

IDS2935 (section 2PK1, class #23207)

CHEMISTRY in the *COCINA LATINA*

Mondays p. 6, Wednesdays p. 6-8

General Education: **Quest 2; P** (Physical Sciences); **N** (International)**A minimum grade of C is required for General Education**

Part of the UF International Scholars Program



NOTE: In this class we will be working with a variety of food ingredients. If you have **any** food sensitivities or religious preferences that might impact your participation, please let the professors know **ASAP**.

COURSE DESCRIPTION

This cross-disciplinary Quest 2 course presents the role of science in our everyday lives, and how chemistry is essential to our understanding of the world, while developing a critical sense for the use (and misuse) of scientific language and evidence in everyday discourse. In the state of Florida – and increasingly throughout all of the United States – Hispanic and LatinX cultures are an integral part of our cultural makeup, and nowhere is this more evident than in the culinary products and practices that have become a part of the Floridian landscape. Combining the learning of chemistry with Hispanic/LatinX food becomes the natural setting where to integrate science with the appreciation of our current multicultural society.

This course will be of interest to students who want to develop an understanding of the societal relevance of chemical concepts while acquiring a global understanding of the culture and tradition in Hispanic/LatinX food and their influence in our society. The course does not require prior knowledge of college-level chemistry or math, nor it requires any Spanish-language experience. Chemistry concepts are introduced as needed to understand the science of food and cooking.

Specifically, we explore the chemical processes and reactions that are inherent in all aspects of cooking fulfilling the SLOs of Physical Sciences, as described in more detail on the following page. By approaching the domain food preparation through the lens of a physical science, we provide students with the opportunity to learn to understand and appreciate the processes of hypothesis formation, experimental design, and data analysis in real-world, practical scenarios. At the same time, we integrate a humanistic approach to these investigations by exploring the crucial roles that language, culture and human interaction play in virtually all aspects of food preparation and consumption.

By combining these two approaches, we allow students to recognize not only the chemistry in their everyday lives, but also the increasing presence of Hispanic migrant voices in the world around them. As such, this course moves away from a simple introduction to chemistry, or survey of Hispanic cultures, to create an integrated exploration of the ways in which scientific and humanistic viewpoints and analyses are truly interdependent.

[For specific information on General Education, Quest, and International Scholars learning objectives, please see the information on pp. 8-12 of this syllabus.]

INSTRUCTOR INFORMATION*

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Office hours: Tuesdays 2:00pm-3:00pm
Wednesdays 10:45am-12:15pm

Dr. Gillian Lord
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Phone: 352.273.3749

Office hours: Mondays 2:00pm-3:30pm
Tuesdays 9:00am-10:30am

**This is an equally co-taught course. As such, both professors will be present during all class meetings, and will actively participate in all activities, including lectures, which will be cooperatively taught. All assignments will be jointly graded.*

Teaching Assistant: Scarlett Godinez
Office: 311B Chemistry Lab Building
Email: scarlettaren@chem.ufl.edu
Office hours: Thursday 2:00pm-3:00 pm Leigh 328

COURSE MATERIALS

Required text (to purchase):

- *Mi Comida Latina: Vibrant, Fresh, Simple, Authentic.* By Marcella Kriebel. Lea Burgess Press (2015). (approximately \$12 on Amazon)

Other suggested/related readings (required selections will be provided in Canvas):

- *Imagined Communities: Reflections on the Origin and Spread of Nationalism.* By Benedict Anderson. New York, NY: Verso Books (2006).
- "Imagined Community: The Linguistic Landscape in a Diaspora." By Hirut Woldemariam and Elizabeth Lanza. *Linguistic Landscape Journal* vol. 1, issue 1-2, pp. 172-190 (2015).
- *Food and Culture*, 7th ed. By K. Sucher, P. Kittler & M. Nelms, M. Cengage Learning (2016).
- *The Science of Cooking (Understanding the Biology and Chemistry behind Food and Cooking).* By Provost, Colabroy, Kelly, and Wallert. Wiley (2016). [Chapters 1-3, 9,11, 13]
- *On Food and Cooking: The Science and Lore of the Kitchen.* By Harold McGee. Scribner and Sons (2015). [Chapter 15 (The Four Basic Food Molecules and other selected parts)]
- *Culinary Reactions: The Everyday Chemistry of Cooking.* By Simon Quellen Field. Chicago Review Press (2011).
- *The ACS ChemClub Cookbook.* By the American Chemical Society ChemClub. (2012).

