

Appendix A: Other Food Studies Programs in the United States

Other Food Programs in the United States

Program	Degree type and notes on program description and / or requirements
<p>The New School Degree(s) awarded: BA/BS</p> <p>Founded: 2014</p> <p>Numbers: School officially became a major back in 2014 and now has 44 students majoring and minoring</p>	<p>Major: Food Studies</p> <p>The Food Studies BA/BS degree is offered through <u>The New School's Bachelor's Program for Adults and Transfer Students</u>. Led by our expert faculty, you'll explore subjects ranging from food-growing practices and food marketing to global food security and public health issues like obesity and malnutrition. Partnerships with advocacy organizations and culinary schools enable you to supplement your classroom learning with hands-on experience.</p> <p>Drawing on a number of disciplines, including anthropology, economics, gastronomy, systems design, and public policy analysis, the program prepares you to implement positive changes in food systems by engaging with processes of production, distribution, consumption, and regulation.</p> <p>A mobility agreement with the <u>International Culinary Center (ICC)</u> in New York City enables ICC students admitted to the bachelor's program to receive transfer credits for their ICC studies and allows New School students to take ICC courses.</p>
<p>Culinary Institute of America/ Bachelor of Professional Studies</p>	<p>Major: Applied Food Studies</p> <ul style="list-style-type: none"> • Gain the communications skills and confidence to lead and influence food policy. Sustainable Agriculture and Food Systems • Receive more than 1,300 hours of immersive hands-on experience in our professional kitchens and bakeshops. • Develop a broad-based understanding of complex food-related concepts in courses such as Ecology of Food, Food History, and Anthropology of Food. • Participate in hands-on, practical projects related to food studies. • Apply your knowledge of contemporary global food issues to real-world situations. • Gain in-the-field learning during <u>exciting travel experiences</u>. • Map out your own education plan with a choice of concentrations in either <u>Asian cuisine</u>, <u>Italian cuisine</u>, or <u>Latin cuisine</u>. • Gain valuable real-world experience during an <u>off-campus externship semester</u>.
<p><u>John Hopkins School of Public Health</u></p> <p>Post Baccalaureate: Certificate only:</p> <p>Founded: 2014-2015</p> <p>Numbers: Fewer than 10 students completed the program in 2014–15.</p>	<p>Major: Food Systems, the Environment and Public Health</p> <p>Students completing the certificate program will be able to:</p> <ol style="list-style-type: none"> 1. Define and describe food systems, including identification of points in the food production and distribution processes that create risks for workers, communities, consumers, the ecosystem, and food community. 2. Describe the history and evolution of food systems and food production practices and characterize the impacts of such practices on the public's health. 3. Use a systems perspective to analyze and apply critical thinking to inter-relationships within food systems, specifically among diet, food production, the environment and public health. 4. Analyze strengths and weaknesses of political, social, and economic policies and other interventions to address food system issues including food production, consumption, and the fulfillment of the right to adequate food. 5. Apply selected skills (risk assessment, advocacy, communication, and evidence-based decision rules) to influence legislative and regulatory policy aimed at promoting healthy and sustainable food systems.

<p>UC Davis: Food concentration within the American Studies Department:</p> <p>Established: 2011</p> <p>Degree: Bachelors</p> <p>Numbers: 100+</p>	<p>Major: Sustainable Agriculture and Food Systems</p> <p>The Sustainable Agriculture and Food Systems major offers three tracks of study: food and society, agriculture and ecology, and economics and policies. Students in the Agriculture and Ecology track will focus on crop and animal production systems, ecology, and practices that mitigate negative impacts while producing environmental and social benefits. Students in the Food and Society track will focus on issues related to the social, cultural, political and community development aspects of agriculture and food systems. Students in the Economics and Policy track will focus on issues related to agricultural and resource economics, policy and management.</p>
<p><u>University of Southern Maine</u></p> <p>Established: Spring 2017</p> <p>Degree: Undergraduate minor</p> <p>Spring 2018 Graduate certificates in Food Studies</p> <p>Enrollment projections: 40 to 80 undergraduates and 20 to 40 graduates students.</p>	<p>Minor in Food Studies</p> <p>Goal: to provide a broad, liberal arts-style education in food and offer at least 30 paid internships a year to students who want to try working in food-related businesses or anti-hunger organizations in Maine.</p> <ul style="list-style-type: none"> • Food studies students will receive a “big picture” grounding in food systems that integrates the natural and social sciences, such as economics and geography, with the humanities, including food history and the anthropological study of food. There will be agricultural courses and courses about nutrition and social justice. • The Food Studies undergraduate minor provides students with a broad interdisciplinary understanding of the social, economic, and environmental factors associated with global, national, regional and local food systems. The minor also provides an opportunity for students to develop a range of professional skills central to working in food-related professions within the private, non-profit, and public sectors.
<p><u>Hostos Community College</u> New York, New York</p> <p>Established: (under development)</p>	<p>Major: Food Studies</p> <p>Articles focusing on their program:</p> <ul style="list-style-type: none"> • <u>The Rise of Food Studies Programs, The Atlantic</u> • <u>Hostos College in Bronx to Offer a Food Studies Program, New York Times</u> <p>50 students signed up to take Intro to Food Studies class offered Fall 2015</p>
<p><u>Sterling College</u> Vermont</p> <p>Established: Summer 2011</p> <p>Degree: Bachelor</p> <p>Numbers: College averages 130 students. 12 enrolled in 2011</p>	<p>Major: Sustainable Agriculture/Sustainable Food Systems</p> <p>Through field trips and intensive coursework, you will have the opportunity to connect with some of Vermont’s renowned food producers and learn what it takes to craft fine value-added food products, build successful food businesses, and breathe new life into time-honored foodways of artisanal cheesemaking, charcuterie, and lacto fermentation. You will also interact with inspiring leaders of mission-driven food justice organizations in the increasingly vibrant social enterprise and not-for-profit sectors of Vermont’s food system. You will get an unvarnished look at the policy-making process through dialog with food system advocates and lawmakers.</p> <p>The Sustainable Food Systems curriculum provides the tools for shaping a more resilient food future, preparing you to advocate for better food policy, improve food access and security, enhance public health, innovate as a food entrepreneur, and nourish self and community.</p>

<p>Syracuse University/ Falk College</p> <p>Established: Fall 2015</p> <p>Degree: BS, undergrad minor, Masters Science, Certificate Advanced Study</p>	<p>Major: Food Studies</p> <ul style="list-style-type: none"> • A <u>bachelor of science degree</u> that takes a multilevel, holistic approach to food studies, examining it from production through consumption. • An undergraduate <u>minor</u> that offers unique and marketable complements to another major. • A <u>master of science degree</u> that emphasizes a foundation in the political economy of food systems. • A graduate-level <u>Certificate of Advanced Study (CAS)</u> for an enhanced employment profile in food-related fields.
<p>University of California, Berkley</p> <p>Has a Food Institute founded 2012</p> <p>Established: Fall 2015</p> <p>Degree: Undergrad Minor</p> <p>Numbers: <u>15 students</u> fall 2015</p>	<p>Minor: Food Systems</p> <p>Program Requirements</p> <ol style="list-style-type: none"> 1. Two Core Courses, one each from two different categories, for a minimum of six units <ul style="list-style-type: none"> a. Natural Sciences b. Social Sciences c. Food and Community Health 2. Three Elective Courses, for a minimum of nine units, including a minimum of one elective taken from the category not chosen for a core course 3. Community Engagement Project, for a minimum of two units
<p>New York University</p>	<p>New York University, which has one of the nation’s oldest food studies master’s program and <u>enrolls about 175 students</u>.</p> <p>New York University has seen applications for enrollment in its Master of Arts in Food Studies increase from 80 in 2005 to around 170 today, and the university has increased its food and nutrition offerings from 30 classes a decade ago to 60 today.</p>
<p>University of the Pacific San Francisco, CA</p> <p>Established: Fall 2015</p> <p>Degree: Masters</p> <p>Numbers. Fall 2015 enrolled <u>14 students</u></p>	<p>Major: Food Studies. First program on the west coast</p> <p>A course of study designed for working professionals with a career or personal interest in food and the ways that people have grown, prepared and profited from it through history and across cultures. The multidisciplinary program will prepare students for success in food-related professions, from food writing to food history, food advocacy, policymaking, sustainability, and business related fields.</p>
<p>UCLA</p> <p>Established: Winter 2016</p> <p>Degree: Grad. Certificate</p> <p>Numbers: <u>10–20</u></p>	<p>Minor: Food Studies</p> <p>UCLA has a new food studies graduate certificate program,</p> <p>The program requires that participants take courses in multiple fields. Among the four graduate-level courses students must take, one must be a core interdisciplinary class that was specifically designed for the program. The other three courses can be chosen based on personal preference and selected from the following categories: Food Policy and Food Systems, Nutritional Science, and Social and Cultural Aspects of Food.</p>

