

Syllabus HISTORY OF PERUVIAN CUISINE

Course information					
Code:	Not applicable	Course:	History of the Peruvian Cuisine		
Coordinating area / program:	International Programs			Mode:	Classroom teaching
Credits:	3	Contact hours:	48	Autonomous study hours:	32
Period:					
Career:					

Contact hours					
Sum:	48	Theory:	48	Practice:	0
		Laboratory:	0	Evaluation hours:	3

Course pre-requisites		
Code	Course	Career
Not applicable	Not applicable	Not applicable

Course coordinators			
Surname and first name	Email	Contact hours	Contact site
Ruelas, Abdí	aruelas@usil.edu.pe	8 a.m. – 6 p.m.	USIL Cusco Center

Instructors
Angelita Contreras Tinta

Course overview
In this course students will learn about the importance of ancestral knowledge dating back to the varied and healthy diet of the Incas and earlier Andean cultures, the remarkable biodiversity of native crops such as corn and potatoes, and about cooking and food preservation methods. They will also gain insight into the impact of Old World influences following the arrival of the Spanish, and in the wake of a series of migrations throughout the 19th and the 20th centuries. Field trips will enable students to explore the rich cultural history underpinning Peru's dynamic gastronomic tradition.

Course competencies	
Professional competency	Not applicable
Level of professional competency	Not applicable
USIL general competencies	Not applicable

Course learning outcomes		
General learning outcome	N°	Specific learning outcomes
Students will be able to explain the most relevant points of the history of Peruvian cuisine since the first civilizations, recognizing the achievements of the Inca culture, analyzing the impact of the Colonial period gastronomy and the mixture of a variety of influences and acknowledging the differences between the cuisines of the three Peruvian regions.	1.	Understand the main concepts of the ancestral culinary knowledge of the Pre-Inca and Inca civilizations.
	2.	Identify the impact of the Colonial cuisine.
	3.	Analyze the Arabic, French, Asiatic and Italian influences in the Peruvian cuisine.
	4.	Trace the development of Creole cuisine and traditional Peruvian dishes.
	5.	Identify and evaluate the main characteristics of the Peruvian dishes in the three regions of the country.

Contents and study activity scheduling						
Session	Week	(hrs)	Type	Contents	Study outcomes and study activities	Resources
Unit	1:	INTRODUCTION TO ANCESTRAL CUISINE				
Specific result:	1					
1	1	1	AP	Overview of the course: Reading the syllabus. Explanation of the methodology, the evaluation system and the classroom norms.	Professor presents and explains the syllabus, sharing with students its contents, methodology and evaluation criteria.	Syllabus, power point presentation, questions, answers and topics calendar.
	1	1	AA	Read bibliography assigned for the week selected by the professor for the next session.	Read and analyze the assignment.	Textbook: Printed and digital.

2	1	2	AP	Agriculture and livestock domestication in pre-Inca and Inca cultures.	Students review the main aspects of early agriculture and livestock domestication in the Andes.	Video, power point slides. Discussion.
	1	1	AA	Read bibliography assigned for next week.	Gain a better understanding of the historical theories of the Pre-Inca and Inca gastronomy and life style.	Printed and digital text.
3	2	1	AP	Pre-Inca and Inca gastronomy: historical theories.	Students analyze and compare historical theories regarding Pre-Columbian food.	Video, power point slides. Discussion.
	2	1	AA	Read bibliography assigned for next week.	Gain a better understanding about the culinary techniques of the Incas.	Printed and digital text.
4	2	2	AP	Highlights of the culinary techniques of the Incas.	Students discuss the main methods of food preparation used by the Incas.	Video, power point slides. Discussion.
	2	1	AA	Read bibliography assigned for the next topic.	Students recognize the native Peruvian agricultural and livestock products.	Printed and digital text.
5	3	1	AP	Native Peruvian agricultural and livestock products.	Using on-line materials students identify native Peruvian products.	Power point presentation, videos and digital text; online resources.
	3	1	AA	1 st draft of the final paper.	Students choose a topic according to their interests and write an abstract on it as preparation for the final assignment.	Printed and online text, materials gathered through independent research.
6	3	4	AP	Field trip to the Potato Park in the Sacred Valley of the Incas.	Students observe directly ancient agricultural techniques and the diversity of potato varieties.	Visit to the potato park.
	3	1	AA	Field report and assigned text for the next session.	Students write a report about the field trip.	Homework: students' reports.
7	4	1	AP	Food preservation and storage techniques in the Inca period.	Students reflect on the ancient food preservation techniques and their value.	Power point slides, video, pictures.
	4	1	AA	Reading about the freeze-dried potato production and its varieties.	Read and analyze the assignment.	Printed and digital text.
8	4	3	AP	Field trip to a traditional village to learn about the freeze-dried potato production.	Students will be in touch with the native culture still practicing traditional techniques.	Visit to a native village.
	4	1	AA	Field report and reading for the next session.	Students write reports summarizing their impressions and thoughts about the field trip.	Homework: students' reports.
Basic and supplemental mandatory reading:					[5] Pages: 1-15 [5] Pages: 16-35 [6] Pages: 1	
Unit	2:	COLONIAL PERUVIAN CUISINE				
Specific result:		2				
9	5	1	AP	Agricultural and livestock products introduced in Peru during the Colonial period.	Through question and answers students identify new products introduced in Peru after the European conquest.	Power point presentation and videos, Q & A.
	5	1	AA	Reading for the next session.	Students analyze the impact of the Spanish colonization.	Printed and digital text.
10	5	2	AP	Colonial period gastronomy, Spanish influence during the first years of occupation.	Students recognize the Spanish influence on local gastronomy during the first decades of the Colonial period.	Power point presentation, video and readings.
	5	1	AA	Reading for the next session.	Students summarize the main ideas of the reading.	Printed and digital text.

