

FOS 2001 – MAN’S FOOD

Spring 2026
3 Credit Hours

Instructor:

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General Course Information

Primary General Education Designation

Biological Sciences (B) and International (N)

Note: A minimum grade of C is required for general education credit.

Your enrollment in and successful completion of FOS2001 Man’s Food also count as one of the requirements for the International Scholars Program distinction.

Course Goals

This interdisciplinary course, designed for all students, introduces Food Science and Nutrition, focusing on food safety, quality, and nutrition. Students will study the scientific aspects of different food commodities and build a vocabulary to understand and evaluate scientific articles on food (B). Students will also examine the global relationship between food, culture, and health, appreciating international cuisines (N) and discuss challenges like sustainability and food security (B/N).

Prerequisites

None

Course Format

This course is delivered 100% online. All students are expected to find and study the course content at the Canvas course website. The course is divided into 13 modules. Each module consists of video lectures, presentation slides and handouts, reading assignments, and additional supplementary materials (videos and/or readings) relevant to the module. For each module, there will be a short quiz, which covers the material for that specific module. In addition to quizzes, we have discussions and assignments. For details, please refer to “Assessment Details”.

It is your responsibility to take quizzes on time and submit assignments by the due date. Grades will be posted on Canvas. If you notice any discrepancy, report it to the instructor immediately.

General Education Objectives

This course is a biological sciences (B) and international (N) subject area course in the UF General Education Program.

Biological science courses provide instruction in the basic concepts, theories, and terms of the scientific method in the context of the life sciences. Courses focus on major scientific developments and their impacts on society, science, and the environment, and the relevant processes that govern biological systems. Students will formulate empirically testable hypotheses derived from the study of living things, apply logical reasoning skills through scientific criticism and argument, and apply techniques of discovery and critical thinking to evaluate the outcomes of experiments.

International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

Student Learning Objectives

By the end of the course, students will be able to:

1. Identify and explain a vocabulary of nutrition and food science terms and their definitions **(B/Content — assessed through quizzes and group discussion; B & N/Communications — assessed through assignments)**
2. Identify cultural factors influencing dietary customs and evaluate their impact on food choices and consumption patterns within specific cultures **(B & N/Critical Thinking and Communications — assessed through assignments and group discussion)**
3. Identify basic nutrient groups and choose foods that are a good source of each nutrient group, and explain how to select healthy and nutritious food **(B/Critical Thinking — assessed through quizzes and assignments)**
4. Compare different food commodities from diverse cultural and geographical backgrounds, and analyze their distinct chemical and biological properties, processing methods, and cultural significance **(B & N/Content — assessed through quizzes, participation, and group discussion)**
5. Identify safety risks associated with different food commodities and imported food and explain practices to keep food safe during handling and cooking **(B & N/Content and Critical Thinking — assessed through quizzes and assignments)**
6. Evaluate the environmental, social, and economic aspects of global food production, distribution, and consumption, with an emphasis on sustainability practices **(B & N/Critical Thinking and Communications — assessed through assignments and group discussion)**
7. Identify current issues in the global food system, and discuss potential solutions to these issues by exploring scientific reports in nutrition and food science **(B & N/Critical Thinking and Communications — assessed through assignments and group discussion)**
8. Explain career choices in food science and nutrition **(Course-specific — assessed through quiz and participation)**

Recommended Textbook

There is no required textbook for this course. Reading materials will be provided on the Canvas page. For those who are new to the topic of Food Science or are looking for a good reference book, the following is recommended to reinforce their understanding of lecture materials:

“Understanding Food: Principles and Preparation”, 7th Ed., Amy Brown, Cengage, 2024. (E-book available through UF All Access).

This textbook will be helpful to enhance your understanding of Module 1, and Modules 4 through 10. While this latest edition is recommended, you can also use the 6th Edition.

The textbook (7th Ed.) can be purchased through UF All Access. Keep in mind that UF All Access allows one-term access to the e-book. If you would like to keep the textbook beyond the term or prefer a hard copy or 6th Edition, you can opt out of UF AllAccess and purchase it from any other bookstore.

Materials and Supplies Fees

None

Assessments and Grading

Breakdown of Course Assessments and Points

Assessment	Weight
Quizzes (10) (the lowest grade dropped)	25%
Assignments (5)	35%
Group discussion (7)	25%
Self-Reflection Digital Scrapbook Project	10%
Participation (pop-up quizzes during video lectures)	5%
Total	100% ^a

Grading scale^{b,c}:

Grade	A	A–	B+	B	B–	C+	C	C–	D+	D	D–	E
Course Average %	100% to 94%	<94% to 90%	<90% to 87%	<87% to 84%	<84% to 80%	<80% to 77%	<77% to 74%	<74% to 70%	<70% to 67%	<67% to 64%	<64% to 60%	<60%

^aThe average from extra-credit activities will be added toward the final grade as an **additional 2%**.