<p>University of Washington, Seattle</p> <p>Established: under development</p> <p>Degree: Bachelors Minor only</p>	<p>Interdisciplinary Food Studies Minor</p> <p>The College of the Environment proposes a strong and sustainable interdisciplinary Minor in Food Studies that will complement other food-related programs and bring together the depth and creativity of food and farm that we already have on campus. The new minor will support the larger emergence of a "food/farm plan" on campus, which includes the other pillars of production and marketing/development.</p>
<p>University of New Hampshire</p> <p>Established: 2008</p> <p>Degree: Bachelor</p> <p>Numbers: <i>The EcoGastronomy Dual Major Program has grown enrollment to 63 from 27 different primary majors with graduates numbering 84.</i></p>	<p>EcoGastronomy Dual Major (students must double major)</p> <p>EcoGastronomy integrates UNH strengths in sustainable agriculture, hospitality management, and nutrition . EcoGastronomy offers a unique academic program emphasizing the interdisciplinary, international, and experiential knowledge that connects all three fields.</p> <p>The EcoGastronomy Dual Major is a collaboration with the University of New Hampshire's <u>College of Life Sciences and Agriculture</u>, <u>Peter T. Paul College of Business and Economics</u>, and the <u>Sustainability Institute</u>.</p>
<p><u>Appalachian State University</u></p> <p>Established: Not clear— program has been running at least since 2009</p> <p>Degree: BS</p> <p>Numbers: unavailable</p>	<p>Major: Agroecology and Sustainable Agriculture</p> <p>The program offers B.A. and B.S. degrees with concentrations such Agroecology and Sustainable Agriculture. The coursework for this concentration revolves around the theoretical and practical skills needed for careers in food and agriculture. Students learn to build food systems that provide healthy food and support local communities through classes, labs, internships and workshops in collaboration with community organizations, other departments at the university, and individual farmers and food system actors.</p>
<p><u>College of the Atlantic, Bar Harbor, Maine</u></p> <p>Founded: appears that it has been around for a while</p> <p>Degree, Bachelors</p> <p>Numbers: unavailable</p>	<p>Major: Farming & Food Systems (not formal major or area of concentrations, students design their own track)</p> <p>Understanding food and its production requires insights from history, anthropology, economics, politics, ecology, botany, chemistry, and so on. Accordingly, we have a diverse and interdisciplinary set of classes in the area of farming and food systems, such as Agroecology, Edible Botany, The Art and Science of Fermentation, and Agriculture and Biotechnology.</p>
<p>Other recent examples of the growth of food-related courses in higher education:</p> <p>From KQED, "<u>Majoring in Food</u>," (2015).</p>	<ul style="list-style-type: none"> • Marylhurst College in Portland, Oregon recently added a Master of Science in Food Systems and Society, which "focuses specifically on root causes of social inequality through the lens of the food system," according to program coordinator Emily Burrue. • According to the <u>Berkeley Food Institute</u>, the University of California-Berkeley is now home to 80 food and agriculture courses, including a brand-new undergraduate minor in Food Systems. • A few years ago, a design project in a food class at Stanford University set the

	<p>stage for student Matt Rothe to launch <u>FEED Collaborative</u>—“a program in design thinking and food system innovation and impact.”</p> <ul style="list-style-type: none"> • Emory University’s Peggy Barlett has introduced several food courses with titles like “Anthropology of Coffee and Chocolate” and “Fast Food/Slow Food.” • Both the <u>University of Michigan</u> and the <u>University of Vermont</u> have established university-wide, trans-disciplinary programs in food systems. • Through its <u>FoodBetter challenge</u>, deans at Harvard College last Fall put out a call to all students to come up with ideas for improving the health, social, and environmental outcomes of the food system worldwide, resulting in a year-long focus on food issues throughout the Ivy League institution. • Tufts University has added an <u>online certificate program in Sustainable Agriculture and Food Systems</u>, catering to a crush of interest from professionals working in the food system, says instructor Jennifer Obadia.
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Indicators of demand from other food studies programs (as of April, 2015)

Research conducted by David Beriss in the early proposal stages of this program indicated robust demand nationwide. His findings are summarized in Table 2. In brief, the food studies programs he surveyed report popular courses and stable-to-growing enrollments. In the case of Boston University, in particular, growth has been substantial, with enrollments for their MA in gastronomy increasing from 35 students in 2010 to 100 students in 2011, a number which has held stable, and which seems to represent the program’s capacity rather than the limit of demand.

Program	Indicators ¹
The New School BA / BS in Food Studies	While program is new, and so solid numbers are limited, Program Director Fabio Parasecoli says food studies courses have been very popular in the last few years.
NYU Food Studies	189 undergrad majors and minors (137 in Food Studies and Nutrition, 52 in Food Studies and Global Public Health; 366 masters students (MA in food studies and MS in nutrition). Program is currently adding ca. 40 undergrad majors per year, while prioritizing masters recruitment.
Chatham University MA in Food Studies	21 MAs conferred in 2015, up from 13 in 2014; 50 students, total, enrolled in the program as of spring 2015, with an additional 10 students in an allied sustainability major. Students can transition from the sustainability major to the Food Studies masters program for shorter time to degree.
University of Vermont MS in Food Systems	18 MS students enrolled in fall 2014, up from 12 in 2013. UVM also runs a certificate program, the “Breakthrough Leaders Professional Certificate Program for Sustainable Food Systems,” which runs in the summer, half online and half in residence.
Boston University MLA in Gastronomy	Current enrollment ca. 100 students, a product of dramatic recent growth, and a number that appears to be limited by their capacity, rather than by demand. The program enrolled 35 students in spring 2010, 75 in fall 2010, and 100 in 2011.
University of New Hampshire dual major in Eco-gastronomy	Generally enrolls between 50 and 60 students; 51 students enrolled as of fall 2014.

¹ From personal correspondence with David Beriss, spring 2015.

Appendix B: Projected Budget

BA FOOD STUDIES REVENUE	STARTUP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTALS
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
New Students		10	10	10	15	15	60
Retention Y1	80%	0	8	8	8	12	
Retention Y2	85%	0	0	6	6	6	
Retention Y3	90%	0	0	0	5	5	
Total		10	18	24	34	38	
Total Tuition Revenue		\$170,000	\$306,000	\$408,000	\$578,000	\$646,000	\$2,108,000
University Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Room	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Gross Revenue		\$170,000	\$306,000	\$408,000	\$578,000	\$646,000	\$2,108,000
Fee for Major	\$0	\$0	\$0	\$0	\$0	\$0	\$0
NET REVENUE		\$170,000	\$306,000	\$408,000	\$578,000	\$646,000	\$2,108,000

EXPENSES	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	TOTALS
	Faculty						
FTE	\$0	\$55,000	\$55,000	\$55,000	\$55,000	\$55,000	\$275,000
Fringe	\$0	\$16,500	\$16,500	\$16,500	\$16,500	\$16,500	\$82,500
Adjuncts	\$0	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$40,000
Total	\$0	\$79,500	\$79,500	\$79,500	\$79,500	\$79,500	\$397,500
Staff							

Director	\$48,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$348,000
Fringe	\$14,400	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$104,400
Total	\$62,400	\$78,000	\$78,000	\$78,000	\$78,000	\$78,000	\$78,000	\$78,000	\$78,000	\$452,400
Facilities										
Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library Costs	\$0	\$9,500	\$6,770	\$7,056	\$7,360	\$7,682	\$7,682	\$7,682	\$7,682	\$38,368
Total	\$0	\$9,500	\$6,770	\$7,056	\$7,360	\$7,682	\$7,682	\$7,682	\$7,682	\$38,368
Technology										
Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operations	\$0	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000
Total	\$0	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000
Marketing										
Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Expenses	\$62,400	\$177,000	\$174,270	\$174,556	\$174,860	\$175,182	\$175,182	\$175,182	\$175,182	\$938,268
NET REVENUE	-\$62,400	-\$7,000	\$131,730	\$233,444	\$403,140	\$470,818	\$470,818	\$470,818	\$470,818	\$1,169,732

NOTES:

Adjuncts computed at 4k each

Tuition calculated at \$17,000 per student (Roberta Kaskel)

Appendix C: Letter of Support from President Wildes



OFFICE OF THE PRESIDENT

FROM: Kevin Wildes, S.J., Ph.D.
President

TO: Marc Manganaro, Ph.D.
Provost and Vice President, Academic Affairs

DATE: February 20, 2017

RE: Food Studies Budget Commitment

I am writing to formalize my commitment to support the major in Food Studies by funding a three-year contract for the program director and a three-year faculty position for a Visiting Assistant Professor. I will also provide funds for two adjunct faculty members per year to teach specialty courses at \$4,000 per adjunct for a total of \$8,000 per year. Finally, I will provide \$7,000 per year for operating expenses and experiential learning opportunities for students.

These positions will give the program a stable start-up and the chance to generate sufficient enrollments during the first three years to sustain faculty and staff costs going forward.

Appendix D: Assessment of Library Resources



J. EDGAR AND LOUISE S. MONROE LIBRARY

January 13, 2017

Daniel Mintz
Program Coordinator, Food Policy, Commerce, and Culture
Campus Box 198
Loyola University New Orleans

Dear Danny,

Thank you for meeting with Victoria Elmwood and me to discuss the Monroe Library's role in supporting students and faculty in the proposed Food Policy, Commerce, and Culture program. As you know, Victoria and I have conducted a careful study of the information resources provided at universities with comparable programs. We are convinced that the Monroe Library could support this program with a reasonable outlay of funds that would provide for both an initial investment in the book collection and for the ongoing costs of a few select journal subscriptions.

Regarding the book collection, the library already owns or has access to some of the top reference sources in this field, either in print or electronically. While book purchases have been made to support the existing courses that Loyola offers in the field, we have not as yet made a concerted effort to build what we would consider a strong collection to support the new program. We have been discussing the possibilities of building a moderate opening day collection by investing strategically in more recent food studies books. The current cost of the books we have initially identified is around \$8,000, but we have not done any further vetting of that list. With additional winnowing, it is possible that the cost could be much lower. We would estimate the cost at \$5,000 for the initial collection and \$2,000 per year going forward.

In terms of journal literature, the Monroe Library has access to 35 scholarly journals in the field that are highly recommended by the potential peer programs that we consulted. To adequately support this new program, the library would need to add six journal subscriptions:

- Agroecology and Sustainable Food Systems
- Food & Foodways
- Food, Culture & Society
- Food & History
- Food Studies
- Journal of Agriculture, Food Systems, and Community Development

The total cost for these subscriptions in 2017 would be around \$4,500, with an expected rate of inflation of approximately six percent per year. These are ongoing costs that the library cannot currently absorb, however, even a small endowment could conceivably support this collection.

After careful comparison of database access at potential peer institutions, we have determined that no new databases need to be added. Most of the journal literature or other information necessary to successfully support this program is indexed in databases to which the Monroe Library already has access: Academic Search Complete, ABI/Inform, AGRICOLA, America: History and Life, Business Source

Complete, JSTOR, Lexis-Nexis, MRI+, Project Muse, SocIndex, and major U.S. newspapers. Additionally, we could link, in a research guide, to the following free databases: AgEcon Search, AGRIS-FAO, ARS datasets, FAOSTAT, Food History – A Bibliographic Database, National Agricultural Statistics Service (NASS), USDA Economic Research Service, and World Bank Data and Maps. Together, these services would provide very strong support for the proposed program.

We would also, of course, require a librarian liaison to the program. We cannot be sure as of yet what the human resource requirement might be for instruction and reference support. Generally, with interdisciplinary programs, the liaison assigned to the department in which the existing course falls would supply the needed support. Additionally, a librarian would need to work closely with you on continuing to build collections. We will need to maintain a strong research guide that includes all of the resources mentioned as well as other relevant websites.

All in all, we feel that the funds needed to fully support this new program with library resources are relatively modest. We feel confident that our database assessment is accurate and nothing new would be required, but we would recommend an initial boost of funds toward new books for a first day collection, probably around \$5,000. Ongoing costs would include the \$4,500 for the journal titles listed above (\$4,770 in 2018, with inflation) and approximately \$2,000 per year in new book costs.

We're excited to continue to work with you, and we hope that we can collaborate on acquiring the funds necessary to support the program as it commences.

Sincerely,



Laurie Phillips
Associate Dean



Victoria Elmwood
Instruction Librarian

Appendix E: Food Studies DPCL

Degree Program Course List (DPCL) of major requirements for students entering Loyola in 2017-18		DATE:
NAME:	B.A. FOOD STUDIES - FOST	GENERAL ELECTIVE.....42 Crs
English Composition Placement is:	ALEKS MATH COURSE PLACEMENT	NOTES:
ACT ENGL score 21 or above	76-100, Exemption from Math T122/A115	GPA: Must achieve 2.0 in Major, Minor (if declared), and Loyola cumulative.
SAT Verbal score 501 or above	46-75, Math T122 or A115	Courses used in the major cannot also be used to satisfy requirements for a minor. Non-major courses WILL be applied to minors as appropriate.
Register for ENGL-T122	0-45, Math A092, Fund. of Algebra	Loyola Core requirements are governed by the catalog year that a student is admitted.
ACT ENGL score 20 or below	(not counted in final degree credits)	Limit of one Loyola Core course may be used in the major.
SAT Verbal score 500 or below		Major electives include: BIOL Y230, BIOL Y237, CMMN A475, ENGL A352, ENGL A487, HIST A337, HIST Q234, LAW L976, LAW L858, PHIL V247, POLS A212, RELS W325, FOST 497 (independent study) and FOST A499 (internship). Major elective requirements may also be fulfilled through study abroad ; all Food Studies students are encouraged to visit the CIE to discuss study abroad placement.
Register for ENGL-A100		Loyola39 crs Language.....6 crs Major.....33 crs General Elective.....42 crs Total.....120 crs
LOYOLA CORE - 39 Credits		
FOUNDATION COURSES		
First-Year Seminar T121 _____ 3	Introduction to Food Studies A205 _____ 3	
Engl T122: Critical Reading and Writing _____ 3	Foundations in Food Systems and Commerce A210 _____ 3	
Math A115: Finite Math or Math T122 : Math Models _____ 3	Foundations in Food Policy A211 _____ 3	
Sci I: T129: Investigating Nature _____ 3	Foundations in Food Culture A212 _____ 3	
	Thinking Critically About Food ENGL N222 _____ 3	
KNOWLEDGE/VALUES COURSES (One may be fulfilled in major)	Food in Society Elective SOCI A321, SOCI X315, or HIST A345 _____ 3	
Creative Arts and Cultures _____ 3	Major elective _____ 3	
Hist I: T122/Emerging World or T124/Modern* _____ 3	Major elective _____ 3	
*Choice determines Hist I course below	Major elective _____ 3	
Hist II: _____ 3	Major elective _____ 3	
*If T122 taken above, take HIST Q###; if T124 taken above, take HIST P###	Major elective _____ 3	
Phil I: Reasoning _____ 3	Capstone FOST A497, A498, or A499 _____ 3	
Phil II: Knowledge and Morality _____ 3		
Rel I: Christian Theology (any S# course) _____ 3		
Rel II: World Religions (any V# course) _____ 3		
Social Science _____ 3		
Sci II: Natural Science in Context _____ 3		
Writing About Literature _____ 0		
Fulfilled in the major _____ 27		
LANGUAGE PLACEMENT		
Placement Course _____ 3		
Higher Course _____ 3		

B.A. FOOD STUDIES—FOST
MAJOR ELECTIVES AND STUDY ABROAD OPTIONS

Food in Society Electives

SOCI A321 Body, Society, Health
SOCI X315 Sociology of Food and Food Justice
HIST A345 A History of Food in America

Major Electives

BIOL Y230 Human Ecology
BIOL Y237 Marine Biology and Conservation
CMMN A475 Environmental Communication
Pre-req: sophomore standing
ENGL A352 Literature and Environment
Pre-req: ENGL T122 or A205, sophomore standing
ENGL A487 Contemporary Critical Issues
Pre-req: ENGL T122 or A205, junior standing
HIST A337 The New South
HIST Q234 Technology, Nature, and the West
LAW L858 Environmental Law*
LAW L976 Environmental Law and Policy Lab*
PHIL V247 Global Ethics
POLS A212 The Legislative Process
RELS W325 Public Policy: Ethical Perspectives
FOST A497 Internship
FOST A499 Independent Study

*By instructor's permission

Capstone Options

FOST A497 Internship
FOST A498 Research Project
FOST A499 Independent Study

Food Studies Related Study Abroad Options (Courses and Programs)

EXCHANGES

AUSTRALIAN CATHOLIC UNIVERSITY
Courses in Nutrition Science (Courses)

UNIVERSITÀ CATTOLICA DEL SACRO CUORE, MILAN, ITALY
Italian Cuisine and Language Course Lab: A First Step to Becoming an Italian
“Master Chef” (Course)
The Discovery of Italy through its Culinary Traditions (Course)

UNIVERSITEIT VAN AMSTERDAM, NETHERLANDS
Food and Natural Resources (Program)

MASSEY UNIVERSITY, NEW ZEALAND
National Expedition and Internship in Agriculture and Environment
(Summer Program)
Courses in Food Technology (Courses)

LOYOLA STUDY ABROAD

Faculty-Led Summer in India (Course; counts toward *general* elective)

Additional food studies related exchange programs are also available. A maximum of one major elective requirement may be satisfied through study abroad, with the approval of your advisor and the program chair. For more information, please visit Loyola’s Center for International Education, 301 Mercy Hall, www.loyola.edu/cie.

Appendix F: Courses in the Major, With most recent instructor, term offered, and notes

Course Title	Most Recent Term	Instructor	Frequency of offering and comments*
BIOL Y230 Human Ecology	2016S	White, D	Offered regularly by David White; Biology is willing to offer the course again as resources permit
BIOL Y237 Marine Biology and Conservation	2017M (Online)	Jordan, F	Offered at least 1x/yr., either online or in person
CMMN A475 Environmental Communication	2017S	Thomas, R	Offered at least 1x/yr for period of report
ENGL A352 Literature and Environment	2015S	Eklund, H	Offered ca. every 2 yrs., also incorporated into the environment program
ENGL A487 Contemporary Critical Issues	2015F	Schaberg, C	Offered regularly, under different subtitles.
ENGL N222 WAL: Thinking Critically About Food	2017S	Mintz, D	Offered ca. every 1-2 yrs.
FOST A497 Internship		Staff	As needed by students
FOST A499 Independent Study		Staff	As needed by students
HIST A337 The New South	2017S	Nystrom, J	Offered ca. every 2 yrs., Professor Nystrom has added additional food content for the program
HIST A345 A History of Food in America		Nystrom, J	New course developed for the program
HIST Q234 Technology, Nature, and the West	2017S	Hardy, E	Offered ca. every 2 yrs.
LAW L858 Environmental Law	2016F	Verchick, R	Offered ca. 1x/yr for period of report
LAW L976 Environmental Law and Policy Lab	2017S	Cufone, M	Professor has agreed to allow a small number of advanced students by application
PHIL V247 Global Ethics	2015F	Kahn, L	Offered ca. every 2 yrs.
POLS A212 The Legislative Process	2016F	Cain, S	Offered ca. every 2 yrs.
RELS W325 Public Policy: Ethical Perspectives	2016S	Keulman, K	Offered ca. 1x/yr for period of report
SOCI A321 Body, Society, Health	2017S	Talukdar, J	Offered ca. every 2 yrs., Professor Talukdar has added food-specific content to the course for the program
SOCI X315 Sociology of Food and Food Justice	2014S	Fitzgerald, K	Professor Angel Parham is redeveloping this course for the program

*Data above is taken from a report on course offerings between 2012F and the present, generated by Michael Rachal on 10 Jan 2017.

Appendix G: Letters of Support from Chairs of Participating Departments



DEPARTMENT OF BIOLOGICAL SCIENCES

January 23, 2017

To the Members of the College of Arts and Sciences Curriculum Committee, the University Courses and Curriculum Committee, and the Standing Council for Academic Planning:

I write in support of the proposed new food major, and to affirm the commitment Department of Biological Sciences to contribute courses to the major's curriculum. The Department is happy to incorporate students from the food major into our relevant course offerings, for which the usual prerequisites will apply. We similarly look forward to opportunities for our own students with interests in food culture to enroll in courses developed for the new major.

Sincerely,

A handwritten signature in black ink that reads "Donald B. Hauber". The signature is written in a cursive style with a large, prominent "D" and "H".

Donald Hauber, Ph.D.
Provost Distinguished Professor and Chair of Biological Sciences



THE JOSEPH A. BUTT, S.J.
COLLEGE OF BUSINESS

January 11, 2017

To the Members of the College of Arts and Sciences Curriculum Committee, the University Courses and Curriculum Committee, and the Standing Council for Academic Planning:

I write in support of the proposed new food major, and to affirm that the College of Business is committed to contributing courses to the major's curriculum. The College of Business offers several courses that would be valuable to students pursuing a concentration in food commerce in the new food major. We are pleased to include these courses among the food major's proposed offerings. Additionally, we anticipate that a business minor might be attractive to students enrolled in the new food program, and that new courses developed for the major may be of interest to business students considering careers in the food industry and related fields.

Sincerely,

William B. Locander, Ph.D., Dean
College of Business



William F. Walkenhorst, Ph.D.
6363 St. Charles Avenue
New Orleans, LA 70118

Phone: (504) 865-3270
FAX: (504) 865-3269
E-mail: walken@loyno.edu

January 11, 2017

To the Members of the College of Arts and Sciences Curriculum Committee, the University Courses and Curriculum Committee, and the Standing Council for Academic Planning:

I write in support of the proposed new food major, and to affirm that the Department of Chemistry is generally willing to contribute courses to the major's curriculum. While Kathleen Crago, who previously taught the department's course in World Food and Nutrition, recently retired, we would be interested to offer that course again, resources permitting. We are also willing to consider developing courses to serve students interested in chemistry and food science, if the new program's growth can support such courses.

Sincerely,

William Walkenhorst, Ph.D.
Renan Bu Contreras and Monica LeDee Distinguished Professor and Chair of Chemistry



January 13, 2017

To the Members of the College of Arts and Sciences Curriculum Committee, the University Courses and Curriculum Committee, and the Standing Council for Academic Planning:

I write in support of the proposed new food major and to affirm the commitment of the Department of English to contribute courses to the major's curriculum, staffing resources permitting. The Department of English looks forward to enrolling students from the food major in our relevant courses. We similarly look forward to opportunities for our own students with interests in food culture to enroll in courses developed for the new major.

Sincerely,

A handwritten signature in black ink that reads "John Biguenet". The signature is written in a cursive style with a large, sweeping initial "J".

John Biguenet, Chair of the Department of English
Robert Hunter Distinguished University Professor



LOYOLA
UNIVERSITY
NEW ORLEANS

DEPARTMENT OF HISTORY

Memo

TO: *Members of the College of Arts and Sciences Courses and Curriculum Committee, the University Courses and Curriculum Committee, and the Standing Council for Academic Planning*

FROM: *David W. Moore, Chair, Department of History*

DATE: *January 20, 2017*

SUBJECT: *Food Policy, Commerce, and Culture*

I write in support of the proposed new food major, and to affirm the commitment of the Department of History to contribute courses to the major's curriculum. The Department of History is excited to incorporate students from the food major into our relevant course offerings.

Dr. Justin Nystrom, a member of our department, has been closely involved in the new major's planning and development as a member of the food program working group and as a co-originator of this proposal. Professor Nystrom's research and teaching interests in food history will no doubt be a valuable asset to this new program.

Dr. Daniel Mintz, the new program's coordinator, is also working with Dr. Nikki Eggers to develop a new Global History course in Pre-Modern Foodways and Environments to supplement our current Loyola Core offerings.

Resources permitting, we are excited about the possibility of developing additional new elective courses to serve the student population drawn to the University by this major, and to contribute to the University's growing food-specific course offerings. We similarly look forward to opportunities for our own students with interests in food culture to enroll in courses developed for the new major.

David W. Moore, Ph.D.

The Rev. James J. Pillar, O.M.I., Distinguished Professor of History and Chair

Robert R.M. Verchick
Gauthier-St. Martin Chair in Environmental Law

January 11, 2017

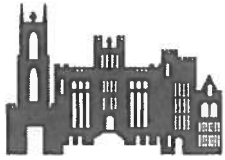
To the Members of the College of Arts and Sciences Curriculum Committee, the University Courses and Curriculum Committee, and the Standing Council for Academic Planning:

I write in support of the proposed new food major, and to affirm the commitment College of Law to contribute courses to the major's curriculum. The College of Law offers several courses that would likely be valuable to advanced students in the new food major. We are pleased to have courses from the law school curriculum included in the food major, with the understanding that undergraduate students would have the ability to enroll in these courses with the instructor's permission.

Sincerely,



Robert R.M. Verchick



LOYOLA
UNIVERSITY
NEW ORLEANS

SCHOOL OF MASS COMMUNICATION

January 12, 2017

To: Members of the College of Arts and Sciences Curriculum Committee, Standing Council for Academic Planning and the University Courses and Curriculum Committee:

With this memo, the School of Mass Communication supports the new food studies major, and commits to contributing courses to the major's curriculum including classes such as Introduction to Mass Communication, Public Relations and Advertising Principles, Feature Writing, Nonprofit Communications, Covering the Environmental Beat, Environmental Communications and Social Media Strategies. There are a number of other courses that we believe could also work well depending upon the individual student's interest.

A minor in food studies may also be of interest to Mass Communication Majors who wish to become food writers or who may want to promote the food industry.

Furthermore, we want to extend the opportunity to food study majors to minor in a particular area of mass communication. Our mass communication, social media and environmental minor areas provide tremendous flexibility for choosing particular courses. The proposed 33 hour food studies major would easily afford students to minor and even double major.

We are happy to be a part of the proposed major, offering courses and welcoming food majors to our minor program.

Sincerely,

Sonya Duhé, Ph.D.
Director and Professor



Mathematical Sciences

FROM Dr. Ralph P. Tucci
Chair, Department of Mathematical Sciences

TO Dr. Daniel Mintz
Program Coordinator Food Study

RE Food Studies Program

DATE January 20, 2017

I am writing this letter to support the Food Studies Program. Our department offers Math A260 Statistical Inference for Scientists, which is a non-Calculus based statistics course. This course is offered every semester.

Cc Dr. Melanie McKay
Vice Provost for Faculty Affairs



DEPARTMENT OF PHILOSOPHY

January 24, 2017

To the Members of the College of Arts and Sciences Curriculum Committee, the University Courses and Curriculum Committee, and the Standing Council for Academic Planning:

I write to affirm that the Department of Philosophy is willing to contribute courses to the proposed new food major's curriculum, resources and staffing permitting. The Department of Philosophy is happy to incorporate students from the food major into our relevant existing course offerings. We similarly look forward to opportunities for our own students with interests in food culture to enroll in courses developed for the new major.

(Note that as of writing I have not reviewed the full proposal, so this letter is not to be taken as endorsement of all specific elements of the proposal.)

Sincerely,

A handwritten signature in black ink that reads "J. C. Berendzen". The signature is written in a cursive style with a large, stylized "J" and "C".

J. C. Berendzen, Ph.D.
Associate Professor and Chair of Philosophy



January 24, 2017

To the Members of the College of Arts and Sciences Curriculum Committee, the University Courses and Curriculum Committee, and the Standing Council for Academic Planning:

I write in support of the proposed new food major, and to affirm this Department's support of students in the program taking Political Science courses that are relevant to that major. Additionally, we will encourage our own Political Science majors who have interests in the food industry and food culture to enroll in courses developed for the new major.

We anticipate that courses in public policy are likely to attract students interested in the new major's food policy concentration. Should the time come when we are allowed to replace the position in urban/state and local politics and public policy that was eliminated in last year's Program Review and thus resume our course offerings in those areas, we would similarly look forward to students in the new major enrolling in those courses as well.

Sincerely,

A handwritten signature in cursive script that reads "Philip A. Dynia".

Philip A. Dynia
Associate Professor and Chair, Department of Political Science



LOYOLA
UNIVERSITY
NEW ORLEANS

DEPARTMENT OF PSYCHOLOGICAL SCIENCES

January 23, 2017

To the Members of the College of Arts and Sciences Curriculum Committee, the University Courses and Curriculum Committee, and the Standing Council for Academic Planning:

I write in support of the proposed new food major, and to affirm the commitment Department of Psychological Sciences to contribute courses to the major's curriculum. The Department of Psychological Sciences is happy to incorporate students from the food major into our relevant course offerings, for which the usual prerequisites will apply. We similarly look forward to opportunities for our own students with interests in food culture to enroll in courses developed for the new major.

Sincerely,

1/23/2017

Erin Dupuis, Ph.D.
Associate Professor and Chair of Psychology



DEPARTMENT OF RELIGIOUS STUDIES

January 11, 2017

To the Members of the College of Arts and Sciences Curriculum Committee, the University Courses and Curriculum Committee, and the Standing Council for Academic Planning:

I write in support of the proposed new food major, and to affirm the commitment Department of Religious Studies to contribute a Loyola Core course to the major's curriculum. This course is *under development, see below. In addition, resources permitting, we may be able to develop other courses that serve this student population.*

Here's the initial course that RELS will put forth...

Professor: Judith Gruber

Timeline of Development: Fall 2017 for implementation in Spring 2018

Title: Food & Sacred Traditions

Course Description:

Why does food play such a big part in so many sacred traditions? How do people use food to make sense of the world? Why do we fast, kill animals, feed spirits, and throw potluck suppers in the name of religion? In this course, students are encouraged to explore and experience concepts of food and religion as they intersect and interpret one another. A particular focus will be put on New Orleans and its food culture. Through readings, lectures, slides, videos, and hands-on experiences, we will investigate case studies from many cultures and historical periods. We will explore aspects of foods such as cooking, farming, sacrifice, aesthetics, and display as they relate to myth, magic, ritual, healing, ethics, and doctrine. This class will challenge participants to move beyond easy notions of culture, religious authority, identity and doctrine. Students will be expected to keep up with an interesting schedule of reading, to participate in class discussions and activities, and to complete written assignments including responses, several mini-projects, and a final library or field project on a topic of their choice.

Sincerely,

Terri Bednarz

Dr. Terri Bednarz, R.S.M.

Assistant Professor of New Testament Studies

Chair of the Department of Religious Studies



DEPARTMENT OF SOCIOLOGY

TO: Members of the College of Arts and Sciences Curriculum Committee
University Courses and Curriculum Committee
Standing Council for Academic Planning:

FROM: Marcus Kondkar, Chair
Department of Sociology

RE: Proposed Food Major

DATE: January 11, 2017

I write in support of the proposed new food major, and to affirm the commitment Department of Sociology to contribute courses to the major's curriculum. The Department of Sociology is excited to incorporate students from the food major into our relevant course offerings. Angel Parham, a member of our department, has been closely involved in the new major's planning and development as a member of the food program working group, and is working with me to update the syllabus for our *Sociology of Food and Food Justice* course. Daniel Mintz, the new program's coordinator, has also worked with Jaita Talukdar to incorporate additional food-related content into *Body, Society, Health*. Resources permitting, we are excited about the possibility of developing additional new elective courses to serve the student population drawn to the University by this major, and to contribute to the University's growing food-specific course offerings. We similarly look forward to opportunities for our own students with interests in food culture to enroll in courses developed for the new major.

Sincerely,

Appendix H: Assessment Supporting Documents

Food Studies Major: Guiding Assessment Principles

American Association for Higher Education's Principles of Good Practice for Assessing Student Learning:

- The assessment of student learning begins with educational values.
- Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
- Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
- Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.
- Assessment works best when it is ongoing, not episodic.
- Assessment fosters wider improvement when representatives from across the educational community are involved.
- Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.
- Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
- Through assessment, educators meet responsibilities to students and to the public.

From the UMASS Program Assessment Handbook:

Effective program assessment helps to answer the following three questions:

1. What are you trying to do?
2. How well are you doing it?
3. How (using the answers to 1. and 2.) can you improve?

Where in the core curriculum are outcomes met?

Student Learning Outcomes	Courses				
	Intro	Policy Found.	Commerce / Systems Found.	Culture Found.	Capstone
Students will understand systems of food production, distribution, and consumption.	X	X	X		X
Students will demonstrate a critical understanding of food and food-related issues in their relevant cultural contexts.				X	X
Students will demonstrate a critical understanding of food and food-related issues in their relevant economic contexts.		X			X
Students will demonstrate a critical understanding of food and food-related issues in their relevant political contexts.		X	X		X
Students will demonstrate a critical understanding of issues of food justice and food sovereignty.	X	X	X	X	X
Students will be prepared to evaluate strategies for intervening in the food system at the local, regional, or global levels.		X			X

Adapted from Stassen, Martha, et al., *Program Based Review and Assessment: Tools and Techniques for Program Improvement*, UMass, 2011.

Appendix I: New Course Proposals

Memorandum on proposals for Foundations in Food Policy and Foundations in Food Systems and Commerce courses

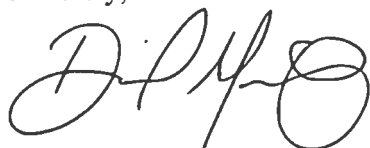
From: Daniel Mintz
To: Members of the SCLC, CAS CC, UC&CC, and SCAP
Date: February 24, 2017

To the Members of the above-listed Curriculum and Program Committees:

I write to clarify a point regarding the originating faculty listed on the proposals for Foundations in Food Policy and Foundations in Food Systems and Commerce. While I am listed as the originating faculty member on proposal forms for both of these courses, the courses themselves were developed through consultations relevant experts in these fields. Foundations in Food Policy was developed through a collaboration with Jeanie Donovan, MPA, MPH, Economic Policy Specialist at the Jesuit Social Research Institute, and Ben Davison, a Ph.D. candidate in Food History at the University of Virginia; Foundations in Food Systems and Commerce was developed by Ben Davison, after consultation about early drafts of the course goals and content with Frankie Weinberg, Adam Mills, Felipe Massa, and Jon Atkinson from the College of Business.

Since neither of these consulting scholars are currently on Loyola's faculty, I am submitting these courses under my name. We have received funding from President Wildes to support a Visiting Assistant Professor to provide sustainable support for these core courses for the first three years of the program. Following that period, we anticipate that enrollments will justify a tenure-track hire to grant further stability to the program's core course offerings over the longer term.

Sincerely,



Daniel Mintz
Program Coordinator, Food Studies

College Curriculum Proposal Approval and Routing Form

TITLE OF PROPOSAL: FOST A105 Introduction to Food Studies

Originating Faculty: Julia Carey Arendell

Department/College: Food Studies Chairperson: Daniel Mintz

Contact Phone/Email: Julia Carey Arendell, juliaccarey@gmail.com; Daniel Mintz, dmintz@loyno.edu

Type of Proposal (Check all that apply):

New Major¹ New Minor New Concentration Revise Existing Program

New Course Change to Existing Course Discontinue Program

Undergraduate Graduate Online Professional & Cont. Studies Other

1. Resources and Fees:

If this is a proposed revision, are there existing fees? No Yes \$ _____

Will course or program fees be required for this course/program? No Yes \$ _____

Are new resources needed for implementing this proposal? No Yes

If yes, include complete description and dollar amount in proposal.

2. College Review and Approvals:

a. Department/School _____ (Chair) Date: _____
Approved Not Approved

b. College Curriculum Committee _____ (Chair) Date: _____
Approved Not Approved

c. College Dean _____ Date: _____
Supported Not Supported

3. Intercollegiate Review and Recommendations Required as applicable to proposal:

a. Online Education Committee _____ (Chair) Date: _____
Recommended Not Recommended

b. Professional and Continuing Studies Committee _____ (Chair) Date: _____
Recommended Not Recommended

c. Graduate Council _____ (Chair) Date: _____
Recommended Not Recommended

4. University² Recommendations Required as applicable to proposal:

a. University Courses & Curriculum Committee _____ (Chair) Date: _____
Recommended Not Recommended

b. Standing Council for Academic Planning _____ (Chair) Date: _____
Recommended Not Recommended

¹ New Degree to be Offered---Requires SACS Notification 6 Months Prior to Start

² Approval by the Strategic Planning Team, University Budget Committee, and/or Board of Trustees may be required for proposals that have significant impact on resources or mission. Proposals to establish or discontinue degree programs require approval by Board of Trustees and SACS.

Complete the following sections:

- I. Justification for the course: provide a clear and compelling rationale for any proposed curriculum modification, including additions and deletions to the course inventory, changes in degree/program requirement, new degree programs, and other major curriculum revisions. The justification should state explicitly and clearly how the changes relate to the college and department plans.

Introduction to Food Studies will provide students enrolling in the Food Studies major with a broad overview of issues and methods in this interdisciplinary field. The course aims to provide students with comparatively accessible understandings of normative concerns and methods in the field, and to help students bridge the gap from their vernacular understandings of food and food culture to academic investigations of those topics. The course additionally aims to expose students, through field trips and guest speakers, to a variety of career paths and possibilities for professional engagement with the food industry, food policy, and food culture.

This course serves as a gateway to the food major, and is the first in a series of that major's core courses. This course will be required of all majors in the program.

- II. Impact on the Curriculum:

- A. Review your current course offerings and requirements in light of the proposed change. How will the proposed change or changes improve your program and enhance the educational outcomes you seek to accomplish?

This course will provide Food Studies majors with a unified experience of program's focus areas early in their experience of the major's curriculum. Thus, it will help them to make connections between political, commercial, and cultural approaches to food, at the outset of their course of study, enabling them to better understand how foundations courses and major electives that they take in each of these areas relate to one another to produce an understanding of the systems through which food is produced, distributed, and consumed or disposed.

- B. How will proposed change impact the major/adjunct/elective hour distribution requirement for the major or program?

This course is written into the program DPCL as a core course. Its approval will allow the proposed major distribution requirement to move forward as proposed.

- III. Impact of a new course on frequency of course offerings:

- A. Specify whether or not the offering of the new course will increase the number of courses or sections offered by the department during the semester in which this course is offered or during the following year;

This course will increase the number of sections offered by the department during the year in which it is offered.

- B. Specify, if there is no increase in the number of courses offered, which course(s) or section(s) will be dropped in a given semester to accommodate the frequency with which this course will be offered;

N/A.

- C. Specify what effect the new course will have on enrollments in other courses or sections within the department and whether or not offering this course will prevent an important or required course from being offered in a given semester.

As the course will be offered as a part of a new major, no current enrollments exist.

- D. Is there a service learning component? If yes, please attach a memo from the director of service learning describing this component.

No.

- E. Explain how this proposal does or does not impact other departments, especially those serviced by your department or program and those that provide adjunct service to your department or program.

As the general introductory course to Food Studies, this course may occasionally be taught by affiliated faculty from other departments. Otherwise, this course should have no impact on other departments.

- F. Attach a complete functional syllabus for the course as outlined in the Syllabus Template & Policy Undergraduate and Non-Law Graduate Courses

See attached.

- IV. Attach a detailed plan for assessment of the proposed course that includes the following elements:
- A. Student learning outcomes for this course that are tied to course content and assignments. Key Question: What do you want student to know or be able to do at the end of this course?
 - B. Methods, tools, instruments that will be employed to measure success. Describe methods for measuring inputs and outputs. Key Question: What the indicators of learning and course effectiveness?
 - C. Criteria that will be used to measure accomplishments or outcomes. Key Question: How will we know that we are having a positive impact on our students' learning?
 - D. Frequency and schedule of assessment of student learning in this course.
 - E. Describe mechanisms that will be in place to ensure continuous improvement of course.
 - F. Structure and process for administrative and academic oversight of course.
 - G. Impact of course on accreditation or certification.

Please see attached assessment plan.

- V. Impact on the budget:

- A. Staffing. Is current staffing sufficient or will new faculty be needed (whether full-time or part-time)?

New part time faculty will be necessary to support this course. Julia Carey Arendell, who originated the course, currently teaches as an adjunct faculty member in the English Department.

- B. Library Support. Describe how library support will be affected by this proposal. Include name of library liaison and date this proposal was discussed with liaison.

This course is likely to benefit from supplemental library instruction on research methods and practices. The library will also purchase books ordered for the course and not currently in the collection, and place those books on reserve. No additional materials, beyond those necessary to support the major as a whole, are likely to be needed for this course to run effectively. Laurie Philips and Daniel Mintz met on 1/24/17 to discuss library support for the course and how to incorporate best practices for structuring undergraduate research projects into the course and assignment design.