11	6	1	AP	Colonial traditions in Peruvian gastronomy.	Students identify the crops that were introduced during the Spanish colonization.	Power point presentation, video and readings.
Basic and supplemental mandatory reading:					[1] Page: 1-17 [4] Page: 1-	
Unit	3:	INTERNATIONAL INFLUENCES IN THE PERUVIAN CUISINE				
Specific result:		3				
	6	1	AA	Reading about the history of African gastronomy and its contribution to Peruvian cuisine.	Read and analyze the assignment for the next session.	Printed and digital text.
12	6	2	AP	African gastronomic contributions in Peru.	Students discuss the gastronomic contributions of the African population in Peru.	Power point and discussion.
	6	1	AA	Reading for the following session.	Students analyze the most important Italian and Greek gastronomic contributions.	Reading and online course material.
13	7	2	AP	Italian and Greek gastronomic contributions in Peru.	Presentation of a recipe of Greek and Italian gastronomy.	Power point and discussion.
	7	1	AA	Reading for the next session.	Students explain the most relevant characteristics of the Peruvian Colonial and Mediterranean fusion.	Digital and printed text, power point presentation.
14	7	2	AP	Comparison of the Peruvian Colonial fusion cuisine and later Mediterranean influence.	Identify differences between the Colonial period cuisine and the later Mediterranean elements.	Power point, videos and digital texts.
	7	1	AA	Read bibliography assigned for next week.	Read and analyze the assignment.	Printed and digital text.
15	8	1	AP	The cuisine in convents and monasteries.	Students discuss the gastronomic tradition of convents and monasteries in Cusco.	Printed and digital text.
	8	1	AA	Read bibliography assigned for next week.	Students review the history of Peruvian pisco.	Power point, videos and digital text.
16	8	2	AP	Main facts about wine and pisco in Peru. Field trip to the Pisco Museum.	Students observe and identify the most relevant characteristics of pisco and wine.	Field trip.
	8	1	AA	Pre-exam review.	Students review the main points of the first part of the course for the exam.	Review of the course materials.
17	9	1	AP	MID TERM EXAM.	Students take a one hour exam individually.	Evaluation.
Basic and supplemental mandatory reading:					[7]Pages: 1 [8] Pages: 145-156	
Unit	4:	CREOLE CUISINE				
Specific result:		4				
	9	1	AA	Students present field trip reports and read the assignment for the next session.	Students recognize the Arabic and French influences in the Peruvian cuisine.	Field report. Printed and digital text.
18	9	2	AP	Arabic, French and Italian influence in Peruvian gastronomy and "slow food" principles.	Students identify the main characteristics of the Arabic, France and Italian cuisine in the]Peruvian tradition.	Power point slides, Video, Questions and answers
	9	1	AA	Students read the assignment for the next session.	Students gain a better understanding of the next topic.	Printed and digital text.
19	10	2	AP	Asiatic migration to Peru: Japanese and Chinese-Cantonese gastronomic fusion.	Students analyze the Asiatic fusion, its culinary techniques and ingredients.	Power point slides, Video, Questions and answers.
	10	1	AA	Reading for the next session.	Students read the bibliography and watch the videos assigned for the next class.	Printed and digital text, video.
20	10	2	AP	Field trip to the most representative Arabic, French and Asian restaurants.	Students recognize in a practical situation different traditions	Field trip.