^b A minimum grade of C is required for general education and minor credit. Grade of C– or lower is not a qualifying grade for minor or Gen Ed credit. Further information on UF’s grading policy is available at:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies>

^c Please note **I do not round up grades**. Requests to do so will not be considered.

Instruction Methods

All lectures are asynchronously delivered online. You can find the course materials on the Canvas course page. The course is divided into 13 modules. Each week, a new module will open. Each module page contains links to video lectures, presentation slides and handouts, reading assignments, and additional supplementary materials (videos and/or readings) relevant to the module.

To maximize your learning experience, follow these steps for each module:

1. **Begin with the Learning Goals:** Start by reviewing the learning goals for the module to understand the key points and objectives.
2. **Watch the Video Lectures:** Print out the presentation handout before watching the lecture and take notes as you go. The presentation slides provide a summary, but the lecture includes detailed explanations that are crucial for understanding the material.
3. **Engage with Reading and Supplementary Materials:** After the lecture, read the assigned materials or watch any supplementary videos. These resources will deepen your understanding and expand on the topics covered in the lecture.

Assessment Details

There are 10 weekly quizzes, 5 assignments, 7 group discussions, and one final project in this course. Additionally, there will be pop-up questions during the video lectures to assess your participation. Throughout the course, several optional activities for extra credit will also be provided. You are expected to **complete all work independently**, except for group discussions. Unauthorized collaboration will be considered a violation of the student honor code and be subject to SCCR.

1) **Module assessment quizzes (25%):**

There are 10 assessment quizzes (including one syllabus quiz), and each quiz covers the lecture content (except the first quiz, which covers the syllabus). Quizzes are administered online via Canvas, consisting of multiple-choice, True/False, and matching questions randomly selected from a question pool (15 questions per quiz). Each quiz is timed, proctored by Honorlock, and must be completed within 15 minutes. You will have 2 attempts per quiz, and your higher grade will be recorded as your final grade.

Quizzes are open-note, meaning you may use printed or handwritten notes during the quiz. However, you are not allowed to access any electronic devices or electronic notes during the quiz, as the browser will be locked down. If your notes are in electronic format (e.g., typed on a computer), you must print them out or create handwritten notes to use during the quiz. Both notes created by you and printed materials from other sources (e.g., textbooks, presentation handouts) are allowed, as long as they are printed and not accessed electronically during the quiz.

All quizzes will be open on Monday and **close on Sunday** (it will be closed at 11:59 pm). You must watch the lectures posted in each module before taking the quiz. Out of 10 quizzes, I will **drop the lowest grade** and count the other 9 quizzes towards your final grade. **Makeup or due extension** is provided only under extenuating circumstances with approval from the instructor. For schedule details, please refer to the course outline.

IMPORTANT TESTING RULES: READ CAREFULLY

1) Notes: Quizzes are open-note, and students can use **only printed or hand-written notes**. It is your responsibility to prepare or print these notes in advance. **2) Electronic Device: The use of electronic devices (phone, tablet, laptop) is prohibited**, except for the computer you are using to take the quiz. Honorlock will detect and flag the use of secondary electronic devices. This is a serious violation of the student honor code and may result in a failing grade and other severe consequences, such as a course failure. **3) Testing Environment:** Choose a **quiet place** to take the quiz with minimal background noise. The presence of other people in the same room is not allowed and will be considered a testing violation. Unless you have accommodations from the DRC, the use of headphones or noise from TV, radio, or other music streaming services is prohibited. **4) Focus:** Ensure you **look directly at your computer screen**. Frequently looking away will flag your testing as suspicious activity, suggesting the use of unauthorized materials. Always stay within the camera frame and adjust your camera so your entire face is visible. **5) Technical Issues:** Technical glitches can happen. If you experience any issues, try to complete the test if possible. Notify me via email afterward. If Honorlock kicks you out, try refreshing and continue the test. You can also contact Honorlock Customer Help during the test through live chat.

Honorlock Information

Honorlock is an online proctoring service that allows you to take your test from home. No account creation, software download, or appointment scheduling is needed. Honorlock is available 24/7, and you will need a computer, a working webcam, a stable Internet connection, and Good Chrome with the [Honorlock Chrome Extension](#). When you are ready to take the test, log into Canvas, go to your course, and click on your test. Clicking "Launch Proctoring" will begin the Honorlock authentication process, where you will take a picture of yourself and show your ID. Honorlock will be recording your test session by webcam as well as recording your screen. Honorlock also has an integrity algorithm that can detect search-engine use, so please do not attempt to search for answers, even if it's on a secondary device.

Honorlock support is available 24/7/365. If you encounter any issues, you may contact them by live chat, phone (844-243-2500), and/or email (support@honorlock.com)

2) **Assignments (35%):**

There are 5 assignments in this course. Through these assignments, you will learn how to apply your learning to real-world situations. For specific due dates for each assignment, please see the schedule below. All assignments should be submitted electronically through Canvas. You will have 2 weeks to complete each assignment. Detailed instructions and a grading rubric for each assignment will be provided on Canvas, and the grades and feedback will be posted within 2 weeks of the due date. To summarize what each assignment is about:

- a. **Assignment 1 (Practicing Dietary Guide and Assessment Tools)- Module 1:** In this assignment, you will have an opportunity to use the dietary guide and assessment tools discussed in Module 1 lectures. You will get your personalized dietary recommendation using the USDA MyPlate Plan, and you will find the nutrition information of your favorite food from a recipe using a recipe analyzer. You will also discuss the benefits and limitations of these tools. The MyPlate plan you obtain from this assignment will be re-used in Assignment 4.
- b. **Assignment 2 (Exploring International Cuisine) – Module 2:** In this assignment, you will explore how culinary traditions reflect cultural identities by either visiting an international food restaurant or cooking an international dish. You will observe and describe unique ingredients, flavors, cooking methods, and cultural ambiance and then write a report discussing the dish's cultural significance, history, and your personal experience. Through this assignment, you will gain a deeper cultural understanding, appreciation for global cuisines, and insight into the rich diversity of cultural histories.
- c. **Assignment 3 (Food in Arts from Cultural and Scientific Perspectives) – Module 3:** In this assignment, you will study the representation of food in art, focusing on its cultural, historical, and scientific significance. You will analyze an existing artwork and discuss its cultural and social context and relate it to a food science aspect. Through this assignment, you will understand how food in art reflects cultural contexts and scientific principles.
- d. **Assignment 4 (Developing a Healthy Meal Plan using gAI) – Module 8:** In this assignment, you will design a one-day meal plan using generative AI tools, including 3 meals and 2 snacks, based on the MyPlate Plan (from Assignment 1). You will critically evaluate the AI-generated meal plan and assess if it meets MyPlate recommendations, the accessibility and appropriateness of the meals and snacks, and the effectiveness of AI tools in creating customized meal plans.
- e. **Assignment 5 (Investigating Food Insecurity Issues Around the World) – Module 11:** In this assignment, you will virtually travel the globe and examine what people eat and how they prepare food in diverse cultures using resources online (e.g. Hungry Planet, DollarStreet). Then, you will choose a specific country and further research the food security status of the chosen country using interactive online tools (e.g. Gapminder, GAFS Dashboard) and connect the issue with the country's socioeconomics and policy. You will also learn more about domestic food insecurity through simulation.

3) **Group Discussion (25%):**

Since this is an asynchronous online course, students have limited interaction with their peers. To enhance peer interaction and engagement, students are required to participate in group discussions using Perusall or Canvas Discussion. Each group will be assigned an article to read or a video to watch, followed by a virtual discussion on a given topic. This includes posting a question or post-lesson reflection and responding to peers' posts. You will have 1 week to complete each discussion.

Your participation will be graded individually based on the quality and depth of your contributions. Good annotations are those that connect thoughtfully with the topic, encourage discussion, ask insightful questions, and help clarify other students' questions or confusions. Each student will receive their own grade based on their individual participation and the quality of their posts.

Detailed instructions for each group discussion will be provided on Canvas. Active participation is essential, so extensions for group discussions will not be granted. All contributions must be posted by the due date, and late submissions will not be accepted.

4) Self-reflection Digital Scrapbook Project (10%):

In this fun mini-project, you will create a digital scrapbook about your learning from the course by blending foods, cultures and scientific insights. The scrapbook will chronicle your learning from the course, including memorable food experiences, international cuisines, and knowledge in nutrition, food safety, and food processing. Use photos, reflections, and short narratives to showcase your understanding of cultural diversity and food science. This mini-project allows you to creatively reflect on your learning from the course.

5) Participation (5%):

It is critical for students to be actively engaged in online learning. Students' participation will be assessed by inserting pop-up questions during the video lectures (PlayPosit). The questions are given to review the lecture, and students will have 2 attempts to correctly answer each question. The points will be recorded and counted towards the final grade as participation points. All PlayPosit pop-up questions are **due on Sunday (11:59 pm)** of the week when the module opens. As each module opens on Monday, you must watch videos and answer Pop-up questions by Sunday of the week.