Multimedia material utilized throughout the semester (links provided):

- Selected episodes of Alton Brown's *Good Eats*
- Selected episodes of the NPR podcast Science Friday

MEETING SPACES and EXPERIENTIAL ACTIVITIES

This course will make use of three different spaces across campus for our regular meetings:

- Most Monday classes and any Wednesday lectures will take place in the rooms assigned by the registrar's office (Mondays, MCCB3124, Wednesdays FLI115).
- The chemistry experiments on Wednesdays will take place in the laboratory in Leigh Hall room 108.
- The cooking sessions on Wednesdays will take place in the IFAS Food Lab, located in the Food Science and Human Nutrition Lab Building, room 130.

In addition, we will visit other locations both on and off UF's campus. Campus visits will include tours of the Latin American and Caribbean Collection of the UF Libraries (<https://cms.uflib.ufl.edu/lac/Index.aspx>) and, if relevant, the current exhibit in the Albert H. Nahmad Panama Canal Gallery (<https://cms.uflib.ufl.edu/pcmc/index.aspx>), and Field and Fork, the campus food pantry (<https://fieldandfork.ufl.edu>). Off campus, we will explore the Working Food kitchen and space (<https://workingfood.org>), and learn about their food-related community outreach activities. Other visits may be scheduled as unique and relevant opportunities arise. Similarly, a number of invited guests will join our class over the course of the semester.

ASSESSMENT

Grade Scale and Policies

A = 100-93	C(S) = 76-73
A- = 92-90	C-(U) = 72-70
B+ = 89-87	D+ = 69-67
B = 86-83	D = 66-63
B- = 82-80	D- = 62-60
C+ = 79-77	E = 59-0

NOTE: A grade of C- will not be a qualifying grade for Gen Ed courses. For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Graded Course Components

Your performance in this class will be assessed via a variety of measures and assignments. Detailed information on each assignment, as well as guidelines for successful completion, can be found on the calendar on pp. 13-14 of this syllabus, and on Canvas. Some course time will be devoted to explaining/introducing the assignments as well, but you are encouraged to reach out to the instructors with any questions or doubts *prior* to the due date. The following components will be assessed to determine your final grade for the course. Each is described in further detail below.

- Engagement = 10%
- Homework = 10%
- Lab Activities = 16%
- Kitchen Activities = 16%
- Interview Project = 12%
- Language Documentation Project = 16%
- Final project = 20%

A note on class attendance: Missing class is not allowed, except for absences that are deemed acceptable by UF policy (see "POLICIES" section, below). In order for absences to be excused, they must be justified, properly documented, and discussed with the professor in a timely manner. Laboratory and kitchen sessions cannot be rescheduled.

Class engagement = 10%

In order to engage with the course material and your classmates, active participation is expected at all class sessions. Furthermore, because each class has a different format (lecture, invited lecture, experiential activity, laboratory experiment, kitchen work) it is imperative that students be ready to participate in every lecture, every lab, and every kitchen session.

Rather than attempting to quantify an arbitrary “class participation” construct, in this class you will be assessed on any and all demonstrations of your willingness and ability to engage with the course material, with your classmates, and with your professors. Evidence of engagement can take many formats, ranging from (but by no means limited to):

- Offering thoughts and reactions to readings
- Asking questions in or out of class
- Treating classmates, colleagues, professors with respect
- Visiting office hours
- Sharing additional readings or resources with classmates
- Offering assistance/guidance/advice
- There are a number invited lectures on diverse topics (cookbooks and nation building, food and labor relations for Latinx workers, nutrition, Food (in)security in the Gainesville Community, etc.). It is expected that you will have direct interaction the speakers (asking questions, offering thoughts, comments or a self-reflection on how the talk affects your perspective on the specific topic).

We will keep track of your Engagement throughout the semester, with grades assigned approximately every three weeks, on the dates and with the rubric found in Canvas.

Homework = 10%

In order to adequately prepare for each class, you will be assigned short readings, videos, and/or podcasts to complete prior to class time. These will be accompanied by comprehension-check quizzes in Canvas, which will form the basis of your homework grade. Additionally, there may be pop quizzes during class time to ascertain your preparation for the day’s material, for the laboratory experiments, and/or the kitchen recipes.

All homework and quizzes will be averaged at the end of the semester to comprise the homework grade.

Lab Activities (4 @ 4% each) = 16%

On four Wednesdays throughout the semester (refer to the calendar) class will meet in a chemistry laboratory space (Leigh Hall 108) in order to carry out the experiments and reactions that have been discussed during that unit.

- Preparation: Prior to each of these labs, you will be expected to review the background, context and procedure as described in the laboratory pages in CANVAS. A quiz due before the beginning to the laboratory time will assess your preparation and readiness to perform experiments. You will not be allowed in the lab until a passing grade is achieved in this quiz.
- During the lab period: You will have to complete the experiment while following safety rules. You will receive worksheets to complete as you carry out the experimental portion of the class. Data collection will have to be properly registered during the lab time and analyzed before submitting the lab report.
- Afterwards: You will complete the lab report individually, answering the questions from the working sheet.

Your successful completion of these activities depends upon your thorough preparation for the lab period, your active participation in all classroom activities, your adherence to proper lab safety protocols, and your ability to work well with your lab partner(s).

Kitchen Activities (4 @ 4% each) = 16%

On four Wednesdays throughout the semester (refer to the calendar), class will meet in the Institute of Food and Agricultural Science (IFAS)'s kitchen space, located in the Food Science and Human Nutrition Lab Building (room 130), to prepare the recipes associated with that unit.

- **Preparation:** Prior to each of these visits, you will be expected to review the recipes from the text. Additionally, you will be asked to identify certain ingredients from the recipes and determine a chemical compound associated with that ingredient, along with providing the chemical structure and name of each compound. This will be completed on Canvas prior to each kitchen activity.
- **Cooking:** During class you will prepare the dish(es) following the book instructions and with instructor guidance.
- **Recipe guides:** During and after the preparation of each recipe, you will prepare a step-by-step how-to guide, complete with images (photos, illustrations) and directions. You will complete the guide in groups. Your guide will be submitted on Canvas, and can be in any multimedia format (slideshow, video, bulletin board, etc.) you choose.

Interview project (12%)

In addition to the content and critical thinking goals of this course, our communication objective aims to connect you with members of the Hispanic/Latinx community. To that end, you will need to carry out an interview with a Hispanic/Latinx person to learn more about their relationship with food and food in their culture. The person you interview can NOT be an immediate family member or a current roommate, but can be a family friend, a friend of a friend, a chef or restaurant worker, etc. If you are concerned about finding someone to interview or need help making contacts, your professors can assist you.

The assignment consists of two submissions:

1. **Interview Plan (due February 28th):** You must submit the plans you have made to carry out the interview, including whom you will interview, when and where the interview will take place, and what questions you intend to ask the interviewee.
2. **Interview Write-up (due March 15th):** After carrying out the interview, you will write an essay describing your interviewee's culture and experience with food and food culture. Your essay should summarize the interview in narrative form, but not be a list of direct quotations. What can you conclude about your interviewee's culture or culinary culture? Crucially, you will also need to reflect on how the interviewee has impacted your own perception of your relationship to food and culture. [Note: It will not be necessary to record or transcribe the entire interview. However, you will need to turn in documentation of the interview, including a signed consent form from your interviewee and a photo or short oral recording confirming that the interview took place.]

More specific guidelines are provided on Canvas, but in general you will want to consider issues such as the following:

- Where is your interviewee (or her/his family) from?
- What foods/dishes are typically associated with that culture? Why?
- What is your interviewee's favorite cultural dish, if different? Why?
- Is this person's experience with food the same, or are other dishes more representative/iconic? Why?
- Does your interviewee cook? What is her/his relationship to food?
- What is the value/importance of a meal within the family tradition?
- Has your interviewee's relationship with food and food culture changed over time? Why (e.g., as a result of moving to the US, different family traditions, etc.)?

Linguistic Landscape Project = 16%

This is a class-wide project in which you will all gather and analyze visual data pertaining to language use throughout Gainesville and Florida. This project falls under the broad discipline of linguistic landscape, which explores how the written language that surrounds us can reveal information about the language backgrounds, attitudes towards language, the consequences of language contact, and even sociopolitical and economic factors that condition language use (e.g., Backhaus, 2007). As this course relates to the role of food, your focus will be on language specifically related to restaurants, menus, or in other food-related environments.

The goal of this project is to explore these broad questions:

- What languages are on display in different Latin-American food-related settings throughout Florida (Gainesville and other areas you may visit or travel to over the semester)?
- In bilingual or multilingual signs, how are languages used in relation to each other?
- How does this documented language use relate to broader cultural or social issues within the food community?

Completion of the project involves different stages with different deadlines:

1. Preparation: Download the Siftr (www.siftr.org) app to your smartphone or device and create an account there or on their web interface. You will use this app to take the pictures described in Step 2. Please make sure that you turn ON location services on your smartphone, so that your pictures will be geo-tagged!
2. Data gathering and coding: For each module topic (*primer plato*, *plato principal 1*, *plato principal 2*, *postre*) you will need to take a minimum of five (5) photos relevant to that topic. The images you use **a)** must include written language; **b)** must somehow relate to food and to the broad topic of that module; and **c)** must somehow relate to Latin American culture.

By the Friday after each Kitchen class, your five photos for that unit are due and must be uploaded to our Siftr project page. You can upload images through the app or the web interface. In the app, search for *ChemCocina* in the search bar of the Siftr app. **The password for our project is Quest2.** To upload via the web interface, go to <https://siftr.org/ChemCocina2020>. Note though that images uploaded via web may not be location tagged.

When uploading, certain information is required to tag the images correctly:

- **Main photo** = this is the file you are uploading (the image itself).
 - **Module** = this refers to the module. Choose the appropriate category (Primer plato, etc.).
 - **Location** = select the category that best represents the location where you obtained the image; you may select more than one [Note: this is a required category even if the app doesn't indicate that!].
 - **Caption** = enter a brief description of what the image is, why it is interesting to you, and how it fits within the module.
3. Reflection: Review the images and information tags submitted by the class as a whole and reflect critically on what they tell us. Write a paper of 500-750 words in which you propose answers to the questions guiding this project (see above). Your answer should use specific data (e.g., images and tags) from at least three different student submissions in order to generate your conclusions, and should incorporate your own self-reflections as you contemplate the use of language in our area. **STEP 3 MUST BE COMPLETED BY 5pm on FRIDAY APRIL 17th.**

Your grade for this project will be calculated based upon the thoroughness and effort evidenced in the completion of the image uploading and tagging (3% per module = 12%) and the written reflection you submit after viewing everyone's submissions (4%).

Final project (20%)

For the final project you will have the opportunity to synthesize everything that you have learned throughout the course, from the linguistic and cultural, to the chemical, to the culinary. You will select a recipe from the text, or of your own choosing, to discuss and analyze; you must confirm your recipe selection with the professors before beginning the project!

- For the written portion of the project (due on Canvas by 11:59pm on April 26th), you will examine the relevant culture, history and Spanish-language vocabulary necessary to understand the recipe, and then explain the chemical compounds and processes involved in the creation of the dish. You will also reflect on how your own relationship to food and culture has changed over the course of the semester, and why.
- For the oral component of the project (April 13th or 20th in class) you will need to prepare your recipe to share with the class, along with a brief (no more than 10 minutes) presentation highlighting some of the content that you will discuss in the written report. Therefore, a large part of the research and preparation for the written report will need to be done by the time of your presentation.

Further details are provided on Canvas.

UNIVERSITY POLICIES AND RESOURCES

Attendance and make-ups: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Accommodations: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information see <http://www.dso.ufl.edu/drc>.

Course Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Academic Integrity: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Resources Available to Students:

Health and Wellness

- U Matter, We Care: umatter@ufl.edu; 392-1575
- Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/>; 392-1575
- Sexual Assault Recovery Services (SARS): Student Health Care Center; 392-1161
- University Police Department: <http://www.police.ufl.edu/>; 392-1111 (911 for emergencies)

Academic Resources

- E-learning technical support: Learningsupport@ufl.edu; <https://lss.at.ufl.edu/help.shtml>; 352-392-4357 (opt. 2)
- Career Resource Center: Reitz Union; <http://www.crc.ufl.edu/>; 392-1601
- Library Support: <http://cms.uflib.ufl.edu/ask>
- Teaching Center: Broward Hall; 392-2010 or 392-6420
- Writing Studio: 302 Tigert Hall; <http://writing.ufl.edu/writing-studio/>; 846-1138

Procedure for Conflict Resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the Undergraduate Coordinator for the Department of Spanish and Portuguese Studies (Dr. Greg Moreland, moreland@ufl.edu) or the Department of Chemistry (advising@chem.ufl.edu). Be prepared to provide documentation of the problem. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 392-1261). For further information refer to https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

COURSE GOALS, OBJECTIVES and LEARNING OUTCOMES

This course is multidisciplinary and can be used to fulfill some of the requirements for Gen Ed, Quest, and the International Scholars Program, as is explained further below.

