

**COURSE DATA****Data Subject**

<b>Code</b>	33941
<b>Name</b>	Food and Culture
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	4.5
<b>Academic year</b>	2020 - 2021

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1205 - Degree in Human Nutrition and Dietetics	Faculty of Pharmacy and Food Sciences	2	Second term
1211 - D.D. in Pharmacy-Human Nutrition and Dietetics	Faculty of Pharmacy and Food Sciences	5	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1205 - Degree in Human Nutrition and Dietetics	9 - Food and culture	Obligatory
1211 - D.D. in Pharmacy-Human Nutrition and Dietetics	1 - Asignaturas obligatorias del PDG Farmacia-Nutrición Humana y Dietética	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
OJEDA MATA, MARIA TERESA	330 - Sociology and Social Anthropology
PEREZ ALONSO, YAIZA	330 - Sociology and Social Anthropology

**SUMMARY**

This subject is an introduction to the social and anthropological study of food. It starts from the premise that eating habits are a specific object, but also that eating behaviour in general is a sociocultural practice that requires interpretation. Food is in the path between nature and culture and vice versa. This path goes through several principles that complement the strictly nutritional approach to food that prevails in its scientific study:



- 1) Human nutrition must be understood in the context of a sociocultural rationality that translates the biological possibilities and limitations and establishes what human beings in each society consider or not as a part or a result of what they define as "nature".
- 2) We must differentiate between dietary norms and social norms. The first include the provisions based on knowledge derived from nutritional science, disseminated through medical and healthcare means. Social norms, on the other hand, consist of those conventions that, in a particular society, structure food intake and its composition and the contexts and conditions in which consumption occurs. The focus of this course is fundamentally placed on social norms, on understanding how the sociocultural construction of food itself is organized rather than the search for universal laws that allow it to be explained.
- 3) The fundamentals of the standardization of food in a given society and the criteria of rationality that are applied can range from prescriptions of a religious or magical nature, originated in popular beliefs, or be somehow based on science. Human Nutrition and Dietetics is, from the socio-anthropological perspective, a modifiable human activity and not a set of dogmatic provisions with inherent certainty.
- 4) The socio-anthropological perspective is based on the application of double imagination. First of all, there is what Mills (1974) called "sociological imagination", which involves the awareness of the relationship between apparently individual practices, discourses and perceptions and an internally heterogeneous and particular socio-historical and cultural context. Secondly, there is what Hannerz (1993) called "anthropological imagination", which implies an effort to sharpen the understanding of practices, beliefs and values of human beings, through the implicit or explicit comparison with those that take place in others sociocultural contexts.
- 5) This program refers to the sociocultural environment, understood as a context in constant transformation and linked to the structural dynamics of each society. It also deals with what Western societies have considered problems or particularities of food such as, on the one hand, food disorders, crises and risks and, on the other, eating preferences, prescriptions and tastes. It tries to escape the image of the solitary individual and the food itself as a benchmark for analysis while focusing on food habits in the present day.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

## OUTCOMES

### 1205 - Degree in Human Nutrition and Dietetics

- Saber aplicar los elementos esenciales de la profesión del dietista-nutricionista al mundo profesional, de acuerdo con los Derechos Humanos y los principios democráticos, de igualdad entre mujeres y hombres, de solidaridad, de protección del medio ambiente y de fomento de la cultura de la paz.



- Capacidad de obtener, procesar e interpretar datos e información relevantes en el ámbito de la alimentación y la nutrición humana, haciendo uso de las tecnologías de la información y la comunicación.
- Capacidad comunicativa oral y escrita en todos los ámbitos posibles del ejercicio de su profesión; espíritu crítico, adquiriendo habilidades de trabajo en equipo y asumiendo el liderazgo cuando sea apropiado.
- Reconocer los elementos esenciales de la profesión del dietista-nutricionista, incluyendo los principios éticos, responsabilidades legales y el ejercicio de la profesión, aplicando el principio de justicia social a la práctica profesional y desarrollándola con respeto a las personas, sus hábitos, creencias y culturas, con perspectiva de género.
- Know, judge and know how to use and apply the sources of information related to nutrition, food, lifestyles and health.
- Know the historical, anthropological and sociological evolution of food, nutrition and dietetics in the context of health and disease.
- Know the social, cultural and psychological factors that may affect the origin, development and treatment of eating disorders, and of food risks and crises.
- Know the origin of the different attitudes towards food and understand basic theoretical and methodological principles for the social and anthropological analysis of the food system and, in particular, food consumption, food preparation and eating habits.
- Recognise the plurality of points of view that make up the reality of food and nutrition through different social agents and discourses.
- Know the historical, anthropological and sociological evolution of food, nutrition and dietetics in the context of health and disease.
- Know about the various educational methods applicable to the health sciences, and the communication techniques used in food and human nutrition.

