

Degree	Type	Year
Food Science and Technology	OB	2

Contact

Name: Alice Marie Sophie Van Den Bogaert
Email: alicemarie.vandenbogaert@uab.cat

Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

There are no prerequisites.

Objectives and Contextualisation

- Understand the cultural diversity of food practices and their social meanings.
- Develop a critical stance towards ethnocentrism and dominant food norms.
- Analyze the social, economic, and environmental challenges of the current food system.
- Reflect on alternative models and solutions for sustainable and inclusive food practices.

Sustainable Development Goals (SDGs)

Faced with the challenges facing different societies, in 2015 the United Nations (UN) set 17 goals for sustainable development (SDGs), which are broken down into 169 goals. The SDGs address issues affecting different areas, from poverty eradication to the preservation of marine life. These are the goals that must be achieved by the year 2030, and that challenge the whole of society.

The SDGs included in this subject are as follows:

SDG 1: Ending Poverty

SDG 2: Zero hunger

SDG 3: Good Health and well-being

SDG 5: Gender equality

SDG 8: Decent work and economic growth

SDG 10: Reducing inequalities

SDG 11: Sustainable cities and communities

SDG 12: Responsible consumption and production

SDG 13: Climate action

SDG 14: Life below water

SDG 15: Life on Land

SDG 16: Peace and Justice Strong Institutions

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse, summarise, resolve problems and make professional decisions.
- Communicate effectively with both professional and non-professional audiences, orally and in writing, in the first language and/or in English.
- Develop individual learning strategies and planning and organisation skills.
- Display knowledge of the history and anthropology of nutrition and the underlying psychological and sociological causes of dietary behaviour.
- Search for, manage and interpret information from different sources.
- Show sensitivity to environmental, sanitary and social issues.
- Stay abreast of new knowledge, adapt to new situations and develop creativity.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Take the initiative and display an entrepreneurial spirit.

Learning Outcomes

1. Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
2. Analyse, summarise, resolve problems and make professional decisions.
3. Communicate effectively with both professional and non-professional audiences, orally and in writing, in the first language and/or in English.
4. Develop individual learning strategies and planning and organisation skills.
5. Identify the cultural causes of food preferences and aversions.
6. Know the time periods and places that correspond to the various dietary cultures.
7. Relate the availability of food resources and successive technological advances to the various dietary patterns.
8. Search for, manage and interpret information from different sources.
9. Show sensitivity to environmental, sanitary and social issues.
10. Stay abreast of new knowledge, adapt to new situations and develop creativity
11. Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
12. Take the initiative and display an entrepreneurial spirit.

Content

- Major crises of the current world and food
- Loss of biological and cultural diversity
- Food waste

- Creation of hunger
- Control of seeds and traditional polycultures
- Racism and gender in the global food system
- Colonialism, deforestation, land grab, and armed violence
- Extensive livestock farming and the environment
- Fishing and seafood industry
- Greenwashing
- Food companies within the Social and Solidarity Economy

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Analysis of documents and audiovisual materials	4	0.16	2, 8, 3, 9, 4, 5, 10, 6, 12, 7
Lectures	18	0.72	8, 3, 4, 5, 10, 6, 7
Type: Supervised			
Tutorial and monitoring of individual or group work	6	0.24	2, 9, 4, 12
Type: Autonomous			
Information research, reading, viewing	17	0.68	2, 8, 3, 9, 4, 5, 10, 6, 12, 7
Personal study and works production	18	0.72	8, 4, 5, 6, 7

The methodology of the course will be organized into different types of sessions. Specifically:

- Master classes on the theoretical content of the course, at which different audiovisual media (ppt, multimedia material...) will be used.
- Reflexion activities (at full group and/or small groups) on case studies related to the course's agenda.
- Reflection activities (at full group and/or small groups) on basic readings related to the course's agenda.

The dynamics of the course will be participatory and the reflexive and critical implication of the students are expected.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Group research exercise	30%	6	0.24	1, 11, 2, 8, 3, 9, 4, 5, 10, 6, 12, 7
Micro-exams	40%	2	0.08	1, 11, 2, 8, 3, 9, 4, 5, 10, 6, 7
Reading texts in the classroom	30%	4	0.16	1, 11, 2, 8, 3, 9, 4, 10, 6, 7

The assessment for the course will be continuous and will be carried out through three different modules:

Module 1: Micro-examination at each session [40%]

At the end of each session, the professor will reserve 10 minutes for questions aimed at verifying the note-taking of the content explained that day. This activity is non-recoverable.

Module 2: Reading and analysis of texts in class [30%]

In each session, approximately 20 minutes will be reserved for reading short texts and answering questions about the reading.

Module 3: Group work [30%]

Students, in groups of 4, must prepare a written paper on a specific topic proposed by the professor.

Recovery:

1. To participate in the recovery, students must have been previously assessed in a set of activities whose weight equals at least two-thirds of the total grade for the course.
2. To participate in the recovery process, the professor in charge of the course requires students to have obtained a minimum grade of 3.5 in the average course grade.
3. The professor, with the approval of the study coordination and the department, excludes Module 1 from the recovery process.
4. A student must participate in the recovery if:
 - The final grade of the course, calculated according to the explained weighting, is below 5.
 - Regardless of the overall grade, if any of the activities are graded below 3.

Conditions necessary for passing the course:

The final grade of the course will be "Fail" if, regardless of the final grade, the grade of any of the modules obtained after recovery is below 3.

Unique Assessment:

This course offers the possibility of a unique assessment for students who request it within the deadlines set by the Faculty.

According to the regulations established by the UAB, the Unique Assessment entails the renouncement of Continuous Assessment and requires the submission, on a single date, of sufficient evaluative evidence to prove that the student has acquired the competences and learning outcomes established in the course.

In no case does this mean that attendance is not required: it is the student's responsibility to obtain the content explained in each session.

The level of difficulty of each of the tests will be the same as in the case of Continuous Assessment.

Students will need to answer questions about the course content and write a paper.

The date of the assessment will be agreed with the students enrolled in this modality.

Regarding the recovery of the Unique Assessment, it will be governed by the following conditions:

- To be eligible for recovery, the student must have previously taken the Unique Assessment test.
- The student must participate in the recovery if:
 - The final grade of the course, calculated according to the explained weighting, is below 5.
 - Regardless of the overall grade, if any of the activities corresponding to Modules 1, 2, or 3 is graded below 3.
- If the failed exercise is the exam, the student will have to retake it on the stipulated date.
- If the failed exercise is an individual paper, the student will have to resubmit it with the corrections indicated by the professor.
- The recovery date for the Unique Assessment will coincide in day and time with the date established for the recovery of the Continuous Assessment.

Bibliography

- Benach, Joan, Muntaner, Carles. (2005). *Aprender a mirar la salud. ¿Cómo la desigualdad social daña nuestra salud?*. Venezuela, Instituto de Altos Estudios en Salud Pública "Dr. Arnoldo Gabaldon".
- Begueria, Arantza (2016). *Un equilibrio imperfecto. Alimentación ecológica, cuerpo y toxicidad*. Barcelona: Editorial UOC.
- Cáceres, Juanjo; Espeitx, Elena. (2007). *Exploració de les percepcions socials sobre seguretat alimentària a Catalunya*. Barcelona: Departament de Salut Generalitat de Catalunya.
- Campanera, Mireia; Gasull, Mercé; Gracia, Mabel (2021). Desigualdad social y salud: la gestión de la (in)seguridad alimentaria en atención primaria en España. *Salud Colectiva*, 17:
- Campillo. José Enrique (2004). *El mono obeso*. Barcelona: Crítica.
- Casadó, Lina.; Gracia, Mabel. (2020) "I'm Fat and Proud of it": Obesity, Body Size Diversity and Fat Acceptance Activism in Spain. *Fat Studies*. 9(1), pp. 51 - 70. Taylor & Francis, 2020. ISSN 2160-4851
- Contreras, Jesús (1995). *Alimentación y cultura. Necesidades, gustos y costumbres*. Barcelona: Universitat de Barcelona.
- Contreras, Jesús; Gracia, Mabel (2005). *Alimentación y cultura. Perspectivas antropológicas*. Barcelona: Ariel.
- Contreras, Jesús; Riera, Antoni; Medina, Francesc Xavier (dir). (2005). *Sabores del Mediterráneo. Aportaciones para la promoción de un patrimonio alimentario común*. Barcelona: IEMed.

