

IDS2334

# CHEMISTRY in the COCINA LATINA

*How does the understanding of the science behind food and cooking help us make sense of our current multicultural society?*

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 or have any personal concerns regarding sampling the dishes we make, please let the professors know **ASAP**.*

Syllabus subject to change. Please check CANVAS for the latest information.

## 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 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)**  
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Office hours: Wednesday TBA or by appt.

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Office hours: TBA

## 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 roster, 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 by logging in to ONE.UF and clicking 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 MATERIALS

*Mi Comida Latina: Vibrant, Fresh, Simple, Authentic.* By Marcella Kriebel. Lea Burgess Press (2015). (We suggest purchasing [directly from the author's site](#) for \$35 plus S&H, other retailers are more expensive. Use the code "UF" at checkout and she'll give a discount, too!)

Videos, podcasts and additional readings will be made available via Canvas.

The course fee of \$36.75 is used to cover the cost of chemicals and food used in class.

## MEETING TIMES, SPACES and EXPERIENTIAL ACTIVITIES

Wednesdays period 4 (10:40 am – 11:30 am) , Fridays periods 4-6 (10:40 am -1:40 pm)

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

All Wednesday classes and some Friday (for **lectures only**) will take place in the rooms assigned by the registrar's office (@PSY0129).

The **chemistry experiments** on Fridays will take place in the laboratory in SFH110.

The **cooking sessions** on Fridays will take place in the IFAS Food Lab, located in the FSHN130.

## ASSESSMENT

All assessments in this course follow [UF's grading policies](#) for assigning grade points.

### Grade Scale and Policies

A = 100-93

A- = 92-90

B+ = 89-87

B = 86-83

B- = 82-80

C+ = 79-77

C(S) = 76-73

C-(U) = 72-70

D+ = 69-67

D = 66-63

D- = 62-60

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 = 6%

Homework = 12%

Lab Activities (4x4%) = 16%

Kitchen Activities (4x4%) = 16%

Interview Project = 15%

End of unit Projects (2.5x4%) = 10%

Final project = 25%

**A note on class attendance:** Given the hands-on nature of the course material, **class attendance is required**. Absences that are deemed acceptable by UF policy (see "POLICIES" section, below) may be excused if they are justified, properly documented, and discussed with the professor in a timely manner. Due to space and scheduling limitations, though, **laboratory and kitchen sessions cannot be rescheduled or made up**.

### Class engagement = 6%

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 = 12%

To ensure that you are adequately prepared for each session, you will be assigned short readings, videos, and/or podcasts to complete prior to class. These will be accompanied by comprehension-check quizzes in Canvas. Similarly, guest lectures will be followed by short reflection assignments. Together, these quizzes and assignments will make up the bulk of the homework grade. There may also be pop quizzes during class time to ascertain your preparation for the day's material. 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 (January 26, February 16, March 8, April 5) class will meet in a chemistry laboratory space (SFH 110) to carry out the experiments and reactions that have been discussed during that unit. Your grade for each of these activities will come from three areas:

Before the lab period: 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: Working with a partner, you will carry out the designated experiment, including worksheets to complete while carrying out the activities. This data collection and analysis must take place during class time, and will be used in the culminating assignment.

After the lab period: You will be required to complete a short, culminating activity based on the activities in the lab. These must be completed individually and will be turned in via Canvas.

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 (Feb 2, February 23, March 22, April 12<sup>th</sup>), class will meet in the Institute of Food and Agricultural Science (IFAS)'s Food Lab space, located in the Food Science and Human Nutrition Lab Building (FSHN 130), to prepare the recipes associated with that unit.

Much like with the laboratory days, your grade for kitchen activities will come from three areas:

Before the kitchen period: Prior to each of these visits, you will be expected to review the planned 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.

During the kitchen period: During class you will work in small groups to prepare the dish(es) following the book instructions and with instructor guidance. At the end of the period, we will share and sample the dishes from all groups. *You are expected to stay to clean up the kitchen and return all utensils etc. to the proper locations.*

After the kitchen period: Following each kitchen activity, you will be required to complete a short assignment about the recipes and their preparation. These must be completed individually and will be turned in via Canvas. Your successful completion of these activities depends upon your thorough preparation for the kitchen period, your active participation in all activities, your adherence to proper protocols, and your ability to work well with your group members.

### Linguistic Landscape (3 x 4% = 12%)

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. More details in the CANVAS site.

### 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:

**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.

**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.]

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.)?

### Final project (26%)

For the final project you will have 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 Kriebel text to discuss and analyze – please confirm with the professors prior to finalizing your recipe choice. The project will have two parts:

You will prepare a VoiceThread presentation in which you visually and textually discuss 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 why you chose this dish, and if it has any special significance to you. Finally, reflect on how your own relationship to food and culture has changed over the course of the semester, and why.

After posting your own VoiceThread project, you are required to view and respond to *at least 10* other projects in the class!

For the last Friday of class, you will prepare the recipe yourself and bring it to class to share with everyone! Be prepared to answer questions about the food, the chemistry, and the cultural significance of the project.

**\*\*If you do not have access to a kitchen, please speak to the professors ASAP so we can help make arrangements.\*\***

Further details are provided on Canvas, along with the rubric used to evaluate the projects.

## 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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click here to read the Conduct Code. 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](mailto:umatter@ufl.edu); 352-392-1575

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/>; 352-392-1575

Sexual Assault Recovery Services (SARS): Student Health Care Center; 352-392-1161

University Police Department: <http://www.police.ufl.edu/>; 352-392-1111 (911 for emergencies)

*Academic Resources*

E-learning technical support: [Learningsupport@ufl.edu](mailto: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/>; 352-392-1601

Library Support: <http://cms.uflib.ufl.edu/ask>

Teaching Center: Broward Hall; 352-392-2010 or 352-392-6420

Writing Studio: 302 Tigert Hall; <http://writing.ufl.edu/writing-studio/>; 352-846-1138

**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 Chemistry ([advising@chem.ufl.edu](mailto: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>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261). For further information refer to [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](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, especially with respect to the guest visits/lectures. To the extent possible, students will be notified in advance of any such changes. Always check Canvas for the latest information.