## LEARNING OUTCOMES

### LEARNING OUTCOMES ACCORDING TO TECHNIQUE

#### 1. Concerning the specific seminars

- Capacity for written synthesis in the description of the process (including questions asked in the classroom and answers that have been given).
- Reflexiveness on possible aspects that remain to be explained after each session.
- Correct written formal expression (spelling, writing, justification of paragraphs and coherence in the use of sources).



## 2. Concerning the coordinated seminars

- Ability to coordinate and collaborate in teamwork.
- Use of sources in languages other than Valencian and Spanish.
- Correct written formal expression (spelling, writing, justification of paragraphs and coherence in the use of sources).
- Ability to speak, poise, adaptation to the allocated time, defense and submission in time and quality of the presentation (originality, complexity, typeface, colors, density of information per slide, ease of understanding of tables and figures, appropriate order of the slides of the presentation, opportunity / adequacy of inclusion of tables and figures).

## 3. Regarding tutoring

- Active participation in the classroom (oral intervention).

## 4. Written test (exam)

- Capacity for synthesis of acquired knowledge in writing. Ability to interrelate ideas and demonstrate having understood the contents.

# DESCRIPTION OF CONTENTS

## 1. The sociocultural approach to food

Definition of food

The concept of culture

The dimensions of eating from a socio-anthropological perspective

Notes on methods and techniques of social research applied to food

## 2. Eating as a socio-historical construction

Historical aspects

Components and structure of the food system: towards an operative scheme

The sociocultural functions of food

## 3. Food and social differentiation

Food and age

Food and gender

Food and social class

Food and ethnicity

**4. EFood and the cultural meaning of eating**

The omnivores paradox  
Culinary order and food ideology  
Tastes and flavors  
Food prescriptions of a religious or magical nature  
Secularized food prescriptions

**5. Food risks and disorders in advanced modernity**

General characterization of advanced modernity  
Food security and insecurity  
Food risks and crises  
Eating disorders: obesity, anorexia, bulimia  
New foods

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	35,00	100
Seminars	5,00	100
Tutorials	2,00	100
Development of group work	30,00	0
Development of individual work	5,00	0
Study and independent work	20,00	0
Preparing lectures	6,50	0
Preparation of practical classes and problem	6,00	0
<b>TOTAL</b>	<b>109,50</b>	

**TEACHING METHODOLOGY**

There will be five type of activities:

1. Theory sessions: lecturer's presentation in a lecture format to introduce the theoretical aspects of the different units. The work of the students involves making notes, asking questions and making comments as well as reading the corresponding texts, if applicable.
2. Subject-specific seminars: explanation of methodological aspects for food research, from a socio-anthropological point of view.





3. Tutorials: there will be two group tutorial sessions, the first based on the reading of a text and the second to answer theory questions.
4. Coordinated course seminars: presentation and debate about a course assignment dealing with topics related to the program.
5. Final theory exam, on the official date.

## EVALUATION

In both calls, the evaluation will be based on:

- a) Individual and collective reports on topics related to the contents explained in the classroom. The level of comprehension of the contents, as well as the presentation and discussion skills, will be assessed. This section will contribute with a percentage between 10% and 30% to the final grade. Attendance at the corresponding seminary and tutoring sessions is mandatory. Tasks derived from this section are considered non-recoverable.
- b) Memory and presentation of coordinated seminars (10%). The student is reminded of the obligation to attend the coordinated seminars. Failure to attend them without just cause will imply a zero in the evaluation section corresponding to the seminars. The works derived from this section will be considered non-recoverable.
- c) Undertaking a written test to ensure the knowledge and understanding of the theoretical contents. This section will contribute to the final grade with a percentage between 60% and 70%. To pass the subject, you must pass the theory exam.

## REFERENCES

### Basic

- CONTRERAS, Jesús (1993) Antropología de la Alimentación, Madrid; Eudema.
- CONTRERAS, J. y GRACIA, M. (2005), Alimentación y cultura. Perspectivas antropológicas, Barcelona, Ariel.
- CARRASCO, Sílvia (1992) Antropologia i alimentació: una proposta per a l'estudi de la cultura alimentària, Barcelona; Publicacions de la Universitat Autònoma de Barcelona.
- JACKSON, Peter (ed) (2015) Food Words. Essays in culinary culture, New York; Bloomsbury.
- GUIDONET, Alícia (2007), Lantropologia de lalimentació, Barcelona; UOC.
- POULAIN, Jean Pierre (2002), Sociologies de lalimentation, Paris; PUF.
- McINTOSH, W.A. (1996), Sociologies of food and nutrition, New York; Plenum Press.
- MENNELL, S., A. MURCOTT y VAN OTERLOO, A. (1992), The Sociology of Food. Eating, diet and culture, London; Sage.
- FISCHLER, C. (1995) El (h)omnívoro. El gusto, la cocina y el cuerpo, Barcelona; Anagrama.



