

ANT395Y0 Andalusian Cuisine: A Window to Spanish Culture

COURSE DESCRIPTION:

Gastronomy is one of the most essential cultural phenomena defining any culture in general, and this is particularly true of Spain's most southern province, Andalusia. This course aims to examine the complex world of gastronomy through an interdisciplinary lens with a dedicated focus on Andalusian cuisine, while also looking at other Spanish regions' culinary customs.

We will explore the history and tradition of food from an anthropological perspective and study the different theoretical approaches of early and modern anthropologists and gastronomic specialists along with their take on food studies. The pillar ingredients of the Spanish diet will inform the narrative of the course and will set the scene for a complex analysis of the gastronomic and cultural heritage of Andalusia.

Our objective will be to uncover the mystery behind how cuisine and food have created identities and defined individuals and communities in Spanish culture from antiquity to modernity. Our historical points of reference will be the early Mediterranean economic and political relationships (Phoenicians, Carthaginians, Greeks, Romans, Visigoths), the strong Arabic influence in Andalusia, the first Trans-Atlantic journeys and the political turmoil of the 20th Century.

In this course, we will tackle the differences between eating and dining. We will push the subjective boundaries of what authentic food/cuisine means and the social agents who decide that – is it the Spaniards themselves, or is it the tourists? We will question the very notion of food, the social status aspects and gender norms that surround it, and how these have transformed over the years, ending the course with a look at Spain's renowned chefs and phenomena such as molecular gastronomy.

COURSE STRUCTURE:

In the classroom, we will talk about different aspects of Andalusian gastronomy, such as the use of local ingredients and their production and history. We will learn about the tapa culture, the role of food in the culture, nutrition, aspects of the "Mediterranean diet", Spanish cuisine's awards and recognitions, quality criteria, etc.

Hands-on culinary experience

The course will extend beyond the classroom. In collaboration with La Taberna del Alabardero, a local culinary school with more than 40 years of experience in the restaurant sector, and the winner of a National Gastronomy Prize in 2013, the course will include weekly hands-on workshops in which students will be able to put into practice what they have learned in class. In addition to these practical workshops, the course will include an overnight trip to Jerez de la Frontera in order to visit Spain's internationally famous sherry producers. Students will also pay a visit to Basilippo, a gourmet olive oil factory, and make a day trip to Aracena, home of the Spain's celebrated Iberian pigs, which produce the finest ham in the world.

Course will be taught in English. All readings will be in English.

Prerequisite: None

Distribution Requirements: Humanities

Breadth Requirements: Creative and Cultural Representations (1), Society and its Institutions (3)

EVALUATION:

Active class participation – 15%

Attendance, active participation in discussions, exercises, individual or group work will all be taken into consideration.

2 critical responses – 10% (5% each)

In Weeks 2 and 3, students will be required to hand in a critical response reflecting on the topic discussed in class during that week.

Oral presentation – 10% (5-10 minutes)

Each student will present one of the readings during the class it has been assigned for.

Essay – 20%

A research paper exploring one of the topic discussed in class supplemented by the student's observations and additional research.

Midterm – 20%

In-class, 90 minutes.

Final exam – 25%

In-class, 180 minutes.

FIELD TRIPS

The Antiquarium: archaeological museum at the Metropol Parasol, Seville

The museum showcases the Roman and Moorish ruins, including fish-salting tanks and impressive mosaics that were unearthed during the structure's six-year construction. The fish-salting vats (*salazones*) date back to the 1st century AD – the river Baetica used to flow nearby and the fish was brought to Seville to be preserved (sardines, bream, mullet, hake and mackerel – similar to today's regional diet).

Visit to a winery in Jerez de la Frontera.

Overnight trip to a winery in Jerez to learn about the region's sherry wines.

Visit to a local traditional market.

Students will have the opportunity to immerse themselves in the environment and experience of a traditional market together with the locals. They will see many of the ingredients studied in class and study the social aspect of ingredient selection.

Visit to the Museum of Ham (Museo del jamón) in Aracena. Students will learn about the history of *jamón ibérico* (Spanish cured ham), its elaboration and importance throughout the years. Students also visit *la Gruta de Maravillas* in the centre of the village of Aracena - the largest cave in the Iberian Peninsula, featuring multi-level chambers and underground lakes.

