

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	Gastronomy		
Field of Knowledge:	Science		
Faculty/School:	Legal and Business Science		
Course:	WESTERN HISTORY II		
Type:	Compulsory	ECTS credits:	3
Year:	2	Code:	1454
Teaching period:	Fourth semester		
Area:	Humanities		
Module:	Discipline		
Teaching type:	Classroom-based		
Language:	English		
Total number of student study hours:	75		

Teaching staff	E-mail
Caridad Maylín Aguilar	caridad.maylin@ufv.es

## SUBJECT DESCRIPTION

History of the West This subject deals with the cultural, political and religious foundations of the civilization which emerged in Europe, along with its historical evolution from the French Revolution up to the present.

History of Food, formerly History of the West II, reviews the History of Mankind through the fulfillment of a basic need, to eat, and the evolution of the activities and practices that societies have performed around this basic need, and the societal and personal values that arise from this behavior.

## GOAL

To understand the uniqueness and centrality of Western civilization and to fully comprehend the key role it had played in shaping the modern world.

The specific aims of the subject are:

To understand how the procurement, preparation, serving, sharing, conservation and disposal of food show the key traits of a civilization

To understand the meaning of sacred and banned food in the different religions through the history and the influence on the moral values of human societies, even in present time.

To think about the consequences of food shortage, famines and starvation. The use of hunger as a weapon against the "enemy".

To achieve a holistic and critical view of the major contradiction on food consumption in the XXI era

To understand and to place the Spanish contribution to food cultural heritage in the western world.

To learn and understand how the basic needs of eating and housing evolved into the food service and hospitality industries, and how these businesses have changed through time.

## PRIOR KNOWLEDGE

Good command of the English language.

High school-level knowledge of Western History. Student will refresh this knowledge through History of the West I (3rd semester subject)

Basic knowledge of Western philosophy and anthropology.

## COURSE SYLLABUS

1. At the beginning of mankind. Levi-Strauss triangle and the rise of civilization.
2. Ancient empires. Greece and Rome. The rites of citizenship in Ancient Greece. Rome and the Roman Empire: dissemination and acquisition of food and dining behaviors.
3. Early Jewish tradition in the Old Testament. Food attraction and food prohibition. The Misnah rules in the Jewish tradition. The New Testament. Christians and the shared convivial table. Bread and wine significance. Fast and Lent.
4. The middle ages. Barbarians against civilization. Famines, war, diseases and death. The role of monastic orders in the evolution of procurement and preservation of food.
5. The Renaissance. The man is the world's centre. Refinement and evolution of manners. The cook in noble and affluent kitchens. The court of Isabel de Castilla.
6. Change of the known world. America's discovery. Food that come, Food that go. Travels and travelers.
7. The baroque magnificence. The Spanish "Gold Age" and the contradiction of abundance and shortage. Cervantes, Quevedo and the "Picaresca" literature.
8. The cook as a dream's architect. Vatel and Louis XIV.
9. Hunger and the start of the French Revolution. The Illustrated and the Restaurants. France in the late XVIII. Carême and Brillat-Savarin
10. The Industrial Revolution. Food is a merchandise, not a basic need. Poverty and inequality: proletarians and patrons. Social revolutions and famines.
11. Food national identity and heritage. A comparison between France and Spain. Larra criticism and Pardo Bazan's recipes.
11. The rise of totalitarian ideologies. Hunger (again) as a mean to humiliate the enemy. Spain's evolution from the early franquism till the tourism boom. What happened with food?
12. Closing reflections. Globalization and inequality in food distribution. Is modern Gastronomy an art or a business? Waste and environment preservation.

## EDUCATION ACTIVITIES

Lectures devoted to the subject's key concepts followed by a critical discussion with the students on the teacher's presentation and the historiographical sources which support it.  
 Collaborative work on an academic format (poster) on a specific historical period or topic. Tutorial activities before final formalization  
 Preparation and conversation around historical recipes, with focus in Spanish heritage

## DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
30 hours	45 hours
Class lectures 20h Review of historical recipes and discussion 5h Poster presentations 2,50h Test and exam 2,50h	Lectures and study 30h Personal research 10h On/off line team work 5h

## SKILLS

### Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

### General Skills

To develop the skill of responsible, critical, reflective, analytical and synthetic thought.

To develop creativity and enterprising spirit in search of added value.

To appreciate the process of personal development, setting goals to be attained by means of an action plan.

To understand the different forms of leadership that an individual may possess and commit to the development of personal skills: temperament, character and personality.

To develop professional skills such as humility in the workplace, consistency in practice, tidiness and discipline, objective self-criticism and the spirit of achievement.

To develop the professional skills involved in risk forecasting, decision making and problem solving.

To analyse and summarise the main ideas and contents of all types of texts, discover their theories and the issues they pose and critically judge their form and contents in terms of both the texts and the underlying rhetoric.

To consider the activities related to the profession from an international viewpoint and develop attitudes of interest, respect and dialogue with other nationalities, cultures and religions in search of the truth.

