Food, Culture and Social Justice Graduate Certificate  
**Institution:** Oregon State University  
**College:** Liberal Arts  
**Department:** Anthropology  
**CPS Tracking #81910**  
May, 2011

1. Program Description

   a.  
   **CIP Number:** 450204  
   **Title:** Cultural Anthropology  
   **Definition:** A program that focuses on the study of culture and the relationship of culture to other aspects of social life. Includes instruction in cultural anthropology, anthropological theory, ethnography, linguistics, and quantitative and qualitative research methods.  
   *(Source: US Department of Education, National Center for Educational Statistics, CIP 2010 ed.)*

   b.  
   Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

Food is more than simple nourishment. It is part of a system of communication firmly rooted in individual and group identities within cultures around the world. When and how we eat, what is considered acceptable to eat, how we prepare it, and how we learn about producing and eating food are all fascinating questions to explore by humanists and social scientists. Histories of particular food commodities and changes in the way people think about sustaining healthy bodies richly contextualizes our present practices. Cultural analyses of food and food production lead us to question the level of social justice within the local and global food systems. Community food security is a condition in which all community residents obtain a safe, culturally acceptable, nutritionally adequate diet through a sustainable food system that maximizes community self-reliance and social justice. Students who complete this certificate will not only have a clear idea of the cultural bases of food and food production, but will obtain some experience working towards community food security.

The School of Language, Culture and Society (separate Abbreviated Category I proposal not yet submitted) proposes to offer interdisciplinary undergraduate, post baccalaureate and graduate certificates and a graduate minor in Food, Culture and Social Justice in response to growing student and faculty interest in this area. This proposal is for a graduate certificate. The core will consist of courses in Anthropology, History and Ethnic Studies, along with a team-taught course offered through the College of Agriculture. Electives include coursework in other humanities and social science disciplines as well as coursework in Agriculture, Nutrition, Food Science and Public Health. All programs include
at least 1 credit of experiential/service learning which will be spent volunteering with food-related organizations.

Table 1. Summary of Proposed Changes

<table>
<thead>
<tr>
<th>New Graduate Certificate:</th>
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</thead>
<tbody>
<tr>
<td><strong>Food, Culture and Social Justice</strong> (CIP #450204)</td>
</tr>
<tr>
<td>- Minimum of 23 credit hours required</td>
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<tr>
<td>- 3-4 credit hours beyond the 20 credit hour core</td>
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</tbody>
</table>

c. **Course of study – proposed curriculum, including course numbers, titles, and credit hours.**

**Food, Culture and Social Justice Graduate Certificate Curriculum**

Students complete 20 core credits, plus one additional elective. * Starred courses are stand alone graduate level courses. AREc..599 and ANTH 547 are in the process of being developed. ANTH 586 will be split from ANTH 486. Other elective courses such as a stand alone graduate level class in anthropology on Agrifood Movements are being developed as well.

**Core (20)**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course #</th>
<th>Credits</th>
<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>Research Methods in Food, Culture and Social Justice</td>
<td>ANTH 547</td>
<td>4</td>
<td>Price</td>
</tr>
<tr>
<td>Food and Ethnic Identity</td>
<td>ES 4/599</td>
<td>3</td>
<td>Cardenas</td>
</tr>
<tr>
<td>*Anthropology of Food</td>
<td>ANTH 586</td>
<td>4</td>
<td>Gross/Rosenberger</td>
</tr>
<tr>
<td>Food in World History</td>
<td>HST 4/516</td>
<td>4</td>
<td>Guerrini</td>
</tr>
<tr>
<td>*Food Systems: Local to Global</td>
<td>AREc/FST/RS/599</td>
<td>3</td>
<td>Weber et al.</td>
</tr>
<tr>
<td>Food Projects</td>
<td>ANTH 4/506</td>
<td>1</td>
<td>Coordinator</td>
</tr>
<tr>
<td>*Capstone – Portfolio</td>
<td>ANTH 599</td>
<td>1</td>
<td>various</td>
</tr>
</tbody>
</table>

