

Planetary Health Foods Lab Syllabus Spring 2024

Meeting Day/Time: Thursday from 1:15-4:15 or Friday from 10:50-1:50

Location: 231 Marsh Life Sciences

Credits: 1

Instructors: Dr. Amy Trubek and Amy Finley

Office: 251 Carrigan Wing

Email: atrubek@uvm.edu

Office Hours: by appointment

Course Description: This course introduces students to different strategies and important concepts involved in developing a lifetime practice of sustainable cooking. The course will consider the 4 pillars of sustainability and the key tradeoffs to consider in concert with the Foods for Planetary Health seminar course. Students are introduced to these concepts and strategies in the same way as everyday Americans – through the process of meal preparation. Thus, concepts and practices are always considered as interconnected. Finally, a major goal of this course is to have the student be able to understand and use these concepts not just in the classroom but in their home and work settings.

Dietetics Program Standards met in Sustainable Cooking:

KRDN 2.1 Demonstrate effective and professional oral and written communication and documentation.

KRDN 2.6 Demonstrate an understanding of cultural competence.

KRDN 3.6 Explain the processes involved in delivering quality food and nutrition services.

Course Aims:

This course aims to:

- Increase food literacy through understanding the complex dynamics of food that has been grown, procured, prepared, and eaten using a sustainability framework.

- Connect this knowledge of that relationship to your own food practices, and to the global environment in which you live.
- Develop critical thinking skills through analysis and evaluation of major foods and dietary patterns aligned with planetary health.
- Describe the interconnections among emergent themes around and apply these themes to ingredient selection and meal design.
- Design an experiment that tests emergent themes for possible future major foods and dietary patterns.
- Enhance food agency in order to apply tenets for sustainable practices while cooking for yourself.

Learning Objectives:

At the end of the course the student will be able to:

- Identify basic concepts important to cooking the major classes of food with confidence: food safety (time and temperature); proper equipment; knife skills, processing whole foods; heat and heat transfer.
- Identify and navigate the full cycle of actions necessary in making a meal.
- Identify and analyze sensory components of food and the social benefits of shared meals.
- Demonstrate a working knowledge of how to read, analyze and adapt recipes.
- Develop a skillful cooking practice.
- Explore tenets for sustainable cooking.
- Identify strategies important to sustainable cooking: ingredient sourcing, plant forward meals, seasonal practices, pantry production, and more.
- Test a certain principle of sustainable cooking with an experiment.
- Articulate a set of tenets for sustainable cooking into their individual cooking practices and, if applicable, work settings.

Sustainable Cooking: Hybrid Strategies and Expectations

- You are expected to complete all online elements of this course. Failure to do so will result in a lower grade.
- All the online elements of the course need to be completed before the weekly experiential learning class in the foods lab. All readings and videos must be read or watched completely before class. If you don't understand a reading or video, bring in your questions. We will have a review at the beginning of each in person session.
- You are expected to commit to both the in-person labs and on-line lectures. You will only be able to make up 1 lab/class session per semester without risking reduced points for engagement and application. If you need to make up a lab, contact lab coordinator Emily Barbour.

- **You should not come into lab if you are feeling sick.** If you need to miss more than one lab as a result of illness/quarantine, contact Emily to discuss logistics for making up work.
- Religious Holidays: The official policy for excused absences due to a religious holiday is as follows: Students have the right to practice the religion of their choice. Each semester students should *submit in writing to their instructors by the end of the second full week of classes* their documented religious holiday schedule for the semester. Faculty must permit students who miss work for the purpose of religious observance to make up this work.

Class Conduct:

I expect professional standards of behavior in the classroom.

- Cell phones should be turned off for the entire class period except when related to class activities (e.g. photos of dishes, checking recipe, etc.).
- Chronic tardiness is not acceptable.
- In case of a campus emergency, the instructor will be notified via the classroom computer, and the instructor will notify students of the emergency.

Class Code: All class participants are expected to adhere to the academic honesty policies of the University of Vermont. Additionally, the University prohibits discrimination and unlawful harassment. Please see the University of Vermont Code and Student Handbook available on the UVM website.

