

Intro to Cooking DeCal

University of California, Berkeley | Spring 2020 (PBHLTH198, 2 units)

Course Logistics

Lecture Tuesdays 6-7pm, Evans 3

Lab 1 Mondays 3-6pm, Morgan Teaching Kitchen

Lab 2 Thursdays 5-8pm, Church

Instructors

Julie Lum

julielumy@berkeley.edu

Sara Tran

sara.q.tran@berkeley.edu

Lab Instructor

Ravi Mandla

rmandla@berkeley.edu

TA's

Karina Chou

karinachou@berkeley.edu

Ryan Tjitro

ryan.tjitro@berkeley.edu

Course Overview

Introduction to cooking provides an interactive environment for students to engage in culinary and nutrition. This course aims to provide students with the basic home economics experience and shed light on the role that food choices play in leading a healthy lifestyle.

Sections are one hours per week, plus three hours of lab. There will also be 1 hour of reading homework every week.

Course Materials

There is a materials fee of \$30 for taking this course. This fee will cover cooking equipment and ingredients. Financial aid will be provided on a case-to-case basis. All course readings and announcements will be assigned and posted on bCourses. This will be our main mode of communication. Students are invited to bring their own ingredients to the kitchen on lab days. All students should have access to closed-toed shoes, long pants, and standard lab wear when entering the kitchen.

Course Prerequisites

There are no prerequisites. Students of all majors, backgrounds, and experiences are welcome to take our course.

Learning Objectives

As a result of the course, you will have a basic understanding of culinary skills as well as nutritional background. We will be developing competency in these areas:

Kitchen Skills

Knife Skills: slice, julienne, mince, dice, and chopping

Kitchen Supplies

Pan Cooking: sear, sauté, stir fry

Soups: Stock, Broth, Bouillon

Low & Slow: Stewing, Braising, Simmer

Water: Poaching, Blanching, Steaming

Topping: Sauces and Spices

Oven: Roast, broil, air fry

Dry: Grilling, BBQ, smoke

Nutrition

Nutritional Recommendations

Environmental Impacts

Food in Culture

Contemporary Nutritional Literacy

We understand students come from various walks of the kitchen, and some topics may be sensitive. We are dedicated to promoting a learning environment.

Grading

As facilitators, we will do our best to provide any assistance throughout the semester. Below is a rough breakdown of the items necessary to pass the class.

Labs: 11 of 11 labs

Lecture: 11 of 13 lessons

Homework: 11 of 11 weekly readings and 3 of 3 written assignments

Surveys: 2 of 2 assignments.

Presentation: 1 of 1 presentation

Final: 1 of 1 meal completed

Labs - (25%)

This class is highly impacted, and your lab attendance is crucial to passing this course. If you cannot attend one lab section during the week, we advise you to hold off taking this course until another semester. There will be a total of 11 labs. Labs take place every week save for the first and last lesson. There will be two lab sections a week, and you are invited to attend either section.

Grace Policy: You are allowed 1 take-home lab. The take-home lab must be discussed with instructors 24 hours before the last lab section and is due 48 hours after the last lab section ends.

Lecture - (30%)

Overview of the lab procedures, reading discussions, and other activities take place during lecture. These are essential to your understanding of the material.

Grace Policy: You can miss **no more than 2** lectures throughout the semester. Your absence must be communicated with instructors 24 hours before the last lecture section that week. You are responsible for making up any material you miss.

Homework - (35%)

Readings: There will be readings assigned for each week. Readings can be found on bCourses under files. Your understanding of the reading will be tested via in-class discussions and in written assignments. Readings are essential to understanding the concepts covered in labs and lectures.

Writing: There are three writing assignments in this course. These writings will be due 24 hours after the end of the last section. Writings will ask you to reflect on materials covered in labs and lectures. The first writing prompt will be released on the first day of class. All subsequent prompts will be released within 24 hours of the previous prompt deadline. Each prompt must be answered in a MINIMUM of 600 words. Assignments are to be submitted to bCourses. No points will be awarded for assignments that fail to comply with this requirement.

Grace Policy: You may turn in **one writing assignment** one week after the posted deadline **ONLY IF** you notify an instructor before the posted deadline.

Surveys - (5%)

There are a total of two mandatory surveys - the introduction survey and the final feedback survey. Failure to submit these surveys results in a NP of this class. The introduction survey is due before the next class, and the final feedback survey is due 11:59 PM of the final class section.

