIONS:** As a student, you are expected to maintain a professional, respectful and conscientious manner in the classroom with your instructors and fellow peers. Following class policies as outlined in the sections below set the general expectations for your behavior and performance in CEA classes.

You are expected to take your academic work seriously and engage actively in your classes while abroad. Advance preparation, completing your assignments, showing a focused and respectful attitude are expected of all CEA students. In addition, expressing effective interpersonal and cross-cultural communication is critical to your success. Demonstrating your effort to do the best work possible will be recognized, whereas unconstructive arguments about grades, policies, procedures, and/or trying to get out of doing required work will not be tolerated. Simply showing up for class or meeting minimum outlined criteria will not earn you an A in this class. Utilizing formal communications, properly addressing your faculty and staff, asking questions and expressing your views respectfully demonstrate your professionalism and cultural sensitivity.

**CLASSROOM BEHAVIOR:** All students must have a respectful attitude towards the professor as well as the classmates. In order to ensure a successful learning process, you are required to behave appropriately during any academic related activity. Failing to respect these rules may result in a written warning and your home university may be informed.

**ARRIVING LATE / DEPARTING EARLY FROM CLASS:** Consistently arriving late or leaving class early is disruptive and shows a lack of respect for instructor and fellow students. For persistently missing class time, the instructor deducts percentage points from the overall participation grade as indicated earlier in the syllabus. Missing a significant portion of one of your classes may constitute a full day's absence. If you arrive late due to serious and unforeseen circumstances, or if you must leave class early due to illness or emergency, you must inform the instructor immediately. The instructor will determine if the amount of class time missed constitutes an absence.

**APPEALING AN ABSENCE:** All students receive an automatic notification of each absence as soon as attendance records are entered in the system. Therefore, any disagreement with your attendance records must be addressed with the Academic department within a period of 10 days after the notification.

**SUBMITTING WORK:** All formal written work you carry out in this course (research papers, projects, studies, etc.) must be submitted in electronic format. Your instructor may also require that you hand in a hard copy of your work in class. You should keep copies of your work until your academic records have been recorded at your home institution, which may take 3 – 12 months after the completion of your program. As a student, you are responsible for providing copies of your work in the event of grade appeals, credit transfer requirements, faculty requests, etc.

**LATE HOMEWORK:** Homework is due at the specified date and time stated by your instructor. Late homework may not be accepted and/or points may be deducted as a result. Typically, homework submitted several days after the deadline, with no previous discuss with your instructor will not be accepted. It is up to your instructor's discretion to determine penalties for homework submitted after the deadline.

*Note: The instructor reserves the right to make changes or modification to this syllabus as needed*

**EXTRA CREDIT:** Individual student requests for extra credit are not permitted. Extra credit for students' who miss classes, quizzes, exams is not available in any circumstance. Typically, extra credit will not be awarded, however, in the special event your instructor determines extra credit is available for the class, it is up to his/her discretion on how and when to award opportunities for credit. Under no circumstance will extra credit exceed more than 5% of your overall course assessment.

**SECTIONS:** Students must attend the class section they are registered in and may not switch sections for any reason. Students who turn up in a section of a class they are not registered in will not be able to stay for the lesson and will not be considered present unless they attend their assigned section that week.

**MAKE-UP CLASSES:** CEA reserves the right to schedule make-up classes in the event of an unforeseen or unavoidable schedule change. All students are expected to attend any make-up classes and the standard attendance policy will apply. Make-up classes may be scheduled outside of typical class hours, as necessary.

**MISSING EXAMINATIONS:** Examinations will not be rescheduled. Pre-arranged travel or anticipated absence does not constitute an emergency and requests for missing or rescheduling exams will not be granted.

**USE OF CELL PHONES, LAPTOPS AND OTHER ELECTRONIC DEVICES:** Always check with your faculty about acceptable usage of electronic devices in class. Devices may be used during class breaks and before/after official class times only. Students who create a disturbance or fail to pay attention in class due to electronic devices, will receive a warning and must immediately put devices away unless otherwise instructed by your professor. Inappropriate usage of your electronic devices or repeat warnings will result in a warning and may lead to a deduction in participation grades and/or class dismissal. Any students asked to leave class will be counted absent for the day.