To adopt an attitude of intellectual eagerness, scientific interest and the search for knowledge and truth in all professional and personal undertakings.

### Specific skills

To identify with the mission of the University, of the company and of personal projects

To be able to analyse the meaning and basis of human dignity, the basic elements of mankind, the evolution of the different anthropologies over history and their practical implications on the sector.

To appreciate the link between the modern-day world and historic events and recognise the need to locate the historic framework of any event in order to understand it.

### LEARNING RESULTS

Through lectures and individual study of additional bibliography, the Student is able to achieve an overall understanding of the history of Western civilization, with a focus on the activity of food procurement and preparation as a reflection of the values and beliefs of social and cultural structures

Through research and on class discussion of the role of food, the Student is able to evaluate and to build up a personal criterium about the intellectual, social and moral situation of Western societies, criticizing the loss of values as conviviality and protection of basic needs

As per the preparation of an academic product as the poster, the Student cooperates with their mates in order to build a comprehensive and interesting conclusion on the chosen topic. The presentation gives the Student tools to develop an impactful and compelling style of communication, respectful and based on facts.

With lectures and sharing personal conclusions in the class and virtual area, the Student combines historical events with the human evolution, as a line to understand the anthropological and ethic influences in human behavior

Because of the collaborative work needed to combine individual contribution in the poster, the Student learns to work collaboratively, helps and increases the impact of the individual contribution

With the support of tutorships, the Student progresses with own will and effort through commitment on intellectual and practical work

Through research on ingredients and the cooking procedures related with historical recipes, the Student is able to combine the historical environment with the daily life circumstances and to judge the human experience in terms of food procurement, preparation and the effect of hunger and disease

### LEARNING APPRAISAL SYSTEM

A continuous evaluation system will be applied, where every item will be previously announced to the class. In order to pass the course through this continuous process, the student must attend and participate regularly into every activity demanded.

Student of first enrollment.

In order to have the benefit of a continuous evaluation system the requirement is to have a minimum assistance rate on every class and activities held during the course. (80% assistance). In these cases, the evaluation scheme is as follows:

- Tests, partial and final exams: 60%
- Individual homework (virtual area, in class presentations): 15%

- Team and collaborative work (preparation of a poster) 20%
  - Participation and implication 5%
- To succeed and pass the subject the student will need to get more than a 5 for the individual written exam and the poster (team and collaborative work)

#### Academic exemption or dispensation

The students that for a justified reason (health problems or any other important matter) and always with the agreement and the approval of the academic director cannot attend the programmed scheduled lessons will be marked as follows

- Tests, partial and final exams: 70%
- Individual final project 30%

The students of second or subsequent enrollments will have the two options mentioned before, it is mandatory to communicate the professor at the beginning of the semester

To succeed and pass the subject the student will need to get more than a 5 in the written exam and in the individual final project

#### Extraordinary examinations

In this case the assessment criteria applied will be

- Tests, partial and final exams: 70%
- Individual final project 30%

To succeed and pass the subject the student will need to get more than a 5 in the written exam and in the final project

The student will never be allowed to pass the subject just by being successful in one exam

## BIBLIOGRAPHY AND OTHER RESOURCES

### Basic

- FLANDRIAN, JL y MONTANARI, M. (comps). (1996). Historia de la alimentación. Editorial TREA
- CRUZ CRUZ, Juan (2002). Teoría elemental de la gastronomía. Editorial EUNSA
- MONTANARI, Massimo (1993). El hambre y la abundancia. Historias culturales de la alimentación en Europa.
- HOLY BIBLE
- ROTBERG, Robert I.; RABB, Theodore R. (comps). (1990). El hambre en la historia.
- TOUSSAINT-SAMAT, Maguelonne. (2009). A history of food. 2nd. Edition. Wiley-Blackwell, Chichester, UK.

### Additional

- ARSUAGA, Juan Luis (2002). Los aborígenes: la alimentación en la evolución humana. RBA Editores, Barcelona
- PLATÓN "El banquete".
- LLIBRE DEL SENT SOVÍ Llibre de totes maneres de potatges de menjar. Llibre de totes maneres de confits (reedición de la edición de R Grewe)
- VALLÉS ROJO, Julio. Saberes y sabores del legado colombino.
- VALLES ROJO, Julio La alimentación en los siglos XVI y XVII
- VALLES ROJO, Julio. Comer con Isabel de Castilla
- BRILLAT-SAVARIN (1869). Fisiología del Gusto. Reedición por Ed. Maxtor, Valladolid, de la edición de 1869 de Librería de Alfonso Durán, Madrid.
- CARÊME, Marie-Antoine (1822). Le Maître-d'hôtel français, ou parallèle de la cuisine ancienne et moderne. Reimpresión de la edición original de l'imprimerie de Firmin Didot, Paris.
- MARX, Karl (1852) "El capital" (libro I) Edición del FCE a cargo de Manuel Sacristán

-WIESEL, Elie. Trilogía de la noche  
-Testimonios de la historia. Entrevista con Jorge Semprún y Primo Levi