



FOR APPROVAL

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

SPONSOR: William Gough, Vice-Principal Academic and Dean
CONTACT INFO: 416-208-7027, vpdean@utsc.utoronto.ca

PRESENTER: Mary Silcox, Vice-Dean Graduate
CONTACT INFO: 416-208-2978, vdeangrad@utsc.utoronto.ca

DATE: December 18, 2017 for January 9, 2018

AGENDA ITEM: 3

ITEM IDENTIFICATION:

Graduate Major Modification, Collaborative Specialization in Food Studies

JURISDICTIONAL INFORMATION:

University of Toronto Scarborough Academic Affairs Committee (AAC) “is concerned with matters affecting the teaching, learning and research functions of the Campus” (*AAC Terms of Reference, Section 4*). Under section 5.5 of its terms of reference, the Committee is responsible for approval of “New collaborative graduate programs and new fields in existing graduate programs, and the closure of either.” The AAC has responsibility for the approval of Major and Minor modifications to existing programs as defined by the University of Toronto Quality Assurance Process (*UTQAP, Section 3.1*).

GOVERNANCE PATH:

1. **UTSC Academic Affairs Committee [For Approval] (January 9, 2018)**

PREVIOUS ACTION TAKEN:

No previous action in governance has been taken on this item.

HIGHLIGHTS:

The Culinary Research Centre (CRC) is proposing a new Collaborative Specialization in Food Studies. The CRC is an Extra-Departmental Unit C (EDU:C), which is located on the University of Toronto Scarborough (UTSC) campus. In accordance with the *Collaborative Program Guidelines* (2015), developed by the Office of the Vice-Provost, Academic Programs, an EDU:C may act as the Supporting Unit for a Collaborative Specialization, and may house a Collaborative Specialization. The Lead Faculty for the Collaborative Specialization will be the University of Toronto Scarborough (UTSC).

The proposed Collaborative Specialization promotes the interdisciplinary study of food, culture, and society, and will bring together students and scholars from the humanities, social sciences, and sciences to develop a holistic understanding of the myriad ways that food nourishes human bodies and souls. Disciplinary perspectives include but are not limited to anthropology, environmental sciences, geography, history, information science, literature, nutrition and public health, political economy, and sociology.

The proposed Collaborative Specialization will introduce students to the multidisciplinary study of food in its social, cultural, and political contexts. Through the teaching of leading researchers in the field, the program emphasizes a broad-based approach to the study of food, from agriculture and food industries to production, cuisines, and consumption. The program will highlight key questions in the study of food, including:

- Food systems: commodity chains; political regimes; justice, equity, and sovereignty;
- Food, culture, and society: cuisine; gender; cross-cultural exchange; sensory studies;
- Food industries: labour; entrepreneurship; community-based food production;
- Food ecologies: natural resources; sustainability; alternative food systems; culture and nutrition.

Offering students a forum for comparative methodologies and collaborative engagement through the proposed Collaborative Specialization builds upon the university's proven excellence in the field of food studies. Engaging programs in the humanities and social sciences, education, and information studies, this Collaborative Specialization also represents an academic bridge to environmental studies/sciences, nutritional studies, and public health. Such an approach is especially important for students seeking to place humanities/social science approaches in dialogue with scientific/medical methods.

Students at the Master and Doctoral levels will benefit tangibly from this Collaborative Specialization through:

- Enhanced credentials that increase competitiveness in the academic job market; and
- Increased competitiveness for the growing numbers of food-based careers.

The proposed graduate Collaborative Specialization will be the first of its kind to be administered at UTSC.

There has been wide consultation, including: the Culinaria Research Centre, the participating faculty and partner academic units, the UTSC Office of the Dean, the Office of the Vice-Provost, Academic Programs, and UT Planning and Budget. The proposal has also been reviewed by the UTSC Campus Curriculum Committee, and received its support.

FINANCIAL IMPLICATIONS:

There are no net financial implications to the campus operating budget.

RECOMMENDATION:

Be It Resolved,

THAT the new graduate Collaborative Specialization in Food Studies, as described in the proposal dated December 5, 2017 and recommended by the Vice-Principal Academic and Dean, Professor William Gough, be approved effective April 1, 2018 for the academic year 2018-19.

DOCUMENTATION PROVIDED:

1. Major Modification to introduce a new Collaborative Specialization in Food Studies, dated December 5, 2017.



University of Toronto Major Modification Proposal New Graduate Collaborative Specialization

Name of Proposed Specialization: Please specify exactly what is being proposed.	Collaborative Specialization in Food Studies
Lead Faculty / Academic Division:	University of Toronto Scarborough (UTSC)
Lead Faculty / Academic Division Contact:	Professor Mary Silcox, Vice-Dean Graduate, UTSC
Lead Proponent	Professor Daniel E. Bender, Director, Culinaria Research Centre
Anticipated start date of new program:	September, 2018
Version Date:	December 5, 2017

New Graduate Collaborative Specialization Proposal

Collaborative Specialization in Food Studies
University of Toronto Scarborough (UTSC)
University of Toronto

Table of Contents

1. Academic Rationale	Pg. 3
2. Participating Programs, Degrees and Names of Units	Pg. 4
3. Objectives, Added Value for Students	Pg. 5
4. Admission and Program Requirements	Pg. 7
5. Degree Level Expectations, Program Learning Outcomes and Program Structure	Pg. 14
6. Assessment of Learning	Pg. 19
7. Resources	Pg. 20
8. Administration	Pg. 21
9. Governance Process	Pg. 23
Appendix A: Collaborative Specialization Requirements and Degree Program Requirements	Pg. 24
Appendix B: Core Faculty Research Synopses	Pg. 32

1 Academic Rationale

This is a proposal to introduce a new Collaborative Specialization in Food Studies that will be the flagship educational program of its supporting unit, the Culnaria Research Centre (CRC), an Extra-Departmental Unit C (EDU:C), which is located on the University of Toronto Scarborough (UTSC) campus.

The proposed Collaborative Specialization promotes the interdisciplinary study of food, culture, and society, and will bring together students and scholars from the humanities, social sciences, and sciences to develop a holistic understanding of the myriad ways that food nourishes human bodies and souls. Disciplinary perspectives include but are not limited to anthropology, environmental sciences, geography, history, information science, literature, nutrition and public health, political economy, and sociology.

The broad study of the cultural, political, and social aspects of food – food security, justice, foodways, traditions, production and consumption – is a rapidly growing field that is attracting strong student interest. For example, students from the Department of Sociology recently won competitive fellowships from a Connaught/Cross Cultural seminar entitled “City Food: Lessons from People on the Move;” a graduate research group in the Department of Geography is focused on issues of food sovereignty and equity; and students from the iSchool planned food-themed exhibitions for the ‘Scarborough Fare’ international food studies conference held at UTSC in 2016. As a result of this growing interest, disciplinary and multidisciplinary departments at the University of Toronto are expanding offerings in food studies at both the undergraduate and graduate levels; for example, the Graduate Department of History recently introduced a new field in Food History to its MA and PhD programs that boasts a strong cohort of excellent students.

