



CIEE Palma de Mallorca, Spain

Course name:	Mediterranean Cuisine in Spain: Cooking and Wine Tasting
Course number:	HISP 3006 PALU / CULA 3001 PALU (SPAN)
Programs offering course:	Business and Tourism
Language of instruction:	Spanish
U.S. Semester Credits:	3
Contact Hours:	45
Term:	Spring 2019

Course Description

This course introduces students to Mediterranean diet, gastronomy, agriculture production, and wine industry in Spain and the Mediterranean Basin. It includes an anthropological perspective to the Mediterranean diet, as well as an overview of Mediterranean History of Food and Wine. To complement the theory, there is a hands-on experience component of cooking and wine tasting, in order to get in direct contact with Mediterranean culture around food and wine. This course aims to develop cultural, historical, culinary and wine knowledge and skills, related to the Spanish Mediterranean world. It includes a survey of the history of food in the Mediterranean; cooking and enjoying dishes from various regions of Mediterranean Spain; films; and field visits to a vineyard and cellar, and a traditional Mediterranean market.

Course Prerequisites

This course has no prerequisites.

Learning Objectives

By participating in this course, students will:

- Recognize and understand the connection between history (religion, politics and economics), beliefs, traditions and gastronomy of the Mediterranean, through the specific case study of the Balearic Islands.
- Learn the food culture connected to the different regions of Spain: origin, characteristics, elaboration, and consumption of main dishes; festivities, fairs, markets, and competitions, which have its origin in culinary traditions.
- Comprehend the process of wine production and distribution in Spain as well as learn the main Spanish wine cellars and brands; and experiment the basic steps of wine tasting and wine pairing.
- Demonstrate in an essay and Power Point presentation their knowledge about the Mediterranean gastronomic culture and diet.
- Practice cooking four different Spanish menus, and distinguish the ingredients and ways of cooking that make them Mediterranean.

Methods of Instruction



This course will use a practical and functional method. The theory sessions combine discussion, presentations and direct instruction, from a multidisciplinary perspective. Thus, in class, student will learn about Mediterranean gastronomy through different cultural manifestations and historical landmarks. Students must attend classes regularly and be prepared to participate actively in class discussion and hands-on cooking. In order to do so, they must follow the reading guideline provided by the professor. They must also engage in the scheduled field trips. Students are required to bring an apron to the cooking classes.

Hours of instruction are distributed as follows:

33 hours of in-class teaching (equivalent to 33 contact hours)

5 hours of field visits (equivalent to 2 contact hours): winery, market and/or historic center.

Practicum:

5 hours of theory introduction before the cooking sessions (equivalent to 5 contact hours) + 9 hours of cooking (equivalent to 5 contact hours) distributed in five days.

Assessment and Final Grade

The course will be evaluated as follows:

Written exam	20%
Kitchen practice and report	15%
Class participation and homework	15%
Oral Presentations (2)	10%
Written Projects (2)	20%
Field visits and reports (2)	15%
Social media project (Instagram)	5%

Requirements for all written projects

- Font: Arial or Time New Roman 12, Space 1.5.
- Pictures and images can be included.
- Pages should be numbered.
- Hand in document via email always in **PDF** format.

Written exam (20%)

The final exam includes all the content covered in class. The final exam consists of three parts:

1. Multiple-choice questions.
2. Short answer questions.
3. An essay.

Kitchen practice & report (15%)

Students have to explain in writing what they have learned throughout the practicums, and how this activity has changed their perspective on cooking and eating. They can use examples, experiences, quotes of the chef, learnings that have influenced them in any aspect.



We recommend that students keep a notebook journal every time they go to the practicum, so they collect ideas on the spot.

This report needs to be at least 500 words.

Mediterranean Cuisine Practicums

I: The Spanish Diet and history of its ingredients I. A typical Spanish Mediterranean menu (Gazpacho, Tortilla de patata, Gató de almendras con helado de vainilla).

II: The Spanish Diet and history of its ingredients II. Spanish Mediterranean Tapas.

III: The Mallorcan Diet and history of its ingredients. A typical Mallorcan Mediterranean menu (Tumbet mallorquín, coca de verdura/trampó, suquet de sobrasada con higos, almendras y miel con quesos mallorquines).

IV: Main wine cellars in Spain, famous brands, types of grapes, preservation and temperatures. Wine tasting.

V: A typical Spanish Mediterranean menu (Paella, Sopa de melón con jamón serrano, Sangría en sandía).

Class participation and homework (15%)

Nearly every day, students are required to read articles or research about topics provided by the professor, and come prepared to debate about them in class.

Given the communicative approach of this course, students' participation is mandatory. Work by tasks and in groups is privileged.

During this course, a permanent evaluation is performed by means of class activities together with homework tasks, and analysis of the different readings. Students' active communication in the classroom is taken into account.

Oral presentations (10%)

Each student needs to deliver in class two oral presentations based on the two written projects. The evaluation is based on:

- Exposition clarity.
- Adequacy of information and content.
- Resources used.
- Originality.

Each presentation needs to be 10-15 minutes long, and the exposition should be performed without reading, although there can be some notes as a support. The oral presentations take place in the scheduled day specified on the weekly schedule.

Students need to hand in via email the PPT presentation in PDF format.

Projects (20%)

Project 1



Students have to create a week dietary based on the Mediterranean diet, and argument each choice they make.

The project needs to include:

- Head page (first and last name, course, date and topic dealt with).
- Index.
- Introduction of the Mediterranean diet.
- Introduction of the geographical context.
- Main characteristics of the Mediterranean diet.
- Division of the week diet.
- Good presentation (pictures, accompaniments, being original).
- Conclusion, personal opinion.
- Bibliography.
- Be original.

Project 2

Each student writes a research project related to an ingredient of the Mediterranean cuisine, either in the Balearic Islands and/or in Spain. They research, collect data and facts related to the ingredient they are studying. They can as well include digital materials found in the media (press, radio, television, Internet). Students need to document every source, including date and source. Students have to research in depth about one of the following ingredients:

- | | |
|----------------|-------------|
| - Vegetables | - Dairy |
| - Grains | - Olive oil |
| - Legume | - Potatoes |
| - Fish/seafood | - Tomatoes |
| - Red meat | - Wine |
| - Poultry | |

The project should be between 1500 to 3000 words, and needs to include:

- Head page (first and last name, course, date and topic dealt with).
- Index.
- Introduction of the topic.
- Introduction of the geographical context (the origin of the product).
- Main characteristics of the topic (the origin of the name, how they make it, classification).
- Division of the topic in clear sections (tasting, etc.).



- Good presentation (pictures, accompaniments, bring a sample of a dish to class, originality).
- Focus of the topic.
- Conclusion, personal opinion.
- Bibliography.
- Be original.

Field visits and written report (15%)

The class carries out two field trips and activities to put students in contact with the Mediterranean culture in the Balearic Islands. Students will have to complete a report based on answering guided questions about the places visited, and hand this project in to the professor the report. For the food market, students will have to do a written report with two parts (500-1000 words each part). For the wine cellar, students will have to do a written report (500-1000 words). The two field visits are:

- 1) Food Market: *Mercat de Pere Garau*.
- 2) Wine Cellar in Mallorca: *Macià Batle*.

Social media (Instagram) (5%)

Students have to follow the Instagram of the course “cieepalma” and upload every day a picture with some Mediterranean food that they are eating. It doesn't matter if it is homemade or in a restaurant. The format will be #Mediterraneancuisine # the name of the restaurant (if you eat at home just write “home”) # where did you eat that dish (Palma, Granada, Inca...) # what it is.

CIEE Academic Policies

Papers and assignments submission. Exams Dates

According to CIEE Palma de Mallorca academic norms, all assignments, paper, readings, etc., must be turned in on the due date. If a student fails to submit the work on time:

- 1) If any student submits the assignment one day late, the grade will be lowered by -10% points.
- 2) If it is 2 days late, the grade will be lowered by -20% points.
- 3) If it is 3 or more days late, it will imply a grade of zero in the assignment.

It is the student's responsibility to check with the professor any work submitted by email (unless the student receives a message confirming the assignment's delivery, we will assume the assignment was never sent and/or received).

No exam can be administered other than the ones scheduled in the syllabus. There are no make-up tests.



All the written documents need to be submitted by email. The student is responsible to make sure that the teacher receives the document in **PDF**. If there is a problem receiving or opening the document it is the student's responsibility to solve the problem in order for this project to be graded. If not, the project will receive an F. It is important to save a copy of the document in an USB or similar to avoid last minute "technical problems".

Course Attendance

Regular class attendance is required throughout the program. Students must notify (via e-mail with a copy to the Resident Director) their instructor beforehand if they will miss class for any reason. Students are responsible for any materials covered in class during their absence. Students who miss class for medical reasons must inform the professor and the RD, and provide appropriate documentation.

For CIEE courses, excessively tardy (over 15 minutes late) students will be marked absent (student will be reminded of the policy). Attendance policies also apply to any required co-curricular class excursion or events, etc. Students who miss class for personal travel will be marked as absent and unexcused.

