



Information about the subject

Degree: Bachelor of Science Degree in Human Nutrition and Dietetics

Faculty: Faculty of Medicine and Health Sciences

Code: 1310405 **Name:** Food and Culture

Credits: 6,00 **ECTS Year:** 4 **Semester:** 1

Module: Basic Science Module

Subject Matter: Anthropology **Type:** Compulsory

Field of knowledge: Health Sciences

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

Basic Science Module

Subject Matter	ECTS	Subject	ECTS	Year/semester
Biology	6,00	Biology and Genetics	6,00	1/1
Biochemistry	6,00	Biochemistry	6,00	1/2
Chemistry	12,00	Basic Fundamentals of Chemistry	6,00	1/1
		Organic Chemistry	6,00	1/2
Physiology	12,00	Physiology	6,00	1/2
		Physiology II	6,00	2/1
Statistics	6,00	Biostatistics	6,00	1/1
Human Anatomy	6,00	Human Anatomy	6,00	1/1
Psychology	6,00	Psychology	6,00	2/1
Anthropology	12,00	Anthropology	6,00	1/1
		Food and Culture	6,00	4/1

Recommended knowledge

No previous knowledge is required.



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Acquires a synthetic vision of some central aspects of anthropological thought.
- R2 Describes with fluency the characteristics of the different forms of knowledge (technical, science, philosophy, theology) that allow to have a wide and integrated vision of the human being and not reduced.
- R3 Knows how to differentiate the essential human capacities (intelligence, will, affectivity) that make possible the personal self-development and contribute to improve the personality.
- R4 The student is able to elaborate works of analysis and synthesis with arguments from anthropology about the existential realities of the person and the limits of life, using as sources academic texts, audiovisual materials, press media or Internet.
- R5 Understands and assimilates human nutrition as a socio-cultural practice that requires interpretation, and understanding the socio-cultural environment as an environment in constant transformation and linked to structural dynamics of specific societies.
- R6 Ability to solve problems related to such content using different resources, knowing how to deal with food problems or particularities such as eating disorders, crises and risks, as well as food preferences, prescriptions and tastes.
- R7 Understanding and adequate use of language, as well as correct writing and presentation of data in the scientific study of food, understanding the relevant role of both natural and cultural aspects of food.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	Students demonstrate knowledge and understanding in an area of study that is at the core of general secondary education, and is often at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.			X	
GENERAL		Weighting			
		1	2	3	4
CG01	Students recognize the essential elements of the dietitian-nutritionist profession, including ethical principles, legal responsibilities and the exercise of the profession, applying the principle of social justice to professional practice and developing it with respect for individuals, their habits, beliefs and cultures.			X	
CG06	Students know, critically evaluate, and know how to use and apply the sources of information related to nutrition, food, lifestyles and health aspects.				X
SPECIFIC		Weighting			
		1	2	3	4
CE04	Students know the historical, anthropological and sociological evolution of food, nutrition and dietetics in the context of health and disease.				X
CE05	Students know the different educational methods of application in health sciences, as well as the communication techniques applicable in food and human nutrition.			X	
CE56	Develop a sense of ethics and responsibility.			X	



CE57 Commitment to values related to the principles of equality between men and women, universal accessibility for people with disabilities, and in general to the values of a culture of peace and democratic values.

X

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R3	10,00%	Evaluation of the use of the practical classes in the classroom, of problems or computers, seminars and tutorials. Through attendance, and participation in the different activities proposed.
R1, R2	60,00%	Written evaluation of the knowledge and skills obtained. The test may consist of a series of open-ended or multiple-choice questions on the theoretical content of the subject and/or practical exercises (problem solving).
R2, R3	30,00%	Evaluation of individual or group practices or activities, in which information related to each of the subjects must be sought and structured, and cases or problems resolved. This is done through a system of continuous evaluation throughout the course, which involves the delivery and / or exposure of work, whose objectives and content will be proposed by the teacher.

Observations

The work to be done in each of the Sessions of the subject.

After each session you must do:

1 part will consist of a brief individual summary. An analysis/criticism/personal contribution on what the topic covered has contributed to your professional vision of the Dietitian Nutritionist future.

Part 2 will be related to a task proposed by the speaker. In order to pass the subject, it will be a necessary condition: Attendance at > 80% of organized sessions; Upload the tasks to the teaching platform in the deadlines and formats indicated for the sessions you have attended. In addition, the work developed will be evaluated.



MENTION OF DISTINCTION:

According to Article 22 of the Regulations governing the Evaluation and Qualification of UCV Courses, the mention of "Distinction of Honor" may be awarded by the professor responsible for the course to students who have obtained, at least, the qualification of 9 over 10 ("Sobresaliente"). The number of "Distinction of Honor" mentions that may be awarded may not exceed five percent of the number of students included in the same official record, unless this number is lower than 20, in which case only one "Distinction of Honor" may be awarded.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Exposition of contents by the teacher, analysis of competencies, explanation and demonstration of capacities, skills and knowledge in the classroom. The blackboard, the computer and the cannon will be used to display texts, graphics, etc.
- M2 Resolution of practical exercises and case studies, analysis of evaluation procedures and procedural intervention. All this with the support of the teacher. This aspect can be controlled through attendance and active participation in the practical sessions.
- M5 Student study: individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. for discussion or delivery in electronic format.
- M7 Personalised attention and in small groups. Period of instruction and/or orientation carried out by a tutor with the aim of reviewing and discussing the materials and topics presented in the classes, seminars, readings, completion of assignments, etc. The attendance of the student and his/her level of gradual development in the knowledge of the subjects will be evaluated.
- M8 A set of tests, written or oral, used in the evaluation of the student.
- M9 Group preparation of readings, essays, problem solving, seminars, papers, reports, etc... for discussion or delivery.



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical lessons M1	R2	60,00	2,40
Practice lessons M2	R3	30,00	1,20
Office Hours M2	R2	4,00	0,16
Evaluation M1	R2	4,00	0,16
TOTAL		98,00	3,92

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Autonomous work M2, M5		32,00	1,28
Group work M2		20,00	0,80
TOTAL		52,00	2,08



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
UNIT I: INTRODUCTION	CONFERENCE EVOLUTION OF FOOD
UNIT II: HISTORY ANTHROPOLOGY	FOOD & EVOLUTION FOOD & ANTHROPOLOGY
UNIT III: SOCIOLOGY AND PSICOLOGY	CONFERENCE NUTRITION & BEHAVIOURAL DISORDERS NUTRITION & SOCIOLOGY
UNIT IV: MARKETING AND COMMUNICATION	CONFERENCE FOOD & FOOD DISTRIBUTION FOOD & COMMUNICATION
UNIT V: CULTURE MUSIC. LITERATURE ART	CONFERENCE FOOD & MUSIC FOOD & LITERATURE FOOD & ART
UNIT VI: GASTRONOMY	CONFERENCE FOOD & MEDITERRANEAN DIET FOOD & GASTRONOMY
UNIT VII: HEALTH PHYSIC ACTIVITY AGEING	CONFERENCE NUTRITION & AGEING
UNIT VIII: SCIENCE	CONFERENCE FOOD & SCIENCE
UNIT IX: SOLIDARITY COOPERATION DISABILITY	CONFERENCES FOOD & COOPERATION FOOD & DISABILITY FOOD & POVERTY



Temporary organization of learning:

Block of content	Number of sessions	Hours
UNIT I: INTRODUCTIOIN	5,00	10,00
UNIT II: HISTORY ANTROPOLOGY	6,00	12,00
UNIT III: SOCIOLOGY AND PSICOLOGY	6,00	12,00
UNIT IV: MARKETING AND COMUNICATION	5,00	10,00
UNIT V: CULTURE MUSIC. LITERATURE ART	5,00	10,00
UNIT VI: GASTRONOMY	6,00	12,00
UNIT VII: HEALTH PHIISIC ACTIVITY AGEING	6,00	12,00
UNIT VIII: SCIENCE	5,00	10,00
UNIT IX: SOLIDARITY COOPERATION DISABILITY	5,00	10,00



References

MAIN BIBLIOGRAPHY

1. BENDER, Arnold E., y BENDER, David. A dictionary of food and nutrition. Oxford University Press. 1995.
2. CONTRERAS J. Alimentación y Cultura. Necesidades, gustos y costumbres. Universidad de Barcelona. 1995.
3. CONTRERAS J.; García, M.. Alimentación y cultura : perspectivas antropológicas. Ariel, Barcelona. 2005
4. CONTRERAS J. Antropología de la alimentación. Eudema Universidad. Madrid, 1993.
5. CRUZ, J. Alimentación y Cultura. Antropología de la conducta alimentaria. Eunsa, Pamplona. 1991.
6. CRUZ, J. Teoría elemental de la gastronomía. Ed Eunsa, 2002.
7. DÍAZ MÉNDEZ, C; GÓMEZ BENITO C. Alimentación, consumo y salud. Ed, Fundación La Caixa. Barcelona, 2008.
8. FISCHLER C. El (h)omnívoro . El gusto, la cocina y el cuerpo. Anagrama, Barcelona, 1995.
9. GARCIA BAENA, A. La alimentación en Al-Andalus : cereales y aceite. Sarriá. Málaga, 2008.
10. GÓMEZ CANDELA, C. La alimentación en el siglo XXI. CSIC, Madrid, 2009.
11. GOODY, J. Cocina, cuisine y clase. Estudio de sociología comparada. Gedisa, 1995.
12. GRACIA ARNAIZ, M. La transformación de la cultura alimentaria. Cambios y permanencias en un contexto urbano (Barcelona, 1960-1990). Ed. Centro de Publicaciones. Secretaría General Técnica. Ministerio de Educación y Cultura. 1997.
13. GRACIA ARNAIZ, M. Somos lo que comemos. Estudios de alimentación y cultura en España. Ed Ariel, Barcelona. 2002.
14. FLÓREZ TASCÓN, F.J. ¿Somos lo que comemos o comemos lo que somos? Alimentación y Antropología. Ed. Universitaria Ramón Areces. Madrid, 2011.
15. KARANEK R. E., y MARKS-KAUFMAN, R. Nutrición y comportamiento. Bellaterra, Barcelona. 1994.
16. KIPLE, Kenneth F. y ORNELLAS, Kriemhild C. The Cambridge World History of Food. Cambridge University Press. 2000.
17. SALAS-SALVADÓ, J; GARCIA LORDA, P. y SANCHEZ, J.M. La alimentación y la nutrición a través de la historia. Ed. Glosa, Barcelona 2005.
18. SASSON A. La alimentación del hombre del mañana . Unesco/Reverté. 1993.

COMPLEMENTARY BIBLIOGRAPHY

1. BELLO GUTIERREZ, J. Calidad de vida, alimentos y salud humana. Ed. Díaz de Santos. Madrid, 2005.
2. GRANDE COVIAN, F. La alimentación y la vida. Ed. Areté. Madrid 2000.
3. MAPA. Hábitos alimentarios de los inmigrantes en España. MAPA. Madrid, 2004.

RECOMENDED LINKS



Universidad
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Course guide

Year 2023/2024
1310405 - Food and Culture

- · http://library.jwu.edu/research/websites/food_america.htm.
- · <http://alicult.wordpress.com/tag/pagina-web/>
- · www.aesan.msc.es/
- · www.naos.aesan.msps.es/



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☐ Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: