

**COURSE DATA****DATA SUBJECT****Code:** 33995**Name:** Foodstuff and Culture**Cycle:** Undergraduate Studies**ECTS Credits:** 4.5**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
1103 - Degree in Food Science and Technology	Facultat de Farmàcia i Ciències de L'alimentació	4	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1103 - Degree in Food Science and Technology	Food and culture	COMPULSORY

**COORDINATION**

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**SUMMARY**

This subject is an introduction to the social and anthropological study of food. It starts from the premise that eating habits are a specific object, but also that eating behaviour in general is a sociocultural practice that requires interpretation. Food is in the path between nature and culture and vice versa. This path goes through several principles that complement the strictly nutritional approach to food that prevails in its scientific study:

1) Human nutrition must be understood in the context of a sociocultural rationality that translates the biological possibilities and limitations and establishes what human beings in each society consider or not as a part or a result of what they define as "nature".

2) We must differentiate between dietary norms and social norms. The first include the provisions based on knowledge derived from nutritional science, disseminated through medical and healthcare means.



Social norms, on the other hand, consist of those conventions that, in a particular society, structure food intake and its composition and the contexts and conditions in which consumption occurs. The focus of this course is fundamentally placed on social norms, on understanding how the sociocultural construction of food itself is organized rather than the search for universal laws that allow it to be explained.

3) The fundamentals of the standardization of food in a given society and the criteria of rationality that are applied can range from prescriptions of a religious or magical nature, originated in popular beliefs, or be somehow based on science. Human Nutrition is, from the socio-anthropological perspective, a modifiable human activity and not a set of dogmatic provisions with inherent certainty.

4) The socio-anthropological perspective is based on the application of double imagination. First of all, there is what Mills (1974) called "sociological imagination", which involves the awareness of the relationship between apparently individual practices, discourses and perceptions and an internally heterogeneous and particular socio-historical and cultural context. Secondly, there is what Hannerz (1993) called "anthropological imagination", which implies an effort to sharpen the understanding of practices, beliefs and values of human beings, through the implicit or explicit comparison with those that take place in others sociocultural contexts.

5) This program refers to the sociocultural environment, understood as a context in constant transformation and linked to the structural dynamics of each society. It also deals with what Western societies have considered problems or particularities of food such as, on the one hand, food disorders, crises and risks and, on the other, eating preferences, prescriptions and tastes. It tries to escape the image of the solitary individual and the food itself as a benchmark for analysis while focusing on food habits in the present day.

## PREVIOUS KNOWLEDGE

## RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

## COMPETENCES / LEARNING OUTCOMES

### 1103 - Degree in Food Science and Technology

Capacidad comunicativa oral y escrita en todos los ámbitos posibles del ejercicio de su profesión; espíritu crítico, adquiriendo habilidades de trabajo en equipo y asumiendo el liderazgo cuando sea apropiado.



Capacidad de obtener, procesar e interpretar datos e información relevantes en el ámbito de la alimentación y la nutrición humana, haciendo uso de las tecnologías de la información y la comunicación.

Know, judge and know how to use and apply the sources of information related to nutrition, food, lifestyles and health.

Know how to apply that knowledge to the professional world contributing to the development of human rights, democratic principles, the principles of equality between women and men, solidarity, protection of the environment and promotion of the culture of peace, from a gender perspective.

Know the historical, anthropological and sociological evolution of food, nutrition and dietetics in the context of health and disease.

Know the origin of the different attitudes towards food and understand basic theoretical and methodological principles for the social and anthropological analysis of the food system and, in particular, food consumption, food preparation and eating habits.

Know the social, cultural and psychological factors that may affect the origin, development and treatment of eating disorders, and of food risks and crises.

Recognise the plurality of points of view that make up the reality of food and nutrition through different social agents and discourses.

Reconocer los elementos esenciales de la profesión, incluyendo los principios éticos, responsabilidades legales y el ejercicio de la profesión, aplicando el principio de justicia social a la práctica profesional y desarrollándola con respeto a las personas, sus hábitos, creencias y culturas.

## DESCRIPTION OF CONTENTS

### 1. The sociocultural approach to food

Definition of food

The concept of culture

The dimensions of eating from a socio-anthropological perspective

Notes on methods and techniques of social research applied to food

### 2. Eating as a socio-historical construction

Historical aspects. Components and structure of the food system: towards an operative scheme

The sociocultural functions of food



### 3. Food and social differentiation

Food and age  
Food and gender  
Food and social class  
Food and ethnicity

### 4. Food and the cultural meaning of eating

The omnivore's paradox  
Culinary order and food ideology  
Tastes and flavors  
Food prescriptions of a religious or magical nature  
Secularized food prescriptions

### 5. Food risks and disorders in advanced modernity

General characterization of advanced modernity  
Food security and insecurity  
Food risks and crises  
Eating disorders: obesity, anorexia, bulimia  
New foods

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	2,00
Theory	35,00
Seminar	5,00
<b>Total hours</b>	<b>42,00</b>

### NON PRESENCIAL ACTIVITIES



<b>Activity</b>	<b>Hours</b>
Attendance at other activities	0,00
Individual or group project	35,00
Independent study and work	19,00
Preparation of lessons	13,50
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>67,50</b>

## TEACHING METHODOLOGY

There will be five types of activities:

1. Theory sessions: lecturer's presentation in a lecture format to introduce the theoretical aspects of the different units. The work of the students involves making notes, asking questions and making comments as well as reading the corresponding texts, if applicable.
2. Subject-specific seminars: explanation of methodological aspects for food research, from a socio-anthropological point of view.
3. Tutorials: there will be two group tutorial sessions, the first based on the reading of a text and the second to answer theory questions.
4. Coordinated course seminars: presentation and debate about a course assignment dealing with topics related to the program.
5. Final theory exam, on the official date.

During the course, examples of the applications of the Sustainable Development Goals (SDGs) of the 2030 Agenda to the contents of the course will be addressed. The aim is to provide students with knowledge, skills, and motivation to understand and address these SDGs while promoting reflection and criticism.

## EVALUATION

In both calls, the evaluation will be based on:

- a) Individual and collective reports on topics related to the contents explained in the classroom. The level of comprehension of the contents, as well as the presentation and discussion skills, will be assessed. This section will contribute with a percentage between 10% and 30% to the final grade. Attendance at the corresponding seminary and tutoring sessions is mandatory. Tasks derived from this section are considered non-recoverable.



b) Memory and presentation of coordinated seminars (10%). The student is reminded of the obligation to attend the coordinated seminars. Failure to attend them without just cause will imply a zero in the evaluation section corresponding to the seminars. The works derived from this section will be considered non-recoverable.

c) Undertaking a written test to ensure the knowledge and understanding of the theoretical contents. This section will contribute to the final grade with a percentage between 60% and 70%. To pass the subject, you must pass the theory exam.

d) The activities of continuous assessment, which in this subject are practices, tutorials and seminars, are of MANDATORY ATTENDANCE and, therefore, NOT RECOVERABLE, in accordance with the provisions of Article 6.5 of the Regulation of Evaluation and Qualification of the UV for Bachelor's and Master's degrees. If it is not possible to attend any of these activities for justified reasons, it must be communicated in advance. In this way, the person in charge of the subject may assign the student a session in another group.

e) Evidence of copying or plagiarism in any of the assessable tasks will result in failure to pass the subject and in appropriate disciplinary action being taken. Please note that, in accordance with article 13. d) of the Statute of the University Student (RD 1791/2010, of 30 December), it is the duty of students to refrain from using or participating in dishonest means in assessment tests, assignments or university official documents. In the event of fraudulent practices, the Action Protocol for fraudulent practices at the University of Valencia will be applied (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

## REFERENCES

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- VVAA (2025), Comer importa: desafíos alimentarios en sociedades que envejecen, Tirant Humanidades.
- Association for the Study of Food and Society (ASFS) <http://food-culture.org/>
- Confederation of the food and drink industries of the United States [http://www.ciaa.be/pages\\_en/homepage.asp](http://www.ciaa.be/pages_en/homepage.asp)
- Encuesta continua de presupuestos familiares (INE) <http://www.ine.es/inebase/cgi/um?M=%2Ft25%2Fe437&O=inebase&N=&L=>
- Food Composition Databases and Tables <http://www.fao.org/infoods/COST99Inventory.doc>
- Fundación slow food para la biodiversidad <http://www.slowfood.com/>
- International Commission on the Anthropology of Food (ICAF) <http://erl.orn.mpg.de/~icaf/>
- Ministerio de Sanidad y Consumo (estadísticas) <http://www.msc.es/estadEstudios/estadisticas/sisInfSanSNS/home.htm>
- Organización de Las Naciones Unidas Para la Agricultura y la Alimentación <http://www.fao.org/>
- Panel de Consumo del Ministerio de Agricultura, Pesca y Alimentación <http://www.mapa.es/es/alimentacion/pags/consumo/consumo.htm>
- Sociedad Española para el Estudio de la Obesidad <http://www.seedo.es/>
- Sociedad para el Estudio Interdisciplinario de la Alimentación y los Hábitos Sociales (SEIAHS) <http://www.seiahs.info/>
- TERMCAT (diccionari multidisciplinari en català) <http://www.termcat.cat/>
- WORLD FOOD HABITS. English-Language Resources for the anthropology of food and nutrition <http://lilt.ilstu.edu/rtdirks/>