**Electives**

**ANTH 439/539 ARCHAEOLOGICAL STUDY OF FORAGING LIFEWAYS (3)**

Provides an in-depth review of the concepts and approaches employed to study cultural aspects of past foraging peoples using archaeological research methods and theoretical perspectives

**ANTH 444/544 NUTRITIONAL ANTHROPOLOGY (4)**

Examines human nutrition and food systems from comparative, biocultural and evolutionary perspectives. Long-term evolutionary processes are examined within an ecological framework as significant factors affecting human biology and susceptibility to diet-related disease. An emphasis on anthropological methods in nutritional assessment including anthropometry, paleodietary assessment and nutritional participant-observations.
will provide students with the tools to evaluate human diet from skeletal and fossil collections through contemporary cross-cultural populations. **PREREQS:** ANTH 110 and (ANTH 240 or ANTH 330)

**ANTH 471/571 CASH, CLASS AND CULTURE: HUNTER-GATHERERS TO CAPITALISM (4)**

Students explore the cultural and social effects of capitalism in the contemporary world within the larger question of how economics and society intersect and change over time. Special emphases are put on food and work, but students explore the linkages of global forces and local life in a variety of ways. **PREREQS:** 3 credits of social science.

**ANTH 482/582 ANTHROPOLOGY OF INTERNATIONAL DEVELOPMENT (4)**

Examines the ideological and theoretical bases of world assistance programs and their effects on different sectors and classes, including women. Causes of world hunger in terms of agronomic, mainstream economic and radical economic paradigms are developed and contrasted. **PREREQS:** Graduate standing.

**ES 448/548 NATIVE AMERICAN PHILOSOPHIES (3)**

Native American perspectives on ways of knowing, sources of meaning and ethics, the nature of reality, self, community, and cosmos. Includes lectures, scholarship, story-telling, poetry, theater, and music as forums for this exploration. Introduces ideas of leading Native American thinkers about the human relation to the natural world, sources of strength and wisdom, the nature of time and place and spirit, right ways of acting in communities, both civic and biotic, and the place of beauty in a well-lived life. CROSSLISTED as PHL 448/PHL 548.

**PHL 440/540 ENVIRONMENTAL ETHICS (3)**

Philosophical ideas about our ethical relationships to the land, with applications to current environmental issues. Includes a study of different conceptions of environmental ethics; philosophical problems in environmental ethics, such as the rights of animals and plants; the uses of environmental ethics by environmental groups; and selected contemporary issues on the environmental front. **PREREQS:** PHL 205 and PHL 342 and PHL 365 or 6 credits of philosophy and sophomore standing.

**SOC 426/526 SOCIAL INEQUALITY (4)**

Evolution of social inequality in society. Emphasis upon the causes and consequences of inequality in power, privilege, and prestige in human societies, with special attention to the United States. **PREREQS:** SOC 204

**WS 465/565 WOMEN, WEIGHT, AND BODY IMAGE (3)**

Focuses on women's increasing struggles with weight, eating disorders, and broader body image issues in contemporary society. Explores how social institutions such as media, medicine, government contribute to weight bias and unhealthy standards for appearance. Examines weightism as a system of oppression that intersects with other systems of oppression including sexism, racism, classism, heterosexism, ableism, and ageism. **PREREQS:** WS 223 or WS 224

**WS 466/566 FAT STUDIES (3)**

Approved but not yet in catalogue.
**HDFS 447/547 FAMILIES IN POVERTY (4)**
Examines families in poverty focusing on causes and consequences of family poverty, including global economic factors, migration patterns, discrimination, and policies and programs for families.

*d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).*

This graduate certificate will be offered on the OSU campus with experiential/service learning and study abroad components occurring off campus. It is possible that they would be offered online at a later date.

