



## 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:** Nutrition

**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 Knows how to identify the fundamental notes of the human person that reveal his dignity, his freedom of self-determination, his sociability and his openness to transcendence.
- R5 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.
- R6 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.
- R7 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.
- R8 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:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

## 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
<b>TOTAL</b>		<b>98,00</b>	<b>3,92</b>

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

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





## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
UNIT I: INTRODUCTIOIN	CONFERENCE EVOLUTION OF FOOD
UNIT II: HISTORY ANTROPOLOGY	FOOD & EVOLUTIONFOOD & ANTHROPOLOGY
UNIT III: SOCIOLOGY AND PSICOLOGY	CONFERENCE NUTRITION & BEHAVIOURAL DISORDERSNUTRITION & SOCIOLOGY
UNIT IV: MARKETING AND COMUNICACION	CONFERENCE FOOD & FOOD DISTRIBUTIONFOOD & COMMUNICATION
UNIT V: CULTURE MUSIC. LITERATURE ART	CONFERENCE FOOD & MUSICFOOD & LITERATUREFOOD & ART
UNIT VI: GASTRONOMY	CONFERENCE FOOD & MEDITERRANEAN DIETFOOD & GASTRONOMY
UNIT VII: HEALTH PHIISIC ACTIVITY AGEING	CONFERENCE NUTRITION & AGEING
UNIT VIII: SCIENCE	CONFERENCE ·FOOD & SCIENCE
UNIT IX: SOLIDARITY COOPERATION DISABILITY	CONFERENCES FOOD & COOPERATIONFOOD & DISABILITYFOOD & POVERTY
BLOQUE "Z". OTRAS ACTIVIDADES	Espacio docente de otras actividadesmenos reregladas pero complementarias a los bloque precedentes. Estras actividades podran no realizarse en el aula o en el horario standar de la asignatra



## 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
BLOQUE "Z". OTRAS ACTIVIDADES		0,00



## 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



- · [http://library.jwu.edu/research/websites/food\\_america.htm](http://library.jwu.edu/research/websites/food_america.htm).
- · <http://alicult.wordpress.com/tag/pagina-web/>
- · [www.aesan.msc.es/](http://www.aesan.msc.es/)
- · [www.naos.aesan.msps.es/](http://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: