## Executive Summary

### Request for Authorization to Implement BA and Undergraduate Minor in Food Studies

<table>
<thead>
<tr>
<th>Requested by</th>
<th>College of SBS Transdisciplinary Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIP Code</td>
<td>19.0599 Foods, Nutrition, and Related Services, Other</td>
</tr>
</tbody>
</table>

### Purpose of Program

The University of Arizona is already home to a number of food-related degrees, and the BA in Food Studies and BS in Nutrition and Food Systems will add to the portfolio of food options that, taken together, elevate the stature of the UA as a place known for its commitment to various facets of food knowledge production. The programs represent a different and complementary examination of food, namely the role that food growth, preparation, processing, distribution, and consumption play in shaping our identities, influencing how we view others (i.e., food stereotypes), acting as a focal point for solidarity movements and social justice advocacy, and enabling cultural preservation and revitalization.

SBS and CALS have worked to coordinate a collaborative curriculum with opportunities for the proposed BA and the proposed BS in Nutrition and Food Systems to engage in research, service-learning, and other shared academic and extracurricular opportunities.

Food Studies is defined as the critical interdisciplinary examination of food in all its dimensions, including culture, economy, gender, ethnicity, health, and environment. The BA in Food Studies provides an understanding of the role of culture, governance, sustainable practices, history, and environment in people’s relationships with and consumption of food. Through this transdisciplinary Food Studies degree, students will be prepared to help resolve pressing problems around food issues such as food insecurity, food deserts, food and environmental sustainability, food sovereignty, and cultural and entrepreneurial activity around food creativity. They will learn about, and be able to describe, the historical evolution and cultural significance of food within specific regional, national, or international contexts, and to explain, as social scientists, the social, cultural, political, and economic dimensions of food. Students will conduct applied research rooted in sound ethnographic practices, evaluate diverse factors affecting food growth and consumption, including the intersecting roles of race, class, gender, national status and sexuality, and analyze legal cases, feature stories, and policy reports.

The BA program requires a total of 37 units in the major including 18 units of core, 4 units of methods (SBS 200 or SBS 300), and 15 units from thematic areas including 6 units each from 1) Gastronomy in Arts, Culture, and Heritage and 2) Local Food Systems, Food Economics, and Food Governance, and 3 units from 3) Sustenance, Health, and Wellness.
The undergraduate minor requires a total of 18 units including 9 units of core and 9 units from each of the thematic areas above.

Upon successful completion of the program, students will be able to:

- Identify major issues, lines of inquiry, and theoretical approaches that are foundational to food studies.
- Analyze political, social, and cultural forces that influence food systems.
- Demonstrate the ability to locate, evaluate, and synthesize primary and secondary food data/information, and identify and contextualize the relevant issues.
- Ability to evaluate conflicting arguments from multiple perspectives, to draw reasoned and complex conclusions, and to communicate clear solutions to important questions related to food and culture, health, identity, globalization, and security.
- Design and conduct independent research—both qualitative and quantitative—related to a specific area of inquiry in food studies.
- Trace the historical, ecological, and environmental factors that have given rise to food as part of spiritual, social, and health systems.
- Examine real-world issues of food on a practical/applied level through engagement with food-related organizations, including NGOs, community organizations, and local food industries.
- Engage in transdisciplinary dialogues about food science, policy, and culture with a range of publics.
- Communicate clearly and effectively in both oral and written discourse.

<table>
<thead>
<tr>
<th>5-year projected annual enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>20</td>
</tr>
</tbody>
</table>

**Source(s) of Funding**

SBS has hired TT faculty in School of Anthropology and is poised to post a Career Track position to directed the Food Studies program.

Current support available for advisor, business center, and 2 program coordinators.

Funding Sources:
- Initial reallocation from existing college funds (continuing)
- College fund balances (one-time sources)
<table>
<thead>
<tr>
<th>Council</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABOR</td>
<td>2/8/18</td>
</tr>
<tr>
<td>Undergraduate Council</td>
<td>3/13/18</td>
</tr>
<tr>
<td>Graduate Council</td>
<td>N/A</td>
</tr>
<tr>
<td>CAAC</td>
<td>12/19/17</td>
</tr>
<tr>
<td>Provost’s Council</td>
<td>3/19/18</td>
</tr>
<tr>
<td>Faculty Senate</td>
<td>3/19/18</td>
</tr>
</tbody>
</table>
NEW ACADEMIC PROGRAM – REQUEST FORM

I. PROGRAM NAME, DESCRIPTION AND CIP CODE

A. PROPOSER’S NAME, TITLE, EMAIL AND PHONE NUMBER
   Maribel Alvarez, Associate Research Social Scientist and Associate Professor, Southwest Center and Anthropology, alvarezm@u.arizona.edu, 520-621-4046
   Megan Carney, Assistant Professor and Director of the Center for Regional Food Studies, mcarney@email.arizona.edu, 520-621-2585

B. PROPOSED PROGRAM NAME AND DEGREE(S) TO BE OFFERED – for PhD programs indicate whether a terminal Master’s degree will also be offered. Indicate whether a minor will also be offered and provide the curriculum as an addendum to the proposal.

   BACHELOR OF ARTS (and UNDERGRADUATE MINOR) IN FOOD STUDIES

C. CIP CODE – go to the National Statistics for Education web site (http://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55) to select an appropriate CIP Code or contact Martin Marquez (martinmarquez@email.arizona.edu) for assistance.

   CIP CODE: 19.0599 Food, Nutrition, and Related Services, Other

D. DEPARTMENT/UNIT AND COLLEGE – indicate the managing dept/unit and college for multi-disciplinary programs with multiple participating units/colleges.

   The BA in Food Studies will reside in the College of SBS Transdisciplinary Program.
   SBS and CALS have worked to coordinate a collaborative curriculum with opportunities for the proposed BA and the proposed BS in Nutrition and Food Systems to engage in research, service-learning, and other shared academic and extracurricular opportunities.

   Campus and Location Offering – indicate by highlighting in yellow the campus(es) and location(s) where this program will be offered.
   **UA South Campus**
   Sierra Vista
   Douglas
   Mesa
   Pima CC East
   Pinal County
   Santa Cruz
   UA Science and Tech Park
   **UA Main**
   Tucson
   UA Downtown
   **UA Online**
   Online
   **Distance Campus**
   Chandler
   Paradise Valley
   Yuma

   **Phoenix Biomedical Campus**
   Phoenix
II. **PURPOSE AND NATURE OF PROGRAM**—describe the purpose and nature of your proposed program. Compare and contrast the purpose and nature of your proposed program to similar programs at two peer institutions. Complete the appropriate comparison chart to assist you. List of UA peer institutions can be found here. Comparison of additional relevant programs may be requested.

The College of Social and Behavioral Sciences is excited to propose a new Bachelor of Arts in Food Studies. Food Studies is defined as the critical interdisciplinary examination of food in all its dimensions, including culture, economy, gender, ethnicity, health, and environment. The BA in Food Studies provides an understanding of the role of culture, governance, sustainable practices, history, and environment in people’s relationships with and consumption of food. Through this transdisciplinary Food Studies degree, students will be prepared to help resolve pressing problems around food issues such as food insecurity, food deserts, food and environmental sustainability, food sovereignty, and cultural and entrepreneurial activity around food creativity. They will learn about, and be able to describe, the historical evolution and cultural significance of food within specific regional, national, or international contexts, and to explain, as social scientists, the social, cultural, political, and economic dimensions of food. Students will conduct applied research rooted in sound ethnographic practices, evaluate diverse factors affecting food growth and consumption, including the intersecting roles of race, class, gender, national status and sexuality, and analyze legal cases, feature stories, and policy reports.

SEE APPENDIX A FOR COMPARISON CHARTS WITH PEER AND OTHER INSTITUTIONS.

III. **PROGRAM REQUIREMENTS**—list the program requirements, including minimum number of credit hours, required core, electives, and any special requirements, including subspecializations, subplans, theses, internships, etc. on the appropriate comparison chart. Use your completed comparison chart to explain how your requirements are: 1. similar and 2. unique from the compared public institutions.

### BA in FOOD STUDIES

**Foundations:** 1st Year English or equivalent, general strand math, 4th semester 2nd language proficiency

**General Education:**

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 units</td>
<td>3 units</td>
</tr>
<tr>
<td>Tier 1 Individuals &amp; Societies</td>
<td>Tier 2 Humanities</td>
</tr>
<tr>
<td>Tier 1 Traditions &amp; Cultures</td>
<td>Tier 2 Natural Sciences</td>
</tr>
<tr>
<td>Tier 1 Natural Sciences</td>
<td>Tier 2 Arts</td>
</tr>
<tr>
<td>Diversity (Can be double-dipped with Tier 1/Tier 2 coursework.)</td>
<td></td>
</tr>
</tbody>
</table>

**Minor:** required (or double-major/double-degree)

**Core Courses** (3 units each, total 18 units)

1. FOOD 101: Intro to Critical Food Studies
2. FOOD 102: Intro to US Food Systems
3. ENGL 307: Business Writing
4. FOOD 3XX: Food Justice, Ethics, & Activism
5. FOOD 3XX: Community Nutrition & Food Security
6. FOOD 498: Capstone
METHODS (Choose 1 course, 4 units)

- SBS 200 Introduction to Statistics for the Social Sciences (4 units)
- SBS 300 Transdisciplinary Methods and Theories (4 Units)

ADDITIONAL REQUIRED COURSES (6 units from each of two thematic areas, 3 units from third thematic area, total 15 units)

(1) Gastronomy in Arts, Culture and Heritage (6 units)
- AIS 495A/595A (to be proposed as AIS 4XX/5XX), Special Topics: Indigenous Food Sovereignty (currently 1-3 Units; to be proposed as 3 units)
- ANTH 342, The Archaeology of Food
- ANTH 353, The Anthropology of Food
- GEOG 350, The Geography of Beer and Beverages (Tier 2 INDV)
- HIST 428/528, Food, Health, and Environment in History
- LAS 230, Food and Culture in Latin America (Tier 2 INDV)
- MENA 354, Food Traditions of the Middle East & North Africa
- NSC 255, Food and Culture (Tier 2 INDV)

(2) Local Food Systems, Food Economics, and Food Governance (6 units)
- AIS 441A, Natural Resource Management in Native Communities
- FOOD 4XX, Conservation Ranching and the Land Ethic
- FOOD 4XX, Ethnobiology and Traditional Ecological Knowledge of Wild Foods
- FOOD 4XX, Sustainable Food Systems
- FOOD 4XX, Political Ecology of Food
- JOUR 401D/501D, Food Journalism (Currently 1 Unit; 3 Units in Fall 2018)

(3) Sustenance, Health, and Wellness (3 units)
- ANTH 366A, Nutritional Anthropology
- ANTH 403A, Diet, Demography, and Disease
- GEOG 497F/597F, Community and School Garden Workshop (2-6 Units)
- HIST 428/528 Food, Health, & Environment in History
- NSC 301, Nutrition and the Life Cycle
- NSC 310, Principles of Human Nutrition in Health and Disease
- NSC 311, A Systems Approach to Obesity Prevention
- NSC 315, Sports Nutrition
- NSC 320, Nutrition, Physical Activity, and Health Promotion
- NSC 375, Diet, Genes, and Disease (Tier 2 NATS)
- NSC 376, Bioactive Compounds and Food Additives

OTHER OPTIONS (can be substituted for courses in the thematic areas)
- HPS 416/516, The World’s Food and Health (See Appendix C for letter of support.)
- HPS 478, Public Health Nutrition (See Appendix C for letter of support.)
- FOOD 199/299/399/499, Independent Study (variable units)
- FOOD 392/492, Directed Research (variable units)
- FOOD 393, Internship (variable units)
- RSSS 305 Russian and American Foodways: Cultivation, Culture, and Connectedness (3 units) (See Appendix C for email of support.)
UNDERGRADUATE MINOR in FOOD STUDIES

(18 units in the Undergraduate Minor)

CORE COURSES (Choose 3 courses from the following list; 3 units each, total 9 units)
1. FOOD 101: Intro to Critical Food Studies
2. FOOD 102: Intro to US Food Systems
3. ENGL 307: Business Writing
4. FOOD 3XX: Food Justice, Ethics, & Activism
5. FOOD 3XX: Community Nutrition & Food Security

ADDITIONAL REQUIRED COURSES (Choose 1 course from each thematic area; 3 units each, total 9 units)
(1) Gastronomy in Arts, Culture and Heritage (3 units)
   • AIS 495A (to be proposed as AIS 4XX), Special Topics: Indigenous Food Sovereignty (currently 1-3 Units; to be proposed as 3 units)
   • ANTH 342, The Archaeology of Food
   • ANTH 353, The Anthropology of Food
   • GEOG 350, The Geography of Beer and Beverages (Tier 2 INDV)
   • HIST 428/528, Food, Health, and Environment in History
   • LAS 230, Food and Culture in Latin America (Tier 2 INDV)
   • MENA 354, Food Traditions of the Middle East & North Africa
   • NSC 255, Food and Culture (Tier 2 INDV)

(2) Local Food Systems, Food Economics, and Food Governance (3 units)
   • AIS 441A, Natural Resource Management in Native Communities
   • FOOD 4XX, Conservation Ranching and the Land Ethic
   • FOOD 4XX, Ethnobiology and Traditional Ecological Knowledge of Wild Foods
   • FOOD 4XX, Sustainable Food Systems
   • FOOD 4XX, Political Ecology of Food
   • JOUR 401D/501D, Food Journalism (Currently 1 Unit; 3 Units in Fall 2018)

(3) Sustenance, Health, and Wellness (3 units)
   • ANTH 366A, Nutritional Anthropology
   • ANTH 403A, Diet, Demography, and Disease
   • GEOG 497F/597F, Community and School Garden Workshop (2-6 Units)
   • HIST 428/528 Food, Health, & Environment in History
   • NSC 301, Nutrition and the Life Cycle
   • NSC 310, Principles of Human Nutrition in Health and Disease
   • NSC 311, A Systems Approach to Obesity Prevention
   • NSC 315, Sports Nutrition
   • NSC 320, Nutrition, Physical Activity, and Health Promotion
   • NSC 375, Diet, Genes, and Disease (Tier 2 NATS)
   • NSC 376, Bioactive Compounds and Food Additives

OTHER OPTIONS (can be substituted for courses in the thematic areas)
   • HPS 416/516, The World’s Food and Health (See Appendix C for letter of support.)
   • HPS 478, Public Health Nutrition (See Appendix C for letter of support.)
   • FOOD 199/299/399/499, Independent Study (variable units)
   • FOOD 392/492, Directed Research (variable units)
FOOD 393, Internship (variable units)
RSSS 305 Russian and American Foodways: Cultivation, Culture, and Connectedness (3 units) (See Appendix C for email of support.)

A. CURRENT COURSES AND EXISTING PROGRAMS - list current courses and existing university programs which will give strengths to the proposed program. If the courses listed belong to a department that is not a signed party to this implementation request, please obtain the department head’s permission to include the courses in the proposed program and information regarding accessibility to the course(s) for students in the proposed program. Include the course prefix, course number, number of units, title, and course description.

Complementing the UA’s Existing Food Offerings:
The University of Arizona is already home to a number of food-related degrees, and we see the BA in Food Studies and BS in Nutrition and Food Systems as adding to the portfolio of food options that, taken together, elevate the stature of the UA as a place known for its commitment to various facets of food knowledge production. The proposed programs of study differ substantially from the UA’s existing programs, both in their intended goals and learning outcomes as well as in their workforce development implications.

- Food Studies and Nutrition and Food Systems differs from CALS’ Dietetics and Nutritional Studies degrees in that those focus on science foundation and core nutrition courses, with Dietetics offering students options in the study of medical nutrition therapy, community nutrition, nutrition counseling, and foodservice management, and Nutrition providing students options to engage further with science curriculum that is complementary to graduate programs in life sciences research or health professions, or which prepares students to enter food-related business and industry.

- Both the BA in Food Studies and the BS in Nutrition and Food Systems also differ substantively from the newly proposed BS in Food Safety, also out of CALS. That degree focuses on the safety of food industries and on food illnesses and outbreaks.

- The BA in Food Studies and the BS in Nutrition and Food Systems differ from the Agricultural Economics & Management, which focuses on financial, legal, and policy environments of agribusiness.

- The BA in Food Studies and the BS in Nutrition and Food Systems differ from Public Health in that the CPH major focuses on a much broader spectrum of health-related issues than food or nutrition, including healthcare, epidemiology, occupational health, and health education.

The combined degrees including the BA in Food Studies degree being proposed by SBS and the BS in Nutrition and Food Systems proposed by CALS do not compete with, nor do they duplicate, any existing UA majors. Rather, they represent a different and complementary examination of food, namely the role that food growth, preparation, processing, distribution, and consumption play in shaping our identities, influencing how we view others (i.e., food stereotypes), acting as a focal point for solidarity movements and social justice advocacy, and enabling cultural preservation and revitalization. CALS and SBS intersect to address these inquiries.

SEE APPENDIX B FOR A COMPARISON TO EXISTING FOOD-RELATED UA DEGREES.
EXISTING UNIVERSITY PROGRAMS THAT GIVE STRENGTH TO THE PROPOSED PROGRAM:
As noted in our introduction, a new BA and BS complements our existing strengths at the UA.

COMPENDIUM OF COURSES:
The following courses, as noted above, will be mapped on to the new BA Major to fulfill specific requirements around (1) Food and Culture, Arts, and Heritage, (2) Local Food Systems, Food Economics, and Food Governance, and (3) Sustenance and Wellness. Some of these, like the Community and School Garden Workshop, are already established as “Engagement Courses”; SBS is looking forward to working with faculty toward ‘engaged learning experience’ attributes for others. All courses are 3 units, unless noted otherwise.

SEE APPENDIX C FOR A MEMO OF SUPPORT FOR THE USE AND ACCESSIBILITY OF COURSES FROM OTHER DEPARTMENTS.

Core Courses

ENGL 307, Business Writing
  Practice in writing business letters, reports and proposals.

Methods Courses

SBS 200 Introduction to Statistics for the Social Sciences (4 Units)
  An introductory course in the fundamentals of modern statistics with applications and examples in the social and behavioral sciences. Topics include: methods for describing and summarizing data, probability, random sampling, estimating population parameters, significance tests, contingency tables, simple linear regression, and correlation.

(1) Gastronomy in Arts, Culture and Heritage

AIS 495A/595A, Special Topics: Indigenous Food Sovereignty (1-3 Units)*
  *This course will be proposed as a regular course, AIS 4XX (3 Units)
  The exchange of scholarly information on important disciplinary topics, usually in a small group seminar setting with occasional lectures. The course content, as taught in any one semester, depends on student need and interest, and on the research/teaching interests of the participating faculty member. The scope of work shall consist of research by course registrants, with the exchange of results through discussion, reports, reviews, and/or papers.

ANTH 342, The Archaeology of Food
  What did people eat and drink in the past, and why? This course introduces students to the
archaeological study of food. Topics include techniques for reconstructing past diets from material remains, and the social, economic and political roles of food.

**ANTH 353, The Anthropology of Food**

This course offers a review of approaches to understanding and documenting human diversity through the lens of food practices. Students will learn to think about food in new ways to gain a better understanding of the diversity of social and cultural norms, beliefs, and habits that shape foodways and our relationships to food.

**GEOG 350, The Geography of Beer and Beverages (Tier 2 INDV) (Under review until 11/28)**

This course uses beer and other foods and beverages to examine fundamental geographical questions of change, globalization, and human-environment relations. Using a spatial perspective, we explore the history, economics, cultural, and environmental aspects of beer and brewing to better understand our world. We’ll explore the links of beer to colonization, globalization, and commodification; migration and national identities; the impact of transportation and technologies on the spatial economies of beer; consolidation, neo-localism, and beer tourism; the impact of climate change and the physical geographies of key ingredients such as hops, barley, and water. Throughout the semester we’ll use comparative perspectives provided by beverages such as cocoa, wine, coffee, whisk(e)y, and rum.

**HIST 428/528, Food, Health, and Environment in History**

Does food have a history? While seemingly a mundane aspect of everyday life, food has been central to cultural meaning, political conflict, religious life, and economic and social systems. Food has also been closely connected, both materially and in the realm of ideas, to bodily health and the natural environment, which will be the key themes of this course. Topics may include: the food production and consumption patterns of early America, health and food under slavery, the role of food in the Civil War, the creation of the modern food system, the relationship between farm labor and poverty, the history of nutritional science and expert advice about what kinds of foods to eat, the development of global commodity chains, the environmental consequences of changes in the food system, the origins of public policy initiatives such as the school lunch and farm programs, and the rise of movements to challenge the conventional food system, such as vegetarianism, organic agriculture, and the local food movement. We will focus on historical experiences in North America, with some attention to their global and comparative context. Through this course, we will explore how a historical perspective can be insightful in understanding the food system.

**LAS 230, Latin America: Food and Culture (Tier 2 INDV)**

Food is of wide-ranging interest because it makes up a significant part of the cultures that bind people together into national communities. Food is central to cross-cultural studies of behavior, thought, and symbolism. This course explores the connections between what people in Latin America eat and who they are through cross-cultural study of Latin Americans’ food production, preparation, and consumption. Readings are organized around critical discussions of what people cook and eat in Mexico, Tucson-Mexico Border, Caribbean, Central America, Colombia, Venezuela, Brazil, Peru, and Argentina. A primary goal of the course is to provide students with theoretical and empirical tools to understand and evaluate the relationship between food, history, culture, and economy in Latin America at local and global levels.
MENA 354 (ANTH 354), Food Traditions of the Middle East & North Africa

This course will examine different "foodscapes" created over time in the region. We will examine the interactions of variety of factors in the development of culinary cultures: geography and environment; religion, language and cultural practices; history; social organization, ethnicity, status and gender; science and technology and consider particular ritual practices, feasting and fasting customs and dietary rules. How have authors used the topic of food in their writings?

NSC 255, Food and Culture (Tier 2 INDV)

Food is a highly diversified, yet personal experience that binds all cultures. Through this course students will experience the role of food in a variety of cultures and learn how the surrounding environment influences the tastes and flavors of a region. The course will combine assignments with readings and activities to help students begin to understand commonalities as well as diversities in cuisines and cultures. By completing assignments and activities each student will gain an appreciation of regional crops and how they contribute to both cuisine and culture.

(2) Local Food Systems, Food Economics, and Food Governance

AIS 441A, Natural Resource Management in Native Communities (crosslisted with ANTH, ARL, ENVS, RAM, RNR, SWES, WFSC, and WSM)

This course is a survey of basic issues and concepts in natural resource management and the environment in Native communities using integrated case studies that survey all the major varieties of environmental issues in Indian Country in the 21st century. A central theme will be developing tribally-specific solutions to rebuilding the resiliency of degraded ecosystems. We will consider particular case studies such as: tribal sovereignty, land tenure, reserved rights and Native claims; Native knowledge systems and Western science; co-management and restoration; water; fish and wildlife; agriculture and rangeland management; energy, mining and nuclear waste; and global climate change.

JOUR 401D/501D, Food Journalism (currently 1 unit; the School of Journalism will submit a course modification to increase to 3 units)

Everybody eats -- but do we know what we're eating? In this course, you’ll learn the fundamentals of writing about food and food production. We will investigate local food production as well as broader food system issues, including food waste, resource consumption, and food security in southern Arizona and the borderlands. We'll also touch on issues related to covering food and nutrition, food and culture, and the economics and politics of local and global food chains.

FOOD 4XX, Conservation Ranching and the Land Ethic**

This cross-listed, endowed field seminar will place students in contact with innovative ranchers, range managers and wildlife habitat restorationists working to diversify both income streams and conservation strategies for land, water, plant diversity, wildlife and ecosystem services in working landscapes. It will highlight advances from the social and environmental sciences to place in perspective the collaborative conservation movement on Western rangelands.

FOOD 4XX, Ethnobiology and Traditional Ecological Knowledge of Wild Foods**

This upper level undergrad course will provide students with concepts, methodologies and hands-on experiences with the wild foods that have contributed to food security in the arid Southwest for millennia. It will ground them in a social scientific understanding of foraging
strategies, sustainable harvests and culinary/nutritional preparation of native foods used by indigenous, Hispanic and Anglo cultures across the centuries. Policy issues regarding access, harvesting rights, toxicity or contamination and competition will also be covered.

**FOOD 4XX, Sustainable Food Systems**
This upper level undergraduate course will introduce students to the concepts of foodsheds and food supply chains, from farm to table. It will explore the social, economic, public health and ecological dimensions of how current food systems work or fail us. These methodological principles will then be applied to "daylighting" dynamics in the Metro Tucson food system(s), and students will engage in "community lab" outings exploring advances and innovations that have begun since Tucson received recognition as the first UNESCO City of Gastronomy in the U.S. Service learning/community engagement opportunities are also available to students enrolled in the course.

**FOOD 4XX, Political Ecology of Food**
This upper level undergrad/graduate seminar will use concepts and methodologies from the transdisciplinary field of political ecology to explore issues of food justice in southern Arizona's border region. After six weeks of guest lectures by field professionals, groups of 4 students will work as teams to collect field data and government statistics on a particular challenge in dealing with cross-border food security disparities, urban or rural food deserts, or limited access of elderly, infirm, refugees or incarcerated populations to healthy affordable food.

**Courses currently exist as special topics courses offered by Dr. Gary Nabhan and will be proposed as new FOOD courses.**

(3) Sustenance, Health, and Wellness

**ANTH 366A, Nutritional Anthropology**
Biocultural approach to human nutrition. Explores factors that influence what and how we eat emphasizing an understanding of nutritional adaptations, population differences in food utilization, and nutrition problems in the contemporary world

**ANTH 403A - Diet, Demography and Disease**
Ecology of disease and nutrition in human evolution. Emphasis on the interaction of social, demographic and environmental changes in the adaptation and co-evolution of pathogens. Topics to include: Epidemiological and demographic transitions, anthropogenic impact, and emerging pathogens.

**GEOG 497F/597F (LAS, CPH, STCH, TLS, TTE 497F/597F), (2-6 Units) Community and School Garden Workshop**
This workshop-based course is designed to enable UA undergraduates and graduate students to work in Tucson-area schools helping students and teachers to undertake the design, construction, planting, harvesting and preparation of foods from a local school garden. The workshop also involves preparing or assembling curriculum materials to enable teachers and students to teach and learn about food production, food histories and geographies, and food politics. The course includes an intensive workshop sponsored by the Tucson Community Food Bank. In addition to attending that workshop, students are also expected to attend at least one field trip among the two that are organized during the semester as well as attend monthly meetings of the group on the UA campus. Most of the workshop, however, revolves around
consistent and engaged involvement with a Tucson school and its teachers and students supporting the development and maintenance of school garden and attendant curriculum.

**NSC 301, Nutrition and the Life Cycle**

Role of nutrients in human development. Physiological bases for changes in nutrient requirements throughout the life cycle (pregnancy, lactation, infancy, childhood, adolescence and aging).

**NSC 310, Principles of Human Nutrition in Health and Disease**

Application of basic nutritional principles in the selection of normal and therapeutic diets; designed for students in the health sciences.

**NSC 311, A Systems Approach to Obesity Prevention**

The goal of this course is to present a systems approach to obesity prevention - i.e. understanding the complex task of trying to change the way people eat, move, and live, and sustaining those changes over time. Students will learn causes and correlates of diet, physical activity, and obesity, data and methods related to assessment of obesity, the health and financial consequences of the obesity epidemic, and will gain insights into obesity prevention, treatment and policy approaches. Students will read peer-reviewed publications on obesity, participate in class discussion and debates, and engage in experiential activities that will reinforce learning.

**NSC 315, Sports Nutrition**

The course will span basic physiology as it applies to nutrition and sport, nutrient utilization, body composition, & application of nutrition for different sports in training & competition. It will look at strategies for optimal performance in endurance, court & power sports. Practical applications & guest lectures will be included.

**NSC 320, Nutrition, Physical Activity, and Health Promotion**

This course is designed to build the knowledge and practical skills needed to motivate, communicate, and effect positive nutrition, physical activity, and health behavioral changes in the general population. Students will learn to create nutrition programs, perform physical fitness assessments, set realistic health goals, build rapport, and identify weight management challenges. Topics including nutrition and digestion, obesity physiology, and nutritional programming will be discussed and practiced within case studies. In addition, this course prepares students for the American Council on Exercise (ACE) Personal Training Certification Exam and the ACE Health Coach Certification Exam. Completion of these exams are optional and do not count toward the grade for this course. NOTE: CPR certification required in order to take certification exams.

**NSC 375, Diet, Genes, and Disease**

Current knowledge of human nutrition and genes has created a unique opportunity to use diet and other biologically active food components in the diet to improve the quality of life of people by the prevention and treatment of human disease. Also called Nutrigenomics, the identification and understanding of how nutrients and bioactive food components interact with the genome will be discussed.
NSC 376, Bioactive Compounds and Food Additives

Bioactive food compounds (BAFC) are components in food that have biological activity in the body, yet have no disease associated with their absence. Food additives are usually meant to affect a food quality, but by proxy can also have biological effects on the body. These topics are covered in detail so that students are not limited to the basic 6 nutrients.

Other Course Options

HPS 416/516, The World’s Food and Health

The high-level course entails synthesizing peer-reviewed nutritional epidemiological papers by country with lectures on cultural aspects of food preparation and diet. Students will analyze how culture, food preparation and diet are associated with health and disease based on regional cuisines from various countries. Students will study the history and development of diets around the world; analyze diets and how they relate to variations in disease prevalence; analyze the relationship between geography and foods available to a community; and evaluate how culture and food preparation interact to effect the health of societies and determine how to leverage geography, culture and diet to improve the nutritional status of communities.

HPS 478 Public Health Nutrition

This course is an analysis of nutrition issues concerned with health and disease. Biochemical, physiological and socioeconomic interactions will be evaluated as they relate to the development, implementation, monitoring and evaluation of nutrition programs and research that affect individuals across the lifespan.

RSSS 305, Russian and American Foodways: Cultivation, Culture, and Connectedness

Although Arizona and Russia have vastly different climates, cultures, and histories, there are more shared traditions of food cultivation, preparation, and consumption than we would assume. This course provides an in-depth study of food culture, traditional cuisine, agriculture, and ‘locavore’ movements in Russian and American (particularly Sonoran) contexts. Through a variety of readings, films, lectures, and experiential learning activities, students will investigate the foodways and cultures of our two countries, with additional emphasis on contemporary issues of sustainability, environmental impact, and global interconnectedness.

B. SPECIAL CONDITIONS FOR ADMISSION TO/DECLARATION OF THIS MAJOR – explain, in detail, the criteria to join this major, including GPA requirements, completion of courses prior to declaration, application process, interviews, etc. These conditions must be approved by faculty governance to be enforced.

None.

C. NEW COURSES NEEDED -- list any new courses which must be added to initiate the program; include a course prefix, course number, title, catalog description and number of units for each of these courses.
FOOD 101: Introduction to Critical Food Studies (3 units) – This transdisciplinary course examines human interactions with food across various domains. Students will learn about food’s intersections with histories, arts, and cultures; basic concepts in food governance and food economics; and survey sociocultural issues related to food justice, sovereignty, and ethics.

FOOD 102: Introduction to US Food Systems (3 units) – This course examines the US food system from production to consumption. Students will learn about drivers of the food system including policy, economics, and food culture, as well as outcomes of the food system including human and environmental health, food insecurity, and food waste.

FOOD 199/299/399/499: Independent Study (variable units) - Qualified students working on an individual basis with professors who have agreed to supervise such work.

FOOD 3XX: Food Justice, Ethics, & Activism (3 units) – Students in this course will explore cultural, environmental, and ethical disputes around food production, distribution, and consumption, including local and global food (in)security, the role of food in cultural preservation and revitalization, and approaches to sustainable food production (including Traditional/indigenous).

FOOD 3xx: Community Nutrition and Food Security (3 units) - This course is an in depth look at community food security by providing hands-on experience in teaching nutrition in a community setting. The course will cover areas such as determining needs for nutrition education, public policy, various nutrition programs, funding and grant writing, and communication skills needed for various audiences.

FOOD 392/492 Directed Research (variable units) - Individual or small group research under the guidance of faculty.

FOOD 393 Internship (variable units) – Through specialized work in professional settings, students are exposed to the day-to-day experiences that cannot be gained from the traditional classroom setting. Students gain individual training and service in the public, non-profit, and private sectors.

FOOD 498 Senior Capstone (3 units) - A culminating experience for majors involving a substantive project that demonstrates a synthesis of learning accumulated in the major, including broadly comprehensive knowledge of the discipline and its methodologies. Senior standing required.

SBS 300: Transdisciplinary Methods and Theories (4 units) In this course, students will learn to collect and analyze information and data through investigative methods and frameworks rooted in participatory research and design, ethnography, and action research. Food will be the site of inquiry for specific modules of the course.
Two new upper division ANTH courses (Food Migration and Labor in Food Systems) will be submitted in Spring ’18 by Dr. Megan Carney.

It is our goal to embed experiential learning opportunities in most of the above, important given the on-the-ground learning essential for bridging classroom and applied knowledge domains.

D. REQUIREMENTS FOR ACCREDITATION -- describe the requirements for accreditation if the program will seek to become accredited. Assess the eligibility of the proposed program for accreditation.

Not applicable.

IV. STUDENT LEARNING OUTCOMES AND ASSESSMENT

A. STUDENT OUTCOMES -- describe what students should know, understand, and/or be able to do at the conclusion of this program of study. Note: student outcomes should be measurable.

- Identify major issues, lines of inquiry, and theoretical approaches that are foundational to food studies.
- Analyze political, social, and cultural forces that influence food systems.
- Demonstrate the ability to locate, evaluate, and synthesize primary and secondary food data/information, and identify and contextualize the relevant issues.
- Ability to evaluate conflicting arguments from multiple perspectives, to draw reasoned and complex conclusions, and to communicate clear solutions to important questions related to food and culture, health, identity, globalization, and security.
- Design and conduct independent research—both qualitative and quantitative— related to a specific area of inquiry in food studies.
- Trace the historical, ecological, and environmental factors that have given rise to food as part of spiritual, social, and health systems.
- Examine real-world issues of food on a practical/applied level through engagement with food-related organizations, including NGOs, community organizations, and local food industries.
- Engage in transdisciplinary dialogues about food science, policy, and culture with a range of publics.
- Communicate clearly and effectively in both oral and written discourse.

B. STUDENT ASSESSMENT – provide a plan for assessing intended student outcomes 1) while students are in the program and 2) after they have completed the degree.

Direct measures through:
- Pre- and post-testing in core courses
- Course-embedded evaluations and assessments, including peer evaluation for group work
- Internship/Engagement supervisors’ assessments
- Capstone final project, plus Independent study and research projects

Indirect measures through:
- Scores on course assignments
- Exit surveys
- Student evaluations of courses and instructors
- Alumni Data
SEE APPENDIX D FOR CURRICULAR ASSESSMENT MAP.

V. STATE’S NEED FOR THE PROGRAM

A. HOW DOES THIS PROGRAM FULFILL THE NEEDS OF THE STATE OF ARIZONA AND THE REGION?
   -- INCLUDE AN EXPLANATION OF THE PROCESS OR SOURCE FOR ARRIVING AT ALL NUMBERS USED IN THIS SECTION

Supporting Our Communities
Tucson has extensive food deserts, and there are many people in our community who struggle with food insecurity. SBS will address these concerns from a social science perspective. SBS has many faculty and students involved in solutions, often working in tandem with such entities as the Community Food Bank of Southern Arizona; Edible Baja Arizona; International Traditional Knowledge Institute; Native Seeds/SEARCH; the Mayor’s Commission on Poverty; the Mayor’s Commission on Food Security, Heritage, and Economy; the Pima County Food Alliance; San Xavier Co-op Farm; Tucson City of Gastronomy; Tucson’s Mission Garden; and Tucson Unified School District, among others.

This expansive network makes our region an ideal place to examine topics related to food systems, food cultures, food habits, and food insecurity, including food economies and governance, food justice, environmental ethics, social activism, traditional food knowledge, and the roles of food and gastronomy in our lives, cultures, health, identities, histories, politics, and societies.

We also know that food has tremendous power to build community. Through grassroots organizations like Tierra Y Libertad Organization (TYLO) and the Flowers and Bullets Collective, we see the transformative effects of backyard and urban gardening in building community, helping people connect with one another, and working collectively through historical traumas and their lasting impacts on political and social (in)justice. As Dr. Maribel Alvarez, University of Arizona anthropology professor and Executive Director of the Southwest Folklife Alliance noted in her well-attended public lecture “We Eat What We Are” (October 2014, as part of the Food Downtown Lecture Series):

   Every loop in our social fabric involves food. When a friend passes or a baby is born, we gift the family with food. We gather to celebrate, reflect, and worship with food: wings on Super Bowl Sunday, birthday cake, Thanksgiving turkey, pozole de trigo for the Dia de San Ysidro, Challah bread for the Sabbath. Even our everyday meals – how we prepare, serve and consume them – tell a story of who we are. Did you have cereal, miso soup, croissants, pao de queijos, or Vegemite on toast for breakfast this morning? As one of the most enduring and pervasive symbolic code systems, food is an object through which humans construct the powerful imaginary of belonging, nostalgia, safety, pleasure and loyalty, which in turn construct our fundamental ideas of home, family, nation and community.

There is no doubt that a program focused on sociocultural studies of food fulfills pressing needs in the state of Arizona and the region. The below data, which were extracted from a publication produced by the UA’s Center for Regional Food Studies¹ and also available on The Edible Baja

magazine website\(^2\) provides evidence of tangible and pressing needs for professionals who are conversant in the sociocultural significance of food, including security, sovereignty, and justice. Please note that these data, carefully gathered by the Center for Regional Food Studies, represent the current state of food in Southwestern Arizona and are presented as local illustrations of state, national, and global opportunities, as the work being conducted here is a microcosm of broader food systems work.

**Addressing and Alleviating Food Insecurity**

- As of 2014, Feeding America found that 16% of the residents of Pima County were food-insecure—about 167,000 individuals.
- As of 2014, one in four children in Pima County were suffering from food insecurity — yet 29% of these children were considered ineligible for Federal Nutritional Assistance.
- As of 2015, Pima County had a food insecurity rate of 15.5% (compared to our state’s 17.1%), with 153,000 food-insecure people. At a $2.85 cost per meal to assist them, Pima County organizations would need an additional $77,182,000/year to adequately meet their needs.
- There are 32 locations in Metro Tucson offering food relief by way of food banks, pantries, and soup kitchens, in addition to mobile outlets.
- The Community Food Bank of Southern Arizona has the largest program to deal with hunger and food insecurity in Metro Tucson, where it collaborates with 80 other non-profits, agencies and faith-based groups to assist 90,000-120,000 individuals annually.
- The Community Food Bank of Southern Arizona’s programs serve 63,000 meals per day in its 5 county area, engaging over 300 non-profits in assisting 225,000 people in need across a 23,000 square mile area.
- The Community Food Bank of Southern Arizona provided 19,895 individuals with training on food production and nutrition in 2015. It also supported the production of 427,895 servings of locally grown food through garden installations, the Las Milpitas farm plots, and workshops in schools and community centers.
- Since its inception, Caridad Community Kitchen has graduated 118 students who trained in its 10 week culinary professionals’ educational initiative.
- There are at least 20 other non-profits and grassroots alliances in Metro Tucson that address food justice, hunger and food insecurity issues in our community.
- By mapping the 45 independently owned grocery stores we have in the metro Tucson area — not just chain “big box” supermarkets — UA researchers found that a minimum of 81,000 residents live in census tracts meeting the USDA definition of a food desert. Nearly half (48%) of the residents in those tracts are Hispanic.
- When food access is mapped on a finer “block group” level, UA researchers determined that 125,000 Metro Tucson residents live in food deserts. That means that one in eight residents of Metro Tucson currently live in neighborhoods with limited access to fresh, nutritious, affordable foods.

\(^2\) [http://ediblebajaarizona.com/state-tucson-food-system](http://ediblebajaarizona.com/state-tucson-food-system)
Supporting Food Economies and Growth

- Tucson harbors more than 1,200 restaurants and drinking establishments, which employ more than 30,000 people; when grocery stores are included, food businesses provide 14% of all jobs in the city. There are an additional 1,300 restaurants and bars in the rest of Pima County.
- Of the total number of restaurants and bars in the city, almost two-thirds (63%) are locally owned, non-chain businesses. This is significantly higher than the national rate of local ownership, which is 41%.
- By 2015, the National Restaurant Association placed Arizona in the lead among all states for 2015 restaurant sales ($11.5 billion) and restaurant jobs (273,700).
- The Kauffman Institute ranked Arizona third in entrepreneurial start-up activity among the top 25 states in the nation; since 2008, many of these start-ups have been food-related.
- The annual Tucson Meet Yourself Festival currently attracts upwards of 100,000 attendees, many of whom sample foods from one or more of the 53 vendors of cultural food traditions representing ethnic communities in our Metro area.
- Permit data provided by the Pima County Health Department show increases in restaurants (6%); bars (26%); food markets of all sizes (6%); mobile food vendors (12%); caterers (24%); food manufacturers (14%); bottlers (150%); food distributors (12%); and permits for vendors at farmers’ markets and special events (5%). These statistics generally show that in 2016 Metro Tucson’s food economy grew far faster than many other economic sectors.
- The Arizona Daily Star recently reported on new initiatives to help economically disadvantaged people gain entry to the rapidly growing food business sector of the local economy through new sources for startup loans, including conventional loans from the Community Investment Corporation, and microloans from the Southern Arizona Community Food Bank of Southern Arizona, which lends specifically to low-income food entrepreneurs.
- There are many Tucson groups intent on reducing food waste and diverting still-edible food to the hungry. This includes weekly drop-offs of Market on the Move to 15 sites in Tucson and Produce on Wheels to 21 sites. Efforts to take food refuse, spoiled foodstuffs, crop stubble or yard trimmings to make compost for local use are now helping in replenishing soil fertility in gardens and on farms. From January to November 2016, twenty-five University of Arizona students employed by the student organization Compost Cats rescued 4.5 million pounds of total organics — much of it food waste — from Tucson restaurants, zoos and cafeterias to be processed into compost by San Xavier Food Co-op employees on the Tohono O’odham reservation on the southern edge of Metro Tucson.
- A new collaboration among the University’s Kellogg Program, School of Geography and Development, Biosphere Two, and Tucson Unified School District is establishing four trial “agrivoltaic” gardens beneath solar arrays, to evaluate whether there is higher productivity, better worker comfort, and reduced radiation contributing to the urban heat island effect. There are already 3500 solar-photovoltaic arrays constructed in Tucson, with perhaps as many as half of them on bare ground at public institutions and non-profits where food could potentially be grown.

---

3 As analyzed by Jonathan Mabry of the City’s Historic Preservation Office and the Kellogg Program at the University of Arizona
Local Food Production, Access and Innovation

- Various sources suggest that Metro Tucson supports between 12 and 21 seasonal and year-round farmers markets. At least 5 have SNAP benefits acceptance through EBT cards.
- The Community Gardens of Tucson organization lists 24 community gardens within its network, and there may be others at churches, schools and senior centers.
- There are at least 7 Community-Supported Agriculture projects that serve Tucson and 4 food co-ops or buying clubs, one of which collectively purchases poultry feed for its members.
- There are at least 32 restaurants and an additional number of bars and school cafeterias that source a portion of their ingredients from local farmers, gardeners, school gardens, ranchers and foragers.
- There are at least 14 farms and ranches in and on the outskirts of Metro Tucson that offer their produce, fruits, meat and dairy to our community's restaurants, cafeterias and bars.
- There are at least 57 schools with active gardens in the Tucson Unified School District, with 31 schools that do not have gardens, and 4 with current status unsure.
- The Las Milpitas de Cottonwood garden has a farmer-incubator program associated with it, with classes involving 100-120 individuals a year.
- Tucson Village Farm of UA Cooperative Extension has had more than 23,000 school-aged children visit and participate in its programs from its inception in 2010 through 2015.
- In and near Metro Tucson, 28 businesses involving area farmers, foragers and food artisans currently commercially market 55 to 60 prepared heritage foods and beverages that include local ingredients of 20 wild and cultivated species.
- Tucson harbors at least five important seed banks that include food crops, including those at Native Seeds/SEARCH, the University of Arizona’s Desert Legume program (DELEP), the Arizona Sonora-Desert Museum, the Pima County Parks and Recreation Nursery, and the USDA/NRCS Plant Materials Center.
- The Pima County Public Library System has the largest free seed interlibrary loan program in the world, with seed libraries in 8 branch libraries accessible to all 27 branch libraries in the county. It distributed 27,000 seed packets last year, with 35-40% of the seeds being donated by local contributors, including those who offered some of their harvest back to the libraries.

Again, while these data focus on our region in particular, there is little question that issues of food security, food sovereignty, food economies, and food justice are equally pressing in the rest of the state. A May 2014 “Agricultural Worker Population Estimation (for the) State Of Arizona,” conducted by the National Center For Farmworker Health through a grant from the Health Resources and Services Administration, estimates that well over a hundred thousand migrant, seasonal agricultural, and livestock workers and their families call Arizona home throughout the year.4 A google search of Phoenix and food yields 99,100,000 results. There is no reason to believe that the data collected on Tucson’s food systems does not also reflect, at least in part, the work – and the pressing needs – from elsewhere in our state.

---

1. Is there sufficient demand for the program? Provide student data indicating demand.

Around the country, there are a number of Food Studies options. Our comparison chart (see Appendix A) examined our proposed undergraduate major against offerings at the University of Minnesota (Twin Cities) and at Syracuse University. The former notes on their website that their Food Systems major was launched in 2013 in direct response to requests from students.

The Association for the Study of Food and Society and our own research identifies undergraduate programs of study at ABOR peers University of Minnesota, UC Davis, and UNC - Chapel Hill as well as at The New School, University of New Hampshire, Syracuse University, Sterling College, New York University—Steinhardt, Morningside College, College of the Atlantic, and Loyola University. We thus see evidence of demand in the burgeoning Food Studies field across the country. (It is also worth noting that some of these institutions also offer, separately, other food-related degrees – agricultural economics, nutrition – further affirming that sociocultural food studies are (a) distinct from other food-related lenses in higher education and (b) of unique and particular interest and appeal to undergraduate students. Please see Appendix A for a list of undergraduate programs and Appendix E for a list of graduate programs focused on Food Studies, provided as evidence of student demand.

In a survey of undergraduate students participating in Compost Cats, Students for Sustainability, Food Security and Social Justice Network, MycoCats, UA Campus Pantry, or enrolled in ANTH 342 Archaeology of Food or LAS 230 Food and Culture in Latin America, 73.68% said they somewhat agreed or strongly agreed that they would have considered earning a BA in Food Studies if it was available to them earlier in their academic career. 55.26% said they probably or definitely would have considered a double major or dual degree, while another 26.32% said they might have considered a double major or dual degree. We distributed the survey to approximately 700 students; 38 have responded in three weeks’ time.

2. What is the anticipated student enrollment for this program? Complete the following table. How did you arrive at these numbers?

<table>
<thead>
<tr>
<th>5-YEAR PROJECTED ANNUAL ENROLLMENT</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Majors</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

These numbers are based on interest as demonstrated by the food-related student clubs, class enrollment in food-related courses (including gen eds), enrollment data from food-related programs at peer institutions and UA, and a student interest survey.

3. What is the local, regional and national need for this program? Provide market analysis data or other tangible evidence of the need for and interest in the proposed program. This might include results from surveys of current students, alumni, and/or employers or reference to student enrollments in similar programs in the state or region. Include an assessment of the employment opportunities for graduates of the program during the next three years.
From the SBS-organized 2016 ITKI ● UNESCO ● City of Gastronomy Conference in Tucson, Arizona, USA: *Food and Water in Arid Lands: Dialogues across Contemporary and Traditional Knowledge*, we know that there is a strong desire, across communities, to find ways to continue conversing, collaborating, partnering, networking, and capacity building, through more conferences and deeper dialogues, involving more groups, and that tap into the potential of youth seeking to improve their neighborhoods through food security and justice.

**NEED FOR:**
Section V(A) above highlights the work of dozens of organizations and initiatives here in our region, illustrates quite concretely the need for college graduates prepared to work in food-related occupations.

Additionally, many food-related occupational titles are associated with a variety of possible employers, including non-profit groups, urban community gardens, farmers markets, food hubs, food business incubators, and government organizations. Per Johns Hopkins, there are more than 250 food policy councils in North America. Food Studies majors may also find meaningful employment with consultant firms, test kitchens, food product development, and support for food-focused internet sites.

A sample of titles, pay, and market projections (see Appendix F for sources).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Media: Copywriter</td>
<td>1-3 Years: $44,250 to $62,750 3-5 Years: $60,500 to $81,500 5+ Years: $79,750 to $108,000</td>
<td>3.4%</td>
</tr>
<tr>
<td>Personal/Private Chef</td>
<td>$43,180</td>
<td>9%</td>
</tr>
<tr>
<td>Food Policy Analyst</td>
<td>Government: $35,009 - $45,512 Non-Gov’t: $54,896</td>
<td>-2%</td>
</tr>
<tr>
<td>Culinary Tours</td>
<td>$24,920</td>
<td>5%</td>
</tr>
<tr>
<td>Food Technologist</td>
<td>$63,950</td>
<td>4%</td>
</tr>
<tr>
<td>Food Service/ Restaurant manager</td>
<td>$50,820 per year</td>
<td>5%</td>
</tr>
<tr>
<td>Sommelier</td>
<td>$54,412</td>
<td>5.4%</td>
</tr>
<tr>
<td>Public Relations and Advertising</td>
<td>$58,020</td>
<td>6%</td>
</tr>
<tr>
<td>Food Writing and Journalism</td>
<td>$69,850</td>
<td>2-10%</td>
</tr>
<tr>
<td>Food styling</td>
<td>$51,500</td>
<td>5-8%</td>
</tr>
<tr>
<td>Food photography</td>
<td>$38,800-$42,000</td>
<td>13%</td>
</tr>
<tr>
<td>Catering/Food Service Manager</td>
<td>$45,000-$50,000</td>
<td>5%</td>
</tr>
<tr>
<td>Food Service Consultant</td>
<td>$55,953</td>
<td>16%</td>
</tr>
<tr>
<td>Research Chef/Food Innovation/Product Development Chefs</td>
<td>$60,000</td>
<td>4-9%</td>
</tr>
<tr>
<td>Food and Beverage Operation Manager</td>
<td>$45,995</td>
<td>5%</td>
</tr>
<tr>
<td>Food Anthropologists (MA or PhD typically required)</td>
<td>$60,000</td>
<td>4%</td>
</tr>
<tr>
<td>Food Education (MA or PhD typically required)</td>
<td>$75,430</td>
<td>13%</td>
</tr>
<tr>
<td>Food History (MA or PhD typically required)</td>
<td>$55,000-$60,000</td>
<td>2-4%</td>
</tr>
</tbody>
</table>

---

5 [https://global.arizona.edu/sites/default/files/Post%20Food-and-Water%20Conference%20Report.pdf](https://global.arizona.edu/sites/default/files/Post%20Food-and-Water%20Conference%20Report.pdf)
From the above list of diverse job titles – corporate, civil, non-profit, and others – it is evident that there is both a place, and a distinct need, for those steeped in food studies methods, theories, and practices.

**Interest In:**
One clear indication of student interest is evidenced in the many student organizations our institution hosts that are focused on various facets of food systems, production, security, sovereignty, and justice. (Note: this list includes organizations both in and outside of academic units and is presented to give a sense of the scope of interest in food writ large. Of those in academic units, it may be that a new Food Studies degree focused on sociocultural perspectives serves as a second or double major for students who are studying other facets of food).

- Collegiate Livestock Growers Association
- Compost Cats
- Food Security and Social Justice Network
- Life Science Student Association
- Linking Edible Arizona Forests
- Minorities in Agriculture, Natural Resources and Related Sciences
- MycoCats
- Residence Life EcoReps
- Soil, Water and Environmental Science Club
- Solar Cats
- Spoon University
- Student Environmental Health Sciences Association
- Students for Sustainability
- Sustainable Built Environments
- The Greening Research, Education, and Environment Network
- UA Campus Pantry
- UA Environmental Awareness Society
- UA Fish and Wildlife Society
- UA Office of Sustainability
- Watershed/Ecohydrology Club

One of the above, the Food Security and Social Justice Network (FSSJN), was founded in 2015 and has built solidarity among graduate students studying food across units at the UA and has also brought to campus multiple educational events for undergraduates focused on meeting, and raising, interests in food studies. The (FSSJN) has conducted multiple lunchtime panels with researchers and community members, and recently offered a short course entitled “Breaking Down Our food System: a two-day introduction to critical food studies,” created with support from the UA Green Fund. The course content included an examination of the Tucson Foodshed and Methods in Critical Food Studies. Student evaluations of the course were excellent, with many expressing a desire for more learning opportunities around these topics.

4. Beginning with the first year in which degrees will be awarded, what is the anticipated number of degrees that will be awarded each year for the first five years? Complete the following table. Explain anticipated attrition rates.

<table>
<thead>
<tr>
<th>PROJECTED DEGREES AWARDED ANNUALLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Number of Degrees</td>
</tr>
</tbody>
</table>

These numbers are based off of the degree completions in all SBS departments, which graduates, on average, approximately 27% of the total number of enrolled undergraduate majors.
VI. APPROPRIATENESS FOR THE UNIVERSITY – Explain how the proposed program is consistent with the UA mission and strategic direction. Why is the UA the most appropriate location within the Arizona University System for the proposed program? Explain how this proposed program is consistent with the College strategic plan. Refer to the website here regarding UA’s mission and strategic plan.

As the land grant university for the state of Arizona, UA provides a pivotal role to residents in every county of the state by increasing nutrition and health literacy, improving food access and agriculture through cooperative extension programming to uphold its mission “to engage with people through applied research and education to improve lives, families, communities, environment, and economies in Arizona and beyond.”