All assignments need to satisfy the standards of academic integrity. *Plagiarism* (not attributing other people's ideas, arguments or phrases properly) and *cheating* will result in a failing grade. ***Offences against the Code of Academic Integrity are deemed serious and insult the integrity of the entire academic community. Any suspected deliberate violations of this code are taken very seriously and will be forwarded to the Center for Student Ethics & Standards for further investigation.***

Required Readings and Podcasts:

- Excerpts from Samrin Nosrat's [Salt, Fat, Acid, Heat](#)
[It is worth purchasing this book because it will be useful for you far beyond this course but it is optional]

- Various podcasts, including the Chef's Manifesto
- Websites in relation to Vermont: Intervale Center's work and website, particularly their mission, vision, history, programs, and activities and events (intervale.org); Vermont Fresh Network; Vermont Agency of Agriculture, Food and Markets, etc.

The tenets for sustainable cooking that will be explored in the lab course are as follows:

- Minimize use of single use plastics
- Minimize sourcing of ingredients that require refrigerated cargo ships and air freight to get to Vermont
- Minimize use of heat sources (shared ovens, alternative equipment, etc.)
- Minimize water usage
- Focus on sourcing of fresh vegetables and dairy products only from the NE region
- Focus on whole product utilization with all ingredients
- Focus on frozen fruits and vegetables sourced from outside the NE region
- Emphasize plant forward recipes

Course Assessments:

Component	Percent of Grade	Due Date
Class Participation	15%	Throughout the course
Pre-Lab Work – mise en place, backwards sequence	15%	Weeks 3-9
Post-Lab Work – evaluation and sensory analysis	15%	Weeks 3-9
Ingredient Supply Chain analysis	10%	Weeks 5-10
Midterm – Lab Experiment	15%	Week 8
Mystery Basket Meal and Reflection	15%	Week 10
Presentation on One Final Meal Together	15%	Week 14

Course Schedule:

	CLASS SCHEDULE	ASSIGNMENTS & DUE DATES
Week 1: 1/17	No lab session – focus is on the introduction to Foods for Planetary Health in seminar with Dr. Ashley McCarthy	
Week 2: 1/24 Online Only	What is Food Agency? Objectives: <ul style="list-style-type: none"> • Introduction to Planetary Health Foods Lab syllabus and Foods Lab Tenets • Introduction to Food Agency 	Due Tuesday 1/31 by 4pm: <ul style="list-style-type: none"> • Familiarize yourself with the BB site • Review the syllabus • Watch food agency and cooking introduction videos • Create list of 6-10 “what I knew” and “what I learned” from videos • Fill out food agency scale and write reflective paragraph
Week 3: 1/31 Skills Evaluation	Introduction to Foods Lab and Food Agency in Action Sourcing within 150 miles Objectives:	Before Tuesday 1/31 by 4pm: <ul style="list-style-type: none"> • Watch the videos on mise en place • Listen to Episode 1 of the Chef’s Manifesto podcast

<p>In-Person Lab</p>	<ul style="list-style-type: none"> Recognize the core principles in the concept of food agency Evaluate and reflect upon your current food agency Assess timing, organization, culinary skills <p>Recipes: Chopped Winter Salad Braised Carrots</p>	<ul style="list-style-type: none"> Review the lab packet Familiarize yourself with the Intervale website <p>In class:</p> <ul style="list-style-type: none"> Introductions Food agency conversation Lab tour and practices Mise en place exercise Active cooking Sensory evaluation exercise <p>Due Sunday 2/5, end of day:</p> <ul style="list-style-type: none"> Post-lab work: Reflection on Practice and Sensory Analysis
<p>Week 4: 2/7</p> <p>Online Lab Prep</p> <p>In-Person Lab</p>	<p>What does a regional diet look and taste like?</p> <p>Objectives:</p> <ul style="list-style-type: none"> Explain the importance of mise en place drawing and sensory analysis in food agency Explore seasonal ingredients – local and national <p>Recipes: Spinach and Gorgonzola Stuffed Roast Potatoes Braised Cabbage</p>	<p>Before Tuesday 2/7 at 4pm</p> <ul style="list-style-type: none"> Read Samrin Nosrat on sensory analysis Watch mise-en-place video Pre-Lab Work: Mise en Place Drawing Pre-Lab Work: Ingredient Sustainability Analysis <p>In Class:</p> <ul style="list-style-type: none"> Ingredient sustainability discussion Responding to available products Seasonal recipes and techniques Sensory reflection and analysis (to be completed in class) <p>Due Sunday 2/12, end of day:</p> <ul style="list-style-type: none"> Post Lab Work: Reflection on Practice Post-lab work: Sensory analysis