- de Waal, A. (2025). Hunger in global war economies: understanding the decline and return of famines. *Disasters*, 49(1), e12661.
- Díaz-Méndez, Cecilia; Gómez-Benito, Cristóbal (2010). Nutrition and the Mediterranean diet. A historical and sociological analysis of the concept of a 'health diet' in Spanish society. *Food Policy*, 35, 437-447.
- Durán, Paula, et al. (2021). Alimentación y desigualdad en Barcelona: itinerarios de precarización y respuestas ante la crisis. *Revista de Antropología social*, 30, 2
- Esteban, Mari Luz. (2004) *Antropología del cuerpo: género, itinerarios corporales, identidad y cambio*. Barcelona, Bellaterra.
- Esteban, Mari Luz; Comelles, Josep Maria, Diez, Carmen. (eds.). (2010). *Antropología, género, salud y atención*. Barcelona, Bellaterra.
- Espeitx, Elena; Cáceres, Juanjo (2010). Percepció i anàlisi de la seguretat alimentaria en persones immigrades a Catalunya. *TECA. Associació Catalana de Ciències de l'Alimentació*, 12, 2, 47-51.
- Espeitx, Elena; Cantarero, Luis; Medina, F. Xavier; Cáceres, Juanjo (2014). El papel de la información en las cogniciones y percepciones hacia nuevas tecnologías aplicadas a los alimentos. *Política y Sociedad*, 51(1), 95-120.
- FAO. (2010). *El derecho a la alimentación adecuada*. Ginebra: Naciones Unidas.
- Fernández-Armesto, Felipe (2004). *Historia de la comida*. Barcelona: Tusquets editores.
- Fischler, Claude (1995). *El (h)omnívoro: el gusto, la cocina, el cuerpo*. Barcelona: Anagrama.
- Flandrin, Jean Louis; Montanari, Massimo (2004). *Historia de la alimentación*. Madrid: Ediciones Trea.
- Fournier, Tristan (2016). "Gender, Class, and Food: Families, Bodies and Health", *Food and Foodways*, 24:1-2, p. 125-127.
- Gascón, Jordi; Montagut, Xavier (2015). *Banco de alimentos. ¿Combatir el hambre con las sobras?* Barcelona: Icaria.
- González- Turmo, Isabel (2013). *Respuestas alimentarias a las crisis económicas*. ICAF: Ebooks.
- Goody, Jack (1995). *Cocinas, cocina y clases*. Barcelona: Gedisa.
- Gracia, Mabel. (2002). *Somos lo que comemos. Estudios de alimentación y cultura en España*. Barcelona: Ariel.
- Gracia, Mabel (2007a). *No comerás: narrativas sobre comida, cuerpo y género en el nuevo milenio*. Barcelona: Icaria.
- Gracia, Mabel (2007b). Comer bien, comer mal: la medicalización del comportamiento alimentario. *Salud Pública de México*, 49, 236-242.
- Gracia, Mabel (2014). Comer en tiempos de crisis: nuevos contextos alimentarios y de salud en España. *Salud Pública de México*, 56 (6), 648-656.
- Gracia, Mabel (2019) "Comer en tiempos de 'crisis': (in)Seguridad alimentaria en la era de la abundancia" En: Álvarez, L.; Antón, F.; Esteban, C. (eds.) *Alimentación humana: enfoque biocultural*. Anthopos Editorial. P. 129-142.
- Gracia, Mabel (2019) "Itinerarios alimentarios en contextos de precarización: otras formas de comer, otras formas de vivir" En: Magalhães, Mabel; Donizete, S.; Amparo-Santos, L. (org.) *Cidade, corpo e alimentação*. Editora da Universidade Federal da Bahia. P. 257-277