**Cell Phones:** Use of a cell phone for phone calls, text messages, emails, or any other purposes during class is impolite, inappropriate and prohibited. Students are asked to show common courtesy to others in order to create a positive learning environment and eliminate distractions for everyone. Cell phones, tablets, watches and other electronic devices are to be turned off or silenced (do not set to vibrate) and placed in your purse, backpack, briefcase, etc. during class and any parts of the course including guest lectures, academic excursions, site visits and so on.

**Laptops:** Faculty determine whether laptops will be allowed in class. The use of a laptop may be limited to specific purposes including note taking, as allowed by special needs/academic accommodations, and/or at the discretion of the instructor. The use of a laptop is prohibited during all tests and quizzes, unless otherwise specified by your instructor. If you have any questions, check with your instructor.

**ACTIVE LEARNING - ACADEMIC EXCURSIONS, FIELD STUDIES, SITE VISITS, GUEST LECTURES, ETC:** Students will have the opportunity to participate in a variety of experiential learning activities throughout the course. These activities may take place during regular class hours, or they may be scheduled outside class hours on occasion. Students should be mindful to arrive well prepared and on time for these activities and be engaged and respectful as it is a privilege to be invited to these visits and meet with local experts. Disrespectful behavior will result in a warning and/or dismissal from the activity and may result in a grade deduction or absence for the class period.

**GRADE DISPUTES:** Any questions about grades or grade dispute you encounter in this course must immediately be discussed with the instructor and resolved onsite before the last week of class. Only end-of-term assignments graded after the end of your program are subject to CEA's formal grade appeal procedure. For more information, see *CEA Academic Policies* at [http://www.ceastudyabroad.com/docs/CEA\\_Policies.pdf](http://www.ceastudyabroad.com/docs/CEA_Policies.pdf).



## B. CEA GENERAL ACADEMIC POLICIES

**COURSE REGISTRATION:** It is your responsibility as a student to ensure that your course registration records are accurate for all enrolled courses throughout the semester. At the beginning of the semester and at the end of course registration, check your *MyCEA Account* to ensure you are properly enrolled in all of your desired courses. If a course is missing or an additional course is present, you must resolve with CEA academic staff immediately.

**ADD/DROP POLICIES:** Students may make changes to registration once onsite, as long as full-time student status is maintained (12 credit hours in the semester) and academic program requirements are maintained. All changes must be made at the start of each term during the designated Add/Drop Period, which concludes at the end of the first week of classes during a semester or on the second day of classes during summer programs. Some limitations may apply. You are responsible for notifying your home institution of any schedule changes.

**COURSE WITHDRAWAL:** Students wishing to withdraw from a course may do so until the Course Withdrawal Deadline, which is the end of the fourth week of classes in a semester or the end of the first week of classes in a summer program. Course withdrawal requests approved during this timeframe will appear as a “W” on the academic transcript. To request a withdrawal, you must complete the *Change of Course Petition Form* and submit to your local academic staff. You must also notify your instructor in writing of your intent to withdraw from the course. You must remain academically eligible as a full-time student. No tuition or course fee refunds will be granted for approved withdrawals.

**MONITORING GRADES AND ATTENDANCE:** You are responsible for monitoring your grades and attendance records throughout the course. Any questions or concerns should be discussed immediately with your instructor and/or local academic staff. Your grades and attendance records can be accessed via your *MyCEA Account* online at any time throughout the semester.

**ACADEMIC INTEGRITY:** CEA is an academic community based on the principles of honesty, trust, fairness, respect and responsibility. Academic integrity is a core value which ensures respect for the academic reputation of CEA, its students, faculty and staff. CEA expects that you will learn in an environment where you work independently in the pursuit of knowledge, conduct yourself in an honest and ethical manner and respect the intellectual work of your peers and faculty. Students, faculty and staff have a responsibility to be familiar with the definitions contained in, and adhere to, the CEA Academic Integrity Policy.

For the complete policies, please see the Academic Integrity Policy in its entirety by visiting [http://www.ceastudyabroad.com/docs/GC\\_Academic\\_Integrity\\_Policy.pdf](http://www.ceastudyabroad.com/docs/GC_Academic_Integrity_Policy.pdf).

Violations of CEA’s Academic Integrity Policy may result in serious consequences, including program dismissal. CEA also reserves the right to share information of such violations with your home institution.