LECTURE SCHEDULE AND READINGS:

WEEK 1 - ANTHROPOLOGICAL PERSPECTIVES ON FOOD: THEORETICAL BACKGROUND

Class 1. Introduction: Tapas in Andalusia, Food from Spain.

- "Typical Meals and Cuisine by Region: Meal times." *Food Culture in Spain*, by F. Xavier Medina, Greenwood Press, 2005, pp. 89-91.

Class 2. The Anthropology of Food: A Critical Perspective. Readings:

- Barthes, Roland. 'Toward a Psychosociology of Contemporary Food Consumption'
<https://scholarblogs.emory.edu/sustainablefooditaly/files/2016/07/rolandbarthes.pdf>
- Levi-Strauss, Claude. 'The Culinary Triangle'

Class 3. The Anthropological and Historical Perspectives of Food. Readings:

- Mintz, Sidney. "Time, Sugar and Sweetness"
- Watch: Claude Fischler - Anthropology of Food:
<https://www.youtube.com/watch?v=j8BONu3cn6E>

Class 4. Hands on experience: Practical class.

WEEK 2 - INTERTWINED CUISINES: HISTORY & IDENTITY

Class 5. The Three Cultures of the Mediterranean Sea and their influence on Spanish Food: Arab, Christian and Jewish cuisine. Readings:

- Fuentes, Carlos. "1492: The Crucial year in history" in *The Buried Mirror*.
- "History overview" in *Food Culture in Spain*, by F. Xavier Medina, Greenwood Press, 2005, pp. 1-29.

Class 6. The Encounter with the New World: The First Transatlantic Products and how they changed the Spanish Diet. Readings:

DUE DATE: CRITICAL RESPONSE 1.

- Coe, Sophie D. *America's First Cuisines*, 1995, pp 27-65.
- Fischler, Claude - 'Food, Self and Identity' in *Anthropology of Food*.
https://www.researchgate.net/publication/232475763_Food_Self_and_Identity

Class 7. The Social Function of Food. Readings:

- Cervantes, Miguel de. *Don Quixote of La Mancha* Part I Chapter 11 *Of What Befell Don Quixote with Certain Goatherds*.

- Douglas, Mary - 'The Abomination of Leviticus'

- Harris, Marvin – 'The Abominable Pig'

http://etnologija.etnoinfo.org/dokumenti/82/2/2009/harris_1521.pdf

- Documentary: "Las Hurdes: Land Without Bread" Director: Luis Buñuel.

<https://www.youtube.com/watch?v=vUmmfYagWDA>

Class 8. Hands on experience: Practical class.

WEEK 3 - THE PRINCIPAL INGREDIENTS OF ANDALUSIAN CUISINE: ELABORATION AND SOCIOCULTURAL EVOLUTION

Class 9. Pillars of the Spanish diet. Readings:

- "Major Foods and Ingredients" in *Food Culture in Spain*, by F. Xavier Medina, Greenwood Press, 2005, pp. 31–70.

- Watch (for Spanish speakers): Comando Actualidad – Al pan pan, RTVE (audio in Spanish)

<http://www.rtve.es/alacarta/videos/comando-actualidad/comando-actualidad-pan-pan/4638300/>

Class 10. The olive, the grape and the pig: a gastronomical context. Readings:

MIDTERM – 90 MINUTES

- Estreicher, Stefan K. "A brief history of wine in Spain" in *European Review*, Vol. 21, No. 2, pp. 209–239. Academia Europea, 2013. <http://jupiter.phys.ttu.edu/HoW-Spain.pdf>

- Millán-Vazquez de la Torre, Maria Genoveva; Arjona-Fuentes, Juan Manuel and Amador-Hidalgo, Luis. "Olive oil tourism: Promoting rural development in Andalusia (Spain)" in *Tourism Management Perspectives*, Vol. 21, pp. 100–108. 2017.

- Minder, Raphael. "Spreading Spain's Glory in Thin, Slow Slices" in *New York Times*. Dec. 18, 2013. <https://nyti.ms/1fG7AHp>

Class 11. How we eat. Readings:

DUE DATE: CRITICAL RESPONSE 2

- "Eating Out " in *Food Culture in Spain*, by F. Xavier Medina, Greenwood Press, 2005, pp. 115-123.