Among Never Settle’s priorities are 100% Engagement, which requires strong relationships with local and global partners, and partnering with businesses and community groups to collaborate on solutions to real-world problems. The proposed Food Studies degree aligns precisely with those priorities. Perhaps most significantly, this proposed major advances the goals indicated in Synergy to “advance our distinctiveness in interdisciplinarity, diversity, sustainability, and location” – goals with which considerations of food security, food sovereignty, and food cultures clearly align.

The UA has also invested heavily in 100% Student Engagement, with prioritized competencies that students can expect to gain through this degree and its associated experiential learning opportunities: civic and community responsibility, certainly, but also diversity and identity, innovation and creativity, global and intercultural comprehension, and sustainability.

The City of Tucson, with the collaboration with Edible Baja Arizona magazine, the University of Arizona College of Social and Behavioral Sciences (SBS), SBS’s Southwest Center, and many other community partners, was recognized in late 2015 as the nation’s first UNESCO City of Gastronomy.

Among the region’s sociocultural food strengths highlighted in the application: the depth of Tucson’s multiculturalism, the vigor of food-related dialogues between academic and Traditional Knowledge in our communities, and the thriving food traditions and culinary distinctiveness that help us foster creative solutions to challenges in food systems, food economies, and food cultures.

The SBS strategic plan, meanwhile, clearly identifies four areas of focus: health, environment, technology, and global impact/regional roots. Sociocultural food-related issues are relevant to all four:
Health: food and healthy communities; food (in)security; disparities and access
Environment: climate science, food, and vulnerability
Technology: food innovation; models of agriculture production across cultures, environments, and histories; food economics
Global Impact and Regional Roots: Traditional/Indigenous practices; food in arts, culture and heritage; local food systems; food activism

The gambit of the College of Social and Behavioral Sciences is culture and society (including social scientific), and their perspectives are grounded in the domains of historical, political, sociological, anthropological, and geographical inquiry and creative projects. In fact, the majority of SBS departments already have some food-related courses and curricula, most if not all of which will be offered as options within the Food Studies BA (See Figure 1.1: SBS Academic Units with Food Studies Faculty Expertise with dark green representing unit expertise). SBS also houses the Center for Regional Food Studies.

As previously indicated, there are both opportunities and challenges in our communities around food security, food systems, foodways, and food heritage and culture. The engagement, innovation, and partnering potential therein are vast (see Appendix G). The BA in Food Studies, with its myriad student engagement opportunities, will offer our students and our community a comprehensive program of study that enables an examination of food across multiple, intersecting socio-cultural domains, critically important for our times and our region.
VII. EXISTING PROGRAMS WITHIN THE ARIZONA UNIVERSITY SYSTEM

A. ARIZONA UNIVERSITY SYSTEM – list all similar programs at the same academic level (Bachelor’s, Master’s, Doctoral) currently offered in the Arizona University System. Use the table below. Additional rows may be added, as needed.

| Program Name                | Degree Type      | Number of Students Enrolled | LOCATION University & Site | PROGRAM ACCREDITATION?
|-----------------------------|------------------|----------------------------|---------------------------|-------------------------|
| 1 Food System Sustainability| Undergraduate Certificate | 22, per phone call to ASU 5/4/17 | ASU - Tempe | YES/NO

VIII. EXPECTED FACULTY AND RESOURCE REQUIREMENTS

A. FACULTY

1. Current Faculty -- List the name, rank, highest degree, primary department and estimation of the level of involvement of all current faculty members who will participate in the program. Attach a brief vita for each faculty member listed.

Approximately 30 faculty members across all units in SBS have food-related research, teaching, or service. These faculty were invited to a visioning meeting to discuss the goals and content of a new Food Studies major. Two separate meetings were scheduled to accommodate schedules; between the two, 10 faculty members representing eight units (Anthropology, Mexican American Studies, Geography & Development, Latin American Studies, American Indian Studies, Southwest Center, and Sociology, plus History via email) participated in discussions; others indicated interest via email though could not make the meetings.

The following faculty have participated in discussions as part of the development of the BA; you will see emails affirming continued interest in contributing to the major (research, teaching, and service) from many of them. See Appendix H for additional information on each SBS faculty member listed below (SBS expects more from this list and from elsewhere in the College to formally affiliate as the degree gets under way):

- Maribel Alvarez, Associate Research Social Scientist and Associate Professor, Southwest Center and Anthropology
- Mamadou Baro, Associate Research Anthropologist, Anthropology
- Stephanie Buechler, Assistant Research Scientist, Udall Center and Geography and Development
- Emma Blake, Associate Professor, Anthropology
- Megan Carney, Assistant Professor and Director of the Center for Regional Food Studies
- Tim Finan, Research Anthropologist, Anthropology
- Patrísia Gonzales, Associate Professor, Mexican American Studies
- Terrence Hill, Associate Professor, Sociology
- Kathe Lison, Lecturer, Department of English
The following faculty in CALS have participated in discussions as part of the development of the BS in Nutrition and Food Systems:

- Joan Curry, Associate Professor, Soil/Water and Environmental Science
- Vanessa DeSilva, Assistant Specialist and Assistant Professor of Nutritional Sciences
- Nancy Driscoll, Assistant Professor of Practice, Nutritional Sciences
- Scott Going, Professor and Department Head, Nutritional Sciences
- Jana Hawley, Professor and Director, Family and Consumer Sciences
- Melanie Hingle, Assistant Professor, Nutritional Sciences
- Kelly Jackson, Assistant Professor of Practice, Nutritional Sciences
- Ashlee Linares-Gaffe, Assistant Professor of Practice, Nutritional Sciences
- Matt Mars, Assistant Professor, Agricultural Education- Leadership / Innovation
- Veronica Mullins, Assistant Professor of Practice, Nutritional Sciences
- Tedley Pihl, Assistant Professor of Practice, Nutritional Sciences
- Jennifer Ravia, Assistant Professor of Practice, Nutritional Sciences
- Jennifer Ricketts, Assistant Professor of Practice, Nutritional Sciences
- Kaylee Skorupski, Assistant Professor of Practice, Nutritional Sciences
- Patricia Sparks, Assistant Professor of Practice, Nutritional Sciences

2. Additional Faculty -- Describe the additional faculty needed during the next three years for the initiation of the program and list the anticipated schedule for addition of these faculty members.

In anticipation of the degree, SBS hired Megan Carney as a TT Faculty in the School of Anthropology and SBS is poised to post a Career Track position in January to direct the Food Studies program starting Fall 2018.
3. Current and Projected Major headcount – give the current and projected (next three years) headcount of your undergraduate and graduate students enrolled in your existing degree/major programs. Add rows to the table, as needed.

<table>
<thead>
<tr>
<th>Program name(s) (include subplans, if applicable)</th>
<th>Current enrolled headcount</th>
<th>Year 1 Projected</th>
<th>Year 2 Projected</th>
<th>Year 3 Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA Human Rights</td>
<td>N/A; Launches in Spring 2018</td>
<td>10</td>
<td>25</td>
<td>35</td>
</tr>
</tbody>
</table>

The BA in Food Studies will reside in SBS’s Transdisciplinary Programs. If approved, the Transdisciplinary Studies Program will also administer the MA and graduate certificate in Human Rights.

4. Current and Projected Faculty FTE - give the present and projected (next three years) Faculty FTE in the department or unit in which the proposed program will be offered (include all instructional faculty).

<table>
<thead>
<tr>
<th>Current Faculty FTE</th>
<th>Year 1 Projected</th>
<th>Year 2 Projected</th>
<th>Year 3 Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

As noted above, the BA in Food Studies and MA and graduate certificate in Human Rights will be housed in SBS’s Transdisciplinary Programs. Current Faculty FTE listed includes faculty hired to launch the MA and graduate certificate in Human Rights. Projected Faculty FTE includes all instructional faculty expected to be hired in both Human Rights and Food Studies or moved into SBS’s Transdisciplinary Programs. In addition to the faculty FTE listed here, many other SBS faculty will contribute substantially to the teaching of courses in Human Rights and Food Studies (see Appendix H).

B. LIBRARY
1. Acquisitions Needed -- Describe additional library acquisitions needed during the next three years for the successful initiation of the program.

None.

C. PHYSICAL FACILITIES AND EQUIPMENT
1. Existing Physical Facilities -- Assess the adequacy of the existing physical facilities and equipment available to the proposed program. Include special classrooms, laboratories, physical equipment, computer facilities, etc.

Where needed, SBS will provide space for faculty members and staff in SBS’s Transdisciplinary Programs.
2. Additional Facilities Required or Anticipated -- Describe physical facilities and equipment that will be required or are anticipated during the next three years for the proposed program.

No additional facilities or equipment are required or anticipated.

D. OTHER SUPPORT

1. Other Support Currently Available -- Include support staff, university and non-university assistance.

There is support currently available for an Advisor, Business Center, and 2 Program Coordinators.

2. Other Support Needed, Next Three Years -- List additional staff needed and other assistance needed for the next three years.

None anticipated at this time.

IX. FINANCING

A. LIST SUPPORTING FUNDS FROM OUTSIDE SOURCES

B. BUDGET PROJECTIONS FORM – Complete the budget projection form describing the current departmental budget and estimating additional costs for the first three years of operation for the proposed program. Please note that these costs for each year are incremental costs, not cumulative costs. Include in this budget the anticipated costs for support for instruction, administration of the program, graduate students, marketing, the support discussed in Section VI-D.2, and any other costs that will be needed.

SEE APPENDIX I

X. OTHER RELEVANT INFORMATION

SEE APPENDICES A-I.
XI. REQUIRED SIGNATURES:

Managing Unit Administrator: Amy C. Kimme Hea, Associate Dean, Academic Affairs and Student Success, SBS
(name and title)

Managing Administrator’s Signature: ___________________________ Date: 10/17/2017

Managing Unit Administrator: ___________________________ (name and title)

Managing Administrator’s Signature: ___________________________ Date: __________

Managing Unit Administrator: ___________________________ (name and title)

Managing Administrator’s Signature: ___________________________ Date: __________

Dean’s Signature: ___________________________ Date: 10/17/2017

Dean’s Signature: ___________________________ Date: __________

All programs that will be offered through distance learning must include the following signature. The signature of approval does not indicate a commitment to invest in this program. Any potential investment agreement is a separate process.

Joel Hauff, Associate Vice President of Student Affairs & Enrollment Management/Academic Initiatives and Student Success

Signature: ___________________________ Date: __________

All programs that will be offered fully online must include the following signature: The signature of approval does not indicate a commitment to invest in this program. Any potential investment agreement is a separate process.

Vincent Del Casino Jr., Vice Provost for Digital Learning and Associate Vice President of Student Affairs & Enrollment Management

Signature: ___________________________ Date: __________

Note: In some situations signatures of more than one unit head and/or college dean may be required.
<table>
<thead>
<tr>
<th>ABOR Peer</th>
<th>Institution</th>
<th>Name of degree</th>
<th>Degree Type</th>
<th>Enrollment (obtained via phone &amp; email)</th>
<th>Has separate Nutrition &amp;/or Ag major?</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>University of Minnesota</td>
<td>Food Systems</td>
<td>B.S.</td>
<td>N/A (no response to request for info)</td>
<td>Yes</td>
</tr>
<tr>
<td>x</td>
<td>UC Davis</td>
<td>Sustainable Agriculture and Food Systems Major</td>
<td>B.S.</td>
<td>105</td>
<td>Yes</td>
</tr>
<tr>
<td>x</td>
<td>UNC - Chapel Hill</td>
<td>Food Studies (within Interdisciplinary Studies Major)</td>
<td>B.S./B.A.</td>
<td>9</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>The New School</td>
<td>Food Studies</td>
<td>B.S./B.A.</td>
<td>62</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>University of New Hampshire</td>
<td>EcoGastronomy</td>
<td>Dual Major</td>
<td>N/A (no response to request for info)</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Syracuse University</td>
<td>Food Studies</td>
<td>B.S.</td>
<td>74</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Sterling College</td>
<td>Sustainable Food Systems</td>
<td>B.A.</td>
<td>12 (Out of 135-140 total Sterling enrollment)</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>New York University—Steinhardt</td>
<td>Food Studies</td>
<td>B.S.</td>
<td>50</td>
<td>Offers separate concentration in Nutrition</td>
</tr>
<tr>
<td></td>
<td>Morningside College</td>
<td>Applied Agricultural and Food Studies</td>
<td>B.S./B.A.</td>
<td>61 (Majoring and Minoring)</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>College of the Atlantic</td>
<td>Human Ecology</td>
<td>B.A.</td>
<td>350 total, across all food-related individualized foci</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Loyola University</td>
<td>Food Studies</td>
<td>B.A.</td>
<td>N/A (no response to request for info)</td>
<td>No</td>
</tr>
</tbody>
</table>
### Majors Comparison Chart

<table>
<thead>
<tr>
<th>Program name, subplan name (if applicable), degree, and institution</th>
<th>Proposed UA Program: BA Food Studies</th>
<th>Peer 1: BA/BS Food Studies; UNC-Chapel Hill</th>
<th>Peer 2: BS in Food Studies; Syracuse University (not a UA Peer)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current # of enrolled students</strong></td>
<td></td>
<td>9</td>
<td>74</td>
</tr>
<tr>
<td><strong>Description of major</strong></td>
<td>Food Studies is defined as the critical interdisciplinary examination of food in all its dimensions, including culture, economy, gender, ethnicity, health, and environment. The BA in Food Studies provides an understanding of the role of culture, governance, sustainable practices, history, and environment in people's relationships with and consumption of food. Through this transdisciplinary Food Studies degree, students will be prepared to help resolve pressing problems around food issues such as food insecurity, food deserts, food and environmental sustainability, food sovereignty, and cultural and entrepreneurial activity around food creativity. They will learn about, and be able to describe, the historical evolution and cultural significance of food within specific regional, national, or international contexts, and to explain, as social scientists, the social, cultural, political, and economic dimensions of food. Students will conduct applied research rooted in sound ethnographic practices, evaluate diverse factors affecting food growth and consumption, including the intersecting roles of race, class, gender, national status and sexuality, and analyze legal cases, feature stories, and policy reports. From: <a href="http://foodforall.web.unc.edu/food-studies-at-unc/">http://foodforall.web.unc.edu/food-studies-at-unc/</a> UNC students may major/minor in food studies (a BA or BS) through the Interdisciplinary Studies Department. Students work with a faculty sponsor to write a proposal for their plan of study. Eight courses are required for the major, including the gateway course “Introduction to Food Studies,” a team-taught course featuring faculty from across the university launching in fall 2016. Undergraduate food study courses are offered at UNC within numerous departments such as Anthropology, American Studies, English/CompLit, Geography, the Honors Program, Nutrition, Law, and Public Policy. Undergraduate students interested in becoming a food studies major should contact Interdisciplinary Studies with a preliminary proposal for their plan of study. Upon approval, each student will select a faculty sponsor with whom they will work while completing requirements for their food studies degree. While not required, a senior thesis is strongly encouraged. Food Studies examines food-related topics such as food security, food cultures and nutrition, sustainable development, climate change, and international trade. From: <a href="http://coursecatalog.syr.edu/preview_program.php?catoid=13&amp;poid=6700&amp;returnto=1736">http://coursecatalog.syr.edu/preview_program.php?catoid=13&amp;poid=6700&amp;returnto=1736</a> The BS in Food Studies program takes a multi-level and holistic approach to food, from production through consumption. Beyond a core, the curriculum offers required electives in Food Politics, Food Policy, Governance, Community Food Systems and Gastronomy. Student Learning Outcomes: 1. Identify the defining features of conventional and alternative food systems 2. Identify and explain solutions to social inequalities related to food 3. Examine domestic and global agri-food governance and policies 4. Describe conditions, programs and policies related to food and nutrition security Faculty strengths in international trade and human rights augment local and national policy studies. Our extensive kitchens and a professional staff of chefs, combined with departmental nutrition and public health programs, integrate the new food studies program both in established disciplines and practical experience. The opportunity to pair the food studies major with minors within the Falk College and throughout Syracuse University, such as public health, nutrition, social sciences, policy studies, and communications, offers students unique and marketable complements to their degree program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Target careers</strong></td>
<td>Food Journalist, Food Marketing &amp; Communications; Food Policy Specialist; Food Consultancy; Food Community Education</td>
<td></td>
<td>The major provides excellent preparation for further graduate studies in social science and legal and policy approaches to food. Students with this major might seek employment with government agencies at all levels dealing with food and agriculture issues: food oriented non-governmental organizations that work on...</td>
</tr>
<tr>
<td>Major requirements</td>
<td></td>
<td>sustainability and food security issues; as well as work with food processing, preparation and distribution firms.</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Total units required to complete degree</strong></td>
<td>120</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td><strong>Upper-division units required to complete degree</strong></td>
<td>42</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td><strong>Foundation courses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>English composition</strong></td>
<td>First-Year English or equivalent</td>
<td>3 Units</td>
<td>Writing Requirement (6 credits)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ENGL 105 English Composition &amp; Rhetoric</td>
<td>WRT 105 - Studio 1: Practices of Academic Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ENGL 105I English Composition &amp; Rhetoric (Interdisciplinary)</td>
<td>WRT 205 - Studio 2: Critical Research and Writing</td>
</tr>
<tr>
<td><strong>Foreign language</strong></td>
<td>4th semester proficiency</td>
<td>Students are required to complete courses or demonstrate proficiency in the study of a foreign language through level 3 (Third Semester Proficiency?).</td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>General strand math</td>
<td>3 units of math, level 1 or 2.</td>
<td>3 - 4 credits of Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MAT 121 - Probability and Statistics for the Liberal Arts I or MAT 221 - Elementary Probability and Statistics I</td>
</tr>
<tr>
<td><strong>General education requirements</strong></td>
<td>2-Tier I 130 (INDV) 2-Tier I 160 (TRAD) 2-Tier I 170 (NATS) 1-Tier II Arts 1-Tier II Humanities 0-Tier II Individuals and Societies 1-Tier II Natural Sciences</td>
<td>24 units Total 6 units: Physical and Life Science 9 units: Social and Behavioral Sciences 9 units: Humanities and Fine Arts</td>
<td>Natural Sciences: 12-15 credits Social Sciences: 12 credits Humanities: 12 credits</td>
</tr>
<tr>
<td><strong>Pre-major? (yes/no). If yes, indicate coursework.</strong></td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td><strong>List any special requirements to declare or gain admission to this major (completion of specific coursework, minimum GPA, interview, application, etc.)</strong></td>
<td>None.</td>
<td>-Minimum 2.75 GPA -45 Hours left before graduation -Undergraduate students interested in becoming a food studies major should contact Interdisciplinary Studies with a preliminary proposal for their plan of study. Upon approval, each student will select a faculty sponsor with whom they will work while completing requirements for their food studies degree</td>
<td>Intra-University Transfers The Food Studies, BS accepts transfers into the program on a rolling admissions' basis. Transfer applicants must schedule an interview with Dr. Rick Welsh, Food Studies Undergraduate Program Director, to review admission requirements. Applicants outside of the David B. Falk College of Sport and Human Dynamics who are making satisfactory progress and have a cumulative grade point average of 2.3 or above will be admitted into the Food Studies program. Applicants inside the David B. Falk College of Sport and Human Dynamics who are making satisfactory progress and have a cumulative grade point average of 2.0 or above will be admitted into the Food Studies program.</td>
</tr>
<tr>
<td>Minimum # of units required in major</td>
<td>37</td>
<td>24</td>
<td>60</td>
</tr>
<tr>
<td>Minimum # of upper-division units required in the major</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum # of residency units to be completed in the major</td>
<td>21</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Required supporting coursework (courses that do not count towards major units and major GPA, but are required for the major). Courses listed must include subject code, units, and title.</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

**CORE COURSES (3 units each, total 18 units)**
1. FOOD 101: Intro to Critical Food Studies
2. FOOD 102: Intro to US Food Systems
3. ENGL 307: Business Writing
4. FOOD 3XX: Food Justice, Ethics, & Activism
5. FOOD 3XX: Community Nutrition & Food Security
6. FOOD 498: Capstone

**METHODS (4 units)**
- SBS 200 Introduction to Statistics for the Social Sciences (4 units) or SBS 300 Transdisciplinary Methods and Theories (4 Units)

**ADDITIONAL REQUIRED COURSES**
(6 units from each of two thematic areas, 3 units from third thematic area, total 15 units)
1. Gastronomy in Arts, Culture and Heritage (6 units)
   - AIS 4XX, Indigenous Food Sovereignty (3 Units)
   - ANTH 342, The Archaeology of Food
   - ANTH 353, The Anthropology of Food

Students design their own Plan of Study with a faculty sponsor. Choose 8 courses from the following list, one of which must be the gateway course, “Introduction to Food Studies.”

