**HISP 206: Food in the Hispanic World**

**Course description:** A study of food, food preparation and consumption in the Hispanic world from historical, geographical, artistic, social, and psychological perspectives.

**Learning Outcomes:**

- To develop an appreciation of food as an object of academic inquiry and as a means for understanding the Hispanic world.
- To broaden our tastes for food from Hispanic countries.
- To raise our awareness of, and sensitivity to, food restrictions in other cultures.
- To historicize modern-day food consumption problems such as dieting.

**Prerequisite:** The prerequisite for this course is ENGL 104.

**Textbook/resource materials** for this course are those listed above in the weekly plan. The plan indicates the class day for which readings are to have been done.

**Policies:**

Texas A&M University encourages Academic Integrity and strictly enforces policies against any form of scholastic dishonesty. Please review the Student Rules at [http://student-rules.tamu.edu](http://student-rules.tamu.edu) for more information regarding these policies.

**American With Disabilities Act (ADA)**

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services in Cain Hall, Room B118, or call 845 1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

**Grading Scale:** Final course grades will be assigned according to the following scale of percentages:

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- F: Below 60

**Grading and student responsibilities:** The student's final course grade will be determined by performance in the following areas and according to the following weighted values:
10% Class participation (answering questions in class and raising your hand to make comments) and quizzes\(^1\)
10% Workshop participation (for cooking class, potluck banquet and community service project)
15% 2 Reports on different Hispanic cuisines (first due in week 5 and second due in week 9)
20% Map exercise
20% Oral reports on Hispanic celebrity diets
25% Short research paper (10 pages) on the cultural study of food. DUE ON THE LAST DAY OF CLASS.

Other pertinent information:

Student Research Week: typically held the last week in March. I will be offering 10 bonus points to be added to the final grade for the class to any student who finishes the final project (or at least a draft of it) early enough to present it publicly during Student Research Week, either through a poster session or an oral presentation. Interested students should plan for this early, though, since the registration deadline is the second week of February. See rules and requirements at http://srw.tamu.edu/

Aggie Honor Code

Academic integrity is essential to the academic life of this or any university. For that reason, the rules of academic integrity will govern the conduct of this course. Students at Texas A & M University assume the important responsibility of promoting the Aggie Honor Code ("An Aggie does not lie, cheat or steal, or tolerate those who do"). The ideals of the Code refer to cheating, one of the worst of academic violations. If you have any questions about cheating or other forms of scholastic dishonesty and the consequences of breaches of integrity, please consult the Aggie Honor System web site at http://www.tamu.edu/aggiehonor/.

In order to participate, a student must be present. For that reason, excessive unexcused absence (more than three) will negatively affect the final grade in the form of a 5% of the participation portions of the final course grade for each absence beyond three. The instructor will require written documentation for those absences which the student wishes to be excused. See the University's official policy in this regard at http://student-rules.tamu.edu/rule7.htm.

\(^1\) “Participation” itself is a combination of evaluations. It is a balance between the quality of a student's contribution to class discussions and the quality of her/his analyses, along with the frequency of those contributions. For example, a student always attends class and never contributes, though her/his gestures and non-verbal communication show involvement, can only aspire to “C”-level participation (70-79). On the other hand, a student who always attends class, frequently asks good questions, and frequently answers questions well, can expect “A”-level participation (90-100). “B”-level participation (80-89) falls somewhere in between these two descriptions, while “D” (60-69) and “F” participation shows little or no verbal or non-verbal involvement and a lack of engagement.
Course outline:

Week 1  Introduction to the Cultural Study of Sustenance

T: Food and Eating in Art

Paintings to be discussed include:

Diego Velázquez, Still Life (1602), Museo del Prado, Madrid

Pieter Claesz, Still Life with Peacock Pie, Roasted Fowl, and Fruit (1627)

Francisco Goya, Saturn Devouring His Son (1819-23), Museo del Prado, Madrid

Th: Food and Eating in Film

Film Screening: Como agua para chocolate

Week 2  Food and Its History


Th: 5-minute reports on different Hispanic cuisines

Week 3  Preparation of Food


Th: Ferrán Adria, A Day at El Bulli (excerpts)

+ Mexican cooking class

Week 4  Consumption of Food


Class potluck / banquet

Week 5  Social Class Connotations of Food


Additional Bibliography for Consultation:


Week 6  Food Shortage and Scarcity


Th: Anonymous, *Lazarillo de Tormes,* Tratado 2

Class service project: volunteer at a food kitchen, deliver Meals on Wheels, or stock the community food pantry

Week 7  Food and Geography


Th: Map exercise

Week 8  Food and Ethnicity


Th: Hear presentations of invited student groups from various countries
Week 9  The Gastronomic Legacy of Empire


+ virtual class visit from Troy Biekham, author of *Eating the Empire* (TTVN from Qatar)

Week 10  Some Like It Hot, or the Original Spice Girls (and Boys)


Week 11  Sweet Escapes


Week 12  Historical Contexts for Dieting


Th: Alfredo Alvar-Ezquerra in ‘Comer y “ser” en la corte del Rey Católico,’ in *Materia*
critica: formas de ocio y de consumo en la cultura áurea, ed. Enrique García Santocrítal
Tomás [Madrid / Frankfurt: Iberoamericana / Vervuert, 2009], pp. 295-320 +
reports on Hispanic celebrity diets

Week 13  
Cannibalism and Other Unconventional Food Choices

T: Cannibalism and the Colonial World, ed. Francis Barker, Peter Hulme, and Margaret
Iversen (excerpts)
Th: Tomasik, T.J and J.M. Vitullo, eds. At the Table: Metaphorical and Material
Cultures of Food in Medieval and Early Modern Europe. Turnhout: Brepols, 2007
(excerpts).

Week 14  
The Eucharist and Spiritual Sustenance

T: Calderón de la Barca, El verdadero Dios Pan (1717), auto sacramental
Th: Calderón de la Barca, Los alimentos del hombre (1717), auto sacramental
+ visit from Catholic chaplain to explain Eucharistic theology