1. COURSE DESCRIPTION

This course continues to explore the tradition of Italian food through the preparation of representative recipes. The course focuses on Italian DOP, IGP, and product application to traditional dishes. The origins and development of ingredients, nutritional values, and suitable use in Italian cuisine will be thoroughly covered. The goal of this course is to help students understand the importance of local ingredients for the preservation of biodiversity. Course concepts will prepare students continuing with the advanced section of this course (section III).

2. OBJECTIVE

The aim of the course is to give students the opportunity to appreciate how historical events changed the way people perceived and prepared their meals and gain experience and understanding of the ingredients, tools and equipment, weights and measures, Italian recipes, cooking methods for the preparation of traditional Italian dishes.

Upon successful completion of this course students will be able to:

- Recognize the most important DOP, IGP or however typical products that represent an important part of Italian food culture and be able to use them properly in Italian recipes
- Understand Italian gastronomic culture and its development through the centuries
- Learn vegetables, cheese and salumi origins and cultural background
- Understand the bases of cheese and salumi production process
- Understand the features of the major Italian cuisine ingredients
- Apply dedicated cooking methods to different ingredients
- Understand the features of herbs and spices and how to use their potential
- Understand the principles of Traditional Italian Cuisine and its ingredients

3. REQUIREMENTS

Successful completion of CA I Level or equivalent is required for this course.
Tradition of Italian Food I or equivalent

4. METHOD
This course consists of lectures, class discussions, and site visits within the local community. Mediums for instruction used will include, but are not limited to, interactive and hands-on activities which challenge thought processes, academic texts and studies, videos, slides, guided problem solving, and experiential and/or field learning activities where applicable.

Each class consists of lectures, workshops and tastings. During each class recipes will be introduced, explained, demonstrated by the instructor when necessary and performed by the students, working in small groups, with the supervision of the instructor. At the end of each class the group work will be evaluated by the instructor in order to foster learning and correct mistakes, if any.

Lectures will focus on origin and development of the ingredients in Italian Cuisine; structure and features of the ingredients; basic nutritional values of ingredients; suitable applications and cooking methods.

Recipes are subject to changes according to the availability of fresh ingredients.

5. TEXT BOOK AND ACADEMIC RESOURCES

**Course text book: Complete Italian Food** - Antonio and Priscilla Carluccio - Quadrille Publishing


Recommended bookstores: Paperback Exchange, Via delle Oche, 4R (Second-hand copies might also be available) or Feltrinelli International, Via Cavour 12

The text book is mandatory for the successful completion of the course. One copy is available in the FUA library. Where applicable, additional material, handouts and/or notes will be provided by the instructor.

**HIGHLY RECOMMENDED READINGS**
Available in the FUA library

Al dente. A history of food in Italy - Fabio Parasecoli - Reaktion Books
Italian Food - E. David - Ebury 2006
One hundred and one-Beautiful Towns in Italy - Paolo Lazzarin - Rizzoli New York

**FURTHER SUGGESTED READINGS**
Available in the FUA library

G. Ganugi L. Romanelli - Olive oil - McRae Florence 2002
Gillian Riley - The Oxford Companion to Italian Food - Oxford University Press
C. Ingram - The World Encyclopedia - Cooking ingredients - Annes London 2002
R. Tannahill - Food in history - Stain & Day New York 1973
G. Bugialli - The fine art of Italian Cooking - Times Books New York 1979
F. Ungaro - Pasta - McRae Florence 2002
Italian Cheeses - Slow Food Cuneo 2005

**LIBRARIES**

The FUA library is located in Corso Tintori 21. Please consult the posted schedules for official opening times. Please note that the library is consultation only and thus it is not possible to remove texts.
Students are encouraged to take advantage of Florence's libraries and research centers:

Biblioteca Palagio di Parte Guelfa - Located in Piazzetta di Parte Guelfa between Pza della Repubblica and Ponte Vecchio. Telephone: 055.261.6029. The library is open Monday thru Saturday. This library is open until 10:00pm during weekdays.


The Harold Acton Library at the British Institute of Florence - Located in Lungarno Guicciardini 9. For opening times and student membership information: www.britishinstitute.it/en. This is a fee-based membership library.