<p>Week 5: 2/14</p> <p>Online Prep</p> <p>In-Person Lab</p>	<p>Plant Forward Diets Discuss tradeoffs between vegetable and animal proteins for human versus planetary health</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Explore the impact and importance of dairy products on a regional diet based in New England • Explore the importance of poultry eggs to many cuisines • Introduction to starch, protein and heat transfer <p>Recipes: Potato and Leek Gratin Vegetable Frittata</p>	<p>Before 2/14 at 4pm:</p> <ul style="list-style-type: none"> • Pre-Lab Work: Mise en Place and preliminary Backwards Sequence • Pre-Lab Work: Ingredient Sustainability Analysis <p>In Class:</p> <ul style="list-style-type: none"> • Product Identification • Developing and using a backwards sequence • Ingredient selection <p>Due Sunday 2/19, end of day:</p> <ul style="list-style-type: none"> • Post Lab Work: Reflection on Practice • Post-lab work: Sensory analysis
<p>Week 6: 2/21</p> <p>Online Prep</p> <p>In-Person Lab</p>	<p>Plant Forward Cuisines Introduction to plant-based cuisines</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Explore the advantages and disadvantages of plant-based and plant-forward diets • Explore vegetarian South Indian cuisine <p>Recipes: Sambar Lemon Rice Cabbage Curry</p>	<p>Before Class:</p> <ul style="list-style-type: none"> • Video on South Asian cooking • Pre-Lab Work: Backwards Sequence • Pre-Lab Work: Ingredient Sustainability Analysis <p>Due in Class:</p> <ul style="list-style-type: none"> • Ingredient Sustainability Analysis • Use and evaluate a backwards sequence <p>Due Sunday 2/26, end of day:</p> <ul style="list-style-type: none"> • Post Lab Work: Reflection on Practice • Post-lab work: Sensory analysis

<p>Week 7: 2/28</p>	<p>Traditions and Trade-Offs</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Explore Mexican cuisine • Introduce whole product utilization of a chicken • Explore trade-offs between traditional practices and contemporary lives <p>Recipes: Tortillas Frijoles Assorted Vegetable toppings for tacos</p>	<p>Before Class:</p> <ul style="list-style-type: none"> • Watch videos on Sean Sherman and indigenous foodways. • Pre-Lab Work: Mise en Place • Pre-Lab Work: Ingredient Sustainability Analysis <p>In Class:</p> <ul style="list-style-type: none"> • Ingredient sustainability discussion • Indigenous understandings of sustainability • Seasonal recipes and techniques • Sensory reflection and analysis (to be completed in class) • Backwards Sequence <p>Due Sunday, end of day:</p> <ul style="list-style-type: none"> • Post Lab Work: Reflection on Practice • Post-lab work: Sensory analysis
<p>3/7</p>	<p>Midterm – With your lab partner, design an experiment, run and assess</p>	
<p>3/14</p>	<p>Spring Break</p>	
<p>Week 9 : 3/21</p>	<p>Minimal Waste Diets and Wild Foods</p> <p>Objective:</p> <ul style="list-style-type: none"> • Explore autonomy in sourcing beyond the conventional food system • Assess knowledge of the outdoors as a source of nourishment <p>Venison Stew and Cornmeal Mush</p>	<p>Before Class:</p> <ul style="list-style-type: none"> • Listen to RumbleStrip podcast about hunting in Vermont • Listen to podcat • Pre-Lab Work: Mise en Place • Pre-Lab Work: Ingredient Sustainability Analysis <p>In Class:</p> <ul style="list-style-type: none"> • Ingredient sustainability discussion • Subsistence recipes and techniques • Backwards Sequence

