



Instituto Universitario
de Investigación en
Estudios Norteamericanos
"Benjamin Franklin"

SPAIN AND ITS GASTRONOMY

COURSE DESCRIPTION

Gastronomy reflects the cultural identity of a country. This course is designed as a cultural and gastronomic journey through Spain, so that the students know and understand its richness and culinary variety. Moreover, it raises awareness about the special importance that gastronomy plays in Spanish culture and society. Through this course students will learn about significant historical, cultural and social aspects of Spain.

They will read, carry out research, discuss, explain and write about the Spanish gastronomy and its cultural impact. We will study the cultural diversity of the main Spanish communities, the main products of each region, its most outstanding dishes, its history, its regional characteristics, and, of course, its recipes.

Finally, through various texts and information provided by both the Professor and the students, a **gastronomic map** of Spain will be built. In addition, students - in pairs - will have to prepare a PPT presentation about a gastronomic aspect. Each student must also propose ideas for the Students' Blog about a gastronomic aspect related to the content discussed in class or in the out-of-class activities on a weekly basis. Each student will have to send his/her essay every week, describing the aspect that they decided to develop together with their own visual material. The Professor will select the best entries for the blog.

The course is divided into the following parts:

I. Theoretical part:

- 1) Analysis of socio-cultural aspects through a historical journey.
- 2) Brief introduction to the gastronomic and cultural diversity of Spain.
- 3) The importance of cultural understanding in gastronomy.
- 4) Making a gastronomic map of Spain.

II. Practical part:

- 1) Out-of-class activities :
 - Search and synthesize information in the computer classroom.
 - Carry out gastronomic tours to collect and then analyze the information.
 - Practical activities to create *tapas* and the gastronomy of the Golden Age.

Benefits of the course

- a) The students of this course will have a unique opportunity to experience the influence of historical events on the Spanish gastronomic culture.
- b) Greater knowledge of Spanish culture through gastronomy.
- c) The opportunity to understand the gastronomic and cultural diversity of Spain.

OBJECTIVES

- To know historical, cultural and social aspects of Spain.
- To understand and explain the general concepts about the influence of historical events through the gastronomic culture.
- To apply the knowledge acquired in class in a real context through out-of-class activities.
- To acquire a deeper knowledge about gastronomy as a reflection of the cultural identity of a country.
- To understand the gastronomic diversity in Spain.
- To be aware of the importance of gastronomy in Spanish culture.
- To learn concepts related to Spanish gastronomy.

The objective of the course is student-centered and competency-based. This means that the students will be told what they will be taught, how they will be taught, what they must learn, what types of activities will be carried out, what resources will be used and how their learning will be assessed. The course will aim to develop the following competences:

Competence 1.	Show a positive attitude towards teamwork.
Competence 2.	Develop a critical capacity to analyze texts and audiovisual materials, based on their historical and cultural context.
Competence 3.	Motivation and positive attitudes: Show an active participation in both class and out-of-class activities and exercises.
Competence 4.	Show autonomy and personal initiative: students will learn to undertake and develop presentations or articles both individually and in groups.
Competence 5.	Show a tolerant and respectful behavior toward the opinions of their peers.
Competence 6.	Relate to all participants in the class and out-of-class activities in an effective way.
Competence 7.	Write short essays related to the class content.
Competence 8.	Prepare written and oral presentations, using different technical aids.
Competence 9.	Through the out-of-class activities, students will become aware of

	aspects related to Spanish culture through its gastronomy. A comparative framework will be established considering their culture of origin.
Competence 10.	The communicative competence will be developed through oral activities that will be linked to the comprehension of written texts beyond the limits of the sentence. They will be based on the relationships between historical and cultural aspects and their reflection on the Spanish gastronomy.

