

---

## UBC VANCOUVER COURSE SYLLABUS TEMPLATE

---

### ACKNOWLEDGEMENT

---

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site. Working and learning in a settler run educational institution, we must endeavor to seek to be in right relations with our host nation, and to learn from their experiences.

### COURSE INFORMATION

---

Course Title	Course Code Number	Credit Value
Food Theory and its Application (Graduate Level)	HUNU 540	4.5 Credits

### PREREQUISITES

---

Food Safe Level 1

FNH 200 and either (a) all of CHEM 111, CHEM 113 or (b) all of CHEM 121, CHEM 123.

### CONTACTS

---

Course Instructor	Contact Details	Office Location	Office Hours
Gerry Kasten, H.Dip (Comm Cooking), RD, MSc, FDC	email: <a href="mailto:gerryk@mail.ubc.ca">gerryk@mail.ubc.ca</a> (Preferred Contact) Call or Text: (604) 319-2460	FNH 324	Thursdays 11:15am-12:30pm, or by appointment, in Vij's Kitchen

### COURSE INSTRUCTOR BIOGRAPHIES

---

I love food! I was born to a farming family and still help my brother bring in the harvest each year. I have an Honours Diploma in Commercial Cooking and both Bachelors and Masters degrees in Nutrition. My Master's research was on food choices amongst gay men. I worked in Public Health in BC for thirty years, and led the boards of directors of both Dietitians of Canada and the BC Agriculture in the Classroom Foundation. My chequered past has led me to a critical analysis of the constructions of gender, particularly as they are enacted through food.

*I want to live in a world where people celebrate food, sharing it with those they love, taking its pleasure without restraint because its flavour saturates their most sensuous appetites.*

## COURSE STRUCTURE

---

**CLASSES:** One, 80 minute lecture class weekly, Tuesdays from 1:30 – 2:50 p.m. in Hebb B112 and one three-hour Teaching Kitchen Class/practical class weekly, Fridays from 9:30 a.m. – 12:30 p.m. in Vij's Kitchen (FNH 130.) Your attendance is expected and is necessary for you to fully participate in the discussions, group work and presentations. Please show respect for your classmates and instructor by arriving on time. Attendance at the lectures supports your classmates by providing them with audience reactions to their presentations, and interactive questions and responses to help assess the presentation. Attendance in the Teaching Kitchen Class is important for student to learn practical cooking skills and hedonic assessment skills, as well as participate in discussion of the foods prepared.

**CLASS STRUCTURE:** This is a course with both theoretical learning in a lecture format and practical learning involving the preparation of foods followed by discussion of the roles of foods in nutrition, culture, hedonic pleasure and family interactions.

**COURSE WEBSITE:** Important correspondence for the course will be posted on the HUNU 540 course website. For access, go to [Canvas](#) and use your CWL login.

You will be responsible for printing or saving e-file copies of the weekly presentations. You will need to purchase the course manual prior to the first class. All students must have a paper copy of the manual. Lab manual is available for purchase at Copiesmart Copy Centre  
Address : 103-5728 University Boulevard, Vancouver, BC V6T 1K6  
Telephone : 604-222-3189

## SCHEDULE OF TOPICS

---

Week 1 lecture:	Introduction to FNH 540; Weighing & Measuring; Heat Transfer
Week 1 practical:	Orientation; Social Aspects of Food Preparation
Week 2 Lecture:	Eggs and Egg Foams; Milk and Cheese
Week 2 practical:	Eggs and Dairy
Week 3 lecture:	Leavening, Batters, Doughs and Quick Breads; Sugars and Sweeteners
Week 3 practical:	Flour and Baked Goods
Week 4 lecture:	Fats and Oils; Salad Dressings and Colloids (Online Mid-term #1)
Week 4 practical:	Fats and Oils (MidTerm Exam #1, Stage 2)
Week 5 lecture:	Bread; Pastries
Week 5 practical:	Breads and Pastries
Week 6 lecture:	Starches; Grains and Pasta
Week 6 practical:	Grains and Grain products
Week 7	<i>Mid-Term Break</i>

Week 8 lecture:	Meat; Soy
Week 8 practical:	Meat and Soy
Week 9 lecture:	Fish; Shellfish and Seafood (Online Midterm #2)
Week 9 practical:	Fish and Seafood (MidTerm Exam #2, Stage 2)
Week 10 lecture:	Stocks and Soups; Stocks (Review) and Sauces
Week 10 practical:	Soups and Sauces
Week 11 lecture:	Legumes; Nuts and Seeds
Week 11 practical:	Legumes, Nuts and Seeds
Week 12 lecture:	Fruits and Fruit Salads; Vegetables and Vegetable Salads
Week 12 practical:	Desserts
Week 13 lecture:	Desserts; Beverages
Week 13 practical:	<i>Good Friday</i>
Week 14 lecture:	Recipe Development; Recipe Scaling
Week 14 practical:	Supermarket Nutrition Tour
Final Exam:	To Be Determined