**AMERICAN STUDIES/FOLKLORE**
- AMST 175, Introduction to Food Studies
- AMST 211, Introduction to the American South
- AMST 375, Food and American Culture
- AMST 390, No Place Like Home: Material Culture of the American South
- AMST 440/410 Carolina Cooks, Carolina Eats: NC Food Cultures
- AMST 490, Writing Material Culture
- FOLK 202, Introduction to Folklore

**ANTHROPOLOGY**
- ANTH 151, Food and Culture
- ANTH 175, Introduction to Food Studies
- ANTH 252, Archaeology of Food
- ANTH 65: Humans and Animals: Anthropological Perspectives
- ANTH 551 Origins of Agriculture in the Ancient World

**ASIAN STUDIES**
- JAPN 411, Food and Culture in Japan

**BIOLOGY**
- BIOI. 211: Seafood Forensics

**COMMUNICATION**
- COMM 082, Food Politics: Critical Communication Perspectives

**ENG/COMP LIT**

Students must take at least 23 credits from the following list of courses:
- FST 102 - Food Rites: Contemporary Food Issues
- NSD 114 - Food Safety and Quality Assurance
- NSD 115 - Food Science I
- FST 202 - Agroecology
- FST 204 - Food, Identity, and Power
- FST 403 - The Human Right to Adequate Food and Nutrition
- NSD 457 - Research and Evaluation in Nutrition
- FST 485 - Research Experience in Food Studies or FST 486 - Food Studies Practicum

**Directed Elective (15-17 credits)**
Choose any five (5) courses from this list - 3 of which must have a FST prefix:
- FST 303 - Food Movements
- FST 304 - Farm to Fork
- FST 306 - Food Cooperatives
- FST 307 - Feeding the World: Global Agri-Food Governance
- FST 309 - Philosophy & Practice of Locavorism
- FST 310 - Will Work for Food: Labor Across the Food Chain
- FST 312 - Emergency Food Systems
- FST 402 - Feeding the City: Urban Food Systems
- FST 423 - Food in History
• LAS 230, Food and Culture in Latin America (Tier 2 INDV)
• GEOG 350, The Geography of Beer and Beverages (Tier 2 INDV)
• HIST 428/528, Food, Health, and Environment in History
• MENA 354, Food Traditions of the Middle East & North Africa
• NSC 255, Food and Culture (Tier 2 INDV)

(2) Local Food Systems, Food Economics, and Food Governance (6 units)
• AIS 441A, Natural Resource Management in Native Communities
• JOUR 401D/501D, Food Journalism (Currently 1 Unit to be modified to 3 Units)
• FOOD 4XX, Conservation Ranching and the Land Ethic
• FOOD 4XX, Ethnobiology and Traditional Ecological Knowledge of Wild Foods
• FOOD 4XX, Sustainable Food Systems
• FOOD 4XX, Political Ecology of Food

ENG 129, Literature & Cultural Diversity Food in Texts and on Tables
CMPL 255, The Feast in Philosophy, Film, and Fiction

ENVIRONMENT & ECOLOGY
ENEC 370/370H, Agriculture and the Environment
ENEC 698, Transforming Food Desert to Food Oasis: A Newport News, Virginia Case Study

GEOGRAPHY
GEOG 232, Agriculture-Food-Society

HONORS
HNRS 353.001, The Cultural History of Food in China

LAW
LAW 470, Agricultural/Food Law and Policy

NUTRITION
NUTR 175, Introduction to Food Studies
NUTR 245, Sustainable Local Food Systems

PLCY 475, Political Economy of Food

(3) Sustenance, Health, and Wellness (3 units)
• ANTH 366A, Nutritional Anthropology
• ANTH 403A, Diet, Demography, and Disease
• GEOG 497F/597F, Community and School Garden Workshop (2-6 Units)
• HIST 428/528 Food, Health, & Environment in History
• NSC 301, Nutrition and the Life Cycle
• NSC 310, Principles of Human Nutrition in Health and Disease
• NSC 311, A Systems Approach to Obesity Prevention
• NSC 315, Sports Nutrition
• NSC 320, Nutrition, Physical Activity, and Health Promotion
• NSC 375, Diet, Genes, and Disease (Tier 2 NATS)
• NSC 376, Bioactive Compounds and Food Additives

To meet 120 credit degree requirement, 22-27 credits. To include sufficient credits of liberal arts coursework to = 60 credits LA total

• NSD 216 - Food Service Operations
• NSD 275 - Food Service Systems
• NSD 417 - Food as Medicine
• NSD 452 - Mediterranean Food and Culture: A Florence Experience
• NSD 455 - Community Nutrition
• NSD 555 - Food, Culture and Environment
• HTW 438 - Native American Health Promotion
• GEO 415 - Food: A Critical Geography

Electives:
<table>
<thead>
<tr>
<th></th>
<th>Optional</th>
<th>No</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship, practicum, applied course requirements (yes/no). If yes, provide description.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior thesis or senior project required (yes/no)</td>
<td>Senior Capstone Required</td>
<td>Recommended, but not required</td>
<td>The major concludes with a senior level culminating experience. For this requirement, students choose to complete a research project (FST 485) or a practicum experience (FST 486).</td>
</tr>
<tr>
<td>Additional requirements (provide description)</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Minor (specify if optional or required)</td>
<td>Minor or second major is required</td>
<td>Minor or second major is required</td>
<td>Optional</td>
</tr>
<tr>
<td>Focus</td>
<td>Food Studies</td>
<td>Food Science</td>
<td>Nutrition &amp; Food Systems</td>
</tr>
<tr>
<td>-------</td>
<td>--------------</td>
<td>--------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td></td>
<td>Critical examination of social, historical, and cultural dimensions of food</td>
<td>Applied science devoted to the study of food</td>
<td>The role of food, nutrition, and health in human development</td>
</tr>
<tr>
<td>Objective</td>
<td>Understanding the role of culture, governance, sustainable practices, history, and environment in people’s relationships with and consumption of food</td>
<td>Understanding how food is grown, processed, distributed, promoted, secured, and used</td>
<td>Understanding theoretical and applied aspects of nutrition and dietetics</td>
</tr>
<tr>
<td>Methods / methodologies</td>
<td>Participatory research and design; ethnography; action research; historiography; survey methods</td>
<td>Lab-based work; experimental design; measurement and analysis of food substances and properties</td>
<td>Lab-based work; epidemiological studies; descriptive and experimental design</td>
</tr>
<tr>
<td>Students who complete this program of study can...</td>
<td>Conduct applied research rooted in sound ethnographic practices; evaluate diverse factors affecting food growth and consumption, including the intersecting roles of race, class, gender, national status and sexuality; analyze legal cases, feature stories, and policy reports</td>
<td>Assess food risk and safety; participate in the development of new food products or processes; evaluate food nutrition, labeling, and analysis; develop and adapt food packaging and food distribution</td>
<td>Apply principles of nutrition and related sciences to the promotion of health; assess the development and administration of nutrition programs; plan and oversee meals and nutritional programs</td>
</tr>
<tr>
<td>Sample courses</td>
<td>Food Justice, Ethics, and Activism; Food and Culture (area studies); Indigenous/Traditional Knowledge and Food Sovereignty; Foodways; Food, Culture, and Society</td>
<td>Agricultural Economics; Food Chemistry And Microbiology; Food Quality Control And Management</td>
<td>Nutrition and the Life Cycle; Principles of Human Nutrition in Health and Disease; Nutritional Biology</td>
</tr>
<tr>
<td>Sample jobs</td>
<td>Food Journalist, Food Marketing &amp; Communications; Food Policy Specialist; Food Consultancy; Food Community Education</td>
<td>Product/Process Development Scientist; Quality Manager; Regulatory Affairs Officer; Lab Technician</td>
<td>Clinical Dietetics; Food and Nutrition Management; Public Health Nutrition; Education and Research</td>
</tr>
<tr>
<td>Program name, subplan name (if applicable), degree, and institution</td>
<td>Proposed UA Program: BA Food Studies</td>
<td>Proposed UA Program: BS Nutrition and Food Systems</td>
<td>NSC BS Nutritional Sciences Nutrition Option</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Current # of enrolled students</td>
<td>600</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Description of major</td>
<td>Food Studies is defined as the critical interdisciplinary examination of food in all its dimensions, including culture, economy, gender, ethnicity, health, and environment. The BA in Food Studies provides an understanding of the role of culture, governance, sustainable practices, history, and environment in people’s relationships with and consumption of food. Through this transdisciplinary Food Studies degree, students will be prepared to help resolve pressing problems around food issues such as food insecurity, food deserts, food and environmental sustainability, food sovereignty, and cultural and entrepreneurial activity around food creativity. They will learn about, and be able to describe, the historical evolution and cultural significance of food within specific regional, national, or international contexts, and to explain, as social scientists, the social, cultural, political, and economic dimensions of food. Students will conduct applied research rooted in sound ethnographic practices, evaluate diverse factors affecting food growth and consumption, including the intersecting roles of race, class, gender, national status and sexuality, and analyze legal cases, feature stories, and policy reports.</td>
<td>The Nutrition and Food Systems major curriculum is designed to teach students about the food system from production to consumption including the drivers of the food system and the environmental and human health outcomes. The program emphasizes teaching students to play a more visible role in the food system, which shapes the environment, our communities, and our bodies. This program uses a cross disciplinary approach, using university and community partnerships to create enriching experiential learning opportunities for students. The Nutrition and Food Systems curriculum will encompass a wide range of topics such as production systems, environmental quality, entrepreneurship, human health and wellbeing, and nutrition.</td>
<td>Nutritional Sciences is the premier major at The University of Arizona for students who are passionate about understanding the connection between food, nutrition, physical activity and promoting healthy living. We offer a B.S. in Nutritional Sciences with two options to choose from: Dietetics and Nutrition. Both options provide students with a strong foundation in the sciences and a wide variety of food and nutrition courses.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Meet the Dietetics Requirements to be Eligible to Complete a Dietetic Internship Immediately after Graduating**

**Target Careers**

| Food Journalist, Food Marketing & Communications; Food Policy Specialist; Food Consultancy; Food Community Education |
| Graduates from the Nutrition and Food Systems program will be prepared for a number of careers including: Agri-Food Production Management, Food processing and distribution management, Greenhouse manager, Food technology specialist, Food marketing and sales, Food marketing research, Peace Corps work, Organic certification specialist, Nutrition policy specialist, Community engagement coordinator, Non-profit organization work, and State and Federal Government work. |
| With this degree, you can pursue exciting career paths in: Healthcare (medicine, pharmacy, physical therapy, physician assistant, dentistry, nursing) Fitness & Athletic Performance Nutrition Counseling Corporate Health & Wellness Nutrition Communications Culinary Nutrition Global Nutrition & Food Security Education & Research Government & Public Policy Food Retailing & Product Development And more... |

**Total Units Required to Complete Degree**

| 120 | 120 | 120 | 120 |

**Upper-Division Units Required to Complete Degree**

| 42 | 42 | 42 | 42 |

**Foundation Courses**

<table>
<thead>
<tr>
<th>English Composition</th>
<th>First-Year English or Equivalent Eng 101/Eng 102 = 6 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language</td>
<td>4th Semester Proficiency 0-8 units</td>
</tr>
<tr>
<td>Math</td>
<td>General Strand Math Math 112 = 3 units</td>
</tr>
<tr>
<td></td>
<td>Math 109c or math 112 - 3 units Math 163 or math 263 or SBS 200 or ISTA 116 - 3 units (Statistics)</td>
</tr>
</tbody>
</table>

**General Education Requirements**

<p>| 2- Tier I 150 (INDV) 2- Tier I 160 (TRAD) 2- Tier I 170 (NATS) 1- Tier II Arts 1- Tier II Humanities 0- Tier II Individuals and Societies 1- Tier II Natural Sciences |
| Tier 1: Indiv = 6 units Tier 1: Trads = 6 units Tier 1: Humanities or Indiv = 3 units Tier 2: Arts = 3 units Tier 2 Indiv = 3 units |
| Tier 1: Indiv = 6 units Tier 1: Trads = 6 units Tier 1: Humanities or Indiv = 3 units Tier 2: Arts = 3 units Tier 2 Indiv = 3 units Diversity emphasis - 3 units |
| Tier I: Individuals and Societies (2 courses from 150A, 150B, 150C) Traditions and Cultures (2 courses from 160A, 160B, 160C, 160D) Recommended: ACBS 160D1 Humans and Animal Interrelationships from Domestication to Present Tier II: Arts (3 units) Humanities (3 units) |</p>
<table>
<thead>
<tr>
<th>Pre-major? (yes/no). If yes, indicate coursework.</th>
<th>No</th>
<th>No</th>
<th>Required ECON 200</th>
<th>AREC 315 Agribusiness Econ &amp; Mgmt - 3 units</th>
<th>PLS 312 Animal and Plant Genetics - 4 units</th>
<th>MCB 181R/L General Biology I - 4 units</th>
<th>Statistics (AREC 339 or 350, SBS 200, ISTA 163, Math 163 or 263, PSYC 230*) - 3 units</th>
<th>Comm. (A ED 301, AGTM 422, ACBS 396a &amp; ACBS 496b, Comm 101 or 119, ENGL 307 OR 308, FSHD 428) - 3 units</th>
<th>Chemistry 151 and 152 - 8 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>List any special requirements to declare or gain admission to this major (completion of specific coursework, minimum GPA, interview, application, etc.)</td>
<td>None.</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum # of units required in major</td>
<td>37</td>
<td>60</td>
<td>66</td>
<td>93</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum # of upper-division units required in the major</td>
<td>21</td>
<td>44</td>
<td>42</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum # of residency units to be completed in the major</td>
<td>21</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required supporting coursework (courses that do not count towards major units and major GPA, but are required for the major). Courses listed must include subject code, units, and title.</td>
<td>None</td>
<td>Science Core Courses: MCB 181 R&amp;L - 4 units ECOL 182 R&amp;L - 4 units Select 1 course from: MIC 205 R&amp;L or ACBS 380 - 4 units PSIO 380 - 4 units</td>
<td>Supporting Requirements: Stats - 3 units</td>
<td>General Science: CHEM 151 - General Chemistry I 4 units CHEM 152 - General Chemistry II 4 units CHEM 241A - Organic Chemistry I 3 units CHEM 241B - Organic Chemistry II 3 units BIOC 384 - Foundations in Biochemistry 3 units BIOC 385 - Metabolic Biochemistry 3 units MCB 181R - Introductory Biology I 3 units MCB 181L - Introductory Biology Lab I 1 unit MIC 205A - General Microbiology 3 units MIC 205L - General Microbiology Lab I unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Major requirements (list all required major coursework including major core, major electives, subplan core, subplan electives; courses count towards major units and major GPA). Courses listed must include course prefix, number, units, and title. Mark new coursework (New).**