- C. Support services. Will the proposed change require additional support services (Media Services audio/visual: typing/secretarial, computer services, computer time)?

No.

- D. New equipment. Does the proposed change presuppose the purchase of new equipment or software, whether for support or instruction?

No.

- E. Is a student fee requested? If yes, provide justification and basis for amount.

No.

- F. Additional physical space. Does the proposed change require additional physical space (for

classes or labs) or modifications of existing physical plant space?

No.

- G. Impact on other departments. How will the proposed change impact the staffing, equipment, and service budgets of other departments?

No.

Introduction to Food Studies Assessment Plan

- A. Student learning outcomes for this course that are tied to course content and assignments. Key Question: What do you want student to know or be able to do at the end of this course?**

SLOs:

1. Students will be able to connect personal experiences of food with a social, cultural, or systemic context for those experiences.
2. Students will be able to identify and analyze problems addressed by the field of Food Studies, in terms of that problem's stakeholders.
3. Students will be able to argue a position on an issue or problem in food studies, and to support that position through appropriate sources that they identify, evaluating, and use.

- B. Methods, tools, instruments that will be employed to measure success. Describe methods for measuring inputs and outputs. Key Question: What are the indicators of learning and course effectiveness?**

The main methods for measuring successful delivery of the course's student learning outcomes will be the instructor's monitoring of class discussion and reading responses, and the instructor's evaluation of student essays. Class discussion and reading responses will provide regular insight into students' abilities (on both an individual level and at the level of classroom discourse) to draw connections between personal experiences and broader systemic understandings of food and its social contexts. Similarly, class discussions and reading responses will provide opportunities for the instructor to evaluate students' abilities to articulate problems in the field, and to understand the perspectives of those problems' stakeholders. For each reading response, the instructor will design rubrics that align with SLOs one and two and, upon grading, will evaluate those rubrics to determine what areas, if any, need re-emphasis.

Formal essays address each SLO directly. As with reading responses, the instructor will use rubrics aligned with appropriate SLOs to assess student achievement of the course objectives, and to guide comments on student learning. The final essay in the course addresses the information literacy goals of finding, evaluating, and using sources. Leading up to the essay itself, the instructor will collect and respond to research questions and source evaluations, and/or will facilitate activities that help students to assess the quality, reliability and relevance of their sources.

Key indicators of learning and course effectiveness will be the clarity and sophistication of students' written and oral presentations of the course material, and their ability to analyze accurately and responsibly, verbally and in writing, the perspectives of various parties to debates in food studies.

- C. Criteria that will be used to measure accomplishments or outcomes. Key Question: How will we know that we are having a positive impact on our students' learning?**

On the course level, criteria for measuring accomplishments / outcomes will be:

- How effectively and clearly students present course material and respond to readings

- How thoroughly students incorporate social understandings of food-related phenomena into their consideration of those phenomena
- How well students are able to identify and incorporate appropriate information sources into their arguments about topics in food studies.

D. Frequency and schedule of assessment of student learning in this course.

Assessment of student learning will be ongoing through class discussion, and roughly bi-weekly through reading responses. Formal essays will be used in the assessment of student achievement of course SLOs roughly every five weeks. See sample syllabus for more precise schedule of formal graded assignments.

E. Describe mechanisms that will be in place to ensure continuous improvement of course.

As will be the case with all core courses for the Food Studies major, evaluation of the continued appropriateness of course SLOs, and the effectiveness of the course in producing those outcomes will be included in regular program evaluations. These evaluations will take into account student course evaluations, which will include specific added questions about their responses to the course's presentation of its core materials, as well as which activities they found most effective; conversations with stakeholders in the course (its regular instructor(s), instructors for the foundations courses into which it leads, etc.); and decisions from the major's affiliated faculty about the direction and priorities of the program as a whole. In addition, the program director will meet with the course instructor during and immediately after the first term the course is offered to discuss those aspects of the course that were most successful and most in need of improvement, and to generate a plan for any necessary course revisions. The director will conduct a follow-up interview after the second administration of the course. Both meetings will result in reports to be taken into consideration in the program's first review.

F. Structure and process for administrative and academic oversight of course.

The faculty affiliated with the food studies major will oversee any revisions to this course. Revisions will be brought for comment and a vote at a meeting of the program's affiliated faculty. Where adjunct hiring is necessary to staff this course, the program director will conduct an appropriate search, and will submit the final candidate to the dean of the College of Arts and Sciences for hiring approval. This course is part of the interdisciplinary Food Studies program, which will reside within the College of Arts and Sciences and which will be subject to the administrative oversight of that college.

G. Impact of course on accreditation or certification.

This course should have no impact on accreditation or certification.

Course | **FOST 105: Introduction to Food Studies**

Professor | Julia Carey Arendell

Where & When | MWF

Contact | jcarende@loyno.edu, please allow 24 hours for response

Office Location | Bobet 314

Office Hours |

Description |

Our relationships to food are determined by more than just our tastes, and can be intensely personal while also highly political. The course is designed to give you an overview of important contemporary issues in food studies, and to give you a taste of a variety of ways to approach those issues. We will study the social, economic, psychological, and cultural impacts of food and cooking, in homes, schools, and professions, and the social contexts for our relationships with food.

Goals & Outcomes |

Students will learn to use food as lens through which to examine the intersections of gender, economics, education, culture, and public policy. They will accomplish this by developing relationships with industry professionals working in the field and by participating in the written discourse surrounding food. Through their study of food, students will cultivate their curiosity about the tensions between personal responsibility and the influences of greater systems.

Required Materials |

- The course packet, which can be purchased in the Twomey Print Shop in the basement of the Danna Center.
- Reliable access to both printing and the internet. The syllabus and course schedule are subject to change depending on how our class progresses. Be sure to check Blackboard before each class for updates, readings, and messages.
- A notebook of some kind to organize your notes and journal entries.

Grading | components of the course

10% :: Participation

20% :: Responses (4 @ 5% each)

20% :: Essay #1,

20% :: Essay #2

20% :: Final Project

10% :: Presentation

Attendance |

I know when you're here and I know when you're late. Tardies are tallied as absences. Be punctual, be present. After five absences, your final grade will be docked 2 points for every day missed.

Plagiarism | or, don't cheat y'all

I expect your intellectual honesty. Academic misconduct includes but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give an unfair academic advantage to the student. I expect all of the work you turn in to be your own. Cases of

academic misconduct and plagiarism will receive a zero and be reported to the Dean for further possible sanctions. You can find Loyola's Academic Honor Code in the University Bulletin: <http://2016bulletin.loyno.edu/academic-regulations/academic-honesty-and-plagiarism/>

The Components Explained |

:: Participation

Being present means more than physically occupying a space. It is a conscious exercise of deliberation and attention. You are part of something, listening to what is happening around you and within you, documenting what you need to remember, asking questions to gain understanding, and offering your perspective to the group. Being an active and respectful listener is just as important as engaging your voice in the discussion. It is these skills that build meaning, not only in our forum, but in our lives. Limit your distractions and take this opportunity to unplug from devices, and plug into the group while resisting unnecessary or frequent departures from the classroom. Be respectful of one another, even in disagreement.

:: Reading Responses

These should demonstrate your interaction with the readings, not only your completion of them. These should not be summaries or book reports, but rather your thoughts. What do you agree with? Question? Doubt? Challenge? Were you inspired in any way? What does it teach you about writing? Or how does it affect your worldview? Quality responses will demonstrate focus, critical thought, and engagement. Format should be one full page, single spaced for each. It is best to go long than to skimp.

:: Three Essays

The first essay is a personal narrative, sharing a story you have that involves food, inspired by our readings of food blogs, travel adventures, and restaurant reviews. How did an experience with food impact a personal relationship? What was something you learned about another culture or tradition? What have you learned about your own personality from experiences with food?

The second is an analysis of a Problem. Identify an issue from the readings we have shared together, and establish who you believe the stakeholders to be. What are the different perspectives of the issue? Why is it fraught? You must incorporate references to at least two of our readings. What is your stance? Do you have an idea for a project or pathway to address it?

For the final project, you have the opportunity to cultivate and direct your own research around a food-inspired topic. This could be anything from ecology and farming systems to folklore and family history. You have great flexibility with the generation and direction of this work. While a traditional essay is the norm, a community service project with a report or other relevant idea is plausible with instructor approval.