**SPECIAL ACCOMMODATIONS:** CEA is supportive of students with the need for special accommodation(s) on its study abroad programs. In order to accommodate special requests, students must notify CEA in advance and provide documentation no later than one week from the start of classes. Students requesting special accommodation(s) must submit CEA’s Special Accommodation(s) Form. CEA will review requests to determine what accommodation(s) can be granted. The extent to which accommodations can be provided depends on the nature of the accommodation needed, the general situation in the host country regarding accessibility and available services and costs of services. Late requests are subject to review, and CEA may not be able to provide accommodations. Retroactive requests for accommodations will not be considered. Additional details can be found: <http://www.ceastudyabroad.com/docs/CEA-DisabilityPolicy.pdf>

**RELIGIOUS HOLIDAYS:** CEA is sensitive to, and supportive of, the fact that faculty, staff and students constitute a rich mixture of religious and ethnic groups. CEA recognizes that many religious holidays merit or require absence from class. To strike a reasonable balance between accommodating religious observance and meeting academic needs and standards, CEA instructors will make reasonable accommodation when a student must miss a class, exam or other academic exercise because of a required

religious observance, when the instructor/Academic Office is informed of the specific instance in need of accommodation within the first two weeks of the semester course, or by the end of the second class meeting of summer or short session. Students must submit any missed work in advance of the holiday and will be required to make up missed class time through alternate assignments to receive full credit for time out of class. Students must submit a written request for religious accommodations using **CEA's Religious Observance Request Form** in the timeline stated above for full consideration.

**ACADEMIC ELIGIBILITY:** You must remain academically eligible to participate in CEA classes. Factors determining eligibility are outlined in [CEA Student Policies](#), including: full-time status, satisfactory academic progress and complying with academic and attendance policies. Whether you plan to transfer letter grades back to your home institution or not, CEA expects that you will complete all graded assessment categories in each course in which you are enrolled. Failure to complete course requirements will result in grade penalties, and may lead to academic probation and/or program dismissal if you are unable to maintain satisfactory academic progress or full-time student status in your program.

**EARLY PROGRAM DEPARTURE:** CEA does not allow early program departures. Students departing the study abroad program prior to the end date remain subject to all course policies, including attendance. Assignments, presentations, examinations, or other work will not be rescheduled for voluntary early program departures. In the event of an emergency in which a student is unexpectedly unable to complete the program, students may submit a request for **Leave of Absence or Program Withdrawal** using the appropriate form for CEA review and approval. Contact CEA academic staff to request these forms.

**COURSE AND INSTRUCTOR EVALUATIONS:** Students will have the opportunity to evaluate both the class and the instructor at the conclusion of the course. Your constructive participation in the evaluation process is important and appreciated.

**TRANSCRIPTS:** CEA transcripts for this course will be available approximately 90 days from your program completion.

**APPEALING A GRADE:** Students who decide to appeal a course grade must do so within the **60-day period** following the end of your academic program (or, for academic year students, the end of the semester in which the course was taken). Upon receiving course grades through the *MyCEA Account*, you may initiate the appeal process by filling out and submitting to [Academics@ceastudyabroad.com](mailto:Academics@ceastudyabroad.com) and your onsite academic staff the CEA **Grade Appeal Application Form**.

The grade appeal must concern an end-of-semester form of assessment calculated after the Program End date. It is your responsibility to address all interim grading issues directly with your instructor(s) while onsite. The appeal procedure and the grade re-evaluation it requires do not guarantee a change in grade and could result in an increase, no change, or decrease in the final grade. Any change is subject to a ruling by the course instructor, in consultation with the Academic Director, and must be based on the academic evidence provided by you to support the appeal. Keep in mind that you may need to submit copies of your work, emails to/from faculty if you are disputing a grade. We recommend keeping records of your work and communications for 3 – 12 months after program completion, until your academic records have been recorded at your home institution.

Upon receiving the results of the review and the decision of the instructor, CEA staff will inform you of the outcome of the appeal. Students who decide to submit a secondary appeal must submit a *Grade Appeal Review Petition* to the Department of Academic Affairs at [Academics@ceastudyabroad.com](mailto:Academics@ceastudyabroad.com) within 15 days of being informed of the initial appeal decision. Secondary appeals will be reviewed by CEA's Academic Review Board. All decisions from the Academic Review Board are final.

**A FULL LIST OF CEA POLICIES IS AVAILABLE ONLINE:**

[HTTP://WWW.CEASTUDYABROAD.COM/DOCS/CEA\\_POLICIES.PDF](http://www.ceastudyabroad.com/docs/CEA_POLICIES.PDF)