<table>
<thead>
<tr>
<th>Core Courses (3 units each, total 18 units)</th>
<th>Core NSC Courses:</th>
<th>Core NSC Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. FOOD 101: Intro to Critical Food Studies</td>
<td>NSC 101 Intro to human nutrition - 3 units</td>
<td>NSC 101 – Intro to (3) units</td>
</tr>
<tr>
<td>2. FOOD 102: Intro to US Food Systems</td>
<td>NSC 301 Nutrition and the life cycle – 3 units</td>
<td>NSC 225 – Found. Skills in Nutritional Sciences - 3 units</td>
</tr>
<tr>
<td>3. ENGL 307: Business Writing</td>
<td>NSC 311 Systematic approaches for obesity prevention – 3 units</td>
<td>NSC 260 – Nutrition Comm. &amp; Scientific Lit. - 3 units</td>
</tr>
<tr>
<td>4. FOOD 3XX: Food Justice, Ethics, &amp; Activism</td>
<td>NSC 353 Fundamentals of food science and safety</td>
<td>NSC 301 – Nutrition and the Lifecycle 3 units</td>
</tr>
<tr>
<td>5. FOOD 3XX: Community Nutrition &amp; Food Security</td>
<td>NSC 4xx Food: policy to plate</td>
<td>NSC 308 – Nutrition and Metabolism 3 units</td>
</tr>
<tr>
<td>6. FOOD 498: Capstone</td>
<td>Core FOODS Courses:</td>
<td>Core NSC Courses:</td>
</tr>
<tr>
<td></td>
<td>FOOD 101 Intro to critical food studies – 3 units</td>
<td>NSC 101 – Intro to Human Nutrition - 3 units</td>
</tr>
<tr>
<td></td>
<td>FOOD 102 Intro to the U.S. Food System – 3 units</td>
<td>NSC 225 – Found. Skills in Nutritional Sciences - 3 units</td>
</tr>
<tr>
<td></td>
<td>English 307 Business writing – 3 units</td>
<td>NSC 260 – Nutrition Comm. &amp; Scientific Lit. - 3 units</td>
</tr>
<tr>
<td></td>
<td>FOOD 3xx Food justice, ethics, and activism – 3 units</td>
<td>NSC 301 – Nutrition and the Lifecycle 3 units</td>
</tr>
<tr>
<td></td>
<td>Food 3xx Community nutrition and food security – 3 units</td>
<td>NSC 308 – Nutrition and Metabolism 3 units</td>
</tr>
<tr>
<td></td>
<td>Food 498 Capstone – 3 units</td>
<td>NSC 351R – Fundamentals of Food Science 3 units</td>
</tr>
<tr>
<td>Electives:</td>
<td>Electives (30 units)</td>
<td>Electives (30 units)</td>
</tr>
<tr>
<td>24 units (must include at least 6 units from each track)</td>
<td>NSC 255 – Food and Culture 3 units</td>
<td>NSC 255 – Food and Culture 3 units</td>
</tr>
<tr>
<td>Track 1: Food Supply Chain</td>
<td>NSC 311 – Obesity Prevention 3 units</td>
<td>NSC 311 – Obesity Prevention 3 units</td>
</tr>
<tr>
<td>ENVS 210 Fundamentals of Environmental Science and Sustainability - 3 units</td>
<td>NSC 313 – Sports Nutrition 3 units</td>
<td>NSC 320 – Physical Activity &amp; Health Promo. 3 units</td>
</tr>
<tr>
<td>GEOG 497F Community and school garden workshop 2-6 units</td>
<td>NSC 320 – Physical Activity &amp; Health Promo. 3 units</td>
<td>Electives (30 units)</td>
</tr>
<tr>
<td>RCSC 330 Food retailing principles – 3 units</td>
<td>NSC 351L – Food Science Lab 1 unit</td>
<td>NSC 351L – Food Science Lab 1 unit</td>
</tr>
<tr>
<td>NSC 255 Cultural foods – 3 units</td>
<td>NSC 358L – Inst. Food Management Lab 1 unit</td>
<td>NSC 358L – Inst. Food Management Lab 1 unit</td>
</tr>
<tr>
<td>NSC 308 Metabolism and human health – 3 units</td>
<td>NSC 375 – Diet Genes, and Disease 3 units</td>
<td>NSC 375 Diet Genes, and Disease 3 units</td>
</tr>
<tr>
<td>NSC 375 Diet, genes, and health – 3 units</td>
<td>NSC 376 – Bioactive Compounds 3 units</td>
<td>NSC 413R – Advanced Sports Nutrition 3 units</td>
</tr>
<tr>
<td></td>
<td>NSC 415L – Advanced Sports Nutrition Lab 1 unit</td>
<td>NSC 415L – Advanced Sports Nutrition Lab 1 unit</td>
</tr>
<tr>
<td></td>
<td>NSC 420 – Nutritional Ed. &amp; Counseling 2 units</td>
<td>NSC 420 – Nutritional Ed. &amp; Counseling 2 units</td>
</tr>
<tr>
<td></td>
<td>NSC 444 – Community Nutrition 3 units</td>
<td>(\text{NSC 444 – Community Nutrition 3 units})</td>
</tr>
</tbody>
</table>

**METHODS (4 units)**

- SBS 200 Introduction to Statistics for the Social Sciences (4 units) or SBS 300 Transdisciplinary Methods and Theories (4 Units)

**ADDITIONAL REQUIRED COURSES (6 units from each of two thematic areas, 3 units from third thematic area, total 15 units)**

1. **Gastronomy in Arts, Culture and Heritage (6 units)**
   - AIS 4XX, Indigenous Food Sovereignty (3 Units)
   - ANTH 342, The Archaeology of Food
   - ANTH 353, The Anthropology of Food
   - LAS 230, Food and Culture in Latin America (Tier 2 INDV)
   - GEOG 350, The Geography of Beer and Beverages (Tier 2 INDV)
   - HIST 428/528, Food, Health, and Environment in History
   - MENA 354, Food Traditions of the Middle East & North Africa

2. **Human Nutrition and Disease (6 units)**
   - NSC 225 – Food, Health, and Disease 3 units
   - NSC 311 – Preventive Nutrition 3 units
   - NSC 313 – Sports Nutrition 3 units
   - NSC 375 – Diet, Genes, and Disease 3 units
   - NSC 376 – Bioactive Compounds 3 units

3. **Food Systems (6 units)**
   - NSC 255 – Food and Culture 3 units
   - NSC 351L – Food Science Lab 1 unit
   - NSC 358R – Inst. Food Management 2 unit
   - NSC 358L – Inst. Food Management Lab 1 unit
   - NSC 375 – Diet Genes, and Disease 3 units
   - NSC 376 – Bioactive Compounds 3 units
   - NSC 413R – Advanced Sports Nutrition 3 units
   - NSC 415L – Advanced Sports Nutrition Lab 1 unit

4. **Career Development and Internships (6 units)**
   - NSC 255 – Food and Culture 3 units
   - NSC 351L – Food Science Lab 1 unit
   - NSC 358R – Inst. Food Management 2 unit
   - NSC 358L – Inst. Food Management Lab 1 unit
   - NSC 375 – Diet Genes, and Disease 3 units
   - NSC 376 – Bioactive Compounds 3 units
   - NSC 413R – Advanced Sports Nutrition 3 units
   - NSC 415L – Advanced Sports Nutrition Lab 1 unit

5. **Policy, Economics, and Environmental Sustainability (6 units)**
   - NSC 255 – Food and Culture 3 units
   - NSC 351L – Food Science Lab 1 unit
   - NSC 358R – Inst. Food Management 2 unit
   - NSC 358L – Inst. Food Management Lab 1 unit
   - NSC 375 – Diet Genes, and Disease 3 units
   - NSC 376 – Bioactive Compounds 3 units
   - NSC 413R – Advanced Sports Nutrition 3 units
   - NSC 415L – Advanced Sports Nutrition Lab 1 unit

6. **Additional Electives (6 units)**
   - NSC 255 – Food and Culture 3 units
   - NSC 351L – Food Science Lab 1 unit
   - NSC 358R – Inst. Food Management 2 unit
   - NSC 358L – Inst. Food Management Lab 1 unit
   - NSC 375 – Diet Genes, and Disease 3 units
   - NSC 376 – Bioactive Compounds 3 units
   - NSC 413R – Advanced Sports Nutrition 3 units
   - NSC 415L – Advanced Sports Nutrition Lab 1 unit

**Core NSC Courses:**

- NSC 101 Intro to Human Nutrition - 3 units
- NSC 301 Nutrition and the Life Cycle - 3 units
- NSC 311 Systematic Approaches for Obesity Prevention - 3 units
- NSC 353 Fundamentals of Food Science and Safety
- NSC 4xx: Food Policy to Plate

**Additional Electives:**

- NSC 444 – Community Nutrition 3 units

**Core FOODS Courses:**

- FOOD 101 Intro to Critical Food Studies - 3 units
- FOOD 102 Intro to the U.S. Food System - 3 units
- English 307 Business Writing - 3 units
- FOOD 3xx Food Justice, Ethics, and Activism - 3 units
- Food 3xx Community Nutrition and Food Security - 3 units
- Food 498 Capstone - 3 units

**Electives:**

- NSC 255: Food and Culture 3 units
- NSC 311: Obesity Prevention 3 units
- NSC 313: Sports Nutrition 3 units
- NSC 320: Physical Activity & Health Promotion 3 units
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2) Local Food Systems, Food Economics, and Food Governance (6 units)</td>
<td></td>
</tr>
<tr>
<td>• NSC 255, Food and Culture (Tier 2 INDV)</td>
<td></td>
</tr>
<tr>
<td>• AIS 441A, Natural Resource Management in Native Communities</td>
<td></td>
</tr>
<tr>
<td>• JOUR 401D/501D, Food Journalism (Currently 1 Unit to be modified to 3 Units)</td>
<td></td>
</tr>
<tr>
<td>• FOOD 4XX, Conservation Ranching and the Land Ethic</td>
<td></td>
</tr>
<tr>
<td>• FOOD 4XX, Ethnobiology and Traditional Ecological Knowledge of Wild Foods</td>
<td></td>
</tr>
<tr>
<td>• FOOD 4XX, Sustainable Food Systems</td>
<td></td>
</tr>
<tr>
<td>• FOOD 4XX, Political Ecology of Food</td>
<td></td>
</tr>
<tr>
<td>• ANTH 366A, Nutritional Anthropology</td>
<td></td>
</tr>
<tr>
<td>• ANTH 403A, Diet, Demography, and Disease</td>
<td></td>
</tr>
<tr>
<td>• GEOG 497F/597F, Community and School Garden Workshop (2-6 Units)</td>
<td></td>
</tr>
<tr>
<td>• HIST 428/528 Food, Health, &amp; Environment in History</td>
<td></td>
</tr>
<tr>
<td>• NSC 301, Nutrition and the Life Cycle</td>
<td></td>
</tr>
<tr>
<td>• NSC 310, Principles of Human Nutrition in Health and Disease</td>
<td></td>
</tr>
<tr>
<td>• NSC 311, A Systems Approach to Obesity Prevention</td>
<td></td>
</tr>
<tr>
<td>• NSC 315, Sports Nutrition</td>
<td></td>
</tr>
<tr>
<td>• NSC 320, Nutrition, Physical Activity, and Health Promotion</td>
<td></td>
</tr>
<tr>
<td>• NSC 375, Diet, Genes, and Disease (Tier 2 NATS)</td>
<td></td>
</tr>
<tr>
<td>• NSC 376, Bioactive Compounds and Food Additives</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Track 3: Food Security</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>• NSC 376 Bioactives and food additives</td>
<td>3 units</td>
</tr>
<tr>
<td>• Track 3: Food Studies</td>
<td></td>
</tr>
<tr>
<td>• FS 3xx Food security</td>
<td>3 units</td>
</tr>
<tr>
<td>• FS xxx Gastronomy</td>
<td>3 units</td>
</tr>
<tr>
<td>• ANTHRO 342 Archeology of foods</td>
<td>3 units</td>
</tr>
<tr>
<td>• GEOG 350 Geography of beer and beverages</td>
<td>3 units</td>
</tr>
<tr>
<td>• ANTHRO 366 Nutritional Anthropology</td>
<td>3 units</td>
</tr>
<tr>
<td>• HIST 447 Food, health and environmental history</td>
<td>3 units</td>
</tr>
<tr>
<td>• JOURN 401D Food Journalism</td>
<td>3 units</td>
</tr>
</tbody>
</table>

| (3) Sustenance, Health, and Wellness (3 units)                             |         |
| • ANTH 366A, Nutritional Anthropology                                     | 3 units |
| • ANTH 403A, Diet, Demography, and Disease                                |         |
| • GEOG 497F/597F, Community and School Garden Workshop (2-6 Units)        |         |
| • HIST 428/528 Food, Health, & Environment in History                     |         |
| • NSC 301, Nutrition and the Life Cycle                                  |         |
| • NSC 310, Principles of Human Nutrition in Health and Disease           |         |
| • NSC 311, A Systems Approach to Obesity Prevention                      |         |
| • NSC 315, Sports Nutrition                                              |         |
| • NSC 320, Nutrition, Physical Activity, and Health Promotion            |         |
| • NSC 375, Diet, Genes, and Disease (Tier 2 NATS)                         |         |
| • NSC 376, Bioactive Compounds and Food Additives                        |         |

| NSC 445 – Human Body Composition                                          | 3 units |
| NSC 455 – Mediterranean Study Abroad                                      | 6 units |
| NSC 458 – Food Service Org. & Mgt.                                        | 3 units |
| NSC 475 – Nutrigenomics                                                   | 3 units |

<p>| Internship, practicum, applied course requirements (yes/no). If yes, provide description. | Optional | Yes | No | No | No |</p>
<table>
<thead>
<tr>
<th>Senior thesis or senior project required (yes/no)</th>
<th>Senior Capstone Required</th>
<th>Additional requirements (provide description)</th>
<th>Minor (specify if optional or required)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>yes - Capstone</td>
<td>None</td>
<td>Minor or second major is required</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>N/A</td>
<td>Optional</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>N/A</td>
<td>Optional</td>
</tr>
</tbody>
</table>
APPENDIX C: MEMO OF SUPPORT FOR USE AND ACCESSIBILITY OF COURSES

November 14, 2017

Amy C. Kimme Hea  
Associate Dean, Academic Affairs and Student Success  
SBS Dean's Office, University of Arizona  
Douglass Building 200W

Dear Dean Kimme Hea:

This memo is to grant permission for the inclusion of the course(s) listed below from our respective departments in the proposed curriculum for the BA in Food Studies. We agree to give regular access to the course(s) listed below to students in the proposed BA in Food Studies.

<table>
<thead>
<tr>
<th>Department</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian Studies</td>
<td>AIS 441A; AIS 495A/595A</td>
</tr>
<tr>
<td>Anthropology</td>
<td>ANTH 342; ANTH 353; ANTH 366A; ANTH 403A</td>
</tr>
<tr>
<td>English</td>
<td>ENGL 307</td>
</tr>
<tr>
<td>Geography</td>
<td>GEOG 350; GEOG 497F/597F</td>
</tr>
<tr>
<td>History</td>
<td>HIST 428/528</td>
</tr>
<tr>
<td>Journalism</td>
<td>JOUR 401D/501D</td>
</tr>
<tr>
<td>Latin American Studies</td>
<td>LAS 230</td>
</tr>
<tr>
<td>Middle Eastern &amp; North African Studies</td>
<td>MENA 354</td>
</tr>
</tbody>
</table>

Sincerely,

[Signatures]

Ben Colombe, Acting Head  
American Indian Studies

Lynn Staeheli, Director  
School of Geography & Development

Marcela Vasquez-Leon, Director  
Center for Latin American Studies

Diane Austin, Director  
School of Anthropology

Alison Futrell, Head  
Department of History

Lee Medovoi, Head  
Department of English

Dave Cuillier, Director  
School of Journalism

Ben Forta, Director  
School of Middle Eastern & North African Studies
November 22, 2017

Amy Kimme Hea, PhD
Associate Dean, Academic Affairs
College of Social and Behavioral Sciences

RE: Collaborative Degrees in Food Systems

Hi Amy,

I just want you to know that students in this program are welcome to take HPS 416 Foods of the World and HPS 478 Public Health Nutrition as electives for the collaborative degree in food systems (BA in Food Studies). I think they are both very appropriate. Additionally, we agree to give regular access to students in the proposed BA in Food Studies.

Sincerely,

Douglas Taren, PhD
Associate Dean for Academic Affairs
Professor of Public Health
Director, Western Region Public Health Training Center
30 November 2017

To Whom It May Concern:

Allowing RSSS 305 (Russian and American Foodways: Cultivation, Culture, and Conectedness) to count as an elective in the BA in Food Studies being proposed in SBS, in the BS in Nutrition and Food Systems being proposed in CALS and in any other undergraduate degree, minor, or certificate proposed on campus has my and Department Head John Leafgren’s approval.

Sincerely,

Alain-Philippe Durand
Dean
**APPENDIX D: CURRICULAR ASSESSMENT MAP**

<table>
<thead>
<tr>
<th>Core Required Courses</th>
<th>Outcome 1: Identify major issues, lines of inquiry, and theoretical approaches that are foundational to food studies.</th>
<th>Outcome 2: Analyze political, social, and cultural forces that influence food systems.</th>
<th>Outcome 3: Demonstrate the ability to locate, evaluate, and synthesize primary and secondary food data/information, and identify and contextualize the relevant issues.</th>
<th>Outcome 4: Ability to evaluate conflicting arguments from multiple perspectives, to draw reasoned and complex conclusions, and to communicate clear solutions to important questions related to food and culture, health, identity, globalization, and security.</th>
<th>Outcome 5: Design and conduct independent research—both qualitative and quantitative—related to a specific area of inquiry in food studies.</th>
<th>Outcome 6: Trace the historical, ecological, and environmental factors that have given rise to food as part of spiritual, social, and health systems.</th>
<th>Outcome 7: Examine real-world issues of food on a practical/applied level through engagement with food-related organizations, including NGOs, community organizations, and local food industries.</th>
<th>Outcome 8: Engage in transdisciplinary dialogues about food science, policy, and culture with a range of publics.</th>
<th>Outcome 9: Communicate clearly and effectively in both oral and written discourse.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOOD 101: Intro to Critical Food Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FOOD 102: Intro to US Food Systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 307: Business Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FOOD 3XX: Food Justice, Ethics, &amp; Activism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FOOD 3XX: Community Nutrition &amp; Food Security</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FOOD 498: Capstone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** As these courses are in development, the activities to measure these outcomes will be created by those instructors designing the syllabi, and in consultations between SBS and CALS faculty.
APPENDIX E: GRADUATE FOOD STUDIES MAJORS

The following all offer graduate degrees in Food Studies. Enrollment data was gathered via phone calls to each institution.