:: Presentation

In 5-7 minutes, present your research to the class, explaining your project and what you learned. Quality presentations will be organized and rehearsed. Why is your topic relevant? What questions did you begin with? What sources did you choose and why?

Revision |

We will workshop in class and you will receive editing feedback from several parties. Line editing, or proofreading, does not equal revision, which is remodeling, re-envisioning of the piece or project, for better or worse. It is simply experimentation. I am looking for your ability to take some risks, and be flexible and creative. I want to witness your appraisal and consideration of the project, not your ability to pass a course. When drafts are due, bring one hard copy of your paper to class with you.

Formatting | and other guidelines

All materials should be composed in Times New Roman, 12 pt font, with one inch margins, double-spaced and STAPLED.

All written assignments, unless otherwise noted, are to be turned in as hard copies at the beginning of class on the day they are due. No e-mails attachments.

Support | There are resources available on campus outside of our classroom in the Student Success Center in Marquette 112, including free peer writing consultation. No appointment is necessary, but you must bring a draft and a copy of the assignment. They can be reached at 865.2990 or loyno.mywconline.com for the rest of your time here at Loyola, for any writing support you might need in any course.

Disability Accommodations |

If you have a disability and wish to receive accommodations, please contact Disability Services at 504-865-2990, ods@loyno.edu, or visit the Office of Disability Services in Marquette Hall 112. Please note that before any accommodations can be implemented, you must obtain an official Course Accommodation Record from Disability Services for my signature.

Emergency Procedures |

At times, ordinary university operations are interrupted as a result of tropical storms, hurricanes, or other emergencies that require evacuation or suspension of on-campus activities. To prepare for such emergencies, all students will do the following during the first week of classes:

1. Practice signing on for each course through Blackboard.
2. Provide regular and alternative e-mail address and phone contact information to each instructor.

In the event of an interruption to our course due to the result of an emergency requiring an evacuation or suspension of campus activities, students will:

3. Pack textbooks, assignments, syllabi and any other needed materials for each course and bring them during an evacuation/suspension
4. Keep up with course work during the evacuation/suspension as specified on course syllabi and on-line Blackboard courses.
5. Complete any reading and/or writing assignments given by professors before emergency began.

Assuming a power source is available....

6. Log on to university Web site within 48 hours of an evacuation/suspension.
7. Monitor the main university site (www.loyno.edu) for general information.

8. Log on to each course through Blackboard or e-mail within 48 hours of an evacuation/suspension to receive further information regarding contacting course instructors for assignments, etc.
9. Complete Blackboard and/or other online assignments posted by professors (students are required to turn in assignments on time during the evacuation/suspension period and once the university campus has reopened.)
10. Contact professors during an evacuation/suspension (or as soon as classes resume on campus) to explain any emergency circumstances that may have prevented them from completing expected work.

Further information about student responsibilities in emergencies is available on the Academic Affairs web site: <http://academicaffairs.loyno.edu/students-emergency-responsibilities>

Calendar | Subject to Change

Readings can be found in our course packet.

Week One |

9 Jan : intro/syllabus/community building

11 Jan : bring your own blogs

13 Jan : “After Hurricane Katrina, New Orleans Restaurants Are Up for Review Again,” “Diner for Schmucks,” and “Ryan Sutton Saddened...”

Week Two |

16 Jan : NO CLASS, MLK Jr. Holiday

18 Jan : visit from local food writer/discussion about crowdsourcing

20 Jan : *Tender at the Bone* excerpt

Week Three |

23 Jan : *Tender at the Bone* excerpt

25 Jan : essay 1 assigned

27 Jan : *Soul Food Love* excerpt

Week Four |

30 Jan : *Soul Food Love* excerpt

1 Feb : *My Kitchen Wars* excerpt

3 Feb : **ESSAY #1 DUE**

Week Five |

6 Feb : *Bringing Up Bebe* excerpt

8 Feb : “How School Lunch Became A Battleground,” and “National School Lunch Program”
ESY, Farm to Table, Hollygrove, and Dryades Market websites

10 Feb : visit from ESY representative/or Green Charter School field trip

Week Six |

13 Feb : **RESPONSE #1 DUE**; Bourdain “Food is Good”

15 Feb : Druckman “Why are There No Great Women Chefs”

17 Feb : freestyle argument discussion

Week Seven |

20 Feb : “Taking the Heat”

22 Feb : visit from local female chef

24 Feb : “After 23 Years, Your Server is Ready for a Raise,” and “Minimum Wage Loophole”

MARDI GRAS BREAK, no class 27 Feb, 1 Mar, 3 Mar

Week Eight |

6 Mar : “What is Gentrification?” “One Way We Wage War on the Poor,” and “Does Good Food Lead to Gentrification?”

8 Mar : **RESPONSE #2 DUE**; “What is the Farm Bill?” “Where Have All the Lobbyists Gone?”

10 Mar : visit from food bank rep; MIDTERM GRADES DUE

Week Nine |

13 Mar : **ESSAY #2 DUE**; screening of *Food Inc.*

15 Mar : screening of *Food Inc.*

17 Mar : Mayo Clinic on organic food and “Would Americans Be Better Off Eating Organic?”

Week Ten |

20 Mar : “Gluten Free,” “Monsanto,” and “Glyphosate; evaluating sources

22 Mar : **RESPONSE #3 DUE**; pitch day/final essay proposals due

24 Mar : visit from local farmer/Hollygrove rep

Week Eleven |

27 Mar : “Red Gravy”

29 Mar : “Stop Calling Immigrant Food Ethnic”

31 Mar : partial screening of *The Harvest* + discussion; annotated bibliography due

Week Twelve |

3 Apr : “Sno-Balls”

5 Apr : “Tet,” “Pho,”

7 Apr : **PRESENTATION SIGNUPS**, visit from Historic New Orleans Collection Docent

SPRING/EASTER BREAK, no class 10 Apr, 12 Apr, 14 Apr, 17 Apr

Week Thirteen |

17 Apr : no class

19 Apr : buffer day/bring your own/conferences

21 Apr : **RESPONSE #4 DUE** “Zora Neale Hurston Florida Food,” “Five Helpins,” and “Barbeque”

Week Fourteen |

24 Apr : **DRAFTS DUE**, peer workshop

26 Apr : presentations

28 Apr : presentations

Week Fifteen |

1 May : presentations

3 May : **FINAL ESSAYS DUE** in my office, Bobet 314 BEFORE NOON. No late work accepted.

Final Grades due May 15th

College Curriculum Proposal Approval and Routing Form

TITLE OF PROPOSAL: FOST A210 Foundations in Food Systems and Commerce

Originating Faculty: Daniel Mintz

Department/College: Food Studies Chairperson: Daniel Mintz

Contact Phone/Email: Daniel Mintz, x2771, dmintz@loyno.edu

Type of Proposal (Check all that apply):

New Major¹ New Minor New Concentration Revise Existing Program

New Course Change to Existing Course Discontinue Program

Undergraduate Graduate Online Professional & Cont. Studies Other

1. Resources and Fees:

If this is a proposed revision, are there existing fees? No Yes \$ _____

Will course or program fees be required for this course/program? No Yes \$ _____

Are new resources needed for implementing this proposal? No Yes

If yes, include complete description and dollar amount in proposal.

2. College Review and Approvals:

a. Department/School _____ (Chair) Date: 2/1/2017
Approved Not Approved

b. College Curriculum Committee _____ (Chair) Date: _____
Approved Not Approved

c. College Dean _____ Date: _____
Supported Not Supported

3. Intercollegiate Review and Recommendations Required as applicable to proposal:

a. Online Education Committee _____ (Chair) Date: _____
Recommended Not Recommended

b. Professional and Continuing Studies Committee _____ (Chair) Date: _____
Recommended Not Recommended

c. Graduate Council _____ (Chair) Date: _____
Recommended Not Recommended

4. University² Recommendations Required as applicable to proposal:

a. University Courses & Curriculum Committee _____ (Chair) Date: _____
Recommended Not Recommended

b. Standing Council for Academic Planning _____ (Chair) Date: _____
Recommended Not Recommended

¹ New Degree to be Offered--Requires SACS Notification 6 Months Prior to Start

² Approval by the Strategic Planning Team, University Budget Committee, and/or Board of Trustees may be required for proposals that have significant impact on resources or mission. Proposals to establish or discontinue degree programs require approval by Board of Trustees and SACS.