6. FIELD LEARNING

This course may include one or more field learning activities. Please refer to the course addendum for additional details.

7. COURSE MATERIALS AND KITCHEN RULES

Career and Master students will be provided with a knives and utensils kit. Should students wish to store materials or equipment, lockers are available at Apicius Via Guelfa, 85n with a 10 Euro deposit (given back after returning the key).

Professional cooking classes

1. All students are strictly required to attend class bringing the provided kit and wearing a clean uniform: the jacket provided by the school, black pants, apron (color depending on the CA level), safety footwear, a white Chef's hat and a set of knives. Students with long hair should tie hair back before wearing the hat. Students are not allowed to wear rings, earrings or any other visible piercings, bracelets, watches and nail polish during lab hours. **Students who are not dressed properly will not be allowed in class.**

2. All students must attend class fully prepared and on time. Late students will not be accepted.

3. Carefully wash hands at the beginning of each class, before food is handled.

4. During professional cooking classes only small food tastings are allowed as the main purpose of these courses is to develop technical skills. Students are not allowed to take food out of the kitchen.

5. Students are also required to participate in a polite and responsible way. Students are not allowed to sit on the working stations. Students who disturb lessons or are disrespectful to the instructor or the other students will be asked to leave the class. Serious infractions will be evaluated by the Academic Office.

6. Cooking classes will include various tasks which all students must carry out. Classes will include all different types of recipes and students are expected to actively participate in all lessons regardless of personal likes or dislikes.

7. Each student is responsible for washing all utensils used during classes and keeping the working station clean and tidy, with all the utensils as listed in the stations inventory. Two students at a time will take turns each class to tidy up the kitchen common areas.

8. Students are responsible for kitchen utensils and maintenance of the equipment. The cost of a) any missing utensil  b) damages due to students carelessness will be shared by all students.
9. No visits are allowed in class at any time.

10. The use of cellular phones is not allowed within the school building.

8. COURSE FEES

Course fees cover course-related field learning activities, visits, and support the instructor's teaching methodologies. Book costs are not included in the course fee. The exact amount will be communicated by the instructor on the first day of class.

9. EVALUATION AND GRADING SYSTEM

**Final Grade Breakdown**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>10% Attendance</td>
<td>20% Assignments (paper, research, projects)</td>
</tr>
<tr>
<td>25% Class Participation</td>
<td>20% Final Exam</td>
</tr>
<tr>
<td>25% Evaluation of daily practical performances</td>
<td>nowhere</td>
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</tbody>
</table>

Please note that a detailed explanation of the above is found in Section 11 (Assignments, Term Papers and Exams).

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100 – 93%</td>
</tr>
<tr>
<td>A-</td>
<td>92 – 90%</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 87%</td>
</tr>
<tr>
<td>B</td>
<td>86 – 83%</td>
</tr>
<tr>
<td>B-</td>
<td>82 – 80%</td>
</tr>
<tr>
<td>C+</td>
<td>79 – 77%</td>
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<tr>
<td>C</td>
<td>76 – 73%</td>
</tr>
<tr>
<td>C-</td>
<td>72 – 70%</td>
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<td>D</td>
<td>69 – 60%</td>
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<tr>
<td>F</td>
<td>59 – 0%</td>
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<tr>
<td>W</td>
<td>official withdrawal</td>
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<tr>
<td>W/F</td>
<td>failure to withdraw by</td>
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</tbody>
</table>

10. ATTENDANCE - PARTICIPATION

**Institutional Attendance Policy**

Academic integrity and mutual respect between instructor and student are central to the FUA academic policy and reflected in the attendance regulations. Student presence is mandatory and counts toward the final grade.

- On the second absence the attendance and participation grade will be impacted. Please note that missing certain field learning activities may count for more than one absence.
- On the third absence the instructor may lower the final grade by one letter grade. (Example: Final grade average of 93% or A will become a B).
- The fourth absence constitutes automatic failure of the course. Students with excessive absences will be asked to withdraw with a W (if before the deadline) or leave the course with a WF.

It is student`s responsibility to know how many absences he or she has in a course. In case of doubt, speak with your instructor!
Late Arrival and Early Departure
Arriving late or departing early from class is not acceptable.
Two late arrivals or early departures or a combination will result in an unexcused absence.
Travel is not an exceptional circumstance and never an excuse for absence from class.