An absence in a CIEE course will only be considered excused if:

- 1) A doctor's note is provided explaining there is a reason to miss the class (not only saying the student was at the doctor during class time).
- 2) A CIEE staff member verifies that the student was too ill to attend class.
- 3) Evidence is provided of a family emergency.

Persistent absenteeism (students exceeding 10% of the total course hours missed, or violations of the attendance policy in more than one class) may lead to a written warning from the RD, notification to the home school, and/or dismissal from the program in addition to reductions in class grade(s).

- 1) Since each CIEE course is 45 hours, 10% of the total course hours are 4.5 hours.
- 2) Depending on the hours of the sessions of each class, missing 1 day of class implies 1.5 or 2 hours of class.
- 3) Students who miss more than 4.5 hours of class without justification will see their final grade reduced by -5%. For instance, students achieving a grade of 89.00 out of 100 points, and missing more than 4.5 hours of class will see their final grade reduced from 89.00 (B+) to 84.00 (B).

Students with unexcused absences exceeding 20% (9 hours) of the total course hours will fail the course. Written warnings and home school notifications will happen well before the absenteeism causes the student to fail the course so that the student has an opportunity for corrective actions.

Plagiarism



Cheating and plagiarism in any course assignment may result in failing the course or being expelled from the program. Students are expected to adhere to the US American and norms.

Important principles:

- 1) Final examinations, quizzes and other tests must be done without assistance from other person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information (unless the professor has explicitly announced that a particular test is to be taken on an “open book” basis.
- 2) The same written paper may not be submitted in more than one course.
- 3) Any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with the course.

	Contents	Homework for the day
	Introduction to the course. Warming it up for Mediterranean cuisine: people, places and cultures.	
	Mediterranean Civilizations and their cuisines I	Reading 1: Wright 1999, pp. xv-2
	Majorcan Cuisine. Food Markets in Palma, a history of eating well	Reading 2: Wright n.d., pp. 1-5 ----- Read the question of the field trip to the market
	Field trip to Food Market <i>Mercat de Pere Garau</i> Meet in Plaza de España at 10.00	Bring the sheet to the market with the questions to know what kind of picture you have to take
	History of Gastronomy I. origins and influences. The Mediterranean Triad. Olive oil tasting	Reading 3: Donahue, J. F., 2015, pp. 51-88 ----- Deadline for submitting "field trip to the market" activity
	History of Gastronomy II. From <i>couscous</i> to <i>pizza</i> : similarities and differences among Mediterranean gastronomies.	Research traditional Mediterranean ingredients
	History of Gastronomy III. Products from the Mediterranean vs. non-Mediterranean Spain; principal products from Spain	Reading 4: Roden 2011, pp.17-27 ----- Exposition of the document by an student
	Culinary Tourism I. The experience of the authentic and exotic	Reading 5: Long 2014, pp. 452-8 ----- Exposition of the document by an student
	Cuisine Class I: The Spanish Diet and history of its ingredients I. A typical Spanish Mediterranean menu (Gazpacho, Tortilla de patata, Gató de almendras con helado de vainilla). First day! Meet in Plaza España at 2pm; bring an apron if you have one.	Class in Cooking classroom, Calle Arxiduc Luis Salvador, 92
	Culinary Tourism II. Familiar and tasty vs. foreign, unpalatable and inedible.	Reading 6: Medina 2007, pp. 151-9 ----- Exposition of the document by an student

	<p>Workshop: constructing Mediterranean identities through gastronomy.</p> <p>Introduction Mediterranean diet</p>	<p>Reading 7: Scholliers 2001, pp. 3-12</p> <p>-----</p> <p>Exposition of the document by an student</p>
	<p>The core ingredients of the Mediterranean Diet. Theory and practice.</p>	<p>Prepare a presentation about the Mediterranean Diet (send power point and script for feedback)</p>
	<p>Cuisine Class II: The Spanish Diet and history of its ingredients II. Spanish Mediterranean Tapas.</p>	<p>Class in Cooking classroom, Calle Arxiduc Luis Salvador, 92</p>
	<p>Mediterranean civilizations and their cuisines II. (students' presentations 1)</p>	<p>Oral presentations</p> <p>-----</p> <p>Send power point and script in PDF</p>
	<p>The construction of healthy habits. Hungry planet</p>	
	<p>Seminar: the construction of national and trans-national identities through gastronomy</p>	<p>Reading 8: Ferguson 2010, pp. 102-8</p> <p>-----</p> <p>Exposition of the document by an student</p>
	<p>The Mediterranean diet I. The Mediterranean myth. Assignment about the Mediterranean homework.</p>	<p>Reading 9: Bonaccio et al. 2012, pp. 401-4</p> <p>-----</p> <p>Exposition of the document by an student</p>
	<p>Cuisine class III: The Mallorcan Diet and history of its ingredients. A typical Mallorcan Mediterranean menu (Tumbet mallorquín, coca de verdura/trampó, suquet de sobrasada con higos, almendras y miel con quesos mallorquines)</p>	<p>Class in Cooking classroom, Calle Arxiduc Luis Salvador, 92</p>
	<p>The Mediterranean diet II. Influence of globalization and new media</p>	<p>Reading 10: Calefato 2016, pp. 371-386</p> <p>-----</p> <p>Prepare a presentation about an ingredient of the Mediterranean (send power point and script for feedback)</p>
	<p>The Mediterranean diet III (students' presentations 2)</p>	<p>Oral presentations</p> <p>-----</p> <p>Send power point and script in PDF</p>