6) Activities for extra credits (2% add-on):

There are several activities in this course to earn extra credit, such as the Honorlock practice quiz, and video quizzes. These activities are **optional** and simply given to improve your grade. Detailed instructions for each activity will be provided on the course website in Canvas. These optional activities must be submitted on time and **will NOT be extended for any reason**. Extra credit will be reflected in your grade in Week 13 or 14.

***I do not create any additional assignments to improve students' grades near the end of the term.** Such requests will not be honored.

Grade Turnaround Time

Type of Assessment	Turnaround Time
Module Assessment Quizzes	Immediately
Self-Reflection Project	2 Weeks after the due date ¹
Assignments	2 Weeks after the due date ¹
Group Discussion	2 Weeks after the due date ¹
Participation	Immediately ²

¹If you submitted late (after the due date), your grade turnaround time will be 2 weeks from your submission date.

²If you miss any PlayPosit questions and do not complete them within 10 days, a 0 grade will be posted by Week 14.

Course Policies

Make-Up Policy (For Quizzes)

Requirements for class attendance and make-up quizzes, assignments, and other work are consistent with university policies (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

All open and closing dates for quizzes, as well as due dates for assignments and discussions, are listed in the course outline. It is your responsibility to complete quizzes and submit assignments/discussion posts by the designated due date. Since quizzes are available over a multi-day window (Mon–Fri), there is already flexibility in scheduling, so make-ups are offered on a limited basis.

For quizzes, make-ups will be granted only for legitimate reasons or under extenuating circumstances, in line with [university policies](#), and require proper documentation. Valid reasons include illness, serious family emergencies, jury duty, or participation in official university activities (e.g., athletic competition).

Make-up requests must be made prior to the scheduled quiz date or within 3 days after the quiz close date, whenever possible. Requests made beyond this timeframe may not be honored, unless due to a documented medical emergency or an accommodation letter from the Dean of Students Office.

Late Submission and Due Extension Policy (For Assignments and PlayPosit pop-up questions):

For assignments, you can request an extension **for legitimate reasons or under extenuating circumstances only with proper documentation** (see above). Extension requests must be made **before the due date or within 3 days from the due date, whenever possible**, and depending on the situation, 1–7 days of extension will be given. Any request made after 3 days of the due date will not be honored (except for medical emergencies with proper documentation). If an arrangement for a due date extension is not made for assignments, a **late penalty of 10% per day** will be automatically applied.

For PlayPosit pop-up questions (Participation), an extension is not allowed; however, you can submit answers with a **late penalty of 10% deduction each day late**.

Note: There is **no due extension nor late submission for discussions and extra-credit assignments**.

Medical excuses or any sensitive information should be addressed through [Disability Resource Center](#) (DRC) or [Dean of Students Office](#). Please do NOT send any sensitive/medical information directly to the instructor. If you have any questions or concerns, talk to the instructor.

Course Communication

Important announcements related to the course will be made through **Canvas Announcements**. If you do not want to miss any announcements, please ensure that your Canvas profile is set to receive notifications. This way, any announcement created will be delivered to your Gatorlink email.

In this course, I mostly communicate with students via Canvas announcements and e-mail (the one on file with UF). So, if you use other e-mail accounts, please check your UF e-mail regularly or set up forwarding on the UF system. Please **include your last name and the course number (FOS2001)** in the subject line of your emails. While TAs and I do our best to reply to your emails as quickly as possible, please allow 48 hours (excluding the weekends and holidays) to receive a reply.

Students will have multiple channels to communicate with the instructor and TAs:

- E-mails (either direct emailing or through Canvas mail)
- Canvas course page – Q&A forum in Discussion
- Office Hours – Instructor and TAs offer virtual office hours
- Individual Zoom conference meeting scheduled on request

Generative AI Tools Policy

The use of generative AI tools such as ChatGPT, Copilot, Grammarly, and Quillbot is allowed with restrictions. Students **must receive approval** from the instructor for the use of AI tools and will **receive additional work** that they must complete. Any students who would like to use an AI tool must make a **written** request to the instructor, explaining 1) which AI tool(s) they plan to use; 2) why they need to use the AI tool(s); and 3) how they will use the AI tool(s) in their assignment. Then, the instructor will either approve or deny the request within 48 hrs with the additional requirements for the use of AI tool(s). Normally, these additional requirements include, but are not limited to, the submission of the student's original work, prompts used, and AI-generated content(s). Unauthorized use of generative AI tools will be considered as cheating under UF Student Honor Code 4.040(3)(a), and thus will result in a failing (0%) assignment grade and/or a failing course grade (E).

Netiquette

Netiquette is etiquette on the Internet or expectations for online communications. When communicating, be sure that your messages are respectful, civil, and reflect college-level writing. Please read the [Netiquette Guide for Online Courses](#) for details.