Offering students a forum for comparative methodologies and collaborative engagement through the proposed Collaborative Specialization would build upon the university’s proven excellence in the field of food studies. Engaging programs in the humanities and social sciences, education, and information studies, this Collaborative Specialization also represents an academic bridge to environmental studies/sciences, nutritional studies, and public health. Such an approach is especially important for students seeking to place humanities/social science approaches in dialogue with scientific/medical methods.

It is useful to note that even as the field of food studies grows dramatically, there are currently no graduate programs in Canada that offer home degree or collaborative specializations in food studies emphasizing the humanities and social sciences. Even so, there is an expanding professional association – the Canadian Association for Food Studies – representing faculty and students across disciplines. The association’s mission statement is worth quoting at some length, insofar as it emphasizes the potential of the University of Toronto to augment its national field leadership: “The Canadian Association for Food Studies (CAFS) promotes critical, interdisciplinary scholarship in the broad area of food systems: food policy, production, distribution and consumption. CAFS recognizes the *need for coordinated interdisciplinary*

research efforts in response to societal needs for informing policy makers, assessing the outcomes of community-based work, and demonstrating the environmental and social impacts of changes affecting food systems and food policies.”¹

About the Culinarium Research Centre (CRC)

The CRC was established in 2015 to foster interdisciplinary research and scholarly interest in the field of Food Studies. It developed out of existing collaborations across the humanities and social sciences at the University of Toronto, and we are confident it will become the home for field-defining research, innovative teaching, and public programming. Culinarium has a particular focus on unique scholarship about food and cities, advances exciting and field-leading international partnerships, and pursues innovative approaches to undergraduate and graduate teaching. It will also become a centre for innovative teaching through its Culinarium Kitchen Laboratory

The CRC supports President Gertler’s goals for the University through innovative research, experiential learning, community partnership, scholarly outreach, archival and digital collections, international and interdisciplinary collaboration, and university advancement and grant-writing activities. In its first year, 2015-2016, Culinarium hosted two remarkable programs, the University of Toronto’s Connaught Cross-Divisional/Cross-Cultural Seminar and the first-ever joint meeting of the two leading professional societies in the field – the Association for the Study of Food and Society and the Canadian Association for Food Studies.

The Culinarium Research Centre offers additional resources (including those uncommon to other collaborative specializations), including:

- A new state-of-the-art teaching and research kitchen. Located on the UTSC campus, this space enables new opportunities for practical, multisensory learning and unique possibilities for student research.
- Local, Canadian, and international academic and non-academic partnerships that increase the possibility of student internships, community-engaged research, and future employment.

2 Participating Programs, Degrees and Names of Units

1. MEd, PhD; Adult Education and Community Development, Graduate Department of Leadership, Higher and Adult Education, OISE
2. MA, PhD; Anthropology, Graduate Department of Anthropology
3. MA, PhD; East Asian Studies, Graduate Department of East Asian Studies
4. PhD; Environmental Science, Graduate Department of Physical and Environmental Sciences
5. MA/ MSc, PhD; Geography, Graduate Department of Geography and Planning
6. MA, PhD; History, Graduate Department of History

¹ http://cafs.landfood.ubc.ca/en/?page_id=6

7. MI; Information Studies, Faculty of Information
8. MMSt; Faculty of Information
9. MSc, PhD; Nutritional Sciences, Department of Nutritional Sciences, Faculty of Medicine
10. PhD; Public Health Sciences, Dalla Lana School of Public Health
11. MA, PhD; Sociology, Graduate Department of Sociology

Supporting Units:

Culinaria Research Centre (CRC), UTSC

3 Objectives, Added Value for Students

3.1 Academic Objectives

The proposed Collaborative Specialization will introduce students to the multidisciplinary study of food in its social, cultural, and political contexts. Through the teaching of leading researchers in the field, the program emphasizes a broad-based approach to the study of food, from agriculture and food industries to production, cuisines, and consumption. The program will highlight key questions in the study of food, including:

- Food systems: commodity chains; political regimes; justice, equity, and sovereignty;
- Food, culture, and society: cuisine; gender; cross-cultural exchange; sensory studies;
- Food industries: labour; entrepreneurship; community-based food production;
- Food ecologies: natural resources; sustainability; alternative food systems; culture and nutrition.

3.2 Anticipated Demand

We are confident of strong demand for this Collaborative Specialization and anticipate a combined enrolment of 20 students per year at the Master and Doctoral levels. We measure this demand, first, on a survey of the strong enrolments in existing offerings based in departmental programs. Not only are such courses fully enrolled, but they also attract students from other disciplines. A Collaborative Specialization would enhance disciplinary offerings by:

- Reflecting the cross-disciplinary nature of food-centred research as seen in the composition of the leading professional organizations in the field (e.g.: the Association for the Study of Food and Society; Canadian Association for Food Studies; Agriculture, Food, and Human Values Society);
- Surveying methodologies so as to enable students to work more effectively in disciplinary courses; and
- Presenting a research seminar that naturalizes cross disciplinary engagement.

There are strong multi-unit enrolments in existing food courses (such as those in geography, history, and sociology). The new field in Food History in the MA and PhD programs in History offered by the Graduate Department of History demonstrates existing graduate student interest in the study of food, culture, and society. Though firmly disciplinary, this field has

received a robust number of applications (including from international students), and within a year of its introduction, already enrolls upwards of 10 students. Student interest is also reflected in cognate units. The Culinary Research Centre currently has around 25 graduate student members (along with around the same number of faculty members) and, in a notable example of student interest, at this past year's annual meeting of the Association for the Study of Food and Society (ASFS, the largest annual professional conference in food studies) 30 MA and PhD students from the University of Toronto were accepted to deliver papers.

3.3 Added Value for Graduate Students

Students at the Master and Doctoral levels will benefit tangibly from this Collaborative Specialization through:

- Enhanced credentials that increase competitiveness in the academic job market; and
- Increased competitiveness for the growing numbers of food-based careers.

A survey on H-Net (an employment website for the humanities and social sciences) and on the *Chronicle of Higher Education* over the last two years, suggests that academic jobs in food studies often require, or privilege, interdisciplinary training and a disciplinary degree. To cite several examples from 2015:

- A major European university seeks a “broadly trained candidate with an interdisciplinary background in the social sciences.” “Food sovereignty” is a highlighted field of expertise;
- An assistant professorship at a major American land-grant university who works on “sustainability” and “critical agriculture, food and natural resource issues;” and
- A regional American public university is advertising for three assistant professors in geography. The overarching fields are established geography specializations (“physical geography”, “GIS”) but “food and/or health studies” is a preferential area.