## LEARNING OUTCOMES

Upon completion of the course, students should be able to

- Demonstrate fundamental knowledge and skills including the practice of kitchen and food safety, practical outcomes of therapeutic recipe modification and measurement techniques (ICDEP 2.05 Practice according to legislative, regulatory and organizational requirements; 2.07 Use risk management approaches; 5.03c Determine dietary modifications; 7.02 Plan food provision; and 7.03 Manage food provision)
- Apply knowledge and principles of food preparation to a wide variety of foods ((ICDEP 7.03 Manage food provision)
- Assess the characteristics of the ingredients used in the preparation of foods, both their chemical composition and physical properties, and the effect of various factors on these aspects during their preparation. Assess the physical properties and chemical composition of food function. Critique the role of ingredients and their interaction in the preparation of foods. Determine the role and interactions of ingredients in food preparation (ICDEP 1.01 Apply understanding of food composition and food science)
- Adapt preparation methods of home-style recipes to recipe development, recipe standardization and costing. (ICDEP 7.02 Plan food provision; and 7.03 Manage food provision)
- Analyze recipes for nutritional content, adapting ingredients for dietary considerations including therapeutic, religious and cultural practices. (ICDEP 5.03c Determine dietary modifications)

- Convert recipes from Imperial measurements to metric measurements and vice versa and expand and/or decrease recipe yields. (ICDEP 1.08 Integrate quantity food provision principles and practices)
  - Integrate knowledge of the wide variety of foods available to consumers, their preparation techniques, their nutritional attributes and relative cost into recipe and program development (ICDEP 6.01 – 6.05 Assess and determine food- and nutrition-related situation of communities and populations; Develop, implement, monitor and evaluate food- and nutrition-related community/population health plan)
  - Predict the limitations impacting consumers' ability to access to foods. Critique how privilege impacts food choice. Integrate knowledge of behavioural change theories within food literacy programming. (ICDEP 1.02 Apply understanding of food environments; and 1.05 Apply understanding of dietary practices; 2.03 Practice in a manner that promotes cultural safety)
  - Communicate how [The Meaning of Healthy Eating](#) impacts consumers' food choices, and assess the impact of taste, deliciousness and Nutritionism on food choices. (ICDEP 1.02 Apply understanding of food environments; 1.05 Apply understanding of dietary practices; 2.01 Practice within the context of Canadian diversity and 7.05 Monitor and evaluate food provision)
  - Model optimal presentation and facilitation skills related to food products and preparation methods (ICDEP 3.01 – 3.07 Use appropriate communication approaches; Use effective written, oral & electronic communication skills; Use effective interpersonal skills; Engage in teamwork; Participate in collaborative practice; 4.06 Foster learning in others; 4.07 – 4.08 Foster the development of Food Literacy and food skills in others)
- 

## LEARNING ACTIVITIES

In-class participation: *Lecture Class*: After each presentation, students will submit two comments – The “Most Salient Point” comment, about the idea most clearly communicated during the presentation; and, the “Muddiest Point” comment, about the idea which they had the hardest time understanding, from the presentation or about a point on which you would like further clarification. *Practical/laboratory class*: All students will start the term with 5 participation marks. Marks will be deducted for non-attendance (unless agreed to previously by the instructors), hair not tied back, lack of appropriate, clean attire and poor conduct within the lab. Poor conduct includes, but is not limited to: texting during presentations, tardiness to class, poor food safety and kitchen safety practices, lack of courtesy, not putting equipment away, or not taking out the garbage/recycling/compost.

Recipe Assignment: Find and prepare a recipe of your choice that illustrates principles covered in the lab. Submit it, including publication details, to the instructors along with: A brief discussion of why you chose the recipe; How the recipe relates to a concept from the lab; The cost of preparing the recipe; Highlights of your experience making it; A description of how it tasted, its texture and its appearance; Specific suggestions on how to improve the recipe, if desired, and expected outcomes of changes; Whether or not you would make it again or recommend it to others. Use only recipes that have been proven to work through testing by a reliable source (i.e., recipes sourced from the Internet can be unreliable).

