

FOOD CULTURE AND SPANISH SOCIETY

IFSA Barcelona

US semester credit hours: 3

Contact Hours: 45

Course Code: AN310-04 / SO310-04

Course Length: Semester

Delivery Method: Face to face

Language of Instruction: English

Suggested Cross-listings: Anthropology, Sociology

COURSE DESCRIPTION

Living in a time where food is no longer limited to home and restaurant kitchens, it is worth reflecting about the place food has in a globalized world. The study of food is a common topic, and several disciplines have approached it through a wide set of theoretical interpretations and methodological approaches. Even though we need food to survive and it is present in every society and culture, we cannot take for granted that we eat the same food for the same reasons at the same time; or assume that food is available everywhere with the same quality and under the same conditions. In many respects, food is also a matter of national security and alternative for economic growth. Furthermore, food is an integral part of national and local identities, as much as of our heritage, as it is a product for tourism consumption. Understanding food in culture in society is therefore a local and global concern. This course examines all of these issues from anthropological and sociological perspectives, and draws on the rich culinary situation of the course in Barcelona throughout.

COURSE DELIVERY

This course has been organized as a seminar, which implies a proactive participation of students in/out of class. In that regard, students are expected to introduce new and innovative points of view surrounding the different topics that will be reviewed. For each session one or two students should address, following an established structure shared by the professor, both a synthesis of the readings and at least three questions that lead to a formal discussion in class. This will be considered part of their class participation. Class will meet twice a week in 1.5 hour sessions.

Students are expected to read or view assigned resources in advance and be prepared to actively discuss them in class. In most meetings, the instructor will overview the topic and facilitate a group discussion, drawing out relevant themes, following up on specific lines of inquiry, and prompting students' thoughtful engagement with the topic.

Students are encouraged to bring their prior learning experiences into class discussions (based on experiential learning theory) and to make cognitive connections between this course and others in the IFSA Barcelona Program whenever possible (based on the philosophy of integrative learning).

STUDENT LEARNING OBJECTIVES

COURSE SYLLABUS



Students who successfully complete this course will:

- Become aware of the complex positioning of food in culture and society
- Develop an understanding about how local food is prepared, served and consumed
- Learn how to approach food within a variety of perspectives and contexts, including as part of globalized systems but also within the local context of Barcelona
- Analyze specific food issues within Spanish cultures through anthropological and sociological lenses and theories
- Link food to different social and cultural issues and identities
- Identify issues of food security
- Become familiar with resources available for further research on the topic of food in culture and society
- Make cognitive connections between learning in this course and other learning experiences in the IFSA Barcelona

COURSE OUTLINE

UNITS and TOPICS

Unit 1. Food, History and Culture

The student will locate the place of food in society and culture from both diachronically and synchronically approaches.

Week 1. The place of food in society and culture: An overall perspective

Counihan, Carole and Penny Van Esterik (2013) *Why Food? Why Culture? Why Now?* Introduction to the Third Edition. In: Carole Counihan and Penny Van Esterik (eds.) *Food and Culture: A Reader*. (3rd. Edition). Abingdon and New York. 1-18.

Week 2. Food. A historical approach

Toussant-Samat, Maguelonne (2009, 2nd Edition) *A History of Food*. Malden: Blackwell

Kiple, Kenneth F. and Kriemhild Coneè Ornelas (eds.) *The Cambridge World History of Food*. Cambridge. Cambridge University Press. (2 volumes)

Flandrin, Jean-Louis and Massimo Montanari (1999 [2013]) *Food. A Culinary History*. New York: Columbia University Press.

Week 3. Colonialism and the globalization of food

Mintz, Sidney W. (1985) *Sweetness and Power: The Place of Sugar in Modern History*. New York: Penguin Press.

Leatherman, Thomas L. and Alan Goodman (2012) *Coca-Colonization of Diets in The Yucatan*. In: Darna Dufour, L. Alan H. Goodman, and Gretel H. Peltó (eds.) (2nd edition) *Nutritional Anthropology: Biocultural Perspectives on Food and Nutrition*. Oxford: Oxford University Press.

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Pelto Diet and Gretel H. and Pertti J. Pelto. Delocalization: Dietary Changes Since 1750 (2012). In: Darna Dufour, L. Alan H. Goodman, and Gretel H. Pelto (eds.) (2nd edition) *Nutritional Anthropology: Biocultural Perspectives on Food and Nutrition*. Oxford: Oxford University Press.

Nonini, Donald M. 2013. The local-food movement and the anthropology of global systems. *American Ethnologist*. 40(2):265-275.