Such jobs suggest that (a) food is an area of growing academic concern, but (b) graduates with degrees specifically in food studies might not have an advantage. In such cases, a notation of having completed a collaborative specialization in addition to a disciplinary degree would represent a distinct advantage.

PhD and Master's graduates are increasingly seeking positions outside of academia, including in not-for-profit, policy, activist, social entrepreneurship, museum, and, even, business sectors. While the critical thinking, research, and writing skills developed by graduate students may be valued by employers across sectors, disciplinary degrees do not necessarily identify specific areas of expertise. At both the Master and Doctoral levels, the specific credential of a collaborative specialization could enhance the professional utility of disciplinary degrees. By demonstrating a multidisciplinary understanding of food, culture, and society, students who complete the proposed Collaborative Specialization might be much better positioned to compete for positions in urban policymaking, museum design, food regulation, food businesses, journalism/food writing/food television and documentary, not-for-profit and social activist organizations, and social entrepreneurship.

3.4 Distinctiveness

There are no similar or overlapping Collaborative Specializations at the University of Toronto. Although there are obvious connections to Master and Doctoral programs in Nutritional Sciences (Faculty of Medicine) and Public Health Sciences (Dalla Lana School of Public Health), the socio-cultural focus of this Collaborative Specialization represents an important academic and intellectual broadening. There are no competing programs in the Canada and only a limited number internationally.

4 Admission and Program Requirements

Students will have the opportunity to apply for the Collaborative Specialization at the Master and PhD levels both at the time of their degree program application, and also as a registered student (as their research interests develop).

Students applying at the time of degree program application will be asked to submit their regular degree program application, and will be judged on their superior writing and research skills and engagement with themes in the multidisciplinary study of food, culture, and society. Superior writing and research skill will be assessed for those applying at time of degree program application using the submission of the writing sample normally included in their degree program application; for applicants where the home degree program does not require a writing sample, they will submit a research paper focused on food studies, as described in the Admission Requirements below.

Students applying after matriculation into a degree program will be expected to submit a research paper of no more than 30 pages whose focus reflects that of the Collaborative Specialization.

Admission Requirements (Master's)

- Applicants must meet the admission requirements of both the home graduate unit and the Collaborative Specialization.
- Applicants must be enrolled or applying to a participating master's degree program.
- A curriculum vitae (CV).
- Applicants must demonstrate superior writing and research skills, as well as an interest in the socio-cultural aspects of food. Applicants will submit to the Program Committee of the Collaborative Specialization in Food Studies a research paper (of no more than 30 pages double spaced in length) that has been submitted to the home degree, or that is focused on food studies.
- Letters from two references. The letters of reference should describe the student's academic ability and career aspirations, and comment on the student's potential benefit from the Collaborative Specialization.
- Some undergraduate experience in food-related course-work is desired.

Admission Requirements (PhD)

- Applicants must meet the admission requirements of both the home graduate unit and the Collaborative Specialization.
- Applicants must be enrolled in a participating doctoral degree program in the graduate unit in which the research is conducted.
- A curriculum vitae (CV).
- Applicants must demonstrate superior writing and research skills, as well as an interest in the socio-cultural aspects of food. Applicants will submit to the Program Committee of the Collaborative Specialization in Food Studies a Master's level research project paper or thesis (the length of the thesis will vary according to the norms of the primary Master's program).
- Experience in a food-related field (either practical, scholarly, or policy/political/social service) is beneficial.
- Letters from two references. One letter should come from the prospective supervisor and should describe the availability of resources necessary to carry out research, including the type of mentoring the supervisor will be able to provide, comments on academic progress, and the student's potential benefit from the Collaborative Specialization.

Students who complete the Collaborative Specialization at the Master's level will be eligible for the program at the doctoral level, but will be expected to complete an additional 'topics' course (see below).

The Collaborative Specialization will offer two courses:

FST 1000H Comparative Research Methods in Food Studies

This course introduces key multidisciplinary methods in the study of food, its production, distribution, and consumption. Uses approaches in the humanities and social sciences to understand the dynamics of the global food system, as well as the ways that food shapes personal and collective identities of race, class, gender, and nation.

FST 2000H Food, Culture, and Society

This course introduces students to recent scholarship on the place of food in the study of culture, politics, and society. Specific topics will be selected annually, but will bring multidisciplinary focus to topics such as: food and equity; the political economy of food; food and migration; and gender and food.

Students at the Masters' level will be required to take FST 1000H. Masters' students will have the option to also enrol in FST 2000H, however, if they seek to pursue the Collaborative Specialization subsequently at the PhD level, they will be advised early on to wait until PhD enrolment to take this course.

At the PhD level, students who have not already taken FST 1000H will be required to take it. All Ph.D. students are also required to take FST 2000H.

All students, including those who have completed their coursework, are expected to participate regularly in the Culinaria seminar series – a Type 1 (CR/NCR) series. Attendance will be required, and the series will include non-evaluated activity types including active participation in discussion following the seminar. The course code SMR 3333H will be used for Master’s seminar series, and SRD 4444H for the doctoral seminar series. The series will meet at least 8 times each academic year – 4 times per semester; it may also meet occasionally during the summer. Participation will be measured through the keeping of attendance (students in a Master’s program must attend at least 4 out of 8 series events in an academic year, and students in a PhD program must attend at least 5 out of 8 series events in an academic year), delivering work in progress papers, and formal comments on papers delivered by speakers. All students in the Collaborative Specialization will have the opportunity to participate in the planning of seminar sessions and the organization of events.

See *Calendar* entry below.

CALENDAR ENTRY

Collaborative Specialization in Food Studies

Lead Faculty

University of Toronto Scarborough

Participating Degree Programs

Adult Education and Community Development – MEd, PhD

Anthropology – MA, PhD

East Asian Studies – MA, PhD

Geography and Planning – MA, MSc, PhD

History – MA, PhD

Information – MI

Museum Studies – MMSt

Nutritional Sciences – MSc, PhD

Physical and Environmental Sciences – PhD

Public Health Sciences – PhD

Sociology – MA, PhD

Supporting Units

Culinaria Research Centre

Overview

Food Studies is an interdisciplinary field dedicated to understanding where our food comes from and how it shapes our bodies and identities. The production and consumption of food has gone through tremendous changes in the past few hundred years. Before industrialization, most food was grown in the place where it was eaten. With the rise of global commodity agriculture, it is often hard to find out exactly what our food is and where it comes from. Then, famine was a constant spectre, whereas today, over-eating has become a significant health problem. Particular attention will be given to the material nature of food, the way it tastes and smells, and the changes it undergoes through natural decomposition and through the human intervention of preservation and cooking. Students will learn the importance of food in religion, society, the family, gender roles, the environment, agriculture, urbanization, immigration, colonialism, and race and ethnicity. The specialization will leverage the University's urban location and its proximity to Canada's agricultural heartland to broaden students' experience. The study of food provides both theoretical understanding and practical knowledge for professional careers in health care, business, government service, non-governmental organizations, and educational and community programs.

This specialization will draw on a variety of disciplinary approaches emphasizing different knowledge and skills.

Upon successful completion of the Master's or PhD requirements of the home department and the program, students receive the notation "Completed Collaborative Specialization in Food Studies" on their transcript and parchment.

Contact and Address

Web: <https://www.utoronto.ca/culinaria/>

E-mail: culinaria@utoronto.ca

Telephone: (416) 208-8175

Collaborative Specialization in Food Studies

University of Toronto

1265 Military Trail

Toronto, Ontario M1C 1A4

Canada

Master's Level

Admission Requirements

- Applicants must meet the admission requirements of both the home graduate unit and the Collaborative Specialization.
- Applicants must apply to and be admitted to both the collaborative specialization and a graduate degree program in one of the collaborating departments in a participating master's degree program.
- A curriculum vitae (CV).
- Applicants must demonstrate superior writing and research skills, as well as an interest in the socio-cultural aspects of food. Applicants will submit to the Program Committee of the Collaborative Specialization in Food Studies a research paper (of no more than 30 pages in length) that has been submitted to the home degree, or that is focused on food studies.
- Letters from two references. The letters of reference should describe the student's academic ability and career aspirations, and comment on the student's potential benefit from the Collaborative Specialization.
- Some undergraduate experience in food-related coursework is desired.

Specialization Requirements: MA in Anthropology; MA in East Asian Studies Thesis Option; MA/MSc in Geography; MA in History; MSc, in Nutritional Sciences; MA in Sociology Research Paper Option; MI Concentration Plus Thesis Option; MI General Pathway Plus Thesis Option

- Students must meet all respective degree requirements of the School of Graduate Studies and the participating home degree program and the Collaborative Specialization.
- Students must meet the following specialization requirements:
 - 0.5 full-course equivalent (FCE) seminar: FST 1000H *Comparative Research Methods in Food Studies*.
 - Participate regularly and actively in the Culinaria Seminar Series SRM 3333H.
 - The major research paper or thesis in the participating degree program will be on a topic in food studies, approved by the Program Committee of the Collaborative

Specialization in Food Studies.

- Collaborative specialization courses may be taken as electives for the purpose of satisfying home program requirements.

Specialization Requirements: MEd, MA in East Asian Studies Coursework-Only Option, MA in Sociology Coursework-Only Option

- Students must meet all respective degree requirements of the School of Graduate Studies and the participating home degree program and the Collaborative Specialization.
- Students must meet the following specialization requirements:
 - 0.5 full-course equivalent (FCE) seminar: FST 1000H *Comparative Research Methods in Food Studies*.
 - 1.0 FCE FCE electives related to food studies
 - Participate regularly and actively in the Culinaria Seminar Series SRM 3333H.
- Collaborative specialization courses may be taken as electives for the purpose of satisfying home program requirements.

Specialization Requirements: MI Coursework-Only Options

- Students must meet all respective degree requirements of the School of Graduate Studies and the participating home degree program and the Collaborative Specialization.
- Students must meet the following specialization requirements:
 - 0.5 full-course equivalent (FCE) seminar: FST 1000H *Comparative Research Methods in Food Studies*.
 - 0.5 full-course equivalent (FCE) practicum: INF 2173H (taken in an area related to food studies)
 - 1.5 FCE electives related to food studies
 - Participate regularly and actively in the Culinaria Seminar Series SRM 3333H.
- Collaborative specialization courses may be taken as electives for the purpose of satisfying home program requirements.

Specialization Requirements: MMSt Coursework Option

- Students must meet all respective degree requirements of the School of Graduate Studies and the participating home degree program and the Collaborative Specialization.
- Students must meet the following specialization requirements:
 - 0.5 full-course equivalent (FCE) seminar: FST 1000H *Comparative Research Methods in Food Studies*.
 - 2.0 FCE in a combination of:
 - a) 1.0 full-course equivalent (FCE) internship MSL 3000Y in a field related to food studies
 - b) 1.0 full-course equivalent (FCE) project MSL 4000Y in a field related to food studies
 - c) up to 2.0 FCE electives related to food studies
 - Participate regularly and actively in the Culinaria Seminar Series SRM 3333H.
- Collaborative specialization courses may be taken as electives for the purpose of satisfying home program requirements.

Doctoral Level

Admission Requirements

- Applicants must meet the admission requirements of both the home graduate unit and the Collaborative Specialization.
- Applicants must apply to and be admitted to both the collaborative specialization and a graduate degree program in one of the collaborating departments..
- Students who complete the collaborative specialization at the Master's level will be eligible for the program at the doctoral level, but will be expected to complete an additional 'topics' course (see below).
- A curriculum vitae (CV).
- Applicants must demonstrate superior writing and research skills, as well as an interest in the socio-cultural aspects of food. Applicants will submit to the Program Committee of the Collaborative Specialization in Food Studies a Master's level research project paper or thesis. Experience in a food-related field (either practical, scholarly, or policy/political/social service) is beneficial.

Specialization Requirements

- Students must meet all respective degree requirements of the School of Graduate Studies and the participating home degree program and the Collaborative Specialization.
- Students must complete the following requirements:
 - 0.5 full-course equivalent (FCE) seminar: . Students who have not already taken FST 1000H *Comparative Research Methods in Food Studies* at the master's level will be required to complete this course. Students who have completed the Collaborative Specialization in Food Studies at the master's level are exempted from this requirement.
 - 0.5 FCE topics course: FST 2000H *Food, Culture, and Society*; course theme to be decided each year by the Program Committee of the Collaborative Specialization in Food Studies.
- Participate regularly and actively in the Culinary Seminar Series SRD 4444H.
- The student's dissertation in their home department must be on a topic in food studies, approved by the Program Committee of the Collaborative Specialization in Food Studies.
- Collaborative specialization courses may be taken as electives for the purpose of satisfying home program requirements.

At both the Master's and Doctoral level, students enrolled in the Collaborative Specialization must complete the requirements of the Collaborative Specialization in addition to those requirements for the degree program in their home graduate unit. The Collaborative Specialization Director and/or Program Committee is/are responsible for certifying the completion of the Collaborative Specialization requirements. The home graduate unit is solely responsible for the approval of the student's home degree requirements.