*e. Ways in which the program will seek to assure quality, access, and diversity.*

Program faculty includes several full professors who have published on the topic of food and have held positions with national and local food-related organizations. They have been meeting for the past two years and will ensure program quality. They will meet every spring to plan the following year's classes in order to ensure that required classes are available.

In preparation for this initiative, we have secured a Targeted Faculty Diversity Initiative. The job description called for "Expertise in teaching and research in Global/Local Food Crises with a specialization which includes an aspect of the global/local food crisis as it impacts the poor, indigenous peoples, communities of color, and women at home or abroad" and includes .2 FTE for service and outreach to underrepresented groups. Lisa Price has been hired into this position at the full professor level. Our core course Food and Ethnic Identity within Ethnic Studies will certainly attract a diverse student body. We plan to hire a half-time coordinator of the program whose primary responsibilities will be publicizing the program, advising students and tracking their experiential requirement. Each student will also have a faculty advisor who will read their capstone portfolio.

*f. Anticipated fall term headcount and FTE enrollment over each of the next five years.*

Without advertising, we already have five graduate students who have taken several food and culture classes and hope to obtain a certificate or minor in this subject as soon as it is available.

To the best of our knowledge, we expect the following Fall enrollments:

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate Certificate</th>
<th>Graduate Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2013-14</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>2014-15</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>2015-16</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>2016-17</td>
<td>16</td>
<td>14</td>
</tr>
</tbody>
</table>

*g. Expected degrees/certificates produced over the next five years.*

Here is our estimation of completed certificates:

<table>
<thead>
<tr>
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<th>Undergraduate Certificate</th>
<th>Graduate Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
2013-14  2     2
2014-15  6     3
2015-16  10    6
2016-17  12    10

h. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time; etc.)

We expect to attract a variety of students, traditional and non-traditional, full- and part-time.

i. and j. Adequacy and quality of faculty delivering the program. Faculty resources – full-time, part-time, adjunct.

**Food and Culture Initiative**

**Affiliated Faculty**

Norma Cardenas, Ph.D.

*Assistant Professor of Ethnic Studies*

Professor Cardenas teaches Chicano/a-Latino/a Studies and does research on food representations of identity in historical, literary, visual and performing arts, and print media.

Fina Carpena-Mendez, Ph.D.

*Assistant Professor of Anthropology*

Professor Carpena-Mendez researches and teaches about migration and childhood. Food is a focus in her analysis of children’s experience in migration.

Melissa Cheyney, Ph.D.

*Assistant Professor of Anthropology*

Professor Cheyney's research as a medical anthropologist focuses on evolutionary medicine and nutrition, especially in the realm of maternal and infant health patterns.

Mary Cluskey, PhD, RD

*Associate Professor in Nutrition and Exercise Sciences/Dietetics Program Director*

Professor Cluskey's research involves the study of food choice and eating behavior among adolescents and young adults; the role of meals and foods away from home in maintaining optimal nutrition; factors associated with making healthy food choices.

Joan Gross, Ph.D.

*Professor of Anthropology*

Professor Gross' research focuses on food systems and agrifood movements in the US, Latin America and Europe.

Anita Guerrini, Ph.D.

*Horning Professor in the Humanities and Professor of History.*

Professor Guerrini is a historian of the life sciences and medicine, with strong interests in environmental history, the history of animals, and the historical role of diet in medicine.
Jacob Darwin Hamblin, Ph.D.
**Assistant Professor of History**
Professor Hamblin is a historian of science and technology, with interest in environmental and nuclear issues, including fisheries research and the politics of food and grain irradiation.

Jonathan M. Kaplan, Ph.D.
**Associate Professor of Philosophy, Chair Philosophy Department**
Professor Kaplan specializes in the philosophy of biology, and social and political philosophy.

Sunil Khanna, Ph.D.
**Professor of Anthropology**
Professor Khanna is a medical anthropologist interested in examining the complex interrelations of biology, culture, gender, ethnicity, and health in South Asia and the U.S.