Unit 2. Food in a globalized world

The student will understand food as part of a global system, relating this with local and global responses.

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Week 4. Food systems and Food Security

Dufour, Darna L. Alan H. Goodman, and Gretel H. Pelto (eds.) (2012, 2nd edition) *Nutritional Anthropology: Biocultural Perspectives on Food and Nutrition*. Oxford: Oxford University Press.

Wilk, Richard (2006) *Fast Food/Slow Food: The Cultural Economy of the Global Food System* Lanham: Altamira Press.

Week 5. Food politics and movements

Weiss, Brad (2012) Configuring the Authentic Value of Real Food: Farm-to-fork, snout-to-tail, and local food movements. *American Ethnologist*. 39(3): 614-626.

Nestle Marion (2013 [2003]) *Food Politics: How Food Industry Influences Nutrition and Health*. Berkeley, Los Angeles, London: University of California Press.

Nading, Alex (2017) Orientation and Crafted Bureaucracy: Finding Dignity in Nicaraguan Food Safety. *American Anthropologist*. 119 (3): 478-490.

Paarlberg, Robert (2013) (2nd, Edition) *Food Politics: What Everyone Needs to Know*. Oxford: Oxford University Press.

Boyd, Stephen W. (2016) Reflections on Slow Food: From Movement to an Emergent research field. In: Dallen J. Timothy (ed.) *Heritage Cuisines: Traditions, Identities and Tourism*. Abingdon and New York: Routledge.

Counihan, Carole and Varleria Sinisclchi (2014) *Food Activism: Agency, Democracy and Economy*. London and New York: Bloomsbury.

Week 6. Food and gender.

Counihan, Carole and Steven L. Kaplan (eds.) (2005) *Food and Gender: Identity and Power*. Abingdon and New York: Routledge.

Unit 3. Food, sensorial experiences and identity

Students will explore how flavors, taste, serving and consuming are related to local/regional/national identities.

Week 7. Senses and taste

Sutton, David (2010) Food and the Senses. *Annual Review of Anthropology*, 39:209-22.

Sutton, David (2017) Synesthesia, Memory, and the Taste of Home. Carolyn Korsmeyer (ed.) *The Taste Culture Reader. Experiencing Food and Drink*. London: Bloomsbury Academic. Pp. 303-314 Exploring ingredients and traditional dishes.

Week 8. Food and identity

Ayora-Diaz, Steffan Igor (2012) *Foodscapes, Foodfields and Identities in Yucatán*. New York and Oxford. Berghahn Books.

Wallach, Jennifer Jensen and Lindsay R. Swindall (2014) *American Appetites, A Documentary Reader*. Fayetteville: University of Arkansas Press.

Week 9. Local Cookbooks: What do they reflect and why?

Appadurai, Arjun (1988) How to Make a National Cuisine: Cookbooks in Contemporary India. *Comparative Studies in Society and History*. 30 (1): 3-24.

Fôret, Micahel james (1989) A cookbook View of Cajun History. *Journal of Popular Culture*. 23 (1): 23-36.

Ireland, Lynne (1981) The Compiled Cookbook as Foodways Autobiography. *Western Folklore*. 40 (1): 107-114.

Week 10. Authenticity in food

Ryang, Sonia (2015) *Eating Korean in America: Gastronomic Ethnography of Authenticity*. Honolulu: University of Hawai'i Press.

Tippen, Carrie Helms (2018) Inventing Authenticity: How Cookbooks Writers Redefine Southern Identity. Fayetteville: University of Arkansas Press.

Week 11. Food and celebrations

Crowther, Gilliam M.2013. *Eating Culture: An anthropological Guide to Food*. Toronto: University of Toronto Press.

Jean DeBernardi (2010)On Women and Chinese Festival Foods in Penang, Malaysia and Singapore. *Journal of Chinese Ritual, Theatre and Folklore*. 168 (6): 179- 223.

Unit 4. Food for the other

Students will analyze how food and the hospitality industry promote food as a social/cultural representation of a country/nation

Week 12. Food and tourism

Students will

Long, Lucy M. (ed.) (2004) *Culinary Tourism*. Lexington: University Press of Kentucky.

Week 13. Drinking local and selling global, Native drinks and consumption

Gmelch, George and Sharon Bohn Gmelch (2011) Tasting the Good Life: Wine Tourism in the Napa Valley. Bloomington: Indiana University Press.

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Kline, Carol, Susan L. Slocum and Chiritina T. Cavaliere (eds.) (2017) *Craft Beverages and Tourism Volume 1: The Rides of Breweries and Distilleries in the United States*. Cham: Pallgrave Macmillan.