○

Course List

FST 1000H Comparative Research Methods in Food Studies

FST 2000H Food, Culture, and Society

Elective Courses**

Department of Anthropology

*ANT4039H The Origins and Nature of Early Resource Producing Societies

Department of Geography

*JPG1429H The Political Ecology of Food and Agriculture

Department of History

*HIS1301H History of Food and Drink

Centre for Medieval Studies

*MST1370H From Farm to Market: Social and Economic Transformations in Medieval Europe

Department of Sociology

*SOC6519H Sociology of Food

Department of Leadership, Higher, and Adult Education

*LHA1197H The Pedagogy of Food

Department of Nutritional Sciences

*NFS1201H Public Health Nutrition

*NFS1212H Regulation of Food Composition, Health Claims and Safety

*NFS1216H Selected Topics in Nutrition

*NFS1218H Recent Advances in Nutritional Sciences

Dalla Lana School of Public Health

*CHL5653H Community Nutrition

*These courses may have prerequisites and enrolment limits. These courses may not be offered every year.

**Students may take courses not listed here with approval of the CS Director.

5 Degree Level Expectations, Program Learning Outcomes and Program Structure

Table 1: Master's DLEs

MASTER'S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)	MASTER'S PROGRAM LEARNING OBJECTIVES AND OUTCOMES	HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES
<p>1. Depth and Breadth of Knowledge A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline, field of study, or area of professional practice.</p>	<p>Depth and breadth of knowledge is defined in the Collaborative Specialization in Food Studies as interdisciplinary understandings of important trends in Food Studies. This is reflected in students who are able to conduct research and understand fundamental debates over food systems and regimes, food and social distinction, gender, construction of identities, cross-cultural exchange, sustainability, dietary health, and sensory studies.</p>	<p>The key program design and requirement element that ensures these student outcomes for depth and breadth of knowledge is FST 1000H, which will require students to compose a review of the literature in which they show an understanding of the broad elements of the interdisciplinary field of food studies scholarship and an appreciation of their chosen topic within it. They will also be required to situate their own research within existing scholarship.</p> <p>In addition, participation in the Culinaria Seminar will give students exposure to a wide range of interdisciplinary scholarship and practice in the field of food studies.</p>
<p>2. Research and Scholarship A conceptual understanding and methodological competence that i) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; ii) Enables a critical evaluation of current research and scholarship in the discipline or area of professional competence; and iii) Enables a treatment of complex issues and judgments based on established principles and techniques; and, on the basis of that competence, has shown at least one of the following: i) The development and support of a sustained argument in written form; or ii) Originality in the application of knowledge.</p>	<p>Research and Scholarship is defined in the Collaborative Specialization in Food Studies as ability to conceptualize intellectual and social problems regarding the material and symbolic relationships between food, culture and society, and compose an argumentative essay using that data to advance existing knowledge.</p> <p>These research skills are developed using methods appropriate to their home degree programs.</p>	<p>The program design and requirement elements that ensure these student outcomes for research and scholarship are FST 1000H which requires students to design a research project, and the Master's degree thesis/major research project requirement in their home discipline, if required, which will give sustained practice in appropriate methodologies of research and scholarship.</p>
<p>3. Level of Application of</p>	<p>Application of Knowledge is defined</p>	<p>The program design and</p>

MASTER'S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)	MASTER'S PROGRAM LEARNING OBJECTIVES AND OUTCOMES	HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES
<p>Knowledge Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</p>	<p>in the Collaborative Specialization in Food Studies as the use of scholarly theory to analyze real world problems in food systems, cultures, economies, health practices, and ecologies.</p> <p>This is reflected in students who are able at a general level to identify functional attributes of, and relationships and inequalities within, food systems, understand holistically the role of food as an element of society and culture, describe the components of food industries and culinary infrastructures, understand the fundamentals of dietary health and social inequalities that result from them, and analyze the connections within, and sustainability of, food ecologies.</p>	<p>requirement element that ensures these student outcomes for level and application of knowledge is FST 1000H, which requires students to situate contemporary food issues in existing scholarly literatures.</p>
<p>4. Professional Capacity/Autonomy a. The qualities and transferable skills necessary for employment requiring i) The exercise of initiative and of personal responsibility and accountability; and ii) Decision-making in complex situations; b. The intellectual independence required for continuing professional development; c. The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>	<p>Professional Capacity/Autonomy is defined in the Collaborative Specialization in Food Studies as reflective knowledge of food justice and inequalities in access, conducting research with human subjects in an ethical fashion, adhering to standards of scholarly integrity in the acquisition and use of data and citation of scholarly literature.</p> <p>This is reflected in students who are able to develop an ethical research design, citing and utilizing scholarly sources and data with integrity, and understanding the relationship between the scholar and relevant stakeholder communities.</p>	<p>The program design and requirement element that ensures these student outcomes for professional capacity/autonomy is FST 1000H, which introduces students to questions of ethical research and scholarly integrity with particular focus on issues of food justice and equity. Discipline-specific concerns will be learned as part of the Master's degree requirements in their home discipline.</p>
<p>5. Level of Communications Skills The ability to communicate ideas, issues and conclusions clearly.</p>	<p>Communications Skills are defined in the Collaborative Specialization in Food Studies as the ability to speak and write effectively in both traditional and new academic formats.</p>	<p>The key program design and requirement elements that ensures these student outcomes for level of communication skills is FST 1000H, which requires students to write short critical essays and a more extended research paper.</p>

MASTER'S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)	MASTER'S PROGRAM LEARNING OBJECTIVES AND OUTCOMES	HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES
	This is reflected in students who are able to compose single-authored research papers and book reviews, engage in effective seminar discussion and group work, and prepare non-traditional means of mobilizing knowledge such as digital projects and documentary films.	The Culinaria seminar also provides practice in verbal scholarly communication. Discipline-specific concerns will be learned as part of the Master's degree requirement in their home discipline.

Table 2: Doctoral DLEs

DOCTORAL DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)	DOCTORAL PROGRAM LEARNING OBJECTIVES AND OUTCOMES	HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES
<p>1. Depth and Breadth of Knowledge A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice.</p>	<p>Depth and breadth of knowledge is defined in the Collaborative Specialization in Food Studies as broad interdisciplinary understandings of food systems, cultures, industries, health practices, and ecologies.</p> <p>This is reflected in students who are able to show a thorough and broad understanding of the literature of Food Studies research and fundamental debates over food systems and regimes, food and social distinction, gender, construction of identities, cross-cultural exchange, sustainability, dietary health, and sensory studies, especially as they relate to scholarship in their home degree programs.</p>	<p>The key program design and requirement elements that ensures these student outcomes for depth and breadth of knowledge is FST 1000H, which requires students to compose a review of the literature in which they show a broad understanding of the interdisciplinary field of food studies scholarship and a deep appreciation of their chosen topic within it. FST 2000H will give students greater depth of knowledge.</p> <p>Participation in the Culinaria Seminar will give students exposure to a wide range of interdisciplinary scholarship and practice in the field of food studies. Discipline-specific knowledge will be acquired as part of a food-related field in the PhD comprehensive exams in their home discipline.</p>
<p>2. Research and Scholarship a. The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or</p>	<p>Research and Scholarship is defined in the Collaborative Specialization in Food Studies as ability to develop an original research project addressing the relationships between food, culture and society using methods and forms appropriate to home</p>	<p>The program design and requirement elements that ensure these student outcomes for research and scholarship are discipline-specific preparations for the PhD.</p>