- Berks, David and David Sutton, eds. *The Restaurant Book: Ethnographies of Where We Eat*. Oxford: Berg, 2007.

- Wilson, Thomas, ed. *Drinking Cultures: Alcohol and Identity*. Oxford: Berg, 2005.

- Alison Leitch - 'Slow Food and the Politics of "Virtuous Globalization"' in *Food and Culture - a Reader*.

Class 12. Hands on experience: Practical class.

WEEK 4 - CUISINE FROM SPAIN'S REGIONS

Class 13. South: Andalucía and Extremadura. Readings:

- "Cuisine by Region: Andalusia and Extremadura" in *Food Culture in Spain*, by F. Xavier Medina, Greenwood Press, 2005, pp. 92-95.

- Bourdain, Anthony. "Spain" in *Bourdain's Field Notes*. Explore Parts Unknown, September 25, 2017.

<https://explorepartsunknown.com/destination/spain/>

- Watch: Bourdain, Anthony. "Spain" in *Parts Unknown*. Season 2, Episode 2. Netflix, 2016.

<https://www.netflix.com/watch/70305228?trackId=13752289&tctx=0%2C1%2Caca401a1-92ae-4055-a00d-fe9e3577b0b6-310186769%2C%2C>

Class 14. North: Catalonia, Galicia and Asturias. Readings:

- "Asturias and Cantabria: Cuisine by Region" in *Food Culture in Spain*, by F. Xavier Medina, Greenwood Press, 2005, pp. 96-97

- "Catalonia: Cuisine by Region" in *Food Culture in Spain*, by F. Xavier Medina, Greenwood Press, 2005, pp. 103-106

- "Galicia." *Cuisine by Region* in *Food Culture in Spain*, by F. Xavier Medina, Greenwood Press, 2005, pp. 107-110

- Watch: Bourdain, Anthony. "San Sebastián" in *Parts Unknown*. Season 9, Episode 2. Netflix, 2017.

- Bourdain, Anthony. "San Sebastián" in *Field Notes*. Explore Parts Unknown, September 25, 2017. <https://explorepartsunknown.com/san-sebastian/bourdains-field-notes-san-sebastian/>

Class 15. Authenticity in food: who decides?

DUE DATE: ESSAY

- Pratt, Jeffrey (2008). 'Food values: The local and the authentic' in Geert De Neve, Luetchford Peter, Jeffrey Pratt, Donald C. Wood (ed.) *Hidden Hands in the Market: Ethnographies of Fair Trade, Ethical Consumption, and Corporate Social Responsibility* (Research in Economic Anthropology, Vol. 28 Emerald Group Publishing Limited: pp.53 - 70.

Class 16. Hands on experience: Practical class.

WEEK 5 - CULINARY EXPERIENCE IN THE 21ST CENTURY SPAIN

Class 17. Food and the Role of Women

- "The transformation of women's roles in the home and at work." *Food Culture in Spain*, by F. Xavier Medina, Greenwood Press, 2005, pp. 92–94.
- Counihan, Carol. *The Anthropology of Food and Body: Gender, Meaning and Power*. New York: Routledge, 1998. (selected chapters)
- Counihan, Carol and Stephen L. Kaplan, eds. *Food and Gender: Identity and Power*. Amsterdam: Harwood, 1998. (selected chapters)

Class 18. Culinary Tourism: Readings

- Sutton, David. "Cooking Skills, the Senses, and Memory: The fate of practical knowledge".
- Long, Lucy M. "Culinary Tourism: A Folkloristic Perspective on Eating and Otherness" in *Culinary Tourism*, edited by Lucy Long. Lexington: University of Kentucky, 2004, Press, pp. 20-50.
- Sanchez-Cañizares, Sandra and Castillo-Canalejo, Ana M. "A Comparative Study of Tourist Attitudes Towards Culinary Tourism in Spain and Slovenia." Emerald Insight, 2015.

Class 19. Master Chefs and Michelin Stars. Readings:

- de Solier, Isabelle. "Liquid Nitrogen Pistachios: Molecular Gastronomy, elBulli and Foodies." *European Journal of Cultural Studies* 13(2), 2010, pp. 155–170. Note: elBulli closed in 2010.
- Watch: Ferran Adrià & elBulli: the beginning of Creative Cuisine
<https://www.youtube.com/watch?v=0U0ZM2jlg2k>
- Michelin Guide Spain & Portugal 2019 Selection
<https://guide.michelin.com/se/en/article/news-and-views/michelin-guide-spain-and-portugal-2019-results>
- Watch: Dani García will leave the "haute cuisine" a year after getting his third Michelin Star
<https://www.youtube.com/watch?v=UhtFxlQnQGo>

Class 20. FINAL EXAM.