Participation
Satisfactory participation will be the result of contributing to class discussions by putting forth insightful and constructive questions, comments and observations. Overall effort, cooperation during group work and in-class activities, responsible behavior, and completion of assignments will be assessed. All of the above criteria also applies to Field Learning and site visits.

11. EXAMS, PAPERS, PROJECTS

Assignments

a. Experiential Learning
Front/back of the house shifts are mandatory in order to successfully complete the course.
Career programs students: one shift a week.
Service Management hours are assigned to students within the semester. The school will schedule the Service Management hours at the beginning of the session.
Dress code will be communicated by the instructors. Students with long hair should tie hair back.

b. each student will have to develop a final project/paper following the instructions of the professor
The paper should be 5 pages long plus bibliography and a detailed list of all sources.
The topic of the final project/paper will be discussed in class with the professor.
Deadline for the topic: lesson 5. The final project/paper is due by lesson 11.

<table>
<thead>
<tr>
<th>IMPORTANT - As FUA is a paperless university, students' paper/projects are to be submitted electronically and printing is not required. For instructions please refer to the course addendum. Every delay or missing file will negatively impact the final evaluation.</th>
</tr>
</thead>
</table>

c. in addition to those listed in the syllabus and addendum, other assignments can be given by the professor during the course
For the material you will need to type please check the school computer facilities.
Make sure you can sort out any problem in good time before your presentation/paper is due.

Final Exam

The final exam is cumulative and it will consist of both written and practical tests.
The written test will consist of 10 open questions on the subjects taught during the entire course.
Students will have to give detailed answers using the proper technical vocabulary.

In the hands-on exam students will be evaluated on a single recipe given by the instructor: the recipe will abide by the objectives reached during the course.

Hand writing should be clear, neat and legible.
Blue or black pen are the only acceptable.

The date and time of the exams cannot be changed for any reason.

12. LESSON PLAN
### Lesson 1

**Topic**  
**Culinary Literature:** from Renaissance to XIX Century  
Understanding Quality: Reading Italian labels - DOP, IGP, Slow Food

**Lab**  
Tortino di uova, pancetta e cipolle e con fonduta di Parmigiano Reggiano DOP  
Make brown beef stock for lesson 3

**Objectives**  
Understand the development of Italian cuisine after Renaissance  
Understand the Italian-European labelling standards  
Understand the purpose of DOP and IGP and compare with Slow Food Presidi and Arca del Gusto

**Assignment**  
Refer to syllabus addendum

### Lesson 2

**Topic**  
**Gastronomic Walking Tour: Italian street food**

**Objectives**  
Get confident with local traditions  
Understand Italian street food style and ingredients

### Lesson 3

**Topic**  
**Vinegar - Balsamic vinegar**  
Origins, definition and common uses of vinegar in Mediterranean tradition  
Definition of Balsamic Vinegar - Aceto balsamico tradizionale: production method, characteristics, suitable uses

**Lab**  
*Tasting: Aceto Balsamico Tradizionale di Modena DOP with Parmigiano Reggiano DOP*  
Sarde “in saor” - Roasted beef sirloin served with potato and Bitto cheese flan, anchovies and balsamic vinegar butter sauce - *Small portion of the roast to taste with the Aceto Balsamico Tradizionale*

**Objectives**  
Understand the development in the use of vinegar from antiquity to present days  
Understand the preservative use of vinegar - Get confident with the application of vinegar to sauces, marinades or preservative liquids  
Learn the production method of Aceto Balsamico Tradizionale and what makes it different from any other vinegar - Get confident with the potential applications of aceto balsamico in cooking

