

Course Last Updated 6/26/2024.



University of  
New Haven

## Food and Culture in Spain

### Section I: Course Overview

**Course Code:** CUL340BCN

**Subject Area(s):** Cultural Studies, Sociology

**Prerequisites:** None required

**Language of Instruction:** English

**Total Contact Hours:** 45

**Credits:** 3

### Course Description

This course introduces Spanish gastronomy while focusing on the complex value codes and beliefs related to Spanish local products and their consumption. The course is divided into four parts. In the first part, students will be encouraged to define the concepts of food and culture, explore the role of cuisine in collective and individual identities, and examine how cultural food habits are created and change. This part covers the broader context that includes and sustains the way food is produced, prepared and consumed in Spain: the Mediterranean diet. The second part of the course explains the theoretical and ideological aspects of cuisine in Spain and identifies the characteristics of traditional Spanish cuisine. The third part of the course presents historical events that have shaped the cultural food model in Spain by exploring the influences of the Romans and the Arabs and the Columbian Exchange as the initial basis of the modern Spanish diet. The final part focuses on some of the foods that comprise the core of the Spanish diet. The course includes a number of experiential learning activities that may vary from term to term. These range from visits to local markets and wineries to a variety of workshops, including olive oil tasting, a bread workshop, and a tapas cooking workshop. There is a \$25 course fee to cover the cost of these activities.

## Learning Objectives

Upon successful completion of this course, students are able to:

- Describe the main characteristics of Spanish gastronomy and the origins of the main ingredients of the Spanish cuisine.
- Reflect on the concept of culture and the importance of cuisine in the shaping of cultures and identities.
- Describe culinary traditions in different civilizations and their influence in Spanish gastronomy.
- Discover the local gastronomy by visiting local places such as markets, wineries, restaurants, etc., and engaging in tasting and/or cooking activities

## Section II: Instructor & Course Details

### Instructor Details

**Name:** [See term syllabus]

**Contact Information:** [See term syllabus]

**Term:** [See term syllabus]

**Course Day and Time:** [For term syllabus, enter the day and meeting times of the course]

**Office Hours:** [By appointment, or specified in term syllabus]

### Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

**Engagement - 10%**

**Group Project (Spanish Cuisines) - 10%**

**Research Project - 10%**

**Field Studies - 15%**

**Food Diary - 15%**

**Tapas potluck - 10%**

**Mid-Term Exam - 15%**

**Final Exam - 15%**

### Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

**Engagement (10%):** Students are expected to be engaged in class, to have read the [CEA CAPA Engagement Policy](#), and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

**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. On the course Canvas website, students will find materials to successfully complete this assignment such as: A rubric, a PPT template for the presentation, links to relevant content, and documents with relevant information about the topic. If classes are held virtually, presentations will be done via Zoom.

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.

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

**Research Project (10%):** It is a follow up on the field study “The market is a Lab”. This will consist in doing research about a product relevant to Spanish traditional food culture to be assigned by the professor. On the course Canvasets will find guidelines and support information to complete this assignment. Students will have to present the way this foodstuff is being produced and why geography, climate, and history play a role in the whole process.

**Field Studies (15%):** During the course the students will complete three field studies. They can be part of a larger project, or just the trigger of a new topic. The overall grade will be the average of the grades for each one of these activities:

- *One world, a thousand cuisines.* This field study focuses on the implications of culture and identity as to what, how, and why we eat. You will lead a research about the topic (chosen by you) about Spanish food system, and you will present your results in class. Your grade will be based in your presentation. On Moodle you will find precise guidelines, a presentation rubric, and examples from other semesters.
- *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. Students will visit one market and analyze it on site (they will hand in their research results the following session). This will prove how different markets are depending on the people living around them.
- *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. Students will visit a market/supermarket and will research the most common (traditional) preserving method. They will present the results of their visit, and their assumption in the following session.

**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, three short texts during the semester. Students could use their experiences at the recommended active learning

activities in order to complete part of this form of assessment. On the course Moodle website students will find: a rubric and examples from other semesters which set a benchmark of excellence.

**Tapas potluck (10%):** 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. This activity is a great way to summarize the semester, and to prepare for the final exam.

**Mid-Term Exam (15%) & Final Exam (15%):** 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.

## Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

### Field Studies:

- One world, a thousand cuisines
- Barcelona is market land!
- The Market Is a Lab

### Active Learning Activities:

- Splendid Catalonia: Penedès Winery & Sitges Modernista
- Tapas Cooking Workshop

## Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course, but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

### Required text

Montanari, M. (2013) *Food Is Culture*, (English edition by Albert Sonnenfeld) New York: Columbia University Press.