**North America:**

- **Boston University Metropolitan College,** which offers a Master of Liberals Arts in Gastronomy. Per the website, “students examine the role of food in historical and contemporary societies from a variety of perspectives, with the goal of gaining a holistic view of the impact of food, food science, and nutrition on world civilization.” Focus areas options are Business & Entrepreneurship, Communication, Food Policy, and History & Culture. BU also offers a 12-unit Food Studies Graduate Certificate. **Enrollment: 70-80 Students**

- **Green Mountain College** offers a Master of Science in Sustainable Food Systems. Among the programs foci: “reclaiming what is important in nature, how humans relate to food, building sustainable food systems (and how those in turn build community), and the impact of culture on food. **Enrollment: About 150 Students**

- **New York University’s MA in Food Studies** program, per their website, “employs approaches from the humanities and social sciences and prepares (students) to analyze the current American food system, its global connections, and local alternatives. (Students learn)...how to assess policies that shape the food landscape, addressing questions of equity and preserving cultural values.” **Enrolled Students: 185 MA students and 11 doctoral students.**

- **Chatham University,** which offers a Master of Arts in Food Studies. Per the website, “Courses of study include agricultural and culinary history as well as sociological, cultural, political, economic, and geographic examinations of food production and consumption with four concentrations that span the food system, plus a dual degree M.A. in Food Studies + MBA opportunity. **Enrollment: 50 students (at capacity)**

**Across the Globe:**

- **At the University of Gastronomic Sciences (Piedmont, Italy)** students can complete a number of Masters programs, including Master of Gastronomy: Food in the World (with foci of either Food Ecologies or Sovereignty and Food Cultures and Mobility), Master in Italian Wine Culture, and Master in Food Culture and Communications: Marketing and Sustainability of High-Quality Products. Across degrees, courses focus on the political, economic, social, cultural, ecological, and nutritional dimensions of food; successful marketing, management, and communication of food. **Enrollment: 20-25 Student limit per program.**

- **SOAS University of London (UK),** which has an MA in the Anthropology of Food. Students in this program, per the website “trace the passage of food from plant to palate, and examine who benefits, and who suffers, from contemporary modes of food production, exchange, preparation, and consumption. Students examine food policy as well as the role played in its formation by the food industry.” **Enrollment: N/A**
APPENDIX F: SOURCES CONSULTED FOR FOOD STUDIES-RELATED EMPLOYMENT DATA

- [http://study.com/articles/Copywriter_Salary_Duties_Outlook_and_Requirements.html](http://study.com/articles/Copywriter_Salary_Duties_Outlook_and_Requirements.html)
- [https://www.roberthalf.com/creativegroup/blog/hot-job-copywriter](https://www.roberthalf.com/creativegroup/blog/hot-job-copywriter)
- [http://study.com/articles/Social_Policy_Analyst_Job_Description_Salary_and_Outlook.html](http://study.com/articles/Social_Policy_Analyst_Job_Description_Salary_and_Outlook.html)
- [http://www.insidejobs.com/careers/academic-historian](http://www.insidejobs.com/careers/academic-historian)
- [https://www.bls.gov/oes/current/oes397011.htm#1](https://www.bls.gov/oes/current/oes397011.htm#1)
- [http://study.com/articles/Tour_Guide_Job_Description_and_Information_About_a_Career_as_a_Professional_Tour_Guide.html](http://study.com/articles/Tour_Guide_Job_Description_and_Information_About_a_Career_as_a_Professional_Tour_Guide.html)
- [http://www1.salary.com/Catering-Manager-Salaries.html](http://www1.salary.com/Catering-Manager-Salaries.html)
- [http://study.com/articles/Food_Photographer_Job_Description_and_Career_Roadmap.html](http://study.com/articles/Food_Photographer_Job_Description_and_Career_Roadmap.html)
- [https://www.sokanu.com/careers/caterer/](https://www.sokanu.com/careers/caterer/)
- [http://www1.salary.com/Catering-Manager-Salaries.html](http://www1.salary.com/Catering-Manager-Salaries.html)
- [http://www.fcsi.org/about-fcsi/fcsi-worldwide/what-is-a-consultant/](http://www.fcsi.org/about-fcsi/fcsi-worldwide/what-is-a-consultant/)
APPENDIX G: EXAMPLES OF INTERNSHIP/ENGAGEMENT OPPORTUNITIES WITH COMMUNITY PARTNERS AND LETTERS OF SUPPORT FROM COMMUNITY PARTNERS

<table>
<thead>
<tr>
<th>Community Partners</th>
<th>Internship/Engagement Opportunities</th>
<th>Community Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ajo Center for Sustainable Agriculture</td>
<td>DOWNTOWN Kitchen + Cocktails</td>
<td>Merlin Organics</td>
</tr>
<tr>
<td>[POPPED] Artisan Popcorn</td>
<td>Downtown Tucson Partnership</td>
<td>Mrs. Green's World</td>
</tr>
<tr>
<td>Arizona Farm Bureau</td>
<td>E &amp; R Pork</td>
<td>Native Seeds/SEARCH</td>
</tr>
<tr>
<td>Arizona Farms Cheese</td>
<td>Edible Baja Arizona</td>
<td>Patagonia Orchards LLC</td>
</tr>
<tr>
<td>Arizona Fresh Foods, LLC</td>
<td>Exo Roast Co.</td>
<td>Pistol Whipped Pastry</td>
</tr>
<tr>
<td>Avalon Organic Gardens</td>
<td>Fresh Produce Association of the Americas</td>
<td>RBar Energy</td>
</tr>
<tr>
<td>Barrio Bread</td>
<td>Fiore di Capra Inc</td>
<td>Rocky Mountain Seed Alliance</td>
</tr>
<tr>
<td>Bird’s Nest Baking Company</td>
<td>Flor de Mayo</td>
<td>Shamrock Foods</td>
</tr>
<tr>
<td>Black Mesa Ranch</td>
<td>Flowers and Bullets</td>
<td>Slow Food of Southern Arizona</td>
</tr>
<tr>
<td>Black Mountain Spring Fermentery</td>
<td>Flying leap Vineyards</td>
<td>Sonoita Vineyards</td>
</tr>
<tr>
<td>Blue Sky Organic Farms</td>
<td>Friends of Tucson’s Birthplace</td>
<td>Sonora Environmental Research Institute</td>
</tr>
<tr>
<td>Borderlands Brewing</td>
<td>Garden Goddess, LLC</td>
<td>Southwest Folklife Alliance</td>
</tr>
<tr>
<td>Boyce Thompson Arboretum</td>
<td>Garden Kitchen</td>
<td>Supernatural Organics</td>
</tr>
<tr>
<td>C.A.S.E. Bars</td>
<td>Got2Be Gluten Free</td>
<td>Sweet Baby Greens</td>
</tr>
<tr>
<td>Carlotta’s Kitchen</td>
<td>Gourmet Girls Gluten Free Bakery/Bistro</td>
<td>Table of Elementz</td>
</tr>
<tr>
<td>Carlson Creek Vineyard</td>
<td>Grammy’s</td>
<td>The Carriage House</td>
</tr>
<tr>
<td>Cheri’s Desert Harvest</td>
<td>Green Valley Pecan</td>
<td>The Desert Foundation</td>
</tr>
<tr>
<td>China Mist Tea Company</td>
<td>Hamilton Distillers</td>
<td>The Portable Café</td>
</tr>
<tr>
<td>City of Tucson</td>
<td>Hannah’s Hill Vineyard</td>
<td>Tierra y Libertad</td>
</tr>
<tr>
<td>City of Tucson Commission on Food Security, Heritage, and Economy</td>
<td>Hayden Flour Mills</td>
<td>Tohono O’Odham Coop Farm</td>
</tr>
<tr>
<td>Community Food Bank of Southern Arizona</td>
<td>Heirloom Market</td>
<td>TUCD Food Services</td>
</tr>
<tr>
<td>Community and School Garden Program (all partners)</td>
<td>Hotel Congress and Maynards</td>
<td>Visit Tucson</td>
</tr>
<tr>
<td>Crooked Sky Farms</td>
<td>Instituto del Desierto Sonorense</td>
<td>YWCA</td>
</tr>
<tr>
<td>Danzeisen Dairy</td>
<td>Isabella’s Ice Cream</td>
<td>Yellow Brick Coffee</td>
</tr>
<tr>
<td>DD’s Desert Delights, LLC</td>
<td>Iskashitaa</td>
<td>Zinman’s Food Shop</td>
</tr>
<tr>
<td>Desert Museum</td>
<td>Local Alternative Inc.</td>
<td></td>
</tr>
<tr>
<td>Divine Teas &amp; Novelties LLC</td>
<td>Local First Arizona</td>
<td></td>
</tr>
<tr>
<td>Double Check Ranch</td>
<td>Lulu’s Italian Water Ice, LLC Mano y Metate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maya Tea Company Merchant’s Garden</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
July 14, 2017

JP Jones
Dean
College of Social & Behavioral Sciences
University of Arizona

Email transmission c/o Mika Galilee-Belfer, Director of Strategic Planning

Dear JP:

We are thrilled to learn of the College’s proposal to offer a Bachelor of Arts in Food Studies, with an emphasize on such critical factors as local food systems, food economics, food governance, and food justice!

As you know, Southern Arizona has deep historical roots in food-system biocultural diversity, as well as a robust contemporary food-ecosystem – both of which have resulted in UNESCO’s recent designation of Tucson as a City of Gastronomy.

As southern Arizona’s leading food-security, hunger-relief, and food-systems nonprofit organization who actively works with some 300 other community organizations and civic groups on food-related issues across six Arizona counties, we collectively interact with some 200,000 individuals on an annual basis in the areas that your proposed Food Studies degree program will encompass. Consequently, we believe that there is significant need for your proposed degree, one which will benefit the local food economy and local food system, improve the socioeconomic safety-net of southern Arizona, and provide a trained workforce for southern Arizona’s growing food movement.

The Community Food Bank of Southern Arizona would love to work with the College in placing Food Studies Capstone students throughout our organization and/or our network of organizational partners across southern Arizona.

Yours in service to our communities,

Michael McDonald
July 20, 2017

Dr. Mika Galilee-Belfer
Director of Strategic Planning and Special Projects
College of Social and Behavioral Sciences
University of Arizona
Tucson, AZ 85721-0028

Re: Proposed degree option for Bachelor of Arts in Food Studies

Dear Dr. Galilee-Belfer:

I am pleased to be informed that the UA College of Social and Behavioral Sciences (SBS) is proposing a new degree option for Bachelor of Arts in Food Studies. This degree program would build upon the existing research, projects, and programs by SBS faculty and students addressing important food issues from cultural, historical, political, and health perspectives. It is also timely for our community, following the recent designation of Tucson as the first UNESCO City of Gastronomy in the U.S.A. This designation has brought new attention to the richness of our food heritage, diversity of local organizations supporting our food system, and innovative policies and programs addressing the issues of food sustainability, diet-related diseases, and food insecurity, and the social values of food justice and food sovereignty.

A degree program in Food Studies will create opportunities to engage UA students with the community through a service-learning approach to addressing these issues and applying these values. It will also lead to new inter-departmental and cross-college collaborations. With this degree program, and the new Center for Regional Food Studies, SBS can be a leader in creating the knowledge and human capital to build food systems that are more healthy, sustainable, and equitable.

The program will also prepare students for employment in emerging food-related careers in the private, non-profit, government, and academic sectors. This growth in employment opportunities locally is measurable, with Tucson’s food economy growing more rapidly than most other economic sectors, culinary tourism expanding, development of new initiatives assisting food entrepreneurship at all income levels, and an increase in food-related community events. Through the UNESCO designation, Tucson’s engagement with UNESCO’s Creative Cities Network is also creating new opportunities for international careers based on collaborations and exchanges.

For these reasons, I strongly support the development of a Bachelor of Arts in Food Studies degree program in SBS.

Sincerely,

Jonathan Mabry, Ph.D.
City of Tucson Historic Preservation Officer and UNESCO City of Gastronomy Coordinator
July 14, 2017

John Paul Jones III, Dean
College of Social and Behavioral Sciences
200 W. Douglass Building
University of Arizona
Tucson, Arizona 85721

I’m writing to express my support, on behalf of Edible Baja Arizona, for the creation of a Bachelor of Arts in Food Studies program at the College of Social and Behavioral Sciences (SBS).

Founded in June of 2013, Edible Baja Arizona publishes six issues a year, distributing 25,000 copies for free across southern Arizona. Our goal is to provide high quality reporting, writing, and photography that illuminate a wide range of food-related and food system topics specifically relevant to the Baja Arizona foodshed. We advocate for the critical importance of rebuilding and re-localizing our foodshed, which means telling the stories of why local food makes sense as both an economic development strategy and as an environmental sustainability imperative, especially given the inescapable consequences of climate change.

The course of study proposed by the Food Studies program would be an integral contribution to this endeavor, engaging both students and faculty in the important work of exploring, understanding, and supporting the diverse foodways of this unique place.

As the founding editor of Edible Baja Arizona, I’ve watched the food economy in southern Arizona and across the country blossom over the past five years. I believe students who receive such a degree would emerge from the University of Arizona with a competitive edge as they seek employment in the many sectors that include Food Studies. Indeed, for two semesters (Spring 2016 and 2017), I’ve taught a 1-credit food journalism course in the UA’s School of Journalism and experienced first-hand the enthusiasm and passion students from a wide range of majors have for food and food studies generally. I believe this major would engage students from across the University, bringing diverse disciplines together at one table, so to speak. Certainly, Edible Baja Arizona would be eager to engage with students learning about food communications and writing, through internships, guest lectures, collaborative projects, and other opportunities.

As you know, in 2015, Tucson was designated a UNESCO City of Gastronomy, an award shared by the University of Arizona and the City of Tucson. (Edible Baja Arizona is the official media partner to the City of Gastronomy.) Not to take advantage of this amazing recognition would be a missed opportunity for the University of Arizona to expose its students to the diverse, vibrant food culture and system within Tucson and across southern Arizona. Furthermore, southern Arizona’s food system will inevitably benefit from the contributions of the cohort of students and faculty that make up this important degree.

Sincerely,

Megan Kimble, editor
Edible Baja Arizona
July 23, 2017

To whom it may concern:

I am writing this letter in support of the Bachelors of Arts in Food Studies from the College of Social and Behavioral Sciences (SBS). As a native Tucsonan and community organizer with Tierra Y Libertad Organization (TYLO) growing up in communities that are heavily impacted with food deserts, I have come to appreciate and fully see the need for studies around the issues of food justice and food insecurity. Before being a member of Tierra Y Libertad I was unaware of the inequalities that existed in our neighborhoods but more significantly I was unaware of the ways in which I can impact the growth and betterment of my community. A program that will pioneer the food justice movement towards bringing solutions and awareness of food deserts and food insecurities is greatly needed at the University of Arizona (UA). The UA being a land grant institution and serving the needs of the local community, it is surprising that such a program hasn’t been implemented before.

Working with a grass roots organization such as TYLO for the past 10 years we have been at the fore front of establishing and promoting healthy organic foods to residents of the Tucson South Side. These include the establishment of 4 community gardens at school sites and in the neighborhood, all established on volunteer time. If given the chance and ability to create jobs for local members of the community who with time have become experts in various growth methods, upkeep of gardens, and other functions of food production, our impact on the community would increase ten times fold. Although, the current garden sites that we have, have greatly impacted the connections that residents have with food and their overall health, it is not enough to reach the thousands of residents of South Side Tucson communities. Having a program that can help theorize and launch our own food production programing into the next level of understanding at an institutional capacity will uplift the neighborhood and further validate the work being done. Thus, giving us a platform in which to create a funnel program for the graduates of the SBS college Food Studies program for employment in our communities.

In its preliminary phases, the Food Studies program is moving towards creating one of the largest impacts I can foresee for the Tucson community and on. The implementation and development of this program will bring forth revolutionary insights and techniques into food production on desert lands. These insights will impact the overall well-being of not only the Tucson community but also communities around the world who struggle with food production under conditions that aren’t favorable or conducive of quick plant growth like it might be in natural greener environments. I see the SBS Food Studies program as impacting people’s food needs far beyond the scope of Tucson and Arizona.

With this I give my full support for the establishment of the Bachelors of Arts in Food Studies from the College of Social and Behavioral Sciences (SBS) and commit myself as an organizer with Tierra Y Libertad Organization to the further development of the program and establishment at the University of Arizona and beyond.

Respectfully,

Imelda G. Cortez, M.A.
Tierra Y Libertad Organizer
Pueblo High School English Language Arts Teacher
Mika Galilee-Belfer  
Director of Strategic Planning and Special Projects  
University of Arizona  

August 7, 2017  

Dear Ms. Galilee-Belfer,  

I write this letter of support of a proposed BA in Food Studies on behalf of Local First Arizona (LFA). Our organization works on many local economic development initiatives, including efforts to build healthy food systems such as working directly with the producers and growers as well as educating consumers about the importance of eating healthy foods, where to find healthy foods, what’s fresh and in-season, and why it’s important. This major will significantly improve the Southern Arizona economy as we continue our growth as a UNESCO City of Gastronomy.  

LFA collaborates with many in the community dedicated to supporting food needs, including the Community Food Bank; city and county entities, and those working on behalf of Tucson as a City of Gastronomy. We organize events, partner with higher education, and work with the USDA to improve systems supporting healthy and sustainable foods in Arizona. Our Good Food Finder AZ is Arizona’s largest and most comprehensive local foods directory connecting consumers to local food producers.  

There is significant community benefit of each of the courses such as Food Justice, Ethics, & Activism and Local Food Systems, Food Economics, & Food Governance. The student’s knowledge of these critical areas will lead to jobs and career paths as leaders in the social, cultural, political, and economic dimensions of food. We look forward to working with the students invested in this much-needed opportunity.  

Sincerely,  

Michael Peel  
Southern Arizona Director
Dear Dean Jones,

I am the Culinary Director at Pima Community College, Culinary Arts program. In this capacity I see numerous students who have a passion for food, but not for cooking in a commercial kitchen. At this time, students have few related undergraduate degree options to pursue after earning their associates degree; the newly proposed Food Studies major presents a new and important opportunity for these students.