Here are some guidelines for your communications:

1. Do not use shorthand expressions like you might do in texting. For example, "u" for you, "w/" for with, LOL, BTW, IMHO, etc. The pronoun "I" is always capitalized. The text editor in Canvas does not automatically capitalize "I" like your smartphone does.
2. Be sure to use proper grammar and punctuation; note that typing IN ALL CAPS is the equivalent of shouting.
3. Remember that body language and tone (such as a joking or sarcasm) may be difficult to perceive by others online, which may lead to misunderstandings.
4. Discussion boards are visible to the entire class; if you have a private question for a classmate or the instructor, you should use the Canvas email system instead.
5. Respect for everyone is paramount, even if you disagree with someone. Everyone's opinion is valid just as yours is. As outlined in the [Student Conduct Code of Conduct](#), the University of Florida prohibits harassment and discrimination.
- 6.

Self-Directed Learning

As this is an online class, you are responsible for observing all posted due dates and are encouraged to be self-directed and take responsibility for your learning.

Minimum Technology Requirements

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to their degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:

- Webcam
- Microphone
- Broadband connection to the internet and related equipment (cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)

Honorlock Requirements

The exams in this course are proctored using Honorlock, an online proctoring service that allows students to take exams on demand 24/7. There are no scheduling requirements or fees. You will need a laptop or desktop computer with a webcam, a microphone, and a photo ID. The webcam and microphone can be either integrated or external USB devices.

Minimum Technical Skills

To complete your tasks in this course, you will need a basic understanding of:

- Operating a computer and using word processing software
- Using the learning management system (Canvas)
- Using email with attachments
- Creating and submitting files in commonly used word processing program formats
- Embedding pictures and images in a document created using word processing programs
- Downloading and installing software
- Using presentation programs
- Creating a short video using apps or a narrated presentation using presentation programs
- Using apps in digital devices
- Using web conferencing tools and software

Minimum Digital Literacy Skills

Furthermore, you should be able to:

- Use computer networks to locate and store files or data
- Use online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters
- Analyze digital information for credibility, currency, and bias (e.g., disinformation, misinformation)
- Properly cite information sources
- Prepare a presentation of research findings

References and Citations of Materials Used in the Course

Each resource has a citation in Canvas.

Lecture images requiring citations are cited at the end of each presentation. The rest of the images are public domain or openly licensed and do not require citations.

Tentative Course Outline

Week (Dates)	Module/Topic	Assessments
1 (Jan 12)	Course Introduction <i>Students are introduced to the key tools and technology used in this online course and learn course and UF policies related to the course.</i> Lecture: <ul style="list-style-type: none">• Course Introduction [time] Reading assignment: <ul style="list-style-type: none">• Course syllabus	<ul style="list-style-type: none">• Discussion: Introduce yourself (Due: Jan 26)• Syllabus Quiz (Jan 12-25)• Extra Credit Honorlock quiz (Jan 12-25)

Week (Dates)	Module/Topic	Assessments
2 (Jan 19)	<p>Module 1. Importance of Food Selection</p> <p><i>Students are introduced to the factors affecting food choices and learn about basic nutrition terms and how to assess their diet adequacy. Students are also introduced to food guidance systems and tools for personal dietary assessment and learn how to understand nutrition information on food labels.</i></p> <p>Lectures:</p> <ul style="list-style-type: none"> 1.1 Food Selection Criteria [7:56] 1.2 Nutritional Assessment [5:39] 1.3 Food Guidance Systems [11:58] 1.4 Food Guide & Dietary Assessment [7:52] 1.5 Food Labeling [7:48] <p>Reading assignments:</p> <ul style="list-style-type: none"> FNDH413 Science of Food, Chapter 8.2 Food Selection, Brian Lindshield and Lizz Daniels, Kansas State University, 2024. LibreTexts Medicine Nutritional Assessment, Counseling, and Support (NACS): A User's Guide, Module 2: Nutrition Assessment and Classification, 2016 Dietary Guidelines for Americans 2020–2025, Executive Summary, USDA, 2020. What's on the Nutrition Facts Label, FDA. 2024. Using the Nutrition Facts Label and MyPlate to Make Healthier Choices, FDA. 2024 	<ul style="list-style-type: none"> Module 1 Quiz (Jan 19-25) Module 1 Assignment: Practicing Dietary Guide and Assessment Tools (Due: Feb 2)
3 (Jan 26)	<p>Module 2. Food and Cultural Identity</p> <p><i>Students explore the intricate relationship between food and cultural identity and investigate how culinary traditions, ingredients, and rituals reflect diverse cultures worldwide, shaping individual and collective identities.</i></p> <p>Lectures:</p> <ul style="list-style-type: none"> 2.1 Food as Cultural Identity [8:53] 2.2 Learning Culture through Recipes – Virtual Field Trip to the UF Smathers Library with Ms. Melissa Jerome [8:48] <p>Reading assignment:</p> <ul style="list-style-type: none"> Introduction to Anthropology - 14.3 Food and Cultural Identity, J Hasty, D. G. Lewis and M. M. Snipes, 2022 	<ul style="list-style-type: none"> Module 2 Assignment: Exploring International Cuisine (Due: Feb 9) Module 2 Discussion: School Lunchtimes (Original Post Due: Jan 30; Response Due: Feb 2)*