**Assignment**  
Textbook Ch. Aceto pp. 208-209

### Lesson 4
| Topic | **Fresh pasta**  
| --- | ---  
| | Egg based and water based dough - Different origins and development depending on ingredients and traditions - Differences in structure and applications  
| | The art of hand/home made pasta: analysis of the process and production method  
| | Hand shaped fresh pasta and stuffed fresh pasta  
| Lab | Cavatelli con le cime di rapa - Ravioli stuffed with ricotta, swiss chard and pine nuts served with butter, sage and black pepper sauce, Pecorino Toscano  
| Objectives | Learn the origins of fresh pasta and understand the cultural importance of this tradition  
| | Understand the different structure of egg based and water based fresh pasta and the reasons for the different diffusion - Learn how to produce hand made fresh pasta  
| | Get confident with stuffed pasta different shapes and production techniques  
| Assignment | Textbook Ch. Pasta  pp.138-167  
| Lesson 5 | **Baccalà and stoccafisso**  
| Topic | History and diffusion of preserved cod - The importance of preserved fish and its influence in culinary habits of different areas  
| | Production process of baccalà and stoccafisso  
| | Difference in fish structure and suitable uses in traditional Italian Cuisine  
| Lab | Baccalà “mantecato”, olives and chickpeas purée - Stoccafisso “accomodato” ligurie  
| Objectives | Understand the reasons for the diffusion of preserved fish and its importance in human diet through the centuries - Get confident with the use of both stoccafisso and baccalà  
| | Understand the differences in terms of suitable uses and reaction to cooking  
| | Learn traditional italian recipes based on preserved cod  
| Assignment | Textbook Ch. Fish & Shellfish  pp.16-17  
| Lesson 6 | **Cured meats II - Encased salumi or “Insaccati”**  
| Topic | Origins and diffusion of encased salumi - Difference in terminology between salumi and “salami” - Cultural relevance in italian cuisine and street food  
| | Application of salumi in traditional style dishes  
| | Focus on IGP and DOP products  
| Lab | *Tasting:* soprassata/coppa di testa, finocchiona, strolghino  
| | Tortelli stuffed with finocchiona and ricotta, orange flavored spring onions sauté, wild fennel -  
| | Red onion stuffed with sausage, light pecorino fondue  
| Objectives | Learn the development of salumi production through times and their importance both as preserved food and as delicacies - Get confident with the use of salumi in italian cuisine -  
| | Understand the basic techniques for the production of encased salumi  
| Assignment | Textbook Ch. Fresh and cured meats  pp. 66-85  

Lesson 7

<table>
<thead>
<tr>
<th>Topic</th>
<th>Cheese II - Stretched-curd cheeses (pasta filata)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td>Definition and process - Different methods and purposes - Effects of curd stretching on the final texture of cheese - Traditional stretched-curd cheeses: origins and applications to traditional cuisine</td>
</tr>
<tr>
<td>Lab</td>
<td>Tasting: Mozzarella di Bufala Campana DOP - Scamorza fresca and affumicata - Caciocavallo Ragusano DOP - Pizza di scarola e scamorza - Ricotta and Ragusano flan with almonds, celery and lemon scent</td>
</tr>
<tr>
<td>Objectives</td>
<td>Identify the most important stretched-curd cheeses in Italian gastronomy - Understand the features of stretched-curd cheeses and the suitable uses in Italian cuisine - Learn how to handle different types of stringy cheeses depending on dishes preparation methods</td>
</tr>
<tr>
<td>Assignment</td>
<td>Textbook Ch. Dairy Products pp. 232-257</td>
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</table>

Lesson 10

<table>
<thead>
<tr>
<th>Topic</th>
<th>Nuts</th>
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<tbody>
<tr>
<td>Definition</td>
<td>Definition of “nuts” and different classification in English speaking countries and Italy - Nutritional values of nuts - Importance of nuts in Italian traditional cuisine from ancient times to present days - Suitable uses of nuts in the kitchen: focus on application to savory preparations from North to South Italy - Focus on Mandorla di Toritto Presidio Slow Food, Mandorla di Avola IGP, Pistacchio di Bronte DOP &amp; Presidio Slow Food</td>
</tr>
<tr>
<td>Lab</td>
<td>Pasta di Gragnano with Pantelleria capers and almond pesto, sundried tomatoes and bottarga - Lamb ribs cooked with a pistacchio crust, artichokes sauté</td>
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<tr>
<td>Objectives</td>
<td>Identify the most common nuts used in Italian cuisine - Understand the basic nutritional values of common nuts - Learn the origins of different nuts present in Italian cuisine and their diffusion worldwide during centuries - Get confident with nuts in savory cuisine applications</td>
</tr>
<tr>
<td>Assignment</td>
<td>Textbook Ch. Fruit &amp; Nuts pp. 258</td>
</tr>
</tbody>
</table>
### Lesson 11