DOCTORAL DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)	DOCTORAL PROGRAM LEARNING OBJECTIVES AND OUTCOMES	HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES
<p>methodology in the light of unforeseen problems; b. The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and c. The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.</p>	<p>degree programs.</p> <p>This is reflected in students who are able to develop original research questions, create innovative data sources and methodologies, and use them to produce scholarly articles that satisfy peer review and merit publication in journals such as <i>Food, Culture, and Society</i>, <i>Agriculture and Human Values</i>, or <i>Canadian Review of Food Studies</i> or other significant journals in their fields of study.</p>	<p>The Culinaria seminar will provide opportunities for workshopping such manuscripts prior to submission or in the process of revision for publication.</p>
<p>3. Level of Application of Knowledge The capacity to i) Undertake pure and/or applied research at an advanced level; and ii) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.</p>	<p>Application of Knowledge is defined in the Collaborative Specialization in Food Studies as the use of theory to analyze questions central to the fields of study. This might include real world problems in food systems, cultures, economies, health practices, and ecologies as well as advancing scholarly methodologies and knowledge.</p> <p>This is reflected in students who are able at an advanced level to develop a research program appropriate to their home degree programs. This includes the ability to identify functional attributes of, and inequalities within, food systems, understand the role of food as an element of society and culture, describe the components of food industries and culinary infrastructures, understand the fundamentals of dietary health and sustainability, and/or food ecologies as the analysis of food systems, cultures, economies, health practices, and ecologies.</p>	<p>The key program design and requirement elements that ensures these student outcomes for level of application of knowledge is FST 1000H which requires students to situate contemporary food issues in existing scholarly literature. FST 2000H will give students the opportunity to apply this knowledge in greater depth.</p>
<p>4. Professional Capacity/Autonomy a. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; b. The intellectual</p>	<p>Professional Capacity/Autonomy is defined in the Collaborative Specialization in Food Studies as reflective knowledge of food justice and inequalities in access, conducting research with human subjects in an ethical fashion,</p>	<p>The key program design that ensures these student outcomes for professional capacity/autonomy is FST 1000H, which introduces students to questions of ethical research and scholarly integrity with particular focus on issues of</p>

DOCTORAL DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)	DOCTORAL PROGRAM LEARNING OBJECTIVES AND OUTCOMES	HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES
<p>independence to be academically and professionally engaged and current; c. The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to evaluate the broader implications of applying knowledge to particular contexts.</p>	<p>adhering to standards of scholarly integrity in the acquisition and use of data and citation of scholarly literature.</p> <p>This is reflected in students who are able to submit a successful research ethics application, cite scholarly sources and data according to accepted scholarly practices, and understand possible social and individual repercussions that may result from the publication of research or resulting policy recommendations.</p>	<p>food justice and equity. Discipline-specific concerns will be learned as part of the PhD degree requirement in students' home discipline.</p>
<p>5. Level of Communication Skills The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.</p>	<p>Level of Communications Skills is defined in the Collaborative Specialization in Food Studies as ability to prepare scholarly arguments in both shorter formats such as research articles and book reviews as well as more sustained argumentation.</p> <p>This is reflected in students that are able to produce, submit, and publish peer-reviewed findings in forums appropriate to their home degree programs.</p>	<p>The program design and requirement elements that ensure these student outcomes for level of communication skills are primarily the disciplinary requirements of the dissertation, although completion of FST 1000H and regular participation in the Culnaria Seminar will provide training that will assist in developing these skills.</p>
<p>6. Awareness of Limits of Knowledge An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines. Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</p>	<p>Level of Awareness of Limits of Knowledge is defined in the Collaborative Specialization in Food Studies as the ability to critically assess the methods and concepts of producing knowledge and the historically contingent nature of data.</p> <p>This is reflected in students who are able to understand the position of the investigator in the research process through appropriate means depending on their home discipline, such as self-reflexive awareness of ethnographic research, critical analysis of quantitative datasets and statistical methods, different ways of measuring data, presentation of</p>	<p>The program design and requirement elements that ensure these student outcomes for awareness of limits of knowledge are FST 1000H, which will introduce students to the primary methodologies of ethnographic, spatial, discourse, and textual analysis. More sustained understanding of discipline-specific methods will be gained through course work and research in the major field.</p>

DOCTORAL DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs)	DOCTORAL PROGRAM LEARNING OBJECTIVES AND OUTCOMES	HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES
	competing interpretations, and awareness of the historical contingency of knowledge and its change over time.	

6 Assessment of Learning

The Collaborative Specialization in Food Studies will assess students' achievement of the learning outcomes through methods appropriate to disciplines in the humanities and social sciences and consistent with University of Toronto Graduate Degree Level Expectations. Faculty, based on standards set by the Program Committee, will evaluate students':

- Familiarity with fundamental core areas of research and scholarship in food studies, including: food justice/policy/politics; environment, resources, and sustainability; food cultures; sensory studies; gender, food, and mobilities; and food systems.
- Mastery of interdisciplinary methods appropriate to their area of Specialization and research.
- Ability to evaluate scholarship and research in core areas of research and scholarship in food studies. This includes both oral and written critical learning skills.
- Ability to formulate and realize research projects, including: identification and utilisation of critical methods; data collection and analysis (such as fieldwork, ethnography, textual analysis, archival research, etc.); presentation (in written, digital, exhibitionary and/or other documentary formats); and knowledge mobilization (such as presentation of work in scholarly forums, public events, etc.).
- Ability to connect scholarship to broader publics, for example through community-based partnership.
- Ability to engage in collaborative learning through active participation in scholarly forums; for example, the Culinaria Seminar Series (SRM 3333H and SRD 4444H).

The Collaborative Specialization Committee will meet annually to discuss any issues with the program, and in particular whether the curriculum needs to be refreshed or changed.

7 Resources

The proposed Collaborative Specialization's core faculty members are available to students in the home program as advisors or supervisors. If a student's program includes a thesis, it is expected that a core faculty member in the student's home department will be involved in thesis supervision. Core faculty members contribute to the Collaborative Specialization through teaching of the core course/s and participating in the delivery of seminar series and other common learning elements. Some faculty may teach courses in the subject area of the Collaborative Specialization in the home program. Not all core faculty members are active in the Collaborative Specialization every year and, in many cases, simply may remain available to

interested students. The list of core faculty members is available in Appendix B. Each participating degree program contributes to the Collaborative Specialization through student enrolments, although not necessarily every year.

The proposed Collaborative Specialization will have a Director and a Program Committee. Together they are responsible for admitting students to the Collaborative Specialization and ensuring that the faculty associated with the program have the capacity to supervise all program students. Consequently an assessment of supervisory capacity occurs twice: once when students are admitted to their home degree program and once on their application to the Collaborative specialization.

The University finds that the participation in a Collaborative Specialization does not normally add significantly to a faculty member's supervisory load. For the most part, students in the collaborative specialization will continue to have their thesis or MRP supervised by a faculty member in their home program, who also participates in the Collaborative Specialization. Please see Appendix B for a list by program of core graduate faculty.

Resources will be provided as part of the yearly budgetary allotment for the Culinaria Research Centre from the Dean's Office (UTSC). The primary cost associated with the Collaborative Specialization will be the stipends associated with teaching FST 1000H and FST2000H. No budgetary support will be sought from the participating units at this time.

8 Administration

Collaborative Specialization Committee

The Collaborative Specialization is administered by a committee – the Program Committee of the Collaborative Specialization in Food Studies. It will consist of one core faculty member from each Participating Graduate Unit. The Program Committee of the Collaborative Specialization in Food Studies shall be chaired by the Collaborative Specialization Director. The Committee shall meet at least once annually. The Committee shall be responsible for the following activities:

- Review of all applications and admissions to the Collaborative Specialization in Food Studies;
- Provide support to the Director in his responsibilities (listed below);
- Other issues (e.g., student counselling, curriculum review, approving advertising, adjudication of student funding and awards).

Collaborative Specialization Director

The Director of the Culinaria Research Centre will serve as the Collaborative Specialization Director.

As outlined in the *Collaborative Program Guidelines*, the responsibilities of the Collaborative Specialization Director are as follows:

Administration and Management

1. Chairs the Program Committee of the Collaborative Specialization in Food Studies, and ensures that the Committee has appropriate representation from the participating programs.
2. Administers the budget and any resources.
3. Ensures that all materials (calendar, website etc.) are current.
4. Maintains a list of faculty associated with the Collaborative Specialization and any other records.
5. Consults with academic lead(s)/chair(s) of participating units and lead Faculty Dean(s) or delegate(s) on matters relating to the Collaborative Program.

Admissions and Academic Oversight

1. Reviews and approves admissions to the Collaborative Specialization in Food Studies.
2. Provides guidance to students in managing Collaborative Specializations requirements and ensures appropriate graduate supervision.
3. Confirms completion of program requirements for each student enrolled in the Collaborative Specialization, works to provide each student with a certificate of completion, and to ensure the Collaborative Specialization notation is recorded on the graduate transcript.

Governance

1. Ensures that the Memorandum of Agreement (MOA) is revised appropriately including the addition or deletion of participating programs.
2. Works with the lead Faculty to change admissions and program requirements through governance as necessary. For this CS the approving body is the UTSC Academic Affairs Committee.

Program Requirements and University of Toronto Quality Assurance Process (UTQAP)

1. Prepares any materials required as part of the UTQAP review process.
2. Works collaboratively with the lead Faculty Dean and participating programs on the renewal of the MOA following the outcome of the review process.

Administration: General

The Program Director will be assisted by the Program Committee of the Collaborative Specialization in Food Studies and the administrative staff associated with the Culinaria Research Centre. Courses for the Collaborative Specialization will have the secondary org code of the Tri-campus Graduate Department of Physical and Environmental Sciences and co-secondary org code of UTSC in ROSI. The UTSC Graduate Administrator (Shelley Eisner) will have appropriate access in ROSI to administer the courses ROSI.

The Culinaria Research Centre (CRC) is the primary supportive unit of the Collaborative Specialization. The CRC was established in 2015 to act as a tri-campus hub to foster interdisciplinary research and scholarly interest in the field of Food Studies. It developed out of

existing collaborations across the humanities and social sciences, and we are confident it will become the home for field-defining research, innovative teaching, and public programming. Culinaria has a particular focus on unique scholarship about food and cities, advances exciting and field-leading international partnerships, and pursues innovative approaches to undergraduate and graduate teaching. It will also become a centre for innovative teaching by opening the Culinaria Kitchen Laboratory to a range of existing experiential courses offered at UTSC.

The Culinaria Research Centre will be the administrative home of the courses associated with the Collaborative Specialization – FST 1000H and FST 2000H, and will be responsible for arranging the Culinaria Seminar Series (SRM 3333H and SRD 4444H). The CRC will be responsible for initiating all academic change related to the Collaborative Specialization.

The Culinaria Research Centre offers additional resources (including those uncommon to other collaborative specializations), including:

- A new state-of-the-art teaching and research kitchen. Located on the UTSC campus, this space enables new opportunities for practical, multisensory learning and unique possibilities for student research.
- Local, Canadian, and international academic and non-academic partnerships that increase the possibility of student internships, community-engaged research, and future employment.

9 Governance Process

	Levels of Approval Required
Consultation with Provost	December 13, 2016
Decanal Sign Off	November 24, 2017
Provost's Office Sign Off	November 29, 2017
UTSC Campus Curriculum Committee	December 4, 2017
UTSC Academic Affairs Approval	
Submission to Provost's Office	
AP&P – reported annually	
Ontario Quality Council – reported annually	

Appendix A: Collaborative Specialization Requirements & Degree Program Requirements

Participating Degree Programs

Culinaria Research Centre (Supporting Unit)

Participating Degree Programs

Program	Requirements	How the Core Course Fits	30% content for Coursework only programs
Master of Education (MEd) in Adult Education and Community Development, Leadership, Higher and Adult Education, OISE	<ul style="list-style-type: none"> 5.0 FCEs in coursework required, including 1.5 FCEs in LHA courses and 0.5 FCE in research methods courses 2.5 FCEs must be completed in the home program; 2.5 FCEs may be completed outside the Department 	N/A	30% of 5.0 FCE = 1.5 FCE courses below: <ul style="list-style-type: none"> 0.5 FCE: FST 1000H the additional 1.0 FCE in food studies related courses may be taken either inside or outside of the department and counted towards the 5.0 FCEs in coursework requirements;
PhD in Adult Education and Community Development, Leadership, Higher and Adult Education, OISE	<ul style="list-style-type: none"> 3.0 FCEs in coursework required total, including 1.5 FCEs in the home department Thesis <p>[note: applies to both full-time and flex-time options]</p>	The core courses [FST 1000H (0.5 FCE), if not completed as part of a Master's program; and FST 2000H (0.5 FCE)] may be counted toward the 3.0 FCEs in coursework requirements	N/A
MA in Anthropology, Department of Anthropology	<ul style="list-style-type: none"> 3.5 FCEs in coursework required total 2.5 FCEs of the 3.5 FCEs are in Anthropology courses; 1.0 FCE may be taken outside the Dept. Exceptions to coursework requirements must be approved by the advisor and Graduate Coordinator 	The core course [FST 1000H (0.5 FCE)] may be counted toward the 3.5 FCEs in coursework requirements	N/A
PhD in Anthropology,	<ul style="list-style-type: none"> minimum 3.0 FCEs in 	The core courses [FST	N/A