Quest 2

As part of QUEST 2 this course complies with the SLOs identified by the UFQUEST Curriculum Committee.

Description: Grounded in the modes of inquiry and analysis characteristic of the social and physical sciences, Quest 2 courses invite students to address pressing questions facing human society and the planet—questions that outstrip the boundaries of any one discipline and that represent the kind of open-ended, complex issues they will face as critical, creative, and thoughtful adults navigating a complex and interconnected world.

QUEST 2 SLOs

- Identify, describe, and explain the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course. (Content)
- Critically analyze quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge. (Critical Thinking)
- Develop and present, in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges (Communication)

- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond. (Connection)

General Education, Physical Science

As part of Gen Ed, this course complies with the SLOs identified by the Gen Ed curriculum Committee in the area of Physical Sciences (P).

Description: Physical science courses provide instruction in the basic concepts, theories and terms of the scientific method in the context of the physical sciences. Courses focus on major scientific developments and their impacts on society, science and the environment, and the relevant processes that govern physical systems. Students will formulate empirically-testable hypotheses derived from the study of physical processes, apply logical reasoning skills through scientific criticism and argument, and apply techniques of discovery and critical thinking to evaluate outcomes of experiments.

Gen Ed (P) SLOs:

- Identify, describe, and explain the basic concepts, theories and terminology of natural science and the scientific method; the major scientific discoveries and the impacts on society and the environment; and the relevant processes that govern biological and physical systems (Content).
- Formulate empirically-testable hypotheses derived from the study of physical processes or living things; apply logical reasoning skills effectively through scientific criticism and argument; and apply techniques of discovery and critical thinking effectively to solve scientific problems and to evaluate outcomes (Critical Thinking).
- Communicate scientific knowledge, thoughts, and reasoning clearly and effectively. (Communication)

General Education, International

As part of Gen Ed, this course complies with the SLOs identified by the Gen Ed curriculum Committee in the area of International (N).

Description: this designation is always in conjunction with another program area: International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

Gen Ed (N) SLOs:

- Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world. (Content).
- Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world. (Critical Thinking)
- The international designation is always in conjunction with another category. Communication outcomes are listed in those subject areas. (Communication).

International Scholars Program

As part of the International Scholars Program, this course complies with the QEP-ISP Student Learning Outcomes identified by the UF International Center.

Description: The ISP represents an avenue to structure students global learning experience through the completion of international coursework, international experience, language learning and co-curricular activities.

International Scholars Program SLOs:

- Students identify, describe, and explain global and intercultural conditions and interdependencies. (Content).
- Students analyze and interpret global and intercultural issues. (Critical thinking).
- Students communicate effectively with members of other cultures. (Communication).

ACCOMPLISHING OBJECTIVES

The stated subject objectives will be achieved through:

1. The presentation of global and intercultural conditions in Latin America.
2. The examination of the role of food in creating and nourishing culture.
3. The presentation of the scientific method of inquiry as a way to understand the connection between cooking and chemistry.
4. The assessment of chemical properties and advantages of food, its processing (cooking) and its role in nutrition in Latin America.
5. The introduction of scientific and linguistic data collection, analysis and interpretation.
6. The evaluation of reference sources to show the importance of reliable scientific data as it relates to the food safety.
7. The discussion of social, political, economic and geographical factors in Latin America that relate to the regions culinary tendencies.
8. The introduction of basic Spanish vocabulary related to food and cooking
9. The discussion of the connectivity between chemistry and food within the context of Latin America food and meal culture.

SLO SYNTHESIS

Student learning outcomes for this class therefore come from a diverse array of disciplines and expectations. The course-specific SLOs are listed here, along with their relationships to the above categories, and the means by which they are addressed and/or assessed in this course.