METHODOLOGY

The methodology of the course aims to develop the competences previously described. To that end different methodological strategies will be used:

- On-site theoretical classes which will explain different concepts, ideas and theories related to Spanish history and culture through its gastronomy.
- The students, apart from listening and analyzing the information taught by the Professor through lectures, will actively participate in the classroom and in the out-of-class activities. They will try to understand the arguments and theories and take structured notes of the most important contents.
- Prepare an essay on a weekly basis that will be considered for the Students' Blog at Franklin Institute: [Http://www.franklinstudents.com/](http://www.franklinstudents.com/) . The students will reflect their personal perspective on the contents acquired in class or during their out-of-class experiences about the gastronomic culture of Spain. The Professor will select the best work of each student, to finally upload the best entries on the Blog.
- Prepare a PPT presentation in pairs, comparing specific aspects of Spanish and US gastronomy or analyzing a certain characteristic of regional Spanish gastronomy and its historical and cultural context.
- Midterm and final written exam on the theoretical part and aspects related to trips or out-of-class activities.
- Readings of articles that the Professor will give the students and reflection on the topic in question.

EVALUATION

The evaluation procedures that will be used will attempt to combine different elements in order to make sure that all the students can develop their skills. Ongoing student work will be the main criterion of the evaluation. Consequently, the overall assessment will be based on students' participation in the theoretical and practical sessions, projects and written tests, preparation of oral presentations and participation in the out-of-class activities of the course. The percentage of the grade that will be assigned to each of the evaluation criteria will be distributed as follows:

▪ Active class participation	10%
▪ Participation on the blog	10%
▪ Tasks and readings	10%
▪ Out-of-class projects and activities	10%
▪ Oral presentation	20%
▪ Midterm exam	20 %
▪ Final Exam	20%

Participation: Assessment of the class participation will depend on the following criteria:

- High participation: the student is always prepared for class; he/she actively participates with relevant comments or questions that show his/her interest, that he/she has studied and prepared the topic.

- Low participation: the student is not active in class, is absent or speaks with other students and is not prepared because he/she has not studied. Does not ask or make relevant comments. He/she shows no interest.

This aspect is worth **10%** of the final grade.

Tasks and readings: Students must prepare and complete the tasks or readings before each class as indicated in the schedule. This aspect is worth **10%** of the final grade.

- **Oral presentation:** Its objective is to enable the student to present orally an aspect related to the Spanish history or culture through gastronomy using technical and audiovisual aids. The following criteria will be assessed:
- **Content and development:** It must be a well-structured presentation that includes an introduction to the main topic. Ideas must be developed coherently and end with a logical conclusion based on the research that has been carried out.

The following sections should be included in the PPT:

1. Introduction.
 2. Historical and cultural context.
 3. Characteristics and relation to the content of the theory.
 4. Personal opinion.
- **Specific language:** The student must present the project using the vocabulary, concepts and ideas that he/she has acquired throughout the course.
 - **Body language:** The student must show mastery of the subject matter and maintain the attention of the class. Thus, visual contact, intonation and body language are important. The student must demonstrate he/she has an effective way of maintaining the attention of the class.
 - **Audiovisual aids:** It is very important that the students use audiovisual aids to do their oral presentation. Power Point, photos, etc. are recommended. It is also very important that the students do not directly read the information to be displayed. This aspect is worth **20%** of the final grade.

Complementary Activities

The Professor will include a prior introduction to the out-of-class activities and will hand out questionnaires or questions to be asked during or after the activity. The objective of the activities is to help students reflect on the theoretical contents and on how they can be put into practice in the out-of-class activities. This aspect is worth **10%** of the final grade.

Mid-Term Exam: In the middle of the course. It will cover the topics studied in class by that time and it will include a multiple choice test and several essay questions. This aspect is worth **20%** of the final grade.

Final Exam: At the end of the course. It will cover the topics studied in class between the midterm exam and the end of the course. This aspect is worth **20%** of the final grade.

The objective of the exams is to evaluate the student's acquisition of concepts, ideas and theories of the course necessary to understand, analyze and apply them to practical and real life situations.

If the teacher detects copying or plagiarism in the examination, the student will receive a zero and will not have any option to redo the exam.

ATTENDANCE

Attendance is MANDATORY. If the student is absent for more than the allowed limit (**one class absence in the June program and two absences in the fall program**), the final grade will reflect a decrease of **10 points** for each non-attendance that has not been excused by a doctor's certificate or by your Program Director. It is the individual responsibility of the student to make up any missed content about the subject taught in class the day the student was absent.