### Required reading

Andrés, J. (2008) *Made in Spain*. New York: Clarkson Potter. 254 pp

- Colman, A. (2014). *The Man Who Changed the Way We Eat*. London: Phaidon.
- DeWitt, D., (2014) *Precious Cargo: How Food from the Americas Changed the World*. Berkeley: Counterpoint.
- Flandrin, J., & Montanari, M. (1999) *Food: A Culinary History from Antiquity to the Present*. Columbia University Press. Selected Chapters Roman Cuisine, Moodle. 11 pp Arabic Cuisine, Moodle. 17 pp
- Gamella, J. (1995) "Spain" in *International Handbook on Alcohol and Culture*, Greenwood Press, pp. 254-269.
- Goody, J. (1999) "Why no wine on the table?" In *Food and Love: A Cultural History of East and West*, London: Verso.
- Guàrdia, M., Oyón, J., & Fava, N. (2015) The Barcelona Market System. In Guàrdia, M., Oyón, J., *Making Cities through Market Halls*. Europe, 19th, and 20th Centuries. Barcelona: Ajuntament de Barcelona.
- Harris, M. (1987) *The Abominable Pig in Goo*, New York: Routledge.
- Helstosky, C. (2009) *Food Culture in the Mediterranean*. London: Greenwood Press.
- Kittler, Sucher, & Nelms (2008). *Food and Culture*, Food and Religion. Wadsworth Cengage.
- Matvejevic, P., (2020) *Our Daily Bread*, Excerpt, Istros Books.
- Medina, F. (2005) *Food Culture in Spain*. London: Greenwood Press.
- Peacock, P. (2009) *The Smoking and Curing Book*. Preston: The Good Life Press.
- Quest-Ritson, Ch. (2006) *Olive Oil*, London: Dorling Kindersley Publishers Ltd.
- Robinson, J. (2000) *Wine Tasting Workbook*. London: Octopus Publishing Group.
- Trutter, M. (2010) *Spain Culinaria*. Postdam: Ullmann.
- UNESCO Report, *The Mediterranean Diet*, Nomination File no. 00394, 34 pp.
- Walker, L. & Walker, A. (1997) *To the Heart of Spain*. Berkeley: Berkeley Hills Books.

### **Recommended**

- Barthes, R. (2008) *Towards a Psychosociology of Contemporary Food Consumption*. New York: Routledge.
- Douglas, M. (1971) *Deciphering a Meal*. New York: Routledge.
- Harris, M. (1991). *Cannibals and Kings*. New York: Random House.
- 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. (1966) *The Culinary Triangle*. New York: Routledge.
- Strawbridge, D. & J (2012) *Made at Home. Curing and Smoking*. London: Octopus Publishing. Selected Chapters.
- Todd, C. (2011) *The Philosophy of Wine*. London: Acumen.
- Varriano, J. (2010) *Wine: A Cultural History*. Reaktion Books. pp 189-220

Wrangham W., Holland Jones, J., Laden, G., Pilbeam, D., and Conklin-Brittain, N. (1999) *The Raw and the Stolen: Cooking and the Ecology of Human Origins*. *Curr Anthropol*. 1999 Dec;40(5):567-594

### **Films**

“SNACKS: Bocados de una revolución” (*Snacks: Bites of Revolution*), 2015, Dir. Verónica Escuer, Cristina Jolonch.

## Course Calendar

Session 1	
Topics	<b>Course Introduction Is Food Culture?</b>
Activity	<b>Lecture &amp; Discussion</b> What's food? Is food culture? If food is culture... What's culture? What's identity? Cultural Food Habits, Acculturation Process
Readings & Assignments	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Montanari, M., Introduction, pp 11-12</li> <li>• Montanari, M., Nature and Culture, pp 3-7</li> <li>• Montanari, M., Even Nature Is Culture, pp 9-12.</li> <li>• Montanari, M., The Grammar of Food, pp 99-104.</li> </ul> <b>Recommended readings:</b> <ul style="list-style-type: none"> <li>• Harris: <i>Cannibals and Kings</i>. (pp 29-43)</li> <li>• Kittler, Sucher, &amp; Nelms: <i>Food and Culture</i>, Wadsworth Cengage. (pp 1-18).</li> <li>• Douglas: <i>Deciphering a Meal</i>. New York: Routledge. (9 pp)</li> </ul>