### Additional

- CONTRERAS, J. (comp.), (1995) Alimentación y cultura: necesidades, gustos y costumbres, Barcelona; Publicacions de la Universitat de Barcelona.
- GERMOV, JJ. And L. WILLIAMS (eds) (1999), A sociology of Food and Nutrition. The Social Appetite, Oxford; Oxford University Press.
- GRACIA ARNAIZ, M. I. (ed) (2001), Somos lo que comemos: estudios de alimentación y cultura en España, Barcelona; Ariel.
- MAURER, D. and J. SOBAL (eds) (1995), Eating Agendas. Food and Nutrition as Social Problems, New York; Aldine de Gruyter.
- MACBETH, H. and J. MACLANCY (eds) (2004), Researching Food Habits. Methods and Problems, Oxford; Berghahn.
- POULAIN, J.P. (2002), Manger Aujourd'hui : attitudes, normes et pratiques, Paris ; Editions du Privat.
- HARRIS, M. (2010). Bueno para comer. Madrid: Alianza Editorial.
- SÁNCHEZ, A (2016). Mi dieta cojea. Barcelona: Espasa Libros SLU
- Association for the Study of Food and Society (ASFS) <http://food-culture.org/>

Confederation of the food and drink industries of the United States [http://www.ciaa.be/pages\\_en/homepage.asp](http://www.ciaa.be/pages_en/homepage.asp)

Encuesta continua de presupuestos familiares (INE) <http://www.ine.es/inebase/cgi/um?M=%2Ft25%2Fe437&O=inebase&N=&L=>

Food Composition Databases and Tables <http://www.fao.org/infoods/COST99Inventory.doc>

Fundación slowfood para la biodiversidad <http://www.slowfood.com/>

International Commission on the Anthropology of Food (ICAF) <http://erl.orn.mpg.de/~icaf/>

Ministerio de Sanidad y Consumo (estadísticas) <http://www.msc.es/estadEstudios/estadisticas/sisInfSanSNS/home.htm>

Organización de Las Naciones Unidas Para la Agricultura y la Alimentación <http://www.fao.org/>

Panel de Consumo del Ministerio de Agricultura, Pesca y Alimentación <http://www.mapa.es/es/alimentacion/pags/consumo/consumo.htm>

Sociedad Española para el Estudio de la Obesidad <http://www.seedo.es/>

Sociedad para el Estudio Interdisciplinario de la Alimentación y los Hábitos Sociales (SEIAHS) <http://www.seiahs.info/>

TERMCAT (diccionari multidisciplinari en català) <http://www.termcat.cat/>

WORLD FOOD HABITS. English-Language Resources for the anthropology of food and nutrition



<http://ilt.ilstu.edu/rtdirks/>

## **ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

### **FOOD AND CULTURE**

#### **1. Contents**

The contents initially included in the teaching guide are maintained.

#### **2. Workload and temporal teaching planning**

The student's workload is maintained, derived from the number of credits, but the methodology of the activities changes concerning the conventional teaching guide due to the current situation that makes it necessary to adopt a hybrid-teaching model.

#### **3. Teaching methodology**

- Theory classes: the professor will conduct face-to-face and online synchronous sessions (videoconferences on the BBC, or other technology indicated by the Centre). Students' distribution will be done by groups, so that 50% will be in the Faculty classroom while the other 50% will go online, alternating their attendance by weeks. The class will always follow the schedule (date and time) approved by the Centre Board. Those students who due to personal or family risk prefer to follow 100% of the theoretical classes by videoconference may do so by informing the professor in advance.
- Tutorials: They will all be face-to-face according to the dates set by the course calendar.
- Coordinated or uncoordinated seminars: They will all be face-to-face according to the course calendar dates.

If a state of total confinement were to occur, all face-to-face teaching would be online.

#### **4. Evaluation**

The evaluation will be done through the Virtual Classroom with online questionnaires with random open-ended questions, and the analysis of images, graphics or texts. The exam may be face-to-face in the classroom or remotely depending on the epidemiological situation on the date and time assigned in the academic calendar.

The relative weight of the theory, seminars and tutorials is maintained as indicated in the teaching guide.