When I learned of the proposed Food Studies degree at the U of A, I was delighted. The program’s potential is enormous to not only students in the US but to international students as well. The program would produce professionals in the food and beverage industry with entrepreneurial skills and abilities to create innovative solutions with an interdisciplinary approach, focused on the social, cultural, and ecological dimensions of food, terroir, culture, and geography, featuring a wide range of opportunities for employment and career advancement in the food and beverage industry, in such diverse arenas as marketing, gastronomic consultant, product development, communication and policy advising and research. The distinctiveness of the U of A’s proposed Food Studies program will attract students from dozens of different disciplines and countries. I look forward to being part of your new program and assisting in any way that I may help.

Sincerely,

Chef Barry Infuso,
Culinary Director
Pima Community College
Tucson, Arizona
APPENDIX H: SBS FACULTY PROFILES & AFFIRMATION OF FACULTY INTEREST/SUPPORT

Hi Mika,
I am still interested in participating in the BA in Food Studies.
Best,
Salif

Yes.

Thank You,
Patricia Gonzales
Associate Professor
University of Arizona
Director of Graduate Studies
Department of Mexican American Studies
Native American Research and Training Center (NARTC)
American Indian Studies Graduate Interdisciplinary Program
Mailing Address:

Great proposal...I'm interested...Also planning to submit an SGD course on geography of food soon so we have it on the books. Could be used as a core course

Diana Liverman
liverman@email.arizona.edu

Mika is interested in being affiliated and teaching a course... though as you know, I am currently on my year-long sabbatical...

Roberto Rodriguez PhD
Dr. Conti
520-626-8024
rodriguez@email.arizona.edu
1303 E. University Blvd. # 20756
Tucson AZ 85719

Hi Mika,
Thanks for sending this updated proposal for a BA in Food Studies. I am very much interested in continuing to work toward the development of this major and to participate fully in it. I am happy to have my e-mail included in the proposal and to be involved going forward.

Alvarez, Maribel L. (alvarezm) | Galilea Beller, Mika - (mikag)
Re: BA in Food Studies - interested in affiliating?
You replied to this message on 7/13/2017 10:16 AM.

thanks Mika;
I am happy to be included in the list of faculty who will support this effort.
Hi Mika, hope you are also getting some time off this summer. Please continue to include me in the list of faculty interested in participating in the food studies program. Thanks!

Best wishes,

Tristan

---

Tristan Reader  
Assistant Professor of Practice  
American Indian Studies/McNair Center for Entrepreneurship  
Havlil 226D

---

Hi Mika,

I would like to continue to participate in this program. I would also like for CHS to contribute a new food course.

-Terrence

---

Hi, Mike. Sorry for the delay in responding. I am interested in continued participation with the BA in Food Studies. So please, count me in.

Antonio (T2)
<table>
<thead>
<tr>
<th>Name</th>
<th>EBS Faculty Profiles</th>
<th>Home Title Department Name</th>
<th>Highest Education Level Descriptions</th>
<th>Level of Involvement</th>
<th>UA Title</th>
<th>Title Department Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alvarez, Maribel L.</td>
<td><a href="https://profile.arizona.edu/person/alvarezml">https://profile.arizona.edu/person/alvarezml</a></td>
<td>Southwest Studies Center</td>
<td>J-Doctorate (Academic)</td>
<td>Teach ANTH 435.</td>
<td>Associate Research Social Scientist, Southwest Studies Center</td>
<td>Associate Research Professor</td>
</tr>
<tr>
<td>Barcelos da Silva, Antonio</td>
<td><a href="https://fas.arizona.edu/user/assets-gov/anan-pi_ACTIVITY">https://fas.arizona.edu/user/assets-gov/anan-pi_ACTIVITY</a> detention-8-5.jpg</td>
<td>Latin American Area Center</td>
<td>J-Doctorate (Academic)</td>
<td>Teach LAS 230.</td>
<td>Assistant Professor, Latin American Studies</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Buechler, Stephanie J</td>
<td><a href="http://udallcenter.arizona.edu/people/staff/stephanie-buechler">http://udallcenter.arizona.edu/people/staff/stephanie-buechler</a></td>
<td>Udall Center</td>
<td>J-Doctorate (Academic)</td>
<td>Research in food deserts, food access &amp; food security. Offer Independent Studies &amp; directed research.</td>
<td>Assistant Research Scientist</td>
<td>Udall Center</td>
</tr>
<tr>
<td>Blake, Emma C</td>
<td><a href="https://anthro.arizona.edu/user/emma-blake">https://anthro.arizona.edu/user/emma-blake</a></td>
<td>School of Anthropology</td>
<td>J-Doctorate (Academic)</td>
<td>Teach ANTH 342.</td>
<td>Associate Professor, Anthropology</td>
<td>School of Anthropology</td>
</tr>
<tr>
<td>Carney, Megan A</td>
<td><a href="https://anthro.arizona.edu/user/megan-carney">https://anthro.arizona.edu/user/megan-carney</a></td>
<td>School of Anthropology</td>
<td>J-Doctorate (Academic)</td>
<td>Develop new courses in Food Migration &amp; Labor in Food Systems. Offer Independent Studies and Directed Research.</td>
<td>Assistant Professor, Anthropology</td>
<td>School of Anthropology</td>
</tr>
<tr>
<td>Gonzales, Patricia C</td>
<td><a href="https://mep.arizona.edu/user/patrizia-gonzalez">https://mep.arizona.edu/user/patrizia-gonzalez</a></td>
<td>Mexican American Studies</td>
<td>J-Doctorate (Academic)</td>
<td>Develop future courses.</td>
<td>Associate Professor, Mexican American Studies</td>
<td>Interdis Graduate Prog Admin</td>
</tr>
<tr>
<td>Hilt, Florence</td>
<td><a href="https://anthropology.arizona.edu/user/brooke-hilt">https://anthropology.arizona.edu/user/brooke-hilt</a></td>
<td>Sociology</td>
<td>J-Doctorate (Academic)</td>
<td>Develop future courses.</td>
<td>Associate Professor, Sociology</td>
<td>Sociology</td>
</tr>
<tr>
<td>Lasson, Kathleen A</td>
<td><a href="https://anthropology.arizona.edu/user/kathleen-lason">https://anthropology.arizona.edu/user/kathleen-lason</a></td>
<td>English</td>
<td>M-Arter-Level Degree</td>
<td>Develop future courses.</td>
<td>Director, M-Arter</td>
<td>English</td>
</tr>
<tr>
<td>Liverman, Dame M</td>
<td><a href="https://geography.arizona.edu/user/dame-m-liverman">https://geography.arizona.edu/user/dame-m-liverman</a></td>
<td>Sch of Geography &amp; Development</td>
<td>J-Doctorate (Academic)</td>
<td>Research includes climate change &amp; agriculture.  Offer Independent Studies and Directed Research. Develop future courses.</td>
<td>Professor, School of Geography and Development</td>
<td>Interdis Graduate Prog Admin</td>
</tr>
<tr>
<td>Marston, Sallie</td>
<td><a href="https://geography.arizona.edu/user/sallie-marston">https://geography.arizona.edu/user/sallie-marston</a></td>
<td>Sch of Geography &amp; Development</td>
<td>J-Doctorate (Academic)</td>
<td>Teach GEO 497/597Y, Research in food security &amp; food access &amp; food security. Offer Independent Studies &amp; directed research.</td>
<td>Professor, School of Geography and Development</td>
<td>Interdis Graduate Prog Admin</td>
</tr>
<tr>
<td>Milliman, Paul K</td>
<td><a href="https://history.arizona.edu/user/paul-milliman">https://history.arizona.edu/user/paul-milliman</a></td>
<td>History</td>
<td>J-Doctorate (Academic)</td>
<td>Develop future courses.</td>
<td>Associate Professor, History</td>
<td>History</td>
</tr>
<tr>
<td>Nabhan, Gary P</td>
<td><a href="https://mep.arizona.edu/user/gary-nabhan">https://mep.arizona.edu/user/gary-nabhan</a></td>
<td>Southwest Studies Center</td>
<td>J-Doctorate (Academic)</td>
<td>Teach upper-division FOOD courses in the Local Food Systems, Food Economy, &amp; Food Governance Thematic Area.</td>
<td>Research Social Scientist, Research Professor, School of Geography and Development</td>
<td>Southwest Studies Center</td>
</tr>
<tr>
<td>Pike, Ivy L</td>
<td><a href="https://anthropology.arizona.edu/user/ivy-l-pike-calabrical-fall-2017">https://anthropology.arizona.edu/user/ivy-l-pike-calabrical-fall-2017</a></td>
<td>School of Anthropology</td>
<td>J-Doctorate (Academic)</td>
<td>Teach upper-division FOOD courses in the Local Food Systems, Food Economy, &amp; Food Governance Thematic Area.</td>
<td>Research Social Scientist, Research Professor, School of Geography and Development</td>
<td>Southwest Studies Center</td>
</tr>
<tr>
<td>Reader, Tristan</td>
<td><a href="https://cs.arizona.edu/user/tristan-reader">https://cs.arizona.edu/user/tristan-reader</a></td>
<td>American Indian Studies Prog</td>
<td>Master's Level Degree</td>
<td>Teach AIS 4XX Indigenous Food Sovereignty.</td>
<td>Assistant Professor of Practice</td>
<td>American Indian Studies Prog</td>
</tr>
<tr>
<td>Rodriguez, Roberto G</td>
<td><a href="https://mep.arizona.edu/user/roberto-rodarbol">https://mep.arizona.edu/user/roberto-rodarbol</a></td>
<td>Mexican American Studies</td>
<td>J-Doctorate (Academic)</td>
<td>Develop future courses.</td>
<td>Associate Professor, Mexican American Studies</td>
<td>Interdis Graduate Prog Admin</td>
</tr>
<tr>
<td>Silverstein, Brian K</td>
<td><a href="https://anthropology.arizona.edu/user/brian-silverstein">https://anthropology.arizona.edu/user/brian-silverstein</a></td>
<td>School of Anthropology</td>
<td>J-Doctorate (Academic)</td>
<td>Develop future courses.</td>
<td>Associate Professor, Anthropology</td>
<td>School of Anthropology</td>
</tr>
<tr>
<td>Snyder, Katherine Ann</td>
<td><a href="https://geography.arizona.edu/user/katherine-snyder">https://geography.arizona.edu/user/katherine-snyder</a></td>
<td>Sch of Geography &amp; Development</td>
<td>J-Doctorate (Academic)</td>
<td>Offer Independent Studies and Directed Research. Develop future courses.</td>
<td>Professor, School of Geography and Development</td>
<td>Interdis Graduate Prog Admin</td>
</tr>
<tr>
<td>Vasquez, Marcella L</td>
<td><a href="https://mas.arizona.edu/user/marcella-vasquez">https://mas.arizona.edu/user/marcella-vasquez</a></td>
<td>Latin American Area Center</td>
<td>J-Doctorate (Academic)</td>
<td>Teach LAS 230.</td>
<td>Director, Latin American Studies</td>
<td>Assistant Research Anthropologist</td>
</tr>
<tr>
<td>Yellin, Jeremy A</td>
<td><a href="https://history.arizona.edu/user/jeremy-yellin">https://history.arizona.edu/user/jeremy-yellin</a></td>
<td>History</td>
<td>J-Doctorate (Academic)</td>
<td>Teach HIS 428/528.</td>
<td>Associate Professor, History</td>
<td>History</td>
</tr>
</tbody>
</table>
## Name of Proposed Program or Unit: Food Studies

### METRICS

<table>
<thead>
<tr>
<th></th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net increase in annual college enrollment UG</td>
<td>20</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>Net increase in college SCH UG</td>
<td>600</td>
<td>1,200</td>
<td>1,800</td>
</tr>
<tr>
<td>Net increase in annual college enrollment Grad</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Net increase in college SCH Grad</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Number of enrollments being charged a Program Fee</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>New Sponsored Activity (MTDC)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Number of Faculty FTE</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

### FUNDING SOURCES

#### Continuing Sources

<table>
<thead>
<tr>
<th>Source</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG RCM Revenue (net of cost allocation)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Grad RCM Revenue (net of cost allocation)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Program Fee RCM Revenue (net of cost allocation)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>F and A Revenues (net of cost allocations)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>UA Online Revenues</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Distance Learning Revenues</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Reallocation from existing College funds (attach description)</td>
<td>148,025</td>
<td>183,797</td>
<td>183,797</td>
</tr>
</tbody>
</table>

**Megan Carney / Lecturer / Space / TA**

#### One-time Sources

<table>
<thead>
<tr>
<th>Source</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>College fund balances</td>
<td>12,500</td>
<td>10,000</td>
<td>10,000</td>
</tr>
<tr>
<td>Institutional Strategic Investment</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Gift Funding</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Items (attach description)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**SBS Commitment**

#### Total One-time

<table>
<thead>
<tr>
<th>Source</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total One-time</td>
<td>148,025</td>
<td>183,797</td>
<td>183,797</td>
</tr>
</tbody>
</table>

**Megan Carney / Lecturer / Space / TA**

#### TOTAL SOURCES

<table>
<thead>
<tr>
<th>Source</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>160,525</td>
<td>193,797</td>
<td>193,797</td>
</tr>
</tbody>
</table>

### EXPENDITURE ITEMS

#### Continuing Expenditures

<table>
<thead>
<tr>
<th>Item</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>93,400</td>
<td>93,400</td>
<td>93,400</td>
</tr>
<tr>
<td>Other Personnel</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Employee Related Expense</td>
<td>29,888</td>
<td>29,888</td>
<td>29,888</td>
</tr>
<tr>
<td>Graduate Assistantships</td>
<td>16,500</td>
<td>16,500</td>
<td>16,500</td>
</tr>
<tr>
<td>Other Graduate Aid</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Operations (materials, supplies, phones, etc.)</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
</tr>
<tr>
<td>Additional Space Cost</td>
<td>8,237</td>
<td>8,237</td>
<td>8,237</td>
</tr>
<tr>
<td>Other Items (see attached description)</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
</tr>
</tbody>
</table>

**Megan Carney & Lecturer/Assistant Director**

**TA TBD**

#### Total Continuing

<table>
<thead>
<tr>
<th>Source</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Continuing</td>
<td>156,025</td>
<td>156,025</td>
<td>156,025</td>
</tr>
</tbody>
</table>

### One-time Expenditures

<table>
<thead>
<tr>
<th>Item</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction or Renovation</td>
<td>4,500</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Start-up Equipment</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Replace Equipment</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Library Resources</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Items (attach description)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**SBS Commitment**

**Two offices in Geronimo Advertising**

#### Total One-time

<table>
<thead>
<tr>
<th>Source</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total One-time</td>
<td>4,500</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

#### TOTAL EXPENDITURES

<table>
<thead>
<tr>
<th>Source</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total EXPENDITURES</td>
<td>160,525</td>
<td>156,025</td>
<td>156,025</td>
</tr>
</tbody>
</table>

### Net Projected Fiscal Effect

<table>
<thead>
<tr>
<th>Source</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Projected Fiscal Effect</td>
<td>-</td>
<td>37,772</td>
<td>37,772</td>
</tr>
</tbody>
</table>
MEMO of UNDERSTANDING

College of Agriculture and Life Sciences
and
College of Social and Behavioral Sciences

The College of Agriculture and Life Sciences (CALS) and the College of Social and Behavioral Sciences (SBS) agree to collaborate on all matters related to advertising, student recruitment, teaching, advising, student engagement, curriculum, and career services related to two newly proposed degrees: the BS in Food Systems, housed in the Department of Nutritional Sciences in CALS, and the BA in Food Studies, to be housed in the Transdisciplinary Programs in SBS.

The intention behind the collaboration is to expand student interest in the interdisciplinary study of food at the University of Arizona, and to have the two degrees serve as destination choices that expand, rather than compete against, extant choices of study in either college. The BS and the BA will be structured with some common content to ensure that students have a well-rounded educational experience, but each will provide distinctive academic pathways, and learning outcomes, for students with different areas of interest.

With this memo, CALS and SBS agree to the following and will give their best effort to:

1. providing equal support for the common advertisement of both degrees and the joint recruitment of all interested students, whether through in-person, printed, or digital platforms, and wherever the venue (regionally, nationally and internationally);
2. sharing equally in the RCM income generated by the majors (50-50 split), regardless of which degree has the largest number of majors;
3. distributing program fees levied for its degree (BA in Food Studies with SBS or BS in Nutrition and Food Systems with CALS) will be given 100% to the college where the degree is housed;
4. creating a new course prefix, “FOOD” to be used exclusively as a designator for core courses in the two new degrees programs, allowing SBS to be the technical home for the prefix of “FOOD,” and CALS to use the prefix as cross-listing for its courses in the joint programs;
5. distributing SCH to the respective colleges per standard RCM formulas;
6. co-teaching and cross-listing a new General Education course that focuses equally on food systems and food studies, with the aim of generating interest in both degrees and helping students determine which one best serves their interests;
7. sharing six credits in a foundational core curriculum featuring introductions to food systems and food studies;
8. developing an additional 30 credit hours toward each major with a separate, college-specific curricula;
9. cross-listing at least six credits of relevant electives as may be found in the other college, with an additional six credits listed from still other colleges;
10. offering at least one co-taught, cross-listed capstone course each semester, contingent on demand, with the intention of cross-enrolling students from both degrees; and
11. collaborating on management issues, such as workload distributions, course buyouts, teaching assistants, course scheduling, development of new courses, Student Engagement, academic advising, student organizations and activities, and career services.

An Executive Committee (EC) of one associate dean, one appointed faculty member, and one program coordinator or academic advisor from each college will supervise the particulars of the curriculum and student support. Final decisions about each individual degree are at the discretion of the respective college dean. At the end of their third year in operation, this MOU will be reviewed by the deans of CALS and SBS, after consulting with the EC, to determine any necessary adjustments to the agreement. The review may result in the extension, cancellation, or modification of this agreement.

This MOU may be modified by mutual written agreement at any time.

John Paul Jones III, Dean
College of Social and Behavioral Sciences
(Also signing for Director of Proposed School of Transdisciplinary Studies)

__________________________________________  October 16, 2017

Date

Michael Staten, Associate Dean, Career and Academic Services
College of Agriculture and Life Sciences

December 4, 2017

In concurrence:

Shane Burgess, Dean
College of Agriculture and Life Sciences

Date

Scott Going, Head Department of Nutritional Sciences

Dec 5, 2017