

# Teaching guide

## IDENTIFICATION DETAILS

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

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. Basic knowledge of Western philosophy and anthropology.

## COURSE SYLLABUS

1. At the beginning of mankind: cooking made us humans. The taming of fire. Levi-Strauss triangles. The language of food: Roland Barthes
2. Understanding our roots: Greece and Rome: Sacrifice and conviviality. Banquet and symposium. First cooks and cook books. Aristotle and Plato; Hypocrates; Lucullus and Apicius. Sacred and banned foods in Jewish and Muslim religion. Christians and the shared convivial table. The Mediterranean triad: Bread, oil and wine significance. Fast and Lent.
3. The middle ages from darkness, famines, war, diseases and death, to light: monastic orders innovations in production and preservation of food. Meat vs bread. Middleages cook books: The form of cury (recipes book to Richard II of England).
4. The Renaissance of arts and sciences. The man is the world's centre. Renaissance in the kitchen: refinement and evolution of manners. Early Renaissance cook books: El llibre del Sent Soví and the court of Isabel de Castilla.
5. Race of discoveries. Change of the known world: America's and the Portuguese spices route. Food that come, Food that go.
6. The Spanish "Gold Age" and the contradiction of abundance and shortage. Food in books: Cervantes, Quevedo and the "Picaresca" literature. Cook books: Martínez Montañó and Hernández de Maceras.
7. Food as a good of prestige. The cook as a dream's architect. Vatel, Versailles and Louis XIV. Cook books: Pierre de la Varenne.
8. The Enlightenment and the political revolution. L'encyclopedie. France in the late XVIII: birth of restaurants. Gastronomy as a science and good taste as a mean of distinction. Gastronomers: Grimod de la Reyniere, Carême and Brillat-Savarin. History of cook as a history of culture: Legrand d'Aussy.
9. The Industrial and the economic revolution. The wealth of nations. Food is a merchandise, not a basic need. Poverty and inequality: proletarians and patrons. Social revolutions and famines. Studying diet: D.J. Oddy.
10. Empires, colonialism and food. Who produces and who eats it. Trade routes, tourism and vacation. The new frontier of services and luxury: Auguste Escoffier.
11. Europe after the I World War. The rise of totalitarian ideologies. Hunger (again) as a mean to humiliate the enemy. Testimonies from the camps: Semprún and Spanish prisoners in Mauthausen. Primo Levi and Eli Wiesel.
12. Spanish gastronomy. Social, cultural and economic context. Food, cooks and restaurants recent history. From autarchy to gastronomic innovation. The shade of nouvelle cuisine: Bocuse and Arzak. The revolution in techniques: Adrià. New trends and new emerging cooks.
13. Closing reflections. How can we link today's challenges with history. Globalization and inequality in food

distribution. Amartya Sen. Is modern Gastronomy an art or a business? Big firms, Show business, entrepreneurs, artists. Industrial food and natural food: organics vs processed. Waste and environment preservation: Zero waste and the circular economy.

## EDUCATION ACTIVITIES

MASTER CLASS: Lectures devoted to the subject's key concepts followed by a critical discussion with the students on the teacher's presentation and the historiographic sources which support it.  
 COLLABORATIVE WORK (teamwork) linked with History of Hospitality (HWI). Tutorial activities before final formal presentation.  
 COLLABORATIVE WORK (participation): in class conversation around homeworks  
 INDIVIDUAL WORK (homework) to prepare the lecture: Preparation and conversation around films, books or historical recipes.  
 INDIVIDUAL WORK (outdoors): previous research and delivery of the report or writing asked by the teacher.

## DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
30 hours	45 hours
Class lectures 21h In class conversation and discussion of the individual research and homework 4h Team work presentation 3h Partial exercises, tests and exam 2h	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.

Through the teamwork, 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 behaviour and the development of food and food service industry

Through the collaborative work and in class discussion of homework, the Student learns that working collaboratively increases and improves 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, cooking techniques and historical recipes, the Student is able to combine the historical environment with the daily life circumstances in the past, and understand the effects in population's nutrition and wealth.

### **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): 20%
- Team and collaborative work: 15%
- 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 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 their choice to 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 the individual final project

Extraordinary calls

In this case the assessment criteria applied will be

- Final exam: 70%
- Individual-collaborative final project: 30%

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

- COLE, J. AND SYMES, C. (2014) Western Civilizations. Their History & Their Culture. 18th Ed., Norton Company, NY, USA.

- FLANDRIN, J.L.; MONTANARI, M. AND SONNENFELD, A. (Eds) (2000) Food: A Culinary History from Antiquity to the Present (European Perspectives) Penguin (Non-Classics) (original title Histoire de l'alimentation - first published 1996)

### Additional

- TOUSSAINT-SAMAT, Maguelonne. (2009). A history of food. 2nd. Edition. Wiley-Blackwell, Chichester, UK.

- MONTANARI, Massimo (1993). El hambre y la abundancia. Historias culturales de la alimentación en Europa.

-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.

-WIESEL, Elie. "La noche" en Trilogía de la noche

- FLANDRIN, JL y MONTANARI, M. (comps). (1996). Historia de la alimentación. Edición de 2014. Editorial TREA, Gijón (Translation of the french original Histoire de l'Alimentation)

- CRUZ CRUZ, Juan (2002). Teoría elemental de la gastronomía. Editorial EUNSA. blog <http://regusto.es/>