Presentation - (2.5%)

Students have the opportunity to showcase their knowledge via an 8 minute presentation. Students will sign up for a presentation topic by week 3 of the course. Students are allowed to work in pairs or alone for this assignment. Students will choose an ingredient of their choice and discuss the nutritional, socioeconomic, and culinary aspect of the ingredients through concepts covered in this course. Students will be asked to cover:

- Ingredient Physical Description
- Geography
- Cultural History
- Environmental Impact
- Nutrition
- Cuisine Usage
- Popular Dishes

Final - (2.5%)

You will be asked to prepare and present a dish as the final assignment. You may work in pairs or alone. Students will have chosen their ingredient, technique, and partners (optional) by week 10. You may bring this dish to either section. This dish is required for you to pass this course. To qualify as a successful dish, the dish must meet the following requirements:

- Contain one ingredient selected by the instructor
- Make use of one technique selected by the instructor
- Cannot be copied from a preexisting recipe (you may draw inspiration from available dishes, but you cannot recreate a dish)

Provide at least 2 to 3 servings

Each student will be given 3 minutes to present their dish. To qualify as a successful presentation, students must be able to explain the following:

What ingredients did you use to create your dish?

What culinary technique did you use to create your dish?

How did you prepare your dish?

Please note that the percentages are present to help you understand the overall magnitude that each item has on your time in this course. Passing the class is dependent upon completing the items within the timeline.

Course Outline

| Week | Lecture/Lab | Due |
|------|--|--|
| 1 | Introduction to Cooking and Nutrition Canning and Pickling | Week 1 Reading Introduction Survey |
| 2 | Preventative Health Knife Skills | Week 2 Reading |
| 3 | Portioning Food Poaching, Blanching, Steaming | Week 3 Reading Written Assignment 1 |
| 4 | Food and Environment Kitchen supplies: pans, spatulas, other essentials | Week 4 Reading |
| 5 | Sustainable Eating Stock vs Broth vs Soup vs Bouillon | Week 5 Reading |
| 6 | Understanding Labels Sear v Sautee v Stir Fry | Week 6 Reading |
| 7 | History of Nutrition Grains | Week 7 Reading Written Assignment 2 |
| 8 | Fad Diets Stewing and braising | Week 8 Reading |
| 9 | Antibiotics and Pesticides Sauces, spices, condiments | Week 9 Reading |
| 10 | Cultural Cooking Roast, broil, air fry | Week 10 Reading |
| 11 | Food and Finance Grilling, Smoking, BBQ | Week 11 Reading |

| | | |
|----|---------------|---|
| 12 | Presentations | Presentation |
| 13 | Final | Final Dish Final Feedback Survey Written Assignment 3 |

Weekly Readings

Week 1

Allen, P. Realizing justice in local food systems. Cambridge Journal of Regions, Economy, and Society, 2010.

Week 2

Severson, K. Chefs Struggle Over Whether to Serve Up Politics. New York Times, 2017.

Week 3

Graff, Samantha et al. Government Can Regulate Food Advertising To Children Because Cognitive Research Shows That It Is Inherently Misleading. Health Affairs, 2012.

Week 4

Grier S., Kumanyika, S. The Context for Choice: Health Implications of Targeted Food and Beverage Marketing to African Americans. American Journal of Public Health, 2008.

Week 5

Tavernise, S. Calories on Menus: Nationwide Experiment Into Human Behavior. The New York Times, 2014.

Week 6

Pinsker J. Why So Many Rich Kids Come to Enjoy the Taste of Healthier Foods. The Atlantic, 2016.

Week 7

Timmerman, G., Brown, A. The Effect of Mindful Restaurant Eating Intervention on Weight Management in Women. Journal of Nutrition Education and Behavior, 2012.

Week 8

Leschin-Hoar, C. Slice the Price of Fruits and Veggies, Save 200,000 Lives? NPR, 2016.

Week 9

McMillan, Tracie. 'Forked' Rates Restaurants on How They Treat Their Workers. NPR, 2016.

Week 10

Chang, Kenneth. Stanford Scientists cast doubt on advantages of organic meat and produce. The New York Times, 2012.

Week 11

Egan, Sophie. *Devoured: From Chicken Wings to Kale Smoothies - How What We Eat Defines Who We Are*. Harper Collins: NY, 2016.

Statement of Accommodation

Please email or talk to any of the facilitators if you need any DSP accommodations.

Dietary Restrictions

Our course is plant-focused. We aim to provide an inclusive curriculum, but certain labs will contain dairy, nuts, wheat, and soy. Please consult instructors about allergens before enrolling in the course.

Emergencies

We will follow the standard building procedures for emergencies.

Course Evaluation

We will have three evaluation forms - one for rolling feedback, one mid-semester evaluation form, and one end of the semester evaluation form. Again, you must fill these out in order to pass the class.