					merging in the Peruvian context.	
	10	1	AA	Students write a report about the field trip.	Students' reflections on the role of different gastronomic traditions.	Field report.
Basic and supplemental mandatory reading:					[7] Pages:1 [8] Pages: 35-49	
Unit	5:	PERUVIAN DISHES OF THE THREE REGIONS				
Specific result:		5				
	11	2	AA	Review of the course topics of Unit 4.	Students review the topics of the last Unit.	Course notes and materials.
21	12	1	AP	Traditional Peruvian dishes: Creole cuisine.	Students trace the origins of traditional Peruvian dishes: Creole cooking.	Biography, power point and discussion.
	12	1	AA	Reading on gastronomy during the Republican period.	Students read and analyze the assignment.	Printed and digital text.
22	12	2	AP	Gastronomy in the Republican period: Peruvian bakery and desserts.	Students review the bakery and dessert recipes that become part of the daily diet during the Republican period.	Biography, power point and discussion.
	12	1	AA	Reading about regional cuisines and their main products.	Students read and analyze the assignment.	Printed and digital text.
23	13	1	AP	Regional cuisine: Peruvian jungle gastronomy.	Students discuss the main jungle crops, and the jungle culinary products.	Biography, power point and discussion.
	13	1	AA	Reading for the next session.	Students review the Novo Andean cuisine, globalization in Peru and name the leading Peruvian chefs.	Printed and digital text.
24	13	2	AP	Gastronomy in the Peruvian highlands and the new trends in Peruvian gastronomy.	Students describe the most representative recipes from the Peruvian highlands.	Biography, power point and discussion.
	13	1	AA	Reading about gastronomy on the Peruvian coast.	Students share personal reflections about the most relevant Peruvian recipes from the coast.	Printed and digital text.
25	14	1	AP	Gastronomy of Peru's coast.	Students analyze specific examples of the recipes from the Peruvian coast.	Biography, power point and discussion.
	14	1	AA	Preparation of students' presentations.	Students prepare presentations to share in class.	Students' presentations.
26	14	2	AP	Students' presentations.	Students share their presentations in class.	Students' presentations and discussion.
	14	1	AA	Group assignment.	Students prepare their group assignment.	Printed and digital text.
27	15	2	AP	Field trip to traditional restaurants called "Picanterías".	Students interact with local cooks learning the traditional techniques and history of the most representative dishes.	Field trip
	15	2	AA	Analytical report about the field trip.	Students write their reports.	Students' reports.
	16	2	AA	Group presentations: preparation.	Students prepare group presentations.	Students' group presentations.
28	16	2	AP	Students' group presentations.	Students share their group presentations about Peruvian dishes explaining their origin, ingredients and describing the cooking process.	Power point presentations and discussion.
Basic and supplemental mandatory reading:					[10] Pages: 5-25	

AA: autonomous learning

AP: contact learning

Methodology

In the first session the instructor gives a general presentation of the course, syllabus, evaluation criteria, content, activities, learning resources, bibliographical references. An active methodology will be used with the active participation of students who will

be responsible for their learning through spaces of reflection, opinion and debate. The instructor will provide relevant concepts, examples, cases and other pertinent information on course materials, activities, schedule and assignment guidelines. Students will receive the course materials before class to explore them ahead of time. In each session students and the instructor will be sharing their thoughts and doubts, debates will be held around the lecture contents and videos. Further learning will be prompted by field trips that will allow students to explore directly the cultural context of gastronomic heritage of Peru; after each trip they will have to write a report recording their personal experience.

Evaluation system

Grades for each type of evaluation and the final grade for the course are rounded to whole numbers. The final grade is the average of the continuous assessment, mid-term exam and final exam grades.

Nº	Type of evaluation	Weight
1	Continuous assessment	45%
2	Mid-term exam	25%
3	Final exam	30%

Continuous assessment (*)

Type of evaluation	Percentages	Description of disaggregated components of the evaluation			Week	Make-up evaluation
		Nº	Description	%		
Evaluation 1: Reports	35%	1	Field trip to the Potato Park report	20%	3	No
		2	Field trip to traditional village report	20%	4	No
		3	Field trip to the Pisco Museum report	20%	8	No
		4	Field trip to the Arabic, French and Asian restaurants report	20%	12	No
		5	Field trip to the traditional Picanterias report	20%	14	No
		TOTAL		100%		
Evaluation 2: Readings, participation in class and individual assignments	35%	1	Readings and participation in class	35%	12	No
		2	Individual assignment (paper)	30%	13	No
		3	Presentation in class	35%	13	No
		TOTAL		100%		
Evaluation 3: Group assignment	30%	1	Group assignment	50%	15	No
		2	Presentation of the group assignment	50%	15	No
		TOTAL		100%		

(*) Continuous assessment includes independent study activities.