Deanna Kingston, Ph.D.
**Associate Professor of Anthropology**
Professor Kingston’s research focuses on the Arctic and looks specifically at foodways and foraging lifestyles.

Larry Lev, Ph.D.
**Professor of Agricultural and Resource Economics**
Professor Lev teaches undergraduate courses in agricultural marketing and agricultural and resource policy. He conducts outreach and applied research focused on food systems.

David McMurray, PhD
**Associate Professor of Anthropology**
David McMurray is a cultural anthropologist who teaches and does research on organic food production and processing in the US and the global assault on local food systems abroad.

Lisa Price, Ph.D.
**Professor of Anthropology**
Professor Price conducts research on foraging in NE Thailand and Africa. She teaches courses on Food and Social Justice.

Nancy Rosenberger, PhD
**Professor of Anthropology**
Professor Rosenberger does research on food and agriculture in the US and abroad. She has written on cultural change and organic agriculture in Japan; nationalism and food in Uzbekistan; and food insecurity for low-income rural people in Oregon.

Garry Stephenson, Ph.D
**Associate Professor, Crop and Soil Science**
Professor Stephenson coordinates the OSU Small Farms Program. With advanced degrees in anthropology and agriculture, his research includes alternative production and marketing systems, community food systems, and agricultural development.

Bryan Tilt, Ph.D.
**Associate Professor of Anthropology**
Professor Tilt is an environmental anthropologist whose research focuses on the intersection of economic development and environmental protection. He has conducted research on sustainable development and agricultural systems in China and fisheries in Oregon.

Juan Antonio Trujillo, Ph.D.
**Assistant Professor of Spanish**
Professor Trujillo incorporates the study of food systems into a Spanish learning community.

Patti Watkins, Ph.D.
**Associate Professor of Psychology**
Professor Watkins teaches and writes on eating disorders, panic disorders, weight bias, and self-help therapies.

k. **Other staff.**

One half time coordinator (professional faculty) to be hired

l. **Facilities, library, and other resources.**
As this proposal comprises a re-organization of currently existing coursework and resources, no new facilities are required. Anita Guerrini has committed $5000 in Horning Endowment funds to increase library holdings. This will put library holdings at an adequate level to support this program. Some of the $4000 committed by the Center for the Humanities will be used to boost library holdings further.

The rich resources of Oregon State University make it the logical place for a program such as this: a land-grant college surrounded by the rich farmland of the Willamette Valley with a long history of Food Science and Agriculture degrees, and home to the state's Extension Service. OSU is also the home of the journal, *The Ecology of Food and Nutrition*, and opportunities exist for graduate students to serve as editorial assistants. The new proposed alignment of the College of Liberal Arts allows for cross-disciplinary strategic foci that will enhance educational experiences.

m. **Anticipated start date.**

Courses are already being offered.

2. **Relationship to Mission and Goals**

a. **Manner in which the proposed program supports the institution’s mission and goals for access; student learning; research, and/or scholarly work; and service.**

The proposed program supports OSU’s mission to promote economic, social, cultural and environmental progress by producing students who are versed in the place of food and food production in human societies past and present. Questions about food systems are central to human survival and progress and cannot be made without an understanding of the cultural aspects of food. Program faculty are already involved in scholarly work in Food Studies and Social Justice and this initiative will allow them to focus on this interest and incorporate students in their research.

The lead faculty in this initiative represent ethnic and gender diversity which will help attract a diverse student body. Several of them serve on the boards of non-profit organizations that serve
their communities. Students will be incorporated into these service efforts.

b. Connection of the proposed program to the institution’s strategic priorities and signature areas of focus.

The graduate certificate in Food, Culture and Social Justice will bring new knowledge and potential solutions to all three signature areas: Research into cultural patterns of foraging and farming practices both past and present can elucidate the scientific study of “sustainable earth ecosystems.” The engaged research into community food security improves “human health and wellness,” while it also promotes local “economic growth,” particularly of rural food-producing communities.

c. Manner in which the proposed program contributes to Oregon University System goals for access; quality learning; knowledge creation and innovation; and economic and cultural support of Oregon and its communities.