Week 14. Food and film

Bower Anne L. (ed.) (2004) *Reel Food. Essays on Food and Film*. New York and London: Routledge.

Week 15. Final Project presentations: Food experiences in Barcelona

ACTIVITIES

Week 7. Sensorial approach to food (due by week 8).

Outfield assignment 1. Students will investigate in local markets what are the main ingredients used for the most representative dishes of the region. Students must write 1000-word report addressing those issues. Visual/audiovisual aids are welcome.

Week 9. Cookbooks and recipes (due by week 10).

Outfield assignment 2. Students are required to participate in a cooking class exposing themselves to local tastes, ingredients, technologies, cooking processes, and, serving, techniques. Students must write 1000-word report addressing those issues. Visual/audiovisual aids are welcome.

Week 10. Authenticity in local restaurants (due by week 11).

Outfield assignment 3. Students are required to attend a local restaurant that serves local food and explore how authenticity is constructed and performed. Students must write a 1000-word report. Visual/audiovisual aids are welcome

Week 12. Gastronomic/wine/beverage routes (due by week 13).

Outfield assignment 4. Students, will participate in, at least, one gastronomic/wine/beverage route to explore how local products are exposed, promoted, packaged and sold. Students must write 1000-word report addressing those issues. Visual/audiovisual aids are welcome.

Week 15. Final Project presentations. Food experiences in Barcelona (due by week 15).

The purpose of the project is to individually make a documented report about all food and drinking experiences while abroad. The report should be theoretically and practically supported, based on the readings and on personal experiences. The report can be a blog, a video, a photo exhibit, or, a written essay. The final product will be presented and/or read in class, during finals. Faculty and staff are invited to attend the final presentation. Additional instructions and guidelines will be provided by the instructor.

RESOURCES

BLOGS

www.ferronlandia.com

foodanthro.com

journals.openedition.org/aof/

FILMS

Como agua para chocolate (Like Water for Chocolate) (1992) Alfonso Arau, director.

Babette's Feast (1987) Gabriel Axel, director.



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The Big Feast (1973) Marco Ferreri, director.
Jo Joko (2012) Daisuke Bundo, director.
Udon (2006) Katsuki Motohiro.
Our Little Sister (2015) Hirokazu Koreeda
Cuscús (2007) Abdellatif Kechiche
Eat, Drink, Man, Woman (1994) Ang Lee
The Recipe (2016) Suh-Goon Lee
Kamome Diner (2006) Naoko Oigami

MEDIA RESOURCES

The Future of Food
Food, Inc.
The Truth about Food

TV SERIES

No Reservations
Parts Unknown
Man Finds Food
Secrets Eats

YouTube CHANNELS

Cooking with Dog
Binging with Babish
The Victorian Way
My Drunk Kitchen

TV CHANNELS

Cooking Channel
Food Network
The Gourmet Channel

EVALUATION METHODS

The course instructor will provide specific requirements and grading rubrics for individual assignments for the course. Your final grade in the course will be comprised of the following course requirements:

Evaluations will take into account the following:

Class participation: 10%
Four outfield reports: (10% each) 40%
Film review (due by week 14): 15%
Final project: 35%

Class participation involves, but is not limited to: 1. Expressing informed opinions and commentaries about the readings; 2. Exposing at least one of the topics included in the syllabus and, 3. Being prepared to ask/answer questions regarding the course. 4. Civility

COURSE SYLLABUS



Outfield reports, is a strategy developed for the students to get a first-hand knowledge about the foodscape in Barcelona. Each report should address an objective, a general research question, a description and conclusions/questions for further analysis.

Film review, consist in the analysis of a film in which food plays an important role (1000-word written paper). You may consult *The Journal for Latin American and Caribbean Anthropology* or any other journal/source to have a better understanding about the purposes for writing a film review.

Final project – see Week 15 above for details. The course instructor will provide additional instructions and guidelines.

Timely Submissions

Assignments submitted after the deadline will be accepted at the discretion of the course instructor and generally only in the event of a documented illness or emergency.

ACADEMIC INTEGRITY

Any academic endeavor must be based upon a foundation of honesty and integrity. Students are expected to abide by principles of academic integrity and must be willing to bear individual responsibility for their work while studying abroad. Any academic work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

IFSA takes academic integrity very seriously. Students must not accept outside assistance without permission from the instructor. Additionally, students must document all sources according to the instructions of the professor. Should your instructor suspect you of plagiarism, cheating, or other forms of academic dishonesty, you may receive a failing grade for the course and disciplinary action may result. The incident will be reported to the IFSA resident director as well as your home institution.

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