SLO AREA	SLO DESCRIPTION	RELATIONSHIP to other SLOs	ADDRESSED/ASSESSED BY
Content	Describe and explain the role of cooking and chemically processing food in the nutrition and feeding of humans.	Quest 2	-readings/materials -class lectures
	Recognize various countries/regions in Latin America.	Gen Ed – N ISP	-readings/materials -class lectures
	Explore cultural, historical, sociopolitical and geographical aspects of their culture	Gen Ed – N ISP	-readings/materials -class lectures -guest lectures/visits
	Identify the chemistry in their food and food preparation, including molecular classifications (proteins, carbohydrates, lipids, and water) and	Gen Ed – P	-readings/materials -class lectures -laboratory experiments, reports

	major changes in chemical and physical properties due to cooking procedures (phase changes, denaturing of proteins).		-kitchen cooking, recipe guides
	Identify and describe scientific methods for measuring properties and changes in physical and chemical properties	Gen Ed – P	class lectures -laboratory experiments, reports -kitchen cooking, recipe guides
	Relate the language of food with the intercultural interaction of LatinX and the Gainesville community.	Quest 2 Gen Ed – N ISP	-class lectures -linguistic landscape data project -interview project
Critical Thinking	Analyze and interpret the various cultural, historical, sociopolitical and geographical factors that work together to form the Latin American countries/regions discussed.	Gen Ed – N ISP	-class lectures -guest visits -interview project -final project
	Explore the connections between food and culture, and food and science, and how the aforementioned factors are relevant to those connections.	Quest 2 Gen Ed – N ISP	-readings/materials -class lectures -guest lectures/visits
	Engage in the scientific method to learn about measurements, reproducibility, and uncertainty through data analysis of experimental results.	Gen Ed – P	-laboratory experiments, reports -linguistic landscape project
	Assess the impact of food choices in nutrition and health at the individual and for the society at large.	Quest 2 Gen ed-P	-readings/materials -class lectures -laboratory experiments
	Learn to collect quantitative data through laboratory experimentation and qualitative data through linguistic landscape documentation.	Quest 2 Gen Ed – P	-laboratory experiments, reports -linguistic landscape project
	Transfer the scientific concepts learned in the laboratory into the kitchen preparation.	Quest 2 Gen Ed – P	-laboratory experiments, reports -kitchen cooking, recipe guides -final project
	Formulate testable hypotheses from studying chemical processes and physical changes.	Quest 2 Gen Ed – P	-laboratory experiments, reports -kitchen cooking, recipe guides -final project

	Discern validated sources of scientific data to reach reasoned conclusions based on testable data	Quest 2 Gen Ed – P	-laboratory experiments, reports -kitchen cooking, recipe guides
	Experience one or more food-related aspects of the Hispanic/LatinX community through communication with one of its members.	Quest 2 Gen Ed – N ISP	-interview project
Communication	Communicate scientific results through preparation of laboratory reports.	Gen Ed – P	-laboratory experiments, reports -final project
	Develop and present new procedures for kitchen preparations utilizing some of the chemical concepts they acquire throughout the course.	Quest 2 Gen Ed – P	-kitchen cooking, recipe guides -final project
	Connect with chefs, cooks and food-related entrepreneurs from outside the university environment.	Quest 2 Gen Ed – N ISP	-guest lectures/visits -interview project
	Explore aspects of the Spanish language. (*Although no proficiency in Spanish is required, students will learn relevant vocabulary items and will come to appreciate the value of knowing another language.)	Gen Ed – N ISP	-readings/materials -class lectures
Connections	Explore the role of Hispanic/LatinX culture and food in their everyday lives.	Quest 2	-guest lectures/visits -interview project
	Explore how written language surrounding us reveals information about language and culture.	Quest 2	-linguistic landscape project
	Explore the role of chemistry in our everyday lives.	Quest 2	-readings/materials -class lectures
	Reflect on the need for basic scientific education to understand food and its role in their lives.	Quest 2	-readings/materials -class lectures
	Awareness of the connections between culture and food with an understanding of the chemistry to assess the impact of food choices in nutrition and health at the individual and for the society at large.	Quest 2	-readings/materials -class lectures -interview project -linguistic landscape project -laboratory experiments
	Understand the role of NGOs in the availability of (food-related) resources for the community.	Quest 2	-readings/materials -class lectures -guest lectures/visits

CALENDAR

This calendar is subject to change for pedagogical or logistical motivations, especially with respect to the guest visits/lectures. To the extent possible, students will be notified in advance of any such changes.

Yellow highlight = laboratory
Green highlight = kitchen
Light blue highlight = guest lectures/visits

WEEK of	UNIT	Monday (per. 6)	Wednesday (per. 6-8)	Material to prepare* <i>prior</i> to this week (e.g., by Monday's class) <small>*= read, watch, listen to, etc.</small>	Assignments due this week (see Canvas for specific dates/times)
Jan. 6 th	INTRO	McCarty Hall B 3124 <ul style="list-style-type: none"> • Introductions • Discussion of syllabus, expectations • Safety in the lab and kitchen 	Keene-Flint Hall 0115 <ul style="list-style-type: none"> • Scientific method, chemical and physical changes, chemical bonds Smathers East Library <ul style="list-style-type: none"> • Cookbooks in Latin American collection; food in Panama Canal zone 	<ul style="list-style-type: none"> • S6 Ep. 15: "The Icing Man Cometh" • Science Friday 7/7/17: "Food Failures: Too hot in the Kitchen? Try No-Heat Cooking" 	<ul style="list-style-type: none"> • Self-introduction posts • Download Siftr and create account
Jan. 13 th		McCarty Hall B 3124 <ul style="list-style-type: none"> • Food and culture, imagined communities • Cookbooks and nationalism 	Keene-Flint Hall 0115 <ul style="list-style-type: none"> • Plantains, chayote, jicama • Solutions, molecules in food • Lab preparation (pH) • Discussion of expectations for Lab Activities 	<ul style="list-style-type: none"> • McGee Ch. 15: Water (4 pgs.) • A Brown S7 Ep20: "Top Bananas" • Lab 0 and Lab 1: background Information (CANVAS) 	<ul style="list-style-type: none"> • Safety Rules contract
Jan. 20 th	PRIMER PLATO	MLK Jr. Day – no class	Leigh Hall 108 <ul style="list-style-type: none"> • Lab experiment: unit conversions, edible indicators 	<ul style="list-style-type: none"> • Lab 0 (CANVAS) Measurements & Equivalencies • Lab 1 (CANVAS) Edible pH 	<ul style="list-style-type: none"> • Pre-lab Quiz • Lab Report 1
Jan. 27 th		McCarty Hall B 3124 <ul style="list-style-type: none"> • Kitchen preparation (vocabulary) • Discussion of expectations for Kitchen Activities • Discussion of expectations for Siftr project 	FSHN <ul style="list-style-type: none"> • Recipes: Chifles, patacones, maduros; chayote & jicama Salad 	<ul style="list-style-type: none"> • Kriebel pgs. 94, 95, 128, & 86 	<ul style="list-style-type: none"> • 5 photos uploaded to Siftr and tagged • Kitchen Preparation
Feb. 3 rd	PLATO PRINCIPAL (1)	McCarty Hall B 3124 <ul style="list-style-type: none"> • Seafood proteins • Dairy 	Keene-Flint Hall 0115 <ul style="list-style-type: none"> • Guest lecture: Food preparation in the community (Dr. Karina Vázquez, https://alis.richmond.edu/faculty/kvazquez/) 	<ul style="list-style-type: none"> • A Brown S1 Ep10: "Hook, Line and Dinner," S4 Ep7: "A Chuck for Chuck" • Science Friday 3/21/14: "Food Failures: Knead-to-Know Science Behind Bread" • Gluten in Flour, an experiment to do at home • McGee Ch. 15: Proteins (3 pgs.) 	<ul style="list-style-type: none"> • Kitchen Guide 1
Feb 10 th		McCarty Hall B 3124 <ul style="list-style-type: none"> • Lab preparation (rheology) 	Leigh Hall 108 <ul style="list-style-type: none"> • Lab experiment: making Mozzarella cheese; testing elasticity and viscosity 	<ul style="list-style-type: none"> • Lab 2: Cheese (CANVAS) 	<ul style="list-style-type: none"> • Pre-lab Quiz • Lab Report 2
Feb. 17 th		<ul style="list-style-type: none"> • Kitchen preparation (vocabulary) • Discussion/reminder about Interview project 	FSHN <ul style="list-style-type: none"> • Recipes: ceviche, coconut rice with shrimp 	<ul style="list-style-type: none"> • Kriebel pgs. 69 & 44 	<ul style="list-style-type: none"> • 5 photos uploaded to Siftr and tagged • Kitchen Preparation