Session 2	
Topics	<b>Culture &amp; Food</b>
Activity	<b>Lecture &amp; Discussion</b> How much tells what we eat about us? What we know about our personal choices?
Readings & Assignments	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Montanari, M., Fire&gt;Cooking&gt;Kitchen&gt; Cuisine&gt;Civilization, pp 29-33.</li> <li>• Montanari, M., Eating together, pp 93-98.</li> </ul> <b>Recommended readings:</b> <ul style="list-style-type: none"> <li>• Wrangham, Holland Jones, Laden, Pilbeam, and Conklin-Brittain.: <i>The Raw and the Stolen: Cooking and the Ecology of Human Origins</i>, pp. 567-594.</li> <li>• Barthes: <i>Towards a Psychosociology of Contemporary Food Consumption</i>. New York: Routledge. (7 pp)</li> </ul>

Session 3	
Topics	<b>Food and Cultural Identity Foodways</b>
Activity	<b>Lecture &amp; Discussion</b> Decoding Spanish Food Customs: Ingredients, Flavour Principles, Meal Patterns. <b>Field Study #1: One world, a thousand cuisines</b> Presentation and Pre-Activity
Readings & Assignments	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Montanari, M., Taste Is a Cultural Product, pp 61-66.</li> <li>• Montanari, M., Identity, Exchange, Traditions &amp; Origins, pp 133-138.</li> </ul> <b>Recommended readings:</b> <ul style="list-style-type: none"> <li>• Lévi-Strauss, C. <i>The Culinary Triangle</i>. New York: Routledge. (7 pp)</li> </ul>

Session 4	
Topics	<b>Food Culture in Spain - Understanding Local Foodways</b>

Activity	<b>Lecture &amp; Discussion</b> <b>Field Study #1: One world, a thousand cuisines</b> Group Work and data edition Presentations & Conclusions
Readings & Assignments	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Montanari, M., The How, the Why, and the Wherewithal, pp 123-128</li> <li>• Montanari, M., Written Cuisine and Oral Cooking, pp 35-42</li> <li>• Montanari, M., Playing with Time (and Climate), pp 13-17</li> <li>• <i>The Mediterranean Diet</i>, UNESCO Report, 34 pages.</li> </ul>

Session 5	
Topics	<b>The Mediterranean Diet</b> Mediterranean Diet in Crisis? You are not just what you eat...
Activity	<b>Lecture &amp; Discussion</b> What's the Mediterranean Diet? A System in Danger? Structural Changes in Culture: Consequences and Solutions.
Readings & Assignments	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Montanari, M., Playing with Space, pp 19-21.</li> <li>• Helstosky: Food Culture in the Mediterranean, pp 159-178.</li> <li>• Guàrdia, Oyón &amp; Fava. <i>The Barcelona Market System</i>, pp 261-296.</li> </ul>

Session 6	
Topics	<b>The importance of Markets</b>
Activity	<b>Lecture &amp; Discussion</b> <b>Field Study #2 Barcelona is market land!</b> The Barcelona Market System. Market's impact on diet and society.
Readings & Assignments	<b>Readings</b> <ul style="list-style-type: none"> <li>• Walker, L. &amp; Walker, A. (1997) <i>To the Heart of Spain</i>, Chapters 1 &amp; 2, pp 12-30.</li> <li>• Medina, F. (2005) <i>Food Culture in Spain</i>. Chapter 4, pp 89-114.</li> </ul>

Session 7	
Topics	<b>Does a Spanish Cuisine exist?</b> Spain: National vs Regional Cuisines
Activity	<b>Lecture &amp; Discussion</b> National Cuisine vs Regional Cuisine Research Project Introduction Midterm Exam Review



Readings & Assignments	<b>Readings</b> <ul style="list-style-type: none"> <li>• Medina. <i>Food Culture in Spain</i>. Chapter 2. pp 31-70.</li> <li>• Medina. <i>Food Culture in Spain</i>. Chapter 3, pp 71-87.</li> </ul> Prepare midterm exam
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Session 8	
Topics	<b>MIDTERM EXAM</b> Culinary Diversity in Spain
Activity	<b>MIDTERM EXAM</b> <b>Lecture &amp; Discussion</b> Group Project – Preparation
Readings & Assignments	<b>Readings</b> <ul style="list-style-type: none"> <li>• Trutter. <i>Spain Culinaria</i>. Postdam: Ullmann. 451pp (Assigned Chapter).</li> <li>• Andrés. <i>Made in Spain</i>.</li> </ul> Group Project research (assigned materials).

Session 9	
Topics	<b>Culinary Diversity in Spain.</b> <b>Food, Culture, and History.</b>
Activity	<b>Lecture &amp; Discussion</b> <b>Group Project –Presentations &amp; Conclusions</b> History and Food. Food Has a Story. Turning Points of Spanish Cuisine. <b>Bread Workshop</b>
Readings & Assignments	<b>Readings</b> <ul style="list-style-type: none"> <li>• Medina. <i>Food Culture in Spain</i> Timeline of Spanish Cuisine, 4 pp.</li> <li>• DeWitt: <i>Precious Cargo: How Food from the Americas Changed the World.</i>, pp 51-94.</li> <li>• Flandrin &amp; Montanari: <i>Food: A Culinary History from Antiquity to the Present</i>. Selected Chapters: bRoman Cuisine, 11 pp, Arabic Cuisine, 17 pp.</li> <li>• Matvejevic: <i>Our Daily Bread</i></li> </ul>

Session 10	
Topics	<b>The Columbian Exchange</b> The Spanish Revolution Food and Religion
Activity	<b>Lecture &amp; Discussion</b> From Europe to America and all the way round. How American Products Changed the World. How Spanish Chefs Changed Cuisine. Major Religions and its Approach to Food. Food Taboos and Regulations. The Spanish Case. <b>Film viewing: <i>Snacks, Bites of a Revolution</i></b>

Readings & Assignments	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Colman: “The Man Who Changed the Way We Eat.”</li> <li>• Kittler, Sucher, &amp; Nelms: <i>Food and Culture, Food and Religion</i>, pp. 79-100.</li> <li>• Peacock: <i>The Smoking and Curing Book</i>, pp 11-28.</li> </ul> <p><b>Recommended readings:</b></p> <ul style="list-style-type: none"> <li>• Strawbridge: <i>Made at Home. Curing and Smoking</i>. Selected Chapters. 20 pp approx.</li> </ul>
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<b>Session 11</b>	
Topics	<p><b>Seasonality: A Changing Perspective.</b>  The Importance of Preserved Foodstuffs in Cuisine.  Olive Oil Culture in Spain.</p>
Activity	<p><b>Field Study #3: <i>The market Is a Lab.</i></b>  Investigating the Traditional Preserving Methods in Spain.  Iconic Preserved Foodstuffs in Spain  Reading Discussion.  <b>Lecture &amp; Discussion</b>  <b>Workshop - Olive Oil Tasting</b></p>
Readings & Assignments	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Montanari, M., <i>Food and the Calendar: A Lost Dimension?</i> pp 129-132.</li> <li>• Quest-Ritson: <i>Olive Oil</i>, 11 pp.</li> <li>• Montanari, M., <i>Anticuisine</i>, pp. 43-46.</li> <li>• Harris, <i>The Abominable Pig</i>, 12 pp.</li> </ul>

<b>Session 12</b>	
Topics	<p><b>Taste Is a Product of Society.</b>  The culture of pork curing</p>
Activity	<p><b>Lecture &amp; Discussion</b>  Religion, Climate, Economy, and Resources.  Salting and Curing.  Seasonal Practices: <i>la Matanza</i>.  <b>Field Study #3:</b>  Research Project &amp; Conclusions</p>
Readings & Assignments	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Montanari, M., <i>Taste Is a Product of Society</i>, pp. 70-74.</li> <li>• Gamella: <i>International Handbook on Alcohol and Culture. Spain</i>. pp. 254-268.</li> <li>• Goody: “Why no wine on the table?”</li> <li>• Varriano, J. (2010) <i>Wine: A Cultural History</i>. Reaktion Books. pp 189-220</li> </ul> <p><b>**Submit Research Project</b></p>

<b>Session 13</b>	
Topics	<p><b>Wine on the table?</b>  Wine Culture in Spain</p>
Activity	<p><b>Lecture &amp; Discussion</b>  Alcohol in Spanish Culture  Wine and its social role.  Wine Regions in Spain  <b>Wine Tasting</b></p>

	Typical grape varieties and wine styles.
Readings & Assignments	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Robinson: <i>Wine Tasting Workbook</i>, pp 10-54</li> <li>• Montanari, M., <i>Roots: A Metaphor to Use All the Way</i>.</li> </ul> <p><b>Recommended readings:</b></p> <ul style="list-style-type: none"> <li>• Todd: <i>The Philosophy of Wine</i>, pp 11-44.</li> </ul>

Session 14	
Topics	<b>Tapas Potluck.</b>
Activity	<p><b>Tapas contest</b></p> <p>Summarizing the semester. Review and questions before the final.</p>
Readings & Assignments	<ul style="list-style-type: none"> <li>• Study Guide</li> </ul> <p><b>Review Food Diary submissions.</b></p>

Session 15	
Topics	<b>Review for the Final Exam &amp; Final Exam</b>
Activity	Bring questions for our in-class review
Readings & Assignments	<p><b>Reading:</b> Review all readings</p> <p><b>Assignments:</b> Review all notes and assignments</p>

Session 15	
<b>Final Exam</b>	

## Section III: Academic Policies and Standards

### Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

### Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration. These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.