CLASS SCHEDULE	
TOPIC	ASSIGNMENTS
Overview of the course and of the syllabus. What is Spanish cuisine? Regional characteristics.	Explain the syllabus and the evaluation criteria. Curious facts about Spain and its gastronomy. Discuss the characteristics of Spanish gastronomy. Introduction to regional gastronomy.
PRE-RROMAN CUISINE	Participate in class debates
CUISINE DURING THE ROMAN EMPIRE	PPT Presentation Participate in class debates.

CUISINE DURING THE VISIGOTH PERIOD	Read an article/ PPT Presentation Participate in a class debate Collaborative summary writing through brainstorming.
CUISINE DURING THE PRE-COLOMBIAN MEDIEVAL TIME Snacks (Tapas) and main courses.	PPT Presentation Read an article Participate in a class debate Collaborative summary writing through brainstorming.
REVIEW FOR THE EXAM	Review of contents seen in class. Activities to review content seen in class.
MIDTERM EXAM	
CUISINE DURING THE ARABIC DOMINATION IN SPAIN Out-of-class activity	Read an article Participate in a class debate Collaborative summary writing through brainstorming.
THE EXCHANGE BETWEEN TWO WORLDS. Out-of-class activity	Read an article Participate in a class debate Collaborative summary writing through brainstorming. Review for midterm exam
CUISINE IN THE 18th, 19th and 20th CENTURIES	Read an article Participate in a class debate Collaborative summary writing through brainstorming.
Spanish gastronomy in the 21st century: Traditional cuisine and Mediterranean diet	Read the article: "El futuro de la gastronomía en once tendencias" http://www.realacademiadegastronomia.com/escritos_dentro.php?id_escrito=10
Regional diversity and appellations of origin.	Read an article Participate in a class debate Collaborative summary writing through brainstorming.
ORAL PRESENTATIONS	Extra activities for the Exam review
REVIEW FOR THE EXAM	Review of contents seen in class. Activities to review contents seen in class.
FINAL EXAM	

NOTE: This syllabus is subject to change. The final syllabus will be given to students on the first day of class.

BIBLIOGRAPHY

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<http://genealogiaegusquiza.blogspot.com.es/2011/08/la-alimentacion-espanola-antes-y.html>> Martes, 2 de agosto de 2011

"Productos del Nuevo Mundo"

<http://www.campodemarte.com/productos-del-nuevo-mundo.html>>

"Historia de la gastronomía de España"

http://es.wikipedia.org/wiki/Historia_de_la_gastronom%C3%ADa_de_Espa%C3%B1a>

"Historia de la conservación de los alimentos"

<http://www.entrepucheros.com/entrega-1%C2%AA-historia-de-la-conservacion-de-los-alimentos/>>

"Descubrimiento de América y nuevos alimentos"

http://www.menjasa.es/blog_esp/2010/06/25/descubrimiento-de-america-y-nuevos-alimentos-i/>

Glosario Gastronómico

http://www.arecetas.com/glosario_gastronomico/index.html>

Diccionario de cocina

<http://tengolareceta.com/diccionario-de-cocina-glosario-gastronomico-terminos-culinariosy-tecnicismos-de-cocina/13>>

"La cocina española en la historia del arte"

<http://historiagastronomia.blogia.com/temas/01-historia-arte.php>>

"Escritos Académicos"

Real Academia de la Gastronomía Española

<http://www.realacademiadegastronomia.com/home.php>>

Glosario de términos culinarios:

<http://miscelaneaculinaria.blogspot.com.es/2012/05/glosario-de-terminos-culinarios-en.html>>

"Diccionario de Cocina, Glosario Gastronómico, Términos Culinarios y Tecnicismos de Cocina"

<http://tengolareceta.com/diccionario-de-cocina-glosario-gastronomico-terminos-culinariosy-tecnicismos-de-cocina/13>>

ONLY SPEAK SPANISH

In class we are going to speak only in Spanish. The use of English in the classroom would prevent the total immersion of the student in the process of learning Spanish. Moreover, it is important to emphasize that in order to understand and enjoy the class we will ask for an additional effort of terminological adaptation with the sole aim of helping the student get used to the specific jargon of the professional field. For a better understanding of the class a medium-high level of Spanish is recommended.