WEEK of	UNIT	Monday (per. 6)	Wednesday (per. 6-8)	Material to prepare* <i>prior</i> to this week (e.g., by Monday's class) * = read, watch, listen to, etc.	Assignments due this week (see Canvas for specific dates/times)	
Feb. 24 th	PLATO PRINCIPAL (2)	McCarty Hall B 3124 <ul style="list-style-type: none"> Guest lecture: Food safety and nutrition (Dr. Soohyoun Ahn, https://fshn.ifas.ufl.edu/main-menu-tab/directory/faculty/ahn/) 	Keene-Flint Hall 0115 <ul style="list-style-type: none"> Spices and peppers Lipids and fats 	<ul style="list-style-type: none"> A Brown S4 Ep13: "Chile's Angels," S7 Ep 14"Spice Capades" Science Friday 8/19/16: "The Spicy Science of Chili Peppers" McGee Ch. 15: Lipids (2 pgs.) Science Magazine article: "Physical Changes: Food Safety" "Making Peace with Oil Palm" 	<ul style="list-style-type: none"> Plan for interview project Kitchen Guide 2 	
Mar. 2 nd		SPRING BREAK – no classes				
Mar. 9 th		McCarty Hall B 3124 <ul style="list-style-type: none"> Lab preparation (spectroscopy) 	Leigh Hall 108 <ul style="list-style-type: none"> Lab experiment: How hot is my pepper (capsaicin)? 	<ul style="list-style-type: none"> Lab 3: Capsaicin (CANVAS) 	<ul style="list-style-type: none"> Pre-lab Quiz Lab Report 3 	
Mar. 16 th	McCarty Hall B 3124 <ul style="list-style-type: none"> Kitchen preparation (vocabulary) Discussion of expectations for final project 	FSHN <ul style="list-style-type: none"> Recipes: Chiles rellenos, salsas 	<ul style="list-style-type: none"> Kriebel pgs. 38, 72 & 73 	<ul style="list-style-type: none"> 5 photos uploaded to Siftr and tagged Kitchen Preparation Interview write-up 		
Mar. 23 rd	POSTRE	McCarty Hall B 3124 <ul style="list-style-type: none"> Guest Lecture: Nutrition education (Jeannette Andrade https://fshn.ifas.ufl.edu/directory/faculty/andrade/) 	Keene-Flint Hall 0115 <ul style="list-style-type: none"> Desserts Coconuts Carbohydrates and Sugars 	<ul style="list-style-type: none"> A Brown S1 Ep2:"This Spuds for You," Science Friday 2/17/12: "Should Sugar Be Regulated Like Alcohol?" McGee Ch. 15: Carbohydrates (3 pgs.) 	<ul style="list-style-type: none"> Kitchen Guide 3 	
Mar. 30 th		McCarty Hall B 3124 <ul style="list-style-type: none"> Lab preparation (phase transitions) 	Leigh Hall 108 <ul style="list-style-type: none"> Lab experiment: melting point of sugar, caramelization 	<ul style="list-style-type: none"> Lab 4: Sugar (CANVAS) A Brown S2 Ep12:"Citizen Cane" 	<ul style="list-style-type: none"> Pre-Lab Quiz Lab Report 4 	
Apr. 6 th		McCarty Hall B 3124 <ul style="list-style-type: none"> Kitchen preparation (vocabulary) Discussion of final presentation plans, sign-up for times 	FSHN <ul style="list-style-type: none"> Recipes: flan, cocadas, alfajores 	<ul style="list-style-type: none"> Kriebel pgs. 123, 129, & 124 	<ul style="list-style-type: none"> 5 photos uploaded to Siftr and tagged Kitchen Preparation Recipe choice 	
Apr. 13 th		McCarty Hall B 3124 <ul style="list-style-type: none"> Guest lecture: Food (in)security , Field and Fork (Anna Prizzia, https://fieldandfork.ufl.edu/about/our-team/) {tentative} 	Keene-Flint Hall 0115 <ul style="list-style-type: none"> Final presentations 	<ul style="list-style-type: none"> Siftr project reflection Final recipe, presentation 	<ul style="list-style-type: none"> Kitchen Guide 4 Handouts Linguistic reflection 	
Apr. 20 th		McCarty Hall B 3124 <ul style="list-style-type: none"> Guest Lecture: Food and the LatinX labor force (Coalition of Immokalee Workers, https://ciw-online.org) {tentative} 	Keene-Flint Hall 0115 <ul style="list-style-type: none"> Final presentations Quest Ambassador guest presentation Class time to complete course evaluations (instructors will leave the room) 	<ul style="list-style-type: none"> Final recipe, presentation Final written report 		