	The Mediterranean diet III (students' presentations 2)	
	The Mediterranean Cuisine in Spain. The influence of the geography.	Reading 11: Trutter 2007
	The Mediterranean Cuisine in Spain I	
	The Mediterranean Cuisine in Spain II	
	Summary	Read the question of the field trip to the Wine Cellar
	Cuisine Class IV: Main wine cellars in Spain, famous brands, types of grapes, preservation and temperatures. Wine tasting	Class in Cooking classroom, Calle Arxiduc Luis Salvador, 92
	Field Study Visit to a Wine Cellar in Mallorca " <i>Bodegas Macià Batle</i> " Time to depart from Plaza España TBA	Bring the sheet to the cellar with the questions to know what kind of picture you have to take
	FINAL WRITTEN EXAM	Deadline for submitting "field trip to the Wine Cellar" activity
	Cuisine Class V: A typical Spanish Mediterranean menu (Paella, Sopa de melón con jamón serrano, Sangría en sandía). ALL students attend!	Class in Cooking classroom, Calle Arxiduc Luis Salvador, 92

Readings

Articles/chapters:

- Bonaccio, M., Iacoviello, L., de Gaetano, G., and Moli-Sani Investigators. (2012). "The Mediterranean diet: the reasons for a success." *Thrombosis research*, 129(3), 401-4.
- Calefato, P., La Fortuna, L., & Scelzi, R. (2016) "Food-ography: Food and new media." *Semiotica* 211: 371-388.
- Donahue, J. F. (2015) "Grain, Grapes, and Olives: The Mediterranean Triad and More." In *Food and Drink in Antiquity: Readings from the Graeco-Roman World. A Sourcebook*, 51-110, London and New York: Bloomsbury.
- Ferguson, P. P. (2010) "Culinary Nationalism." *The Journal of Food and Culture*, 10.1: 102-9
- Fischler, C. (2011). "Commensality, society and culture." *Social Science Information*, 50(3-4), 528-548.
- Long, L. M. (2014) "Culinary Tourism." in Kaplan, Paul B. and M. Thompson-David



(eds), *Encyclopedia of Food and Agricultural Ethics*, 452-8, Springer Netherlands.

- Medina, F. X. (2007) "Eating cat in the north of Spain in the early twentieth century." In J. MacClancy, J. Henry and H. Macbeth (ed.), *Consuming the Inedible: Neglected Dimensions of Food Choice*, 151-162, New York: Berghahn Books.
- Palma, G, and M. Padilla, (2012) "Chapter 6. The 'Mediterraneanisation' of food fashions in the world", in CIHEAM, *MediTERRA 2012 (english)*, Presses de Sciences Po (P.F.N.S.P.) "Annuaire", 133-151.
- Roden, C. (2000) Introduction, in *The New Book of Middle Eastern Food*. (excerpts)
- Roden, C. (2011) "The Regions." In *The Food of Spain*, 86-147, New York: HarperCollins Publishers.
- Scholliers, P., 2001. 'Meals, food narratives, and sentiments of belonging in past and present', in P. Scholliers (ed.), *Food, Drink and Identity*: 3–22. Oxford: Berg.
- Wolfert, P. (2009) Introduction, in P. Wolfert, *Mediterranean Clay Pot Cooking*. New Jersey: John Wiley and sons inc.
- Wright, C. A. (n.d.) "Markets of the Mediterranean." *cliffordawright.com*. <http://www.cliffordawright.com/caw/books.html>
- Wright, C.A. (1999) *A Mediterranean Feast*. New York: William Morrow and co. Inc. (excerpts)

Audiovisual content:

- Steel, C. "TED Talk: How Food Shapes Our Cities"
<https://www.youtube.com/watch?v=CLWRclarri0>