Gray = classroom	Yellow = chemistry laboratory	Green = kitchen	Blue = guest lectures
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WEEK	UNIT	Wednesday (per. 6)	Friday (per. 6-8)
<b>1</b>	<b>INTRO</b>	<b>PSY 129</b>	<b>PSY 129</b>
Jan. 10 <sup>th</sup> Jan. 12 <sup>th</sup>		Introductions, Syllabus Safety in the lab and kitchen Scientific method	Food and culture; imagined communities. Chemical and physical changes Spanish Pronunciation: Dr Gillian Lord
<b>2</b>	<b>PRIMER PLATO (WATER)</b>	<b>PSY 129</b>	Dr Gillian Lord
Jan. 17 <sup>th</sup> Jan. 19 <sup>th</sup>		Molecules in food Water Chemical bonds	Plantains, chayote, jicama Cookbooks and nationalism. Chemical and physical changes
<b>3</b>	<b>PRIMER PLATO (WATER)</b>	<b>PSY 129</b>	<b>SFH 110</b>
Jan. 24 <sup>th</sup> Jan. 26 <sup>th</sup>		Lab preparation (pH) Discussion of expectations for mini projects	<b>Lab experiment</b> Unit conversions, Edible Indicators
<b>4</b>	<b>PRIMER PLATO (WATER)</b>	<b>PSY 129</b>	<b>FSHN 130</b>
Jan. 31 <sup>th</sup> Feb 2 <sup>nd</sup>		Kitchen preparation (vocabulary) Discussion for Kitchen Activities	Chifles, patacones, maduros Chayote & jícama salad
<b>5</b>	<b>PLATO PRINCIPAL (PROTEINAS)</b>	<b>PSY 129</b>	<b>PSY 129</b>
Feb. 7 <sup>th</sup> Feb. 9 <sup>th</sup>		Proteins Seafood Beans	Proteins (protein shapes) VR Dairy "Nutrition education: facts and myths" (Dr. Jeannette Andrade)
<b>6</b>	<b>PLATO PRINCIPAL (PROTEINAS)</b>	<b>PSY 129</b>	<b>SFH 110</b>
Feb 14 <sup>th</sup> Feb 16 <sup>th</sup>		Dr Scarlett Godinez (Rheology) Lab preparation	<b>Lab experiment</b> Mozzarella cheese; testing elasticity & viscosity
<b>7</b>	<b>PLATO PRINCIPAL (PROTEINAS)</b>	<b>PSY 129</b>	<b>FSHN 130</b>
Feb. 21 <sup>th</sup> Feb. 23 <sup>th</sup>		Kitchen preparation (vocabulary) Discussion about Interview project	<b>Recipes</b> Ceviche, Black bean , citrus sweet pepper salad OR coconut rice with shrimp
<b>8</b>	<b>PLATO PRINCIPAL (LIPIDOS)</b>	<b>PSY 129</b>	<b>PSY 129</b>
Feb. 28 <sup>th</sup> March 1 <sup>st</sup>		Spices and peppers Lipids and fats	Spices and peppers Food safety and Nutrition Dr Soohyoun Ahn
<b>9</b>	<b>PLATO PRINCIPAL (LIPIDOS)</b>	<b>PSY 129</b>	<b>SFH 110</b>
Mar. 6 <sup>th</sup> Mar. 8 <sup>th</sup>		Lab preparation (spectroscopy)	<b>Lab experiment:</b> How hot is my pepper (capsaicin)?
<b>10</b>	SPRING BREAK		
<b>11</b>	<b>PLATO PRINCIPAL (LIPIDOS)</b>	<b>PSY 129</b>	<b>FSHN 130</b>
Mar. 20 <sup>th</sup> Mar. 22 <sup>th</sup>		Kitchen preparation (vocabulary)	<b>Recipes</b> Chiles rellenos, salsa roja, salsa verde
<b>12</b>	<b>POSTRE</b>	<b>PSY 129</b>	<b>PSY 129</b>
Mar. 27 <sup>th</sup> Mar. 29 <sup>th</sup>		Carbohydrates Discussion of expectations for final project Papas	Desserts Carbohydrates and Sugars (VR) VR
<b>13</b>	<b>POSTRE</b>	<b>PSY 129</b>	<b>SFH 110</b>
Apr. 3 <sup>rd</sup> Apr. 5 <sup>th</sup>		Lab preparation (phase transitions)	<b>Lab experiment:</b> Caramelization, Candy (?)
<b>14</b>	<b>POSTRE</b>	<b>PSY 129</b>	<b>FSHN 130</b>
Apr. 10 <sup>th</sup> Apr. 12 <sup>th</sup>		Kitchen preparation (vocabulary) Coconuts (GL)	<b>Recipes</b> Flan, Cocadas, Alfajores
<b>15</b>	<b>SOBREMESA</b>	<b>PSY 129</b>	<b>Location to be announced</b>
Apr. 17 <sup>th</sup> Apr. 19 <sup>th</sup>		Coffee/Mate/ Chocolate	Invited Guest: Marcella Kriebel: "Mi Comida Latina" Final feast
<b>16</b>	<b>SOBREMESA</b>	<b>PSY 129</b>	
Apr. 24 <sup>th</sup>		Class time to review, comment and interact with voice threads	