		<p>Due Sunday, end of day:</p> <ul style="list-style-type: none"> • Post Lab Work: Reflection on Practice • Post-lab work: Sensory analysis
<p>Week 10: 3/28</p> <p>Online Prep</p> <p>In-Person Lab</p>	<p>Minimal Waste Diets and Using the Entire Product</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify culinary techniques to use entire product • Explore complexity involved in minimizing food waste <p>Whole carcass utilization Stock Soup for ourselves and others: Chicken tortilla soup</p>	<p>Minimal Waste Diet</p> <p>Before class:</p> <ul style="list-style-type: none"> • Read no-waste chef blog • Choose the 2 whole ingredients of focus for lab and develop proposed dishes • Discussion post about meal design <p>During class:</p> <ul style="list-style-type: none"> • Active cooking • Group write up of a whole ingredient restaurant menu description <p>Post-Lab Work</p> <ul style="list-style-type: none"> •
<p>Week 11: 4/4</p>	<p>Minimal Waste Diet and Making Do with What's On Hand</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Explore the relationships between diet, food waste, and sustainability • Identify strategies to reduce food waste <p>Recipes: Pantry Soup Whole ingredient dish (potato, parsley, beet, buckwheat groats, cauliflower, etc.)</p>	<p>Before class:</p> <ul style="list-style-type: none"> • Review current media (NY Times, etc.) and suggestions on no-waste cooking • Backwards sequence <p>During class:</p> <ul style="list-style-type: none"> • Active cooking • Making do with what is available
<p>Week 12: 4/11</p>	<p>Mystery Basket Lab Practical</p> <p>Objectives:</p>	<p>In Class:</p> <ul style="list-style-type: none"> • Recipe, Mise en Place, Backward Sequence

	<ul style="list-style-type: none"> • Evaluate your food agency and • propose how you will incorporate food systems sustainability into your own food choices, diet, actions, and future professional work <ul style="list-style-type: none"> • Demonstrate your food agency skills. 	<ul style="list-style-type: none"> • Lab Practical/ Meal Execution • Sensory Analysis • Sustainability in Practice <p>Due Sunday, end of day:</p> <ul style="list-style-type: none"> • Post-lab work: Mystery Basket analysis • Post-lab work: Reflection on mystery basket and food agency
Week 13	Prepare One Final Meal Design	<ul style="list-style-type: none"> • In lab consultations with Amy Finley
Week 14	<p>One Final Meal Together presentations</p> <ul style="list-style-type: none"> • Demonstrate an understanding of food system sustainability themes • Draw connections between the themes • Propose culinary strategies that support sustainable food systems <p>Final decision on meal for 5/2</p>	<ul style="list-style-type: none"> • Rubric, evaluation and discussion
Week 15: 5/2	<p>One Final Meal</p> <p>Objective:</p> <ul style="list-style-type: none"> • Demonstrate that it's possible to cook and eat sustainably. • Identify tenets and practices that support these practices and/or identify actions and steps needed to enable sustainable cooking and eating. 	<ul style="list-style-type: none"> • Creation of final meal • Conversation as to what is possible, what is feasible, what needs to be done

Student Learning Accommodations: In keeping with University policy, any student with a documented disability interested in utilizing accommodations should contact ACCESS, the office of Disability Services on campus. ACCESS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations via an accommodation letter to faculty with approved accommodations as early as possible each semester. All students are strongly encouraged to meet with their faculty to discuss the accommodations they plan to use in each course. Contact ACCESS: A170 Living/Learning Center; 802-656-7753; access@uvm.edu; <http://www.uvm.edu/access>

UVM's policy on disability certification and student support: <http://www.uvm.edu/~uvmppg/ppg/student/disability.pdf>

Academic Integrity: The policy addresses plagiarism, fabrication, collusion, and cheating.

<http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf>

Grade Appeals: If you would like to contest a grade, please follow the procedures outlined in this policy:

<http://www.uvm.edu/~uvmppg/ppg/student/gradeappeals.pdf>

Grading: For information on grading and GPA calculation, go to <http://www.uvm.edu/academics/catalogue> and click on Policies for an A-Z listing.

Code of Student Rights and Responsibilities: <http://www.uvm.edu/~uvmppg/ppg/student/studentcode.pdf>

FERPA Rights Disclosure: The purpose of this policy is to communicate the rights of students regarding access to, and privacy of their student educational records as provided for in the Family Educational Rights and Privacy Act (FERPA) of 1974.

<http://www.uvm.edu/~uvmppg/ppg/student/ferpa.pdf>

Promoting Health & Safety: The University of Vermont's number one priority is to support a healthy and safe community.

Center for Health and Wellbeing <http://www.uvm.edu/~chwb/>

Counseling & Psychiatry Services (CAPS) Phone: (802) 656-3340 C.A.R.E. If you are concerned about a UVM community member or are concerned about a specific event, we encourage you to contact the Dean of Students Office (802-656-3380). If you would like to remain anonymous, you can report your concerns online by visiting the Dean of Students website at <http://www.uvm.edu/~saffairs/>