ADDITIONAL RECOMMENDED READINGS:

Geertz, Clifford. 'Thick Description: Toward an Interpretive Theory of Culture.'

González Turmo, Isabel. "The Concepts of Food and Non-food: Perspectives from Spain."
https://www.researchgate.net/publication/292886775_The_concepts_of_food_and_non-food_Perspectives_from_Spain

Lanvin, Chad - 'The year of eating politically' in *Taking Food Public: Redefining Foodways in a Changing World*. New York, Routledge, 2012.

Pollan, Michael - 'The Omnivore's Dilemma'.

Lane, Christel - 'Diners: In Search of Gustatory Pleasure or Symbolic Meaning.'

Harris, Marvin 1987 *Food and Evolution: Toward a Theory of Human Food Habits* (editor)

Pelto, G., A. Goodman and D. Dufour. 2012. "The Biocultural Perspective in Nutritional Anthropology." In *Nutritional Anthropology*, A. Goodman et al (Eds.) Oxford: Oxford University Press.
https://www.researchgate.net/publication/305429943_The_Biocultural_Perspective_in_Nutritional_Anthropology

Counihan, Carole & Van Esterik, Penny, Eds. *Food and Culture, A Reader* New York, NY (2008): Routledge Introduction / Chapter 1 and 2 pp 1-35 (35 pages)

Allen, John S (2012). 'The Two-legged, large-brained, small-faced, Superomnivorous Ape' In: John S. Allen *The Ominivorous Mind. Our Evolving Relationship with Food*. Harvard University Press, Cambridge Massachusetts 2012: pp. 40-73.

Counihan, Caroline & Penny Van Esterik (2013). *Food and Culture. A Reader* (Third Edition). Routledge, New York 2013.

Geertz, Clifford (1971). 'Thick Description: Towards an Interpretive Theory of Culture.' In Clifford Geertz *The Interpretation of Cultures- Selected Essays*. Basic Book Inc Publishers, New York 1971: pp.3-30.

Scrinis, Gyorkin (2008). 'On the ideology of Nutritionism.' In *Gastronomica: The Journal of Food and Culture*. Vol 8 no.1 2008: pp.39-48.

Trubek, Amy (2008). *The Taste of Place*. University of California Press: Berkeley and Los Angeles, 2008.

The Gestation of Modern Gastronomy in Spain (1900-1936)
<http://cultureandhistory.revistas.csic.es/index.php/cultureandhistory/article/view/127/428>

FROM THE DEPARTMENT OF SPANISH AND PORTUGUESE

1. Students are expected to attend all classes and take all tests. A medical note will be requested for any absence due to illness.

2. An unexplained absence from any test or presentation will result in a score of zero.
3. In general, unless otherwise arranged before the test, no make-up tests will be given. A make-up test/essay may be granted only in cases of illness substantiated by a medical note, or in other unusual circumstances.
4. For work received after the date set by the instructor, one mark of 10 will be deducted per day (excluding weekends) up to a maximum of ten days. After these 10 days, work will not be accepted except on compassionate grounds.
5. All work must be submitted as printed, hard copy; no email attachments, disks, or faxes will be accepted (i.e. a paper will be considered as not turned in until a printed, hard copy has been received).
6. All marks are tentative until approved by the Department Chair and the Dean's office and recorded in the Faculty.
7. Laptops, Cell Phones and Audio/Visual recording:
Laptops may be used in class for the purpose of note taking but may be not used for anything unrelated to the course.
Cell phones must be turned off in class. Absolutely no texting is allowed in class.
Unauthorized audio or video recording in classroom is prohibited.

ACCESSIBILITY NEEDS

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible:
disability.services@utoronto.ca or <http://studentlife.utoronto.ca/accessibility>

ACADEMIC INTEGRITY

The Code of Behaviour on Academic Matters (University of Toronto Governing Council Secretariat, 1991) reads:

It shall be an offence for a student knowingly:

- to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism;
- to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere.