



INSTITUTO UNIVERSITARIO DE INVESTIGACIÓN
EN ESTUDIOS NORTEAMERICANOS
“BENJAMIN FRANKLIN”

Course	Spain and its gastronomy
Program	Study Abroad
Credits	4.5 ECTS / 3 USA (semester credits)
Class time	45
Student work hours outside the classroom	90
Office Hours	By appointment
Requirements	Intermediate Spanish
Language of Instruction	Spanish
Type of teaching	In person

PRESENTATION AND DESCRIPTION OF THE COURSE

Gastronomy is a reflection of the cultural identity of a country. In the case of Spain, it is also an industry with a high economic and social impact that affects one of the most important sectors of the country, tourism.

This course is designed as a cultural and gastronomic journey through Spain, with the aim of learning about the historical roots of Spanish gastronomy, its cultural influences, the internationalization of the concept and its impact inside and outside the country on the economy and society.

Students will study the gastronomic origins and cultural roots of today's gastronomy. They will also address issues of economic and social impact, the cultural fusion developed over centuries, regional products and traditions, and the value of gastronomy in food and health.

Students in this course will develop their communication skills in Spanish and acquire the cultural knowledge necessary to understand the Spanish gastronomic tradition. In addition, in the professional field, they will get to know sectors related to tourism and catering, among others.

In short, this course is a way to get to know and understand the Spanish culture in order to go deeper into it when visiting different areas of the country.

The course consists of a theoretical and a practical part that will be developed to achieve the following objectives:

1. To know the historical influences on Spanish gastronomy and the fusion of different cultures
2. To understand the social importance of gastronomy in Spain by tasting different flavors.
3. To learn cultural concepts of Spain through cuisine and food.
4. To relate gastronomy as an industry and its impact on other economic sectors.
5. To develop regional cultural knowledge as a tool to get to know the country.

COMPETENCIES

In this course the student will develop the following competencies:

General Competences (CG):

CG1: Linguistic and communicative skills. The student will acquire vocabulary and practice communication in Spanish language in oral and written form.

GC2: Teamwork. The students will have to agree to elaborate works jointly and to expose them to the rest of their classmates.

GC3: Initiation to research. In individual work, students will learn how to initiate research. Issues such as the selection of information sources and the academic format in written work and exposition will be addressed.

Specific competences (CE):

CE1: Interculturality. The student will acquire intercultural awareness of the nature of Spanish gastronomy and the knowledge of its formation through the fusion of customs, traditions and flavors.

CE2: Gastronomic criteria. At the end of the course the student will be able to distinguish between different dishes, products and their relationship with the regions of Spain.

TEACHING-LEARNING METHODOLOGY

In this course the teacher will be a guide in the student's learning. The four communicative skills will be worked on in the actions that will be carried out in class:

- Listening: the teacher's talks, the workshop and directed videos.
- Speaking: in class discussions and oral presentations.
- Reading and writing: articles and book chapters will be assigned and discussed in class. Students will be required to write their responses using critical thinking.

Also, due to the nature of the course, students will be able to use other senses such as taste and touch that will promote the learning of the concepts and objectives set in the course.

The student will have to apply the knowledge of the course by creating their work and exposing it to their classmates. At that moment they will also become evaluators of other works.

PREPARATION FOR CLASS

The student should bring the assigned homework to class according to the previously established guide. It is advised that the student:

- Read the assigned topics before class.
- Reflect on questions that may lead to interesting discussions.
- Take notes during explanations and class discussions.

All this will help to go deeper and better into the knowledge taught in class.

EVALUATION SYSTEM

The evaluation system is based on class participation, both online and face-to-face; workshop participation, individual work, presentations, exams and assignments.

• Participation

It must be active, that is to say, the student must not only ask his doubts, but also make comments and actively participate in the exercises proposed in class both in group and individually. In addition, the student must read the texts assigned by the professor and do the exercises related to the text. The student is expected to demonstrate maturity and responsibility in the classroom so that gestures, passive attitude such as sleeping in class, and having inappropriate behaviors in the classroom may have a negative impact on the grade of this section.

The total percentage of this section is 20%. Actividades complementarias fuera del aula.

• There will be 2 activities outside the classroom:

- Market visit. Students will have to investigate about eating habits in Spanish culture through the products sold in the market and the purchase of the same.
- Visit to places of traditional confectionery. Students will investigate about the purchase of some sweets in the convents of Alcalá de Henares.

The total percentage of this section is 20%.

- **Exams.**

There will be two exams, one in the middle of the program and one at the end. Each exam will cover the subject matter seen so far. Questions related to the content of the class will be answered. It is recommended that students review these contents and exercises. The exams will have a value of 15% each and will be cumulative.

The total percentage of this section is 30%.

If the professor detects copying or plagiarism in the exam, the student will receive a grade of zero and will not have the option of any type of recovery.

The professor reserves the right to give "surprise exams" when he/she deems it appropriate. These exams will always be at the beginning of the class and will be very short (five minutes more or less). They will be valued as an additional homework grade.

- **Individual work and oral presentation.**

Students will be required to do an individual research paper and present it to their classmates.

The presentation will last a minimum of 10 minutes and a maximum of 15 minutes.

Each student will be assigned a region of Spain and some priority issues to research on them. They will have to make a power point presentation with the objectives required in the work, that is, description of the region, gastronomic traditions and culture. Likewise, the students will be able to use the resources they wish for their exposition such as audiovisual material (videos, audios,...), exposition and tasting of products or dishes.

At the end of the presentation, the student will hand in a printed copy of the power point presentation to the teacher.

All classmates must have an active participation and will evaluate the work of each one through an evaluation chart.

The total percentage of this section is 30%.

- **Plagiarism.**

Research papers should state students' own ideas. The work of other writers or experts used to support students' ideas must be properly cited. Inappropriate use of someone else's text or work is considered plagiarism. Plagiarism is a violation of academic standards and may result in failure of the paper or even the subject for which the paper was written. In extreme cases it may result in expulsion from the program. Guidelines for writing the paper properly should be provided by the professor.

GRADE SCALE

The class grade scale will be as follows:

PARTICIPATION	20 %
ACTIVITIES	20%

MIDTERM EXAM	15 %
FINAL EXAM	15 %
ESSAY AND ORAL PRESENTATION	30%

ATTENDANCE

Class attendance is MANDATORY. If the student is absent more than the allowed limit (1 absence) in the summer program, his/her final grade will be reduced by 10 points for each absence that has not been excused by a doctor's note or by his/her Program Director. It will be the student's responsibility to individually prepare the material taught in class on the days he/she is absent.

STUDENTS WITH SPECIAL NEEDS

Students with special needs can contact Antonio Fernández: antonio.fernandezm@uah.es Instituto Franklin-UAH has the necessary measures in place to help those students who can prove, by means of a medical certificate, that they have special needs.

USE OF TECHNOLOGY IN THE CLASSROOM

Technology in the classroom is essential today. However, if used inappropriately, it can be detrimental to student learning. For example, checking email, chatting with other users, surfing the web for purposes other than class content, etc... Misuse of these tools can distract other classmates, so only taking notes on the computer is allowed. For any other use, permission must be requested from the teacher.

PROGRAM OF CLASS

SUBJECT OF STUDY	ASSIGNMENTS
<p>Presentation of the course</p> <p>Theory: Topic 1_The importance of Spanish gastronomy.</p> <p>Case study: The potato omelette</p> <p>Delivery of the topics for individual papers and presentations.</p>	<p>Readings: Rafael Ansón. "Keys to Spanish gastronomy".</p> <p>Exercise on eating habits: "The shopping list".</p> <p>Sample program: Con las manos en la masa: https://www.rtve.es/play/videos/con-las-manos-en-la-masa/manos-masa-pure-alubias-besugo-horno-fernando-savater/2504729/</p>

<p>Theory:</p> <p>Topic 2_ The origins of cooking in the Iberian Peninsula. The Roman Empire</p> <p>Case study: olive oil</p>	<p>Reading: "Historical roots of olive oil: the beginnings of its production in the Iberian Peninsula".</p> <p>Exercise on Garum in the time of the Roman Empire.</p> <p>Research activity on olive oil.</p>
<p>Theory:</p> <p>Topic 3_ The cuisine of Al-Andalus and the Middle Ages: the 3 gastronomic cultures.</p> <p>Case study: Visit to a convent of nuns: the monastic pastries</p>	<p>Reading: Molina, J. A. La cocina musulmana de Occidente (Las bebidas en Al-Ándalus) / (Recetario Andalusí).</p> <p>Questionnaire on the Andalusian legacy in Spanish gastronomy: research and answering questions.</p>
<p>Theory:</p> <p>Topic 4_ The exchange between two worlds.</p> <p>Case study:</p> <p>chocolate and Spanish cheese</p>	<p>Reading: Malo Mateo, Marta. "Food in the Modern Age".</p> <p>Research on the origins of chocolate, its spread in Europe and its transformation until today.</p> <p>Reading: De la Fuente del Moral, Fátima: "Chocolate: the divine drink that conquered Europe".</p>
<p>Theory:</p> <p>Topic 5_ The Golden Century and the cuisine of Cervantes.</p> <p>Case study:</p> <p>"Del cerdo hasta los andares". Iberian ham and traditional sausages.</p>	<p>Research on the rise of some foods in the 18th century. The example of the tomato.</p> <p>Video: La tomatina. https://www.youtube.com/watch?v=D7cLhoC5fal&t=1s</p> <p>Activity on the Iberian pig and its impact on the Spanish language and palate. Product of denomination of origin.</p>
<p>Review</p> <p>Partial exam</p>	
<p>ACTIVITY OUTSIDE THE CLASSROOM: VISIT TO THE MARKET Theory: Topic 6_ Food in the twentieth century Case study: tapas</p>	<p>Questionnaire and research on food products and gastronomic habits.</p> <p>Exercise of exposition in pairs on tapas. Vídeo sobre las tapas de Jamie Oliver y actividad de</p>

	investigación sobre su difusión. Video on Jamie Oliver's tapas and research activity on their diffusion.
<p>Theory: Topic 7_Mediterranean diet and gastronomic regions.</p> <p>Case study: The interaction of different countries in the Mediterranean diet.</p>	<p>Lecture: Claudia Troncoso "Traditional foods and healthy eating: the example of the Mediterranean diet".</p> <p>Research on food, nutrition and health in the Mediterranean diet.</p>
<p>Theory: Topic 8_Tourism and Gastronomy. National Heritage</p> <p>Case study: wine and enotourism.</p>	<p>Reading: González San-José et al. "Wine culture, engine of sustainable development..."</p> <p>Research on wine in Spain and the impact on the economy.</p>
<p>Theory: Topic 9_Spanish gastronomy in the era of globalization.</p> <p>Case study:</p> <p>#MadridFusion</p>	<p>Reading: "Gastronomy in times of globalization".</p> <p>Documentary: "A day at El Bulli" (40min)</p> <p>Exercise on the great Spanish chefs and television programs about cooking. Reading: Manuel Vázquez Montalbán "The kitchens of Spain".</p>
<p>Oral presentations</p> <p>Review for the exam</p>	
<p>Final Exam</p>	

IMPORTANT NOTE: The dates of the cultural activities may be subject to change. The Institutions to which the visit is programmed reserve the right to change them according to their scheduling needs or possible administrative eventualities.

BIBLIOGRAPHY.

1. Ansón, Rafael. "Claves para la gastronomía española", en *Cuenta y Razón*, nº 126, 2002, pp. 39-42.
2. De la Fuente del Moral, Fátima: "El chocolate: la bebida divina que conquistó Europa". En *Historia. National Geographic*, 14/10/2019.
https://historia.nationalgeographic.com.es/a/chocolate-bebida-divina-que-conquistó-europa_8139