- Gracia, Mabel; Casadó, Lina; Campanera, Mireia (2021). Antropologías del hambre: La (in)seguridad alimentaria en contextos de precarización. *Revista de Antropología social*, 30, 2, 93-.
- Gracia, Mabel., Garcia-Oliva, Montserrat & Campanera, Mireia. (2021). Food Itineraries in the Context of Crisis in Catalonia (Spain): Intersections between Precarization, Food Insecurity and Gender. *Social Sciences*, 10(10), 352.
- Gracia, Mabel; Kraemer, Fabiana (2015). Alimentarse o nutrirse en un comedor social en España: reflexiones sobre la comensalidad. *Demetra*, 10(3), 455-466.
- Guidonet, Alícia (2007). *La Antropología de la alimentación*. Barcelona: UOC.
- Guidonet, Alícia (2010). *¿Miedo a comer? Crisis alimentaria en contextos de abundancia*. Barcelona: Icaria.
- Harris, Marvin (1989). *Bueno para comer: enigmas de alimentación y cultura*. Madrid: Alianza Editorial.
- Harris, Marvin (2007). *Vacas, cerdos, guerras y brujas*. Madrid: Alianza Editorial.
- Kaplan, Adriana; Carrasco, Silvia (2002). "Cambios y continuidad en torno a la cultura alimentaria en el proceso migratorio: de Gambia a Catalunya. A: GRACIA, M. *Somos lo que comemos. Estudios de alimentación y cultura en España*. Barcelona: Ariel. Pp. 97-123.
- Kottak, Conrad Philip. (2002). *Antropología cultural. Espejo para la humanidad*. Madrid: McGraw-Hill.
- Kraemer, Fabiana, et al. (2014). O discurso sobre a alimentação saudável como estratégia de biopoder. *Physis Revista de Saúde Coletiva*, 24(4), 1337-1359.
- Larrea, Cristina; Muñoz, Araceli; Mascaró, Jaume (2017). Cuerpos tóxicos: la percepción del riesgo de la contaminación interna por compuestos químicos en España. *Salud Colectiva*, 13(2), 225-237.
- Llobet, Marta, et al. (coords.) (2019). *(Re)pensando los retos alimentarios desde las ciencias sociales. Contextos de precarización, respuestas y actuaciones*. Barcelona: UOC.
- Medina, F. Xavier (ed.) (1996). *La alimentación mediterránea: historia, cultura y nutrición*. Barcelona: Icaria.
- Medina, F. Xavier (ed.) (2010). *Reflexions sobre les alimentacions contemporànies*. Barcelona: Editorial UOC.
- Medina, F. Xavier, et al. (2021). *Consumo alimentario y sostenibilidad. ¿Hacia una sociedad más sostenible?*. Barcelona: mra ediciones.
- Mintz, Sidney (1996). *Dulzura y poder. El lugar del azúcar en la Historia Moderna*. Madrid: Siglo XXI.
- Mitsuda, Tatsuya (2019). "Trichinosis revisited: Scientific interventions in the assessment of meat and animals in Imperial Germany", *Food and Foodways*, 27:1-2, p. 49-73.
- Moares, M. C., Blanco, L. F. (2015). *La noción del 'comer bien' para jóvenes brasileñas y españolas: cultura, placer y disciplina*. *Revista de Estudios Etnográficos*, 7, 19-36.
- Montagut, Xavier; Gascón, Jordi (2014). *Alimentos desperdiciados. Un análisis del derroche alimentario desde la soberanía alimentaria*. Barcelona: Icaria.
- Montagut, Xavier; Dogliotti, Fabrizio (2006). *Alimentos globalizados*. Barcelona: Icaria.
- Ng'weno, Bettina (2016). "Cumin, Camels, and Caravans: A Spice Odyssey", *Food and Foodways*, 24:1-2, p. 128-130.
- Observatorio de la Alimentación, ODELA. (ed). (2018). *Polisemias de la alimentación*. Barcelona: Edicions de la Universitat de Barcelona.

- Ramírez, Susana. (2013). Usos y desusos del método etnográfico. Las limitaciones de las narrativas en el campo de la salud. En: Romaní O., ed. (2013) *Etnografía, técnicas cualitativas e investigación en salud: un debate abierto*. Tarragona: Publicacions de la Universitat Rovira i Virgili, 43-63.
- Shimmidt-Leukel, Perry (2002). *Las religiones y la comida*. Barcelona: Ariel.
- Sen, Amartya, & SEN, Amartya K. (1982). "The Food Problem: Theory and Policy". *Third World Quarterly*, 4(3), p. 447-459.
- Shiva, Vandana (2006). *Las guerras del agua. Contaminación, privatización y negocio*. Barcelona: Icaria.
- Shiva, Vandana (2018). *¿Quién alimenta realmente al mundo?*. Madrid: Capitán Swing.
- Shiva, Vandana; Shiva, Kartikey (2019). *El planeta es de todos. Unidad contra el 1%*. Madrid: Editorial Popular.
- Shutek, Jennifer (2020) "Halal Food: A History". *Food and Foodways*, 28:1, p. 61-62.
- Toro, Jsoep; Artigas, M. (2000). *El cuerpo como delito. Anorexia, bulimia y sociedad*. Barcelona: Ariel Ciencia.
- Tresserras, Jordi; Medina, F. Xavier (eds.) (2007). *Patrimonio gastronómico y turismo cultural en el Mediterráneo*. Barcelona: Ibertur.
- Valls, Carme. (2020). *Mujeres invisibles para la medicina*. Madrid, Capitán Swing.
- Verthein, Úrsula. *Precarización social y alimentación*. Los comedores escolares. Barcelona: UOC.
- Verthein, Úrsula; de Moares, Maria Clara. (2021). Género, precariedad y exclusión: experiencias de mujeres que utilizan comedores sociales. *Revista de Antropología social*, 30, 2,
- Zafra, Eva; Muñoz, Araceli; Larrea, Cristina (2016). ¿Sabemos lo que comemos? Percepciones sobre el riesgo alimentario en Cataluña, España- *Salud Colectiva*, 12(4), 505-518.

Software

There is no especfic software for this course.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Catalan	second semester	afternoon
(TE) Theory	1	Catalan/Spanish	second semester	afternoon