There is a growing interest among young people to study food in its cultural aspect and to become involved with local food systems. Our students began and maintain the OSU Emergency Food Pantry. They put on the Empty Bowls Fundraiser every year collecting thousands of dollars to alleviate hunger both locally and globally. They volunteer for non-profit organizations such as Ten Rivers Food Web and Corvallis-Albany Farmers’ Market Association. They grew organic greens and made delicious low-cost salads that they sold on campus last year. OSU students have made SNAP (Supplemental Nutrition Assistance Program) benefits accessible at the Corvallis Farmers’ Market by volunteering to run the EBT machine which they have done since the inception of this program in 2007. Graduate students have completed theses on food systems both locally and abroad. There is no doubt that this curricular program will enhance the learning and outreach that is already going on.

d. Manner in which the program meets broad statewide needs and enhances the state’s capacity to respond effectively to social, economic, and environmental challenges and opportunities.

Food insecurity is and has been a persistent problem in Oregon. From the hungriest state in the nation in 2000, rebounding to 23rd in 2005, and then dropping to second in 2009, it is clear that the state is in need of constant vigilance on this front. There has been a 50% rise in SNAP (Supplemental Nutrition Assistance Program) participation in the past 3 years and one fifth of the population is still food insecure. Emergency food boxes served nearly 900,000 people last year and 36% of them were children. At the same time, Oregon has a good climate and rich soils and agriculture is a major economic engine in the state. We need people who can understand this disconnect and work to respond effectively to the social, economic and environmental challenges inherent in the present food system. Oregon offers students a great laboratory that they can export to other states and around the world with the right cultural knowledge and sensitivity.

3. Accreditation

a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

N/A

b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be
expected to be fully accredited.
N/A

c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.
N/A

d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.
N/A

4. Need

a. Evidence of market demand.

Food Studies is relatively new multidisciplinary field that addresses the relationship between food and the human experience, from farm to fork. This will be the only program in Food Studies on the West Coast, an area full of innovative food projects. The particular focus on social justice makes this program unique in the nation.

When we first began thinking about offering this curricular program in the Fall of 2009, we surveyed 58 students in 400/500 level Anthropology classes, and 120 students in a large Baccalaureate Core course. We asked "If you were/are at the beginning of graduate school, would you be interested in a graduate certificate in Food and Culture (18-24 credits)" and had them mark their level of interest on a scale from 1 (not interested) to 5 (very interested). Of the 178 students, 43 marked 4 or 5, or 24% of the total. In the upper division courses the percentage went up to 36% or 21 individuals. The first time we enrolled students in the Anthropology of Food in 2007, we had 5 graduate students and 3 undergraduates sign up. When we offered it in the Fall of 2010, we had 13 graduate students and 19 undergraduates sign up.

Food Studies students have ended up in a variety of private, non-profit and government positions. There is an increasing number of positions in academia as well. The Food Studies graduates who reported on their employment at the joint meetings of the Association for the Study of Food and Society, Agriculture, Food and Human Values and the Society for the Anthropology of Food and Nutrition (Indiana University in June, 2010) had found jobs running food-related non-profit organizations, working in and starting their own food businesses, and reviewing restaurants. There was a cheese maker, a few cooks, a freelance food writer, a couple of teachers and an extension agent. They spoke to the importance of straddling both academia and the public sector, of being flexible and versatile, of being able to communicate across disciplines. They advocated for a holistic approach and stressed the importance of knowing the cultural side of food. This sentiment also comes out in the blog at http://chowhound.chow.com/topics/494623.