* For all discussions that have two different due dates, the Canvas Discussion page and Canvas calendar will show only the 2nd due date (due date for responses). It is students' responsibility to submit original comments and responses by the given due dates.

Week (Dates)	Module/Topic	Assessments
4 (Feb 2)	<p>Module 3. Food in Arts: Exploring Culinary Culture and Food Science through Art</p> <p><i>In this module, students explore where food science and art meet. Students will look at paintings, movies, sculptures, and other types of art to understand how food connects to society and sciences. This will help learn more about the cultural, historical, and scientific sides of food.</i></p> <p>Lectures:</p> <ul style="list-style-type: none"> 3.1 Learning Food Science at the Art Museum (Virtual Field Trip to the UF Harm Museum of Arts with Mr. Eric Segal) [8:54] 3.2 Food in Arts [6:45] 3.3 Food in Movies [5:49] <p>Reading assignments:</p> <ul style="list-style-type: none"> A Brief History of Food as Art, S. Butler, 2017. Smithsonian Magazine Portrayals of Food Practices and Exercise Behavior in Popular American Films, 2005. Journal of Nutrition Education and Behavior, 37:1, p.27-32 	<ul style="list-style-type: none"> Module 3 Assignment: Food in Arts from Cultural and Scientific Perspectives (Due: Feb 16) Module 3 Discussion: Your Favorite Food Movies (Original Post Due: Feb 6; Response Due: Feb 9)
5 (Feb 9)	<p>Module 4. Composition of Food</p> <p><i>Students learn about main nutrients and their chemical properties and functions.</i></p> <p>Lectures:</p> <ul style="list-style-type: none"> 4.1 Intro to Food Composition [4:13] 4.2 Water [6:49] 4.3 Macronutrients: Carbohydrates [10:00] 4.4 Macronutrients: Lipids [9:45] 4.5 Macronutrients: Proteins [8:22] 4.6 Micronutrients: Vitamins & Minerals [3:35] <p>Reading assignments:</p> <ul style="list-style-type: none"> Nutrition and Physical Fitness, A. H. Alger, 2022. <i>1.3 Nutrients and Other Compounds Found in Food</i> Understanding Food: Principles and Preparation, 7th Ed., Amy Brown, Cengage, 2024. <ul style="list-style-type: none"> Chapter 3 (pp. 33-70) 	<ul style="list-style-type: none"> Module 4 Quiz (Feb 9-15) Extra Credit Mid-Course Survey (Feb 9-15)

Week (Dates)	Module/Topic	Assessments
6 (Feb 16)	<p>Module 5. Food Safety (including guest lectures by Dr. Schneider)</p> <p><i>Students learn about different types of food safety hazards and how to effectively control these hazards.</i></p> <p>Lectures:</p> <ul style="list-style-type: none"> • 5.1 Food Safety Overview [15:29] • 5.2 Food Safety Hazards [13:05] – Guest lecture by Dr. Keith Schneider • 5.3 Control of Food Safety Hazards [13:25] – Guest lecture by Dr. Keith Schneider • 5.4 Food Allergies [5:15] <p>Reading assignments:</p> <ul style="list-style-type: none"> • Most Common Foodborne Illnesses, 2017. FDA & American Medical Association • Four Steps to Food Safety, 2024. CDC • Food Allergies, 2024. FDA 	<ul style="list-style-type: none"> • Module 5 Quiz (Feb 16-22) • Module 5 Discussion: Food Safety Practices (Due: Feb 23)
7 (Feb 23)	<p>Module 6. Protein Foods</p> <p><i>Students learn about the unique chemical and biological properties of protein foods (meat, poultry, seafood, and eggs), and safe practices to handle them. Additionally, students explore the diverse array of protein-rich foods and cooking methods from around the world, gaining insights into international culinary traditions and global food cultures. Students also learn about the various functions of eggs in food production.</i></p> <p>Lectures</p> <ul style="list-style-type: none"> • 6.1 Meat [15:34] • 6.2 Poultry [9:07] • 6.3 Fish and Shellfish [14:07] • 6.4 Eggs [13:51] <p>Reading assignments:</p> <ul style="list-style-type: none"> • Beef from Farm to Table, 2024. USDA • Chicken from Farm to Table, 2024. USDA. • Selecting and Serving Fresh and Frozen Seafood Safely, 2024. FDA • What You Need to Know about Egg Safety, 2024, FD. 	<ul style="list-style-type: none"> • Module 6 Quiz (Feb 23-Mar 1) • Extra Credit Video quiz I (Feb 23-Mar 1) • Extra Credit AI Survey Part I (Feb 23-Mar 1)

Week (Dates)	Module/Topic	Assessments
8 (Mar 2)	Module 7. Vegetables and Fruits <i>Students learn about the nutrition, chemical, and biological properties of vegetables and fruits. Students also explore the diversity of vegetables and fruits available globally, discovering the various culinary uses and traditional preparations from different cultures around the world.</i> Lectures: <ul style="list-style-type: none"> 7.1 Vegetables [16:48] 7.2 Fruits [14:51] Reading assignments: <ul style="list-style-type: none"> Vegetables, USDA MyPlate, 2024. Fruits, USDA MyPlate, 2024. Fruit and Vegetable Safety, 2024. FoodSafety.gov Understanding Food: Principles and Preparation, 7th Ed., Amy Brown, Cengage, 2024. <ul style="list-style-type: none"> Chapter 13 (pp. 331-363) Chapter 14 (pp. 365-394) 	<ul style="list-style-type: none"> Module 7 Quiz (Mar 2-8) Module 7 Discussion: Fruits Around the World (Original Post Due: Mar 6; Response Due: Mar 9)
9 (Mar 9)	Module 8. Grains <i>Students learn to compare refined and whole grains and the role of gluten in baked products. Students also explore the wide variety of grains cultivated and consumed worldwide, gaining insight into foods across different cultures.</i> Lectures: <ul style="list-style-type: none"> 8.1 Cereal 8:59] 8.2 Flour [11:21] Reading assignments: <ul style="list-style-type: none"> Attack of the Gluten – American Chemical Society, M. Hill, 2012. The Nutrition Source – Whole Grains, Harvard University, 2024 	<ul style="list-style-type: none"> Module 8 Quiz (Mar 9-15) Module 8 Assignment: Developing a Healthy Meal Plan using gAI (Due: Mar 30)
10 (Mar 16)	Spring Break 🌴🏠✈️	
11 (Mar 23)	Module 9. Milk and Dairy <i>Students learn about the unique chemical and biological properties of milk and dairy. Students are also introduced to basic processing steps for these food commodities.</i> Lectures: <ul style="list-style-type: none"> 9.1 Milk [13:23] 9.2 Cheese [12:40] 9.3 Yogurt & Ice Cream [14:46] Reading assignments: <ul style="list-style-type: none"> Milk Facts – Fluid Milk Production Milk Facts – Cheese Production Milk Facts – Ice Cream Production 	<ul style="list-style-type: none"> Module 9 Quiz (Mar 23-29) Final Project: My Food Adventure Digital Scrapbook (Due: Apr 22)

Week (Dates)	Module/Topic	Assessments
12 (Mar 30)	<p>Module 10. Others: Fats, Oils and Sweets</p> <p><i>Students learn about the chemical properties of fats and oils and their melting points. Students will be introduced to different types of candies and the basic steps of candy-making.</i></p> <p>Lectures:</p> <ul style="list-style-type: none"> 10.1 Fats and Oils [14:06] 10.2 Candy & Chocolate [11:43] <p>Reading assignments:</p> <ul style="list-style-type: none"> Chemistry of Food and Cooking, Chapter 9.4 Fats and Oils. J Wittman. 2022. The Sweet Science of Candymaking, American Chemical Society. T. Husband, 2014. The Truth about Fats: The Good, The Bad, and The In-Between. Harvard Publishing, 2022 	<ul style="list-style-type: none"> Module 10 Quiz (Mar 30-Apr 5) Extra Credit Video quiz II (Mar 30-Apr 5) Module 10 Discussion: Food Myths (Due: Apr 6)
13 (Apr 6)	<p>Module 11. Food Security Issues – Challenges and Solutions (Guest lectures by Dr. Heather Stark)</p> <p><i>Students explore current issues of food insecurity in the US and globally and investigate factors contributing to hunger, examine socioeconomic impacts, and analyze sustainable solutions.</i></p> <p>Lectures:</p> <ul style="list-style-type: none"> 11.1 What is food security? [14:19] 11.2 Food security issues in the US [10:47] 11.3 Global food security issues [12:03] <p>Reading assignments:</p> <ul style="list-style-type: none"> Food Studies: Matter, Meaning, Movement – Perspective: Food Insecurity, M. Classens and M.A Martin, 2022. Food Security Trends in 2024 and Beyond, B Andress, K Lee, H Ahmed, and J Dearborn. 2024 Food Security in the US – Interactive Charts and Highlights, USDA Economic Research Service, 2024. 	<ul style="list-style-type: none"> Module 11 Assignment: Investigating food insecurity issues (Due: Apr 20) Extra-Credit AI Survey Part II (Apr 6-12)
14 (Apr 13)	<p>Module 12. Sustainable Food Systems (Guest lectures by Dr. Adam Watson)</p> <p><i>Students explore the principles of sustainable food systems on a global scale and learn about innovative practices from around the world aimed at promoting sustainability in food production, distribution, and consumption.</i></p> <p>Lectures:</p> <ul style="list-style-type: none"> 12.1 Introduction to Sustainable Food Systems [12:09] 12.2 Challenges in global food production [10:06] <p>Reading assignments:</p> <ul style="list-style-type: none"> Sustainability. Harvard University, School of Public Health, 2024 Plate and the Planet. Harvard University, School of Public Health, 2024 Fast Facts - What are sustainable food systems? United Nations, Sustainable Development Goals, 2023 	<ul style="list-style-type: none"> Module 12 Discussion: What Can “We” Do? (Original Post Due: Apr 17; Response Due: Apr 20)

Week (Dates)	Module/Topic	Assessments
15 (Apr 20)	<p>Module 13. Self-Reflection & Careers in Food Science and Human Nutrition (including guest lectures by Dr. Charlie Sims and Dr. Laura Acosta)</p> <p>In this module, you'll reflect on your learning experiences throughout the course. You'll get to review the knowledge you've gained, the skills you've honed, and the personal insights you've uncovered along the way. But that's not all! You will explore the fields of Food Science and Nutrition as academic disciplines and uncover the diverse career paths they offer.</p> <p>Lectures:</p> <ul style="list-style-type: none"> 13.1 Food Science [7:43] – Guest lecture by Dr. Laura Acosta 13.2 Nutrition and Dietetics [10:21] – Guest lecture by Dr. Charles Sims <p>Reading assignments:</p> <ul style="list-style-type: none"> Careers in Food Science, Institute of Food Technologists (IFT), 2024 Nutrition Jobs, NutritionED.org, 2024 	<ul style="list-style-type: none"> Module 13 Quiz (Apr 20-26) Extra-Credit Course Assignment Reflection Survey (Apr 20-26)

University Policies

Academic Policies and Resources

Academic policies for this course are consistent with [university policies](#).

Software Use Policy

All faculty, staff, and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Online Security and Privacy

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone
- Change your password if you think someone else might know it
- Always log out when you are finished using the system

This course offers pre-recorded video lectures so there will be **no recording of class sessions**. For information about the privacy policies of the tools used in this course, see the links below:

- Adobe
 - [Adobe Privacy Policy](#)
 - [Adobe Accessibility](#)
- Honorlock
 - [Honorlock Privacy Policy](#)
 - [Honorlock Accessibility](#)
- Instructure (Canvas)
 - [Instructure Privacy Policy](#)
 - [Instructure Accessibility](#)
- Microsoft
 - [Microsoft Privacy Policy](#)
 - [Microsoft Accessibility](#)
- Perusall
 - [Perusall Privacy Policy](#)
 - [Perusall Accessibility](#)
- PlayPosit
 - [PlayPosit Privacy Policy](#)
 - [PlayPosit Accessibility](#)
- Sonic Foundry (Mediasite Streaming Video Player)
 - [Sonic Foundry Privacy Policy](#)
 - [Sonic Foundry Accessibility](#)
- YouTube (Google)
 - [YouTube \(Google\) Privacy Policy](#)
 - [YouTube \(Google\) Accessibility](#)
- Zoom
 - [Zoom Privacy Policy](#)
 - [Zoom Accessibility](#)

Student Help

Technical Difficulties

For help with technical issues or difficulties with Canvas, please contact the UF Computing Help Desk at:

- [UF Help Desk](#)
- 352-392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups (assignments, exams, etc.) due to technical issues should be accompanied by the ticket number received from the UF Computing Help Desk when the problem was reported to them.

The ticket number will document the time and date of the problem. You should email your instructor within 24 hours of the technical difficulty if you wish to request make-up.

Campus Health and Wellness Resources for Students

University offers resources that are designed to help you thrive physically, mentally, and emotionally at UF. Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. For details, visit [Whole Gator](#).

For immediate support or if you or someone you know is in distress, contact [U Matter We Care](#) to refer or report a concern.