**Shopping Assignment:** During the term, Students must visit a grocery store that is outside of their usual food shopping experience. Assignments will be marked on the student's description of the following: Name and location of the store – describe the location/setting (more than the address); Description of the range of foods in the store; Any foods purchased and eaten (i.e., food, not gum, candy nor condiments); A reflection on your general experience of the visit; Conclusion: Aside from familiarity with ethnic foods, how will familiarity with this store and the experience of shopping here contribute to your professional knowledge base? What was your emotional response to visiting this store? What did you experience while visiting the store?

**Recipe Scaling and Costing Assignment:** Use the recipe from your Recipe Assignment to complete the following: Convert all ingredient measures from US or Imperial to Metric; Scale-up the recipe to a yield of 50 servings; Review and round-off ingredient amounts to measures that are easy to measure in a kitchen, as purchased and/or are commonly purchased package sizes; Re-write the method for efficiency and accuracy, using the Descriptive (Block) format; Obtain prices from a local grocery store (state which store, date of access) to cost the adjusted recipe (50 servings); Determine the cost per serving; Summarize your experience in completing this assignment

**Food Program Development Assignment:** Students will develop a food-based learning program for a group of 10 – 12 participants, based on a theoretical model of behavior change. The program must have SMART objectives, learning outcomes, program activities, and process & outcome measures of program success, including how data for the measures will be collected.

Two midterm and one final exam. Exams will be short answer questions and will cover specific periods from the term (i.e., exams are not cumulative.)

**Online quizzes:** Weekly Canvas quizzes are to be completed prior to each practical/laboratory class. Quizzes must be completed by XX:00 a.m. on the day of class. Quizzes completed after the lab will not be marked, unless discussed with and agreed to by the instructors before the day of the lab. There are 12 quizzes.

**Presentation Assignment (with associated learning plan):** Students will be called upon to give a presentation, including effective audience needs assessment and presentation skills. It is expected that they will assess and critique evidence on an assigned topic. Learning outcomes should be developed by seeking input from the class. The presentation is a group effort and should be about 20 minutes. Be sure to allow time for questions and comments and to review relevant recipes. Marks will be awarded for content and effective presentation skills. (*Reading from slides is not considered to be an effective presentation strategy.*) Marks will be awarded for demonstration of critical thinking: researched information needs to be presented along with students' critique of both the plausibility, credibility and sources of the information. Presentations should be between 20 and 25 minutes, and should include facilitated group discussion.

---

## LEARNING MATERIALS

---

Required Course Materials: HUNU 540 Teaching Kitchen Class Manual

Teaching Kitchen Class manual is available for purchase at Copiesmart Copy Centre: 103-5728 University Boulevard, Vancouver, BC V6T 1K6 Telephone : 604-222-3189 Roughly \$30.00

The Teaching Kitchen Class manual should be purchased before the first class as it will be used extensively.

Required Text:

On Food and Cooking: the Science and Lore of the Kitchen. McGee, Harold Scribner, New York, NY 2004 Used, roughly \$25.00; New, roughly \$45.00 (Also available online/electronically)

Recommended References:

The Food Lab. Lopez-Alt, Kenji Norton, New York, New York 2015 Roughly \$55.00

Keys to Good Cooking: A Guide to Making the Best of Foods and Recipes. McGee, Harold Doubleday Canada, Mississauga 2010 (Used from \$15.00, New, roughly \$50.00)

The Joy of Cooking. Rombauer and Rombauer-Becker Plume, New York 2019 (or any year) From \$12.00

---

## ASSESSMENTS OF LEARNING

Exams (2 Mid-terms + Final)	30%
Presentation	20%
Food Program Development Assignment	20%
Canvas quizzes	10%
Summary Quiz	5%
Recipe assignment	5%
Shopping assignment	5%
Participation	5%

Late assignments are not accepted, except by prior arrangement with the instructor. Late Quizzes will not be marked. Presentations must occur on the scheduled date, to align with learnings in that class.

## UNIVERSITY POLICIES

---

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

---

## LEARNING RESOURCES

---

[The Land and Food Systems Learning Centre](#) nurtures and supports an environment of excellence in learning and teaching. They do this by supporting the community of students, instructors, faculty, and staff within UBC's Faculty of Land and Food Systems through training, design, problem solving, workshops, and supporting risk taking. The Learning Centre provides leadership, vision, and training on pedagogy, tools, classroom techniques, communication media, and learning technologies to allow individuals to take risks, innovate, and try new things in their teaching and research.

[The Chapman Learning Commons](#) provides resources and supports for [Online Learning](#), [Writing Support](#) and [Life Skills](#)

---

## COPYRIGHT

---

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Recording classes is problematic, as noise levels in the kitchen classroom interfere with sound clarity.

*Version: January 9th, 2023*