A portion of our students will be obtaining majors in Nutrition, Public Health, Agriculture and Food Science. The additional certificate showing competence in the human dimension of food and the analysis of inequality in food systems will improve their employment possibilities in food businesses and health organizations. Even without these more science-based majors, students will be able to find employment in numerous organizations focused on improving food systems and the access to food such as: Oregon Food Bank and its regional affiliates, Partners for a Hunger-Free Oregon, Community Food Security Coalition,
Feeding America, Food First and local Farmers Markets. Studying food, culture and social justice has an added bonus when it comes to demand because we all eat every day. How students eventually incorporate food into their own households and the sorts of community activities that they engage in should not be overlooked by focusing on a market narrowly defined as income-producing.

b. If the program’s location is shared with another similar OUS program, proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

There is no similar program in the greater Northwest.

c. Manner in which the program would serve the need for improved educational attainment in the region and state.

Students have already shown their interest in food and culture. The proposed certificate will offer them a transcript-visible, well-rounded food-oriented curriculum to add to their major competencies.

d. Manner in which the program would address the civic and cultural demands of citizenship.

The social justice slant of this program directly addresses the civic and cultural demands of citizenship. We have already sponsored several public lectures concerning food justice that have been attended by faculty, students, and community members. Students will explore what citizenship entails when it comes to food security and whether the access to food should be a human right. In addition, they will get hands on experience being a "good citizen" by working directly with food justice organizations in food pantries, gleaner groups, small farms, and soup kitchens.

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

1. Develop and apply critical thinking and critical writing competencies about food, culture and social justice
2. Describe food systems in cross-cultural and historic perspectives
3. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination in access to food and land.
4. Critically evaluate the role of food in the construction of identity (gender, ethnicity, religious, etc.)
5. Discuss the importance of historical competence as it pertains to changing ideas about food and the historical trajectory of certain foods
6. Be able to design a research project, using ethical, mixed methods
7. Articulate and model civic competence through engagement with community projects

b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

Each core course addresses the first outcome and one of the following ones. The required experiential component addresses outcome #7. They will be assessed during each course and again during the capstone portfolio review. If it is noted that students are falling short on an
outcome, adjustments will be made in the curriculum to remedy the weakness.

c. Program performance indicators, including prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate.

We plan to keep track of Food, Culture and Social Justice students through a Facebook page and to conduct a five-year post graduate survey.

d. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

Program faculty will continue their involvement in national and international professional organizations, their publications in Food Studies, and their involvement with community organizations. They will continue meeting regularly to discuss their research with colleagues across the disciplines and to collaborate on research projects and projects to enhance the Food and Culture Initiative.

6. Program Integration and Collaboration

a. Closely related programs in other OUS universities and Oregon private institutions.

There are no comparable programs in the OUS system. There are, however, courses at both public and private institutions which could be transferred in to fulfill requirements for this program. For instance, the University of Oregon offers ANT 4/560 Nutritional Anthropology; ANT 399 Food Origins in Prehistory; and ANT 365 Food and Culture. PSU offers ANT 333 The Anthropology of Food; GEOG 346 World Population and Food Supply; and Urban Planning courses that address land use for food production. We have just learned about a PSU study abroad program focused on the geography of food. Reed College offers History 311-Food in American History: Burgers, Fries, and Apple Pie and Lewis and Clark College offers Soc/Anth 249-The Political Economy of Food.

b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

The proposed Food, Culture and Social Justice program synergistically unites faculty in the four departments of proposed School of Language, Culture and Society. In addition, there are core faculty members in the newly forming Schools of Public Policy; Writing, Literature and Film; and History/Philosophy. In addition to Liberal Arts faculty of many disciplines, the Food and Culture Faculty Research Initiative has included faculty in Nutrition, Food Science, Agriculture and Extension Service. The Food, Culture and Social Justice graduate certificate will complement OSU degrees that focus on the more scientific aspects of food production and consumption with a humanities-focus on food and food systems. Racial, ethnic, social class and gender diversity will be central to many of the core courses as we explore issues of social justice within local and global food systems. This certificate will allow Liberal Arts majors to focus their interests on food and approach it from a multidisciplinary perspective. We expect that some students in Agriculture, Food Science, Nutrition, Public Health and even Environmental Sciences will be interested in adding this certificate to their program of study. Students from other Oregon institutions might well look to this certificate program to feed their interests as well. For example, the University of Oregon (UO) put on a Food Justice conference showcasing several national and international scholars in February 2011 that was well attended by our students. When we have put on Food Summits in Corvallis, UO students have also attended. PSU’s work
on urban gardening would be a welcomed addition. As the OSU Food and Culture initiative grows, we can see many opportunities for collaboration across Oregon institutions.