**Topic**  
**Vegetables III - Underground crops: roots, tubers, lower stems and bulbs**  
Definition of roots and tubers - Diffusion during centuries and human selection - Nutritional values - Suitable uses in the kitchen - Special varieties and dedicated cooking methods - Effects of postharvest conditions on roots and tubers and on potatoes

**Lab**  
Mortadellina di Prato mousse served with celery root purée and caramelized bell peppers - Multicolored vegetables salad with cow milk cheese and braised pancetta

**Objectives**  
Identify roots, tubers, lower stems and bulbs - Understand their purpose in plants living cycle - Get confident with these vegetables as sources of energy and flavorful options - Understand the suitable uses in the kitchen - Learn the consequences of improper storing on these crops

**Assignment**  
Textbook Ch. Vegetables and Pulses  pp. 98-137

### Lesson 12

**Topic**  
**Flavoring from plants: herbs and spices**  
Definition and chemistry of herbs and spices - Cultural relevance through centuries - Flavor extraction and handling: grinding, crushing, chopping - Marinades and rubs for flavor - Survey on common herbs and spices - Herbs and spices in Italian cuisine

**Lab**  
*DEMO: tomato sauce with different flavorings (oregano, basil, ginger and coriander, chives and cinnamon) - Castagnaccio with “dressed” ricotta (winter season) - Microgreens*  
Spaghetti aglio, olio, peperoncino - Poached eggs on calamint stewed artichokes and hazelnuts - Salviata (renaissance dish)

**Objectives**  
Identify and understand the features of herbs and spices - Get confident with the chemistry of herbs and spices and understand how to use their potential do enhance or add flavor - Understand the importance of the complexity herbs and spices bring to a preparation - Get confident with the basics of food pairing concepts

**Assignment**  
Textbook Ch. Herbs & Spices  pp. 209-221  / On Cooking Ch. 6 pp. 98-109

### Lesson 13

**Topic**  
**Rice**  
Origins and diffusion - Kinds of rice and common categories - Polished and brown rice - Wild rice - The flavor of rice - Chemistry of rice, nutritional values and reaction to cooking - Suggestions on how to safely preserve rice - Application of rice to Italian cuisine: not only risotto - Focus on Riso di Baraggia Biellese e Vercellese DOP
<table>
<thead>
<tr>
<th>Lab</th>
<th>Arancini di riso comune e Venere - Tiella di cozze, patate e broccoli</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td>Identify the common varieties of rice - Understand the cultural and social relevance of this crop in worldwide diets - Understand that rice cooking depends on the same reaction to heat, independently from the method - Learn about the diffusion of rice in the mediterranean area - Apply rice to italian traditional dishes</td>
</tr>
<tr>
<td>Assignment</td>
<td>Textbook Ch. Rice &amp; Grains pp.168-181</td>
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<th>Lesson 14</th>
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</table>
| **Topic** | **Legumes and Grains II**  
**Corn**: origins and diffusion - Common applications in Italian cuisine - Suitable uses as an alternative flour - Nutritional overview  
Focus on Mais Biancoperla Presidio Slow Food and Formenton 8 File Garfagnana  
**Lentils**: origins and diffusion - Historical relevance - Nutritional values - Suitable uses in Italian cuisine  
Focus on Lenticchie di Castelluccio di Norcia DOP and Lenticchie di Onano Presidio Slow Food |
| **Lab** | Polenta di mais 8 file della Garfagnana e coniglio in umido - Sformato di polenta bianca alle erbe su zuppa di lenticchie e calamari |
| **Objectives** | Know the different corn flour varieties available in Italy and their different features  
Get confident with the use of corn flour to prepare traditional polenta  
Learn the nutritional values of corn and their suitable uses as an alternative flour  
Know the ancient origins of lentils and their role in Italian cuisine  
Get confident with the various types of lentils grown in Italian territory  
Understand the importance of protected ingredients for the preservation of biodiversity |
| **Assignment** | Textbook Ch. Rice & Grains + Vegetables and Pulses |

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<tr>
<th>Lesson 15</th>
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<tr>
<td><strong>FINAL EXAM</strong></td>
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