

IDS2334

CHEMISTRY in the COCINA LATINA**Wednesday p. 4 , Friday p. 4-6****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 General Education Student Learning Outcomes of Physical Sciences, as described in more detail on the student catalogue. 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, fulfilling also the International Students Learning Outcomes.

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.

INSTRUCTOR INFORMATION*

Dr. Valeria Kleiman (she, her, ella)
 Office: 311B Chemistry Lab Building
 Email: kleiman@ufl.edu

Office hours: Wednesday 3-4 pm and by appt.

Dr. Andrea Villa
 Office: 3B Dauer Hall
 Email: avilla@ufl.edu

Office hours: Thursday 8-11 am

**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: Namodhi Wijerathne
 Office:
 Email : wijerathne.h@chem.ufl.edu
 Office hours : TBD

NOTE

It is important to us that you feel welcome and safe in this class; and that you are comfortable communicating with us, your TA, and your classmates. If your preferred name is not what shows on the official UF roll, please let us know. We would like to acknowledge the name and pronouns that reflect your identity. You may also change your "Display Name" in Canvas. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, log in, and click on the profile icon at the top right. Select "View & Update Profile Information" and click "Edit" for the Name option. Uncheck "Use my legal name" and update how you wish your name to be displayed as Chosen Name. Click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

COURSE MATERIALSRequired text (to purchase):

- *Mi Comida Latina: Vibrant, Fresh, Simple, Authentic.* By Marcella Kriebel. Lea Burgess Press (2015). (Approximately \$8 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 Wednesday classes and Friday lectures will take place in the rooms assigned by the registrar's office (Wednesdays @ TUR2333, Fridays @TUR2336).
- The chemistry experiments on Fridays will take place in the laboratory in CCB 110.
- The cooking sessions on Fridays 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 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>). 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 (see the end) 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 Fridays throughout the semester (refer to the calendar) class will meet in a chemistry laboratory space (CCB 110) 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 Fridays 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 ("Mi Cocina Latina"). 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: 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: 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/ChemCocina2022>. 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.

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, 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, 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. This project may be modified pending the pandemic conditions at the end of the semester.

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.ua.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.ua.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 Recording:

Pursuant to Florida House Bill 233, which you can see [here](#), please note the following:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

COURSE GOALS, OBJECTIVES and LEARNING OUTCOMES

This course is multidisciplinary and can be used to fulfill 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.

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).

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).

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.

CALENDAR:

This calendar is subject to change for pedagogical or logistical motivations (COVID), 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 = TENTATIVE guest lectures/visits

WEEK of	UNIT	Wednesday (per. 6)	Friday (per. 6-8)	Material to prepare* <i>prior</i> to this week (e.g., by Fridays' class) <small>*= read, watch, listen to, etc.</small>	Assignments due this week (see Canvas for specific dates/times)
Jan. 5 th	INTRO	Tur 2333 <ul style="list-style-type: none"> • Introductions • Discussion of syllabus, expectations • Safety in the lab and kitchen 	Tur 2336 <ul style="list-style-type: none"> • Scientific method, chemical and physical changes, chemical bonds • Food and culture, imagined communities • Cookbooks and nationalism • Molecules in food 	<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. 12 th	PRIMER PLATO	Tur 2333 Smathers East Library Cookbooks in Latin American collection; food in Panama Canal zone	Tur 2336 <ul style="list-style-type: none"> • Plantains, chayote, jicama • Water 	<ul style="list-style-type: none"> • McGee Ch. 15: Water (4 pgs.) • A Brown S7 Ep20: "Top Bananas" 	<ul style="list-style-type: none"> • Safety Rules contract
Jan. 19 th		<ul style="list-style-type: none"> • pH • Lab preparation (pH) Discussion of expectations for Lab Activities	CCB <ul style="list-style-type: none"> • Lab experiment: unit conversions, edible indicators 		
Jan. 26 th		Tur 2333 <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"> • Lab 0 and Lab 1: background Information (CANVAS) • Lab 0 (CANVAS) Measurements & Equivalencies • Lab 1 (CANVAS) Edible pH 	<ul style="list-style-type: none"> • Pre-lab Quiz • Lab Report 1
Feb. 2 nd	PLATO PRINCIPAL (1)	Tur 2333 <ul style="list-style-type: none"> • Seafood proteins • Dairy 	Tur 2336 <ul style="list-style-type: none"> • Guest Lecture: Paul Sarnosky (flavor Chemistry) (10:40-11:30) • Proteins 	<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 	<ul style="list-style-type: none"> • Kitchen Guide 1

WEEK of	UNIT	Wednesday (per. 6)	Friday (per. 6-8)	Material to prepare* <i>prior</i> to this week (e.g., by Fridays' class) <i>*= read, watch, listen to, etc.</i>	Assignments due this week (see Canvas for specific dates/times)
	PLATO PRINCIPAL (2)			<ul style="list-style-type: none"> McGee Ch. 15: Proteins (3 pgs.) 	
Feb 9 th		Tur 2333 <ul style="list-style-type: none"> Lab preparation (rheology) 	CCB <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. 16 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
Feb. 23 th		Tur 2333 <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/) second email on 1/1/22 	Tur 2336 <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		Tur 2333 <ul style="list-style-type: none"> Lab preparation (spectroscopy) 	CCB <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		Tur 2333 <ul style="list-style-type: none"> Guest Lecture: Nutrition education (Jeannette Andrade https://fshn.ifas.ufl.edu/directory/faculty/andrade/) 	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	Tur 2333 <ul style="list-style-type: none"> Kitchen preparation (vocabulary) Discussion of expectations for final project 	Tur 2336 <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
			Invited Guest: Marcella Kriebel, author of "Mi comida Latina". Needs to be confirmed via txt msg.		
Mar. 30 th		Tur 2333 <ul style="list-style-type: none"> Lab preparation (phase transitions) 	CCB <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		Tur 2333 <ul style="list-style-type: none"> Kitchen preparation (vocabulary) 	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

WEEK of	UNIT	Wednesday (per. 6)	Friday (per. 6-8)	Material to prepare* <i>prior</i> to this week (e.g., by Fridays' class) <i>*= read, watch, listen to, etc.</i>	Assignments due this week (see Canvas for specific dates/times)
		<ul style="list-style-type: none"> Discussion of final presentation plans, sign-up for times 			<ul style="list-style-type: none"> Kitchen Preparation Recipe choice
Apr. 13 th		<p>Tur 2333</p> <ul style="list-style-type: none"> Final presentations 	<p>Tur 2336</p> <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		<p>Tur 2333</p> <ul style="list-style-type: none"> Final presentations Class time to complete course evaluations (instructors will leave the room) Quest Ambassador guest presentation 		<ul style="list-style-type: none"> Final recipe, presentation Final written report 	