General guidelines

- Students who arrive more than 10 minutes late will be counted as absent.
- No food is allowed in class.

Course specific rules

- Professor will check attendance every hour of class, during the first 5 minutes. Students are responsible for controlling their own absences. There is no option to register lateness; if a student is not present when the professor registers the attendance, he or she will be considered as absent.
- Whenever students take an evaluation, they will not be allowed to enter the classroom after the professor has distributed the answer sheets. Plagiarism is an unquestionable violation of the academic integrity.
- Final personal assignments are to be done individually and there is only one option to change the topic for the personal assignment.
- Students must participate in field trip wearing their USIL jacket, write an analytical report send it 24 hours after the activity.
- If a student does not respect the disciplinary norms set by the professor, he/she may be asked to leave the classroom.

Attendance policy

Total percentage of permitted absences in other courses:	30%
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Basic and supplemental mandatory reading

Basic mandatory reading:

- BANNISTER, Hannah and Brian LAGOTTE (2017). Gastronomic Revolution: Peruvian Cuisine's Journey from Cultural Entity to Commodity. In: *Latin American Studies and Food Anthropology*, retrieved on July 09, 2017: <https://kuscholarworks.ku.edu/bitstream/handle/1808/23866/bannister.pdf?sequence=1>
- FOOD IN EVERY COUNTRY (2017). *Peru*. retrieved on July 13, 2017: <http://www.foodbycountry.com/Kazakhstan-to-South-Africa/Peru.html>
- BOHARDT, Meghan E. (2014). *Peru's "Gastronomic Boom": Critical Perspectives on Elite Gastronomy and Social Food Justice*. Master thesis. University of Illinois at Urbana-Champaign: https://www.ideals.illinois.edu/bitstream/handle/2142/50654/Meghan_Bohardt.pdf?sequence=1

Supplemental mandatory reading:

4. VERA, Raúl. (2006). Country Pasture/Forage Resource Profiles Peru. In: *Food and Agriculture Organization of the United Nations*, retrieved on November 25th, 2017: http://www.fao.org/ag/agp/agpc/doc/counprof/PDF%20files/Peru_English.pdf
5. EARLS, John (2015). *The Character of Inca and Andean Agriculture*, PUCP, retrieved on July 10, 2017: <http://macareo.pucp.edu.pe/~jearls/documentosPDF/theCharacter.PDF>
6. JACOBY, Enrique & Patricia MURILLO (2012). The union of agriculture, gastronomy, nutrition. In: *World Nutrition: Journal of the World Public Health Nutrition Association*, Volume 3, Number 8, August 2012, retrieved on July 26, 2017: http://archive.wphna.org/wp-content/uploads/2014/09/WN_2012_03_08_358-372_Enrique_Jacoby_Patricia_Murillo_Peruvian_food.pdf.
7. RAMOS, Jennifer (2011). A Brief History of Peruvian Cuisine. In: *La Vida Comida*, retrieved on July 26, 2017: <http://lavidacomida.com/brief-history-peruvian-cuisine/>
8. BENITEZ, Raúl. (2013). Traditional High Andean Cuisine. In: *Food and Agriculture Organization of the United Nations Regional Office for Latin America and the Caribbean (FAO/RLC)*, retrieved on November 25th, 2017: <http://www.fao.org/docrep/018/i1466e/i1466e.pdf>
9. IRVING, John (2007). *Slow Food Companion*, retrieved on July 17, 2017: https://www.slowfood.com/about_us/img_sito/pdf/Companion08_ENG.pdf
10. AUTHENTIC FOODQUEST (2016). *The 6 Criollo Dishes You Should Try in Peru*, retrieved on July 26, 2017: <https://www.authenticfoodquest.com/peruvian-criollo-dishes/>

Supplemental optional reading

1. AVILES, Laura (2016). The Gastronomy Boom of Peru. In *Das Tor*, retrieved on July 10, 2017: <http://dastornews.com/2016/09/the-gastronomy-boom-of-peru/>