3. Doncel Fernández, Luis Vicente. "La gastronomía en tiempos de la globalización. Consideraciones sociológicas acerca de la cultura gastronómica." *Turismo gastronómico y enológico*. Varios: Curiel, Sánchez, et al. Madrid, Dykinson, 2015, pp. 121-133.
https://df5kbf1hky40.cloudfront.net/media/e_reader/prints/9788490853177/2022/05/31091100.pdf
4. EUROPAPRESS. "ICEX se alía con la Real Academia de Gastronomía para la promoción internacional de la gastronomía española": <https://www.europapress.es/economia/noticia-icex-alia-real-academia-gastronomia-promocion-internacional-gastronomia-espanola-20210315103823.html>
5. Gil, Enrique Melchor. "Raíces históricas del aceite de oliva: los inicios de su producción en la península Ibérica.", en *The Conversation*, 23/02/2002. <https://theconversation.com/raices-historicas-del-aceite-de-oliva-los-inicios-de-su-produccion-en-la-peninsula-iberica-130725>
6. González San José, María Luisa "La cultura del vino, motor del desarrollo sostenible de las regiones vitivinícolas". *BIO Web of Conferences* 9, 04003 (2017), pp.1-9.
https://www.bio-conferences.org/articles/bioconf/pdf/2017/02/bioconf-oiv2017_04003.pdf
7. KPMG. "Los sectores económicos asociados a la gastronomía representan el 33% del PIB de España": <https://home.kpmg/es/es/home/sala-de-prensa/notas-de-prensa/2019/01/los-sectores-economicos-asociados-a-gastronomia-representa-33-por-cierto-pib-espana.html>
8. Marqués de Ávila, Ángel: "Quesos de España. Tradición, innovación y calidad diferenciada", en *Distribución y Consumo*, nº30, 2014, Vol. 5:
https://www.mercasa.es/media/publicaciones/218/1418837750_Quesos_de_Espania.pdf
9. Rivas, Rosa. "El Celler de Can Roca, número uno de la cocina mundial", en *El País*, 3/05/2013:
https://elpais.com/cultura/2013/04/29/actualidad/1367251909_458440.html
10. Troncoso, Claudia. "Comidas tradicionales y alimentación saludable: el ejemplo de la dieta mediterránea", en *Horiz. Med.* [online]. 2019, vol.19, n.3, pp.72-77.

Películas, vídeos y documentales

"Un día en el Bulli". <https://www.rtve.es/alacarta/videos/otros/dia-bulli-20100925-1956/886753/>

Programa *Saca la lengua* de RTVE sobre las distintas acepciones de la palabra huevo.

<https://www.rtve.es/alacarta/videos/saca-la-lengua/saca-lengua-26-11-11/1259210/>

ADDITIONAL BIBLIOGRAPHY

Recursos utilizados en la preparación de las clases. Los alumnos pueden explorar más información si lo desean en las siguientes referencias bibliográficas:

Libros:

1. Almodóvar, Miguel Ángel. *El hambre en España. Una historia de la alimentación*. Madrid. Oberón. 2003.
2. Long, Janet (coord.). *Comida y Conquista. Consecuencias del encuentro de dos mundos*. México, Universidad Nacional Autónoma de México, 2018.
3. Luján, Néstor y Perucho, Juan. *El libro de la cocina española. Gastronomía e Historia*. Barcelona. Tusquets. 2005.
4. Malo Mateo, Marta. *Breve historia de la alimentación. Su transición hasta nuestros días*. Santander. Asociación PONTESANO. 2020.
5. Molina, Juan Antonio. *La cocina musulmana de Occidente: historia de la gastronomía arabigoandaluz*. Sevilla. Ediciones Alfar. 2020.

6. Pérez Samper, María Ángeles. *Comer y beber. Una historia de la alimentación en España*. Madrid. Cátedra. 2019.
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Anónimo, "La alimentación española antes y después del descubrimiento de América": <http://genealogiaegusquiza.blogspot.com.es/2011/08/la-alimentacion-espanola-antes-y.html>

Baguena, Nuria, "Nuevos sabores, el descubrimiento de América", <https://www.afuegolento.com/articulo/nuevos-sabores-descubrimiento-america/57/>

Díez Huertas, Celia. "¿Cómo se come en España? Un curso de español gastronómico pensado para italianos", en *Actas del XII Encuentro Práctico de ELE del Instituto Cervantes de Nápoles* (2015), Nápoles, Instituto Cervantes, pp.181-189:

https://cvc.cervantes.es/ensenanza/biblioteca_ele/publicaciones_centros/PDF/napoles_2015/18_diez.pdf

KPMG, La gastronomía en la economía española. Impacto económico de los sectores asociados, Enero 2019. <https://assets.kpmg/content/dam/kpmg/es/pdf/2019/01/gastronomia-en-economia-espanola.pdf>

PAGES OF INTEREST

Real Academia de Gastronomía: <https://realacademiadegastronomia.com/un-pais-de-tapas/>

WE SPEAK ONLY IN SPANISH

In the class we will only speak in Spanish. The use of English in the class would prevent the total immersion of the student in the Spanish learning process. In addition, it is important to emphasize that in order to understand and enjoy the class we ask you to make an additional effort to adapt the terminology with the sole purpose of familiarizing yourself with the characteristic languages of the subject. For a better understanding of the class we recommend a high level of Spanish.

This syllabus is subject to change