c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.
N/A

d. Potential impacts on other programs in the areas of budget, enrollment, faculty workload, and facilities use.

By integrating faculty concentrations and student interests, the proposed curricular programs offer a new focus for present and prospective students at a negligible cost to the institution. Faculty are already teaching food and culture classes and advising students. The recent hire of Lisa Price at the full professor level with primary responsibilities in the Food, Culture and Social Justice program will balance out a slight increase in enrollment. She will begin her work at OSU in Fall 2011. Faculty workload will increase slightly with the review of capstone portfolios, but the addition of a program coordinator/advisor should even out the time spent.

7. Financial Sustainability (attach the completed Budget Outline)

a. Business plan for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.

The proposed graduate certificate offers a new curriculum concentration by re-organizing existing courses and adding a hire in Food, Culture and Social Justice in the proposed School of Language, Culture and Society. When we advertised for this position, we received applications from some of the top scholars in the field, indicating to us that this is a very exciting direction to be taking. Faculty working within this initiative are committed to applying for external funding to bring resources to this program. (One proposal on childhood hunger is already in the works and Horning program development funds have been received for a course buy-out in Fall 2011 to develop proposals for this initiative.) The Anthropology Department has supported the development of several program courses and will continue to use its e-campus earnings to provide supplies to the program. The transitional director of the proposed School of Language, Culture and Society has put the .5 coordinator’s salary on the beginning budget of 2011-12 and pledged $5000 the first year for a computer, services and supplies to adequately advertise and recruit for the program. In subsequent years this amount will be reduced to $1500. Anita Guerrini, Horning Professor in the Humanities, has committed $5000 of Horning Endowment funds to buy the monographs necessary to fulfill the requirements of the library assessment. The Horning Endowment was designed to create a closer link between science and the humanities. Its advisory committee invests in ways to improve and extend the teaching of humanities to the sciences and other disciplines at Oregon State University and to extend humanistic knowledge in ways that demonstrate the importance of the liberal arts to the sciences. Since these goals are central to the Food, Culture and Social Justice programs, we expect that we will be successful in applying for future funding from this endowment. We have included $1500 in Horning funds in years 2, 3 and 4 in order to bring in outside speakers. David Robinson, Director of the Center for the Humanities has offered $2000 a year for the first two years of operation for whatever needs we may have. We expect that some of these funds will be used to boost the library holdings above the simply adequate mark.

b. Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.
No unique resources are necessary. We will use existing classrooms, computer labs, and library. We expect to also use the student kitchen for certain classes and gatherings.

c. **Targeted student/faculty ratio (student FTE divided by faculty FTE)**
The program coordinator will advise students initially and allocate them to Food and Culture faculty so that each faculty member will advise no more than 10 students.

d. **Resources to be devoted to student recruitment.**

The program coordinator will work with the program faculty and university marketing to develop a set of promotional materials to distribute and to use at recruiting fairs. We have budgeted $3000 for the development and distribution of these materials. Faculty members will set up a booth at the joint meeting of the Association for the Study of Food and Society; Agriculture, Food, and Human Values; and the Society for the Anthropology of Food and Nutrition in order to recruit interested students.

8. **External Review** (if the proposed program is a graduate level program, follow the guidelines provided in *External Review of new Graduate Level Academic Programs* in addition to completing all of the above information)