Program	Requirements	How the Core Course Fits	30% content for Coursework only programs
Department of Anthropology	<p>coursework required total</p> <ul style="list-style-type: none"> at least 1.5 FCEs will normally be in Anthropology courses <p>Direct Entry</p> <ul style="list-style-type: none"> 5.0 FCEs required total at least 1.5 FCEs will normally be in Anthropology courses 	1000H (0.5 FCE), if not completed as part of a Master's program; and FST 2000H (0.5 FCE)] may be counted towards the 3.0 FCEs in coursework requirements	
MA in East Asian Studies, Department of East Asian Studies	<p>Route 1: Non-Language Courses (Coursework option)</p> <ul style="list-style-type: none"> 4.0 FCEs in coursework required total 2.0 FCEs must be in EAS courses <p>Route 2: Non-Language Courses Plus Thesis</p> <ul style="list-style-type: none"> 4.0 FCEs required total 3.0 FCEs in coursework; 1.5 FCE of which must be in EAS courses 1.0 FCE in thesis 	Route 2: Non-Language Courses Plus Thesis The core course [FST 1000H (0.5 FCE)] may be completed as part of the 3.0 FCEs in coursework for Route 2	Route 1: Non-Language Courses 30% of 4.0 FCE = 1.5 FCE: <ul style="list-style-type: none"> 0.5 FCE: FST 1000H 1.0 FCE in Food Studies related courses may be taken outside of the department and counted towards the 3.0 FCEs in coursework requirement
PhD in East Asian Studies, Department of East Asian Studies	<ul style="list-style-type: none"> 4.0 FCEs in coursework required total 2.0 FCEs must be in EAS courses <p>[note: there is no "direct-entry" option]</p>	The core courses [FST 1000H (0.5 FCE), if not completed as part of a Master's program; and FST 2000H (0.5 FCE)] may be completed as part of the 4.0 FCEs in coursework requirements	N/A
PhD in Environmental Science, Department of Physical and Environmental Sciences	<ul style="list-style-type: none"> 2.0 FCEs in coursework required total All courses must be approved by the student's supervisor and the Graduate Chair <p>[note: there is no "direct-entry" option]</p>	The core courses [FST 1000H (0.5 FCE), if not completed as part of a Master's program; and FST 2000H (0.5 FCE)] must be completed in addition to the 2.0 FCEs coursework requirements	N/A
MA/ MSc in Geography, Department of Geography and Planning	<p>Thesis Option</p> <ul style="list-style-type: none"> minimum 1.5 FCEs in coursework required total, of which 0.5 FCE is an elective course that 	Thesis Option The core course [FST 1000H (0.5 FCE)] may be completed as part of the 1.5 FCEs in coursework	N/A

Program	Requirements	How the Core Course Fits	30% content for Coursework only programs
	<p>can be taken outside of the dept.</p> <p>Research Paper Option</p> <ul style="list-style-type: none"> • 3.0 FCEs in coursework required • 1.0 FCEs may be taken as electives, including at least 0.5 FCE, and up to 1.0 FCE, that must be taken outside the Department 	<p>requirement (i.e., as the 0.5 FCE in electives that can be taken outside of the department)</p> <p>Research Paper Option The core course [FST 1000H (0.5 FCE)] may be completed as part of the 3.0 FCEs in coursework requirement (i.e., as part of the 0.5 to 1.0 FCE that can be taken outside of the department)</p>	
PhD in Geography, Department of Geography and Planning	<p>Field: Spatial Information Systems</p> <ul style="list-style-type: none"> • minimum 1.5 to 3.0 FCEs in coursework required total, depending on the sub-field • 0.5 to 1.5 FCE(s) may be taken in any department • direct entry students must complete 3.0 FCEs in coursework, of which 2.0 FCEs can be taken in any department • Direct-entry: minimum 3.0 FCEs, of which 2.0 FCEs are in elective courses that may be taken in any department <p>Field: Environmental Geography and Resource Management Field: Urban/Economic Geography Field: Historical/Social/Cultural Geography</p> <ul style="list-style-type: none"> • minimum 3.0 FCEs in coursework required total • at least 0.5 FCE, but not more than 1.5 FCEs, may be taken in other departments 	<p>Field: Spatial Information Systems</p> <p>The core courses [FST 1000H (0.5 FCE), if not completed as part of a Master's program must be completed in addition to the 1.5 to 3.0 FCEs in coursework; and FST 2000H (0.5 FCE)] may be completed as part of the 1.5 to 3.0 FCEs in coursework requirements</p> <p>Field: Environmental Geography and Resource Management Field: Urban/Economic Geography Field: Historical/Social/Cultural Geography</p> <p>The core courses [FST 1000H (0.5 FCE), if not completed as part of a Master's program; and FST 2000H (0.5 FCE)] may be completed as part of the 0.5 to 1.5 FCEs in coursework that may be taken in other departments</p>	N/A

Program	Requirements	How the Core Course Fits	30% content for Coursework only programs
	<ul style="list-style-type: none"> Direct-entry: 3.0 FCEs in coursework, of which at least 0.5 FCE, but not more than 1.5 FCEs, may be taken in other department 		
MA in History, Department of History	<p>Coursework and Research Paper Option</p> <ul style="list-style-type: none"> 2.5 FCEs in coursework required plus research paper (1.0 FCE); up to 1.0 FCE may be taken outside the department with the approval of the Associate Chair <p>Coursework and Thesis Option</p> <ul style="list-style-type: none"> 2.0 FCEs in coursework required, plus thesis (1.0 FCE); 	<p>Coursework and Research Paper Option</p> <p>The core course [FST 1000H (0.5 FCE)] may be completed as part of the 2.5 FCEs in coursework requirements</p> <p>Coursework and Thesis Option</p> <p>The core course [FST 1000H (0.5 FCE)] may be completed as part of the 2.0 FCEs in coursework requirements</p>	N/A
PhD in History, Department of History	<p>Completed MA in History</p> <ul style="list-style-type: none"> 2.0 FCEs in coursework required total <p>Direct Entry</p> <ul style="list-style-type: none"> 4.5 FCEs in coursework required total 0.5 FCE must be HIS courses 	<p>The core courses [FST 1000H (0.5 FCE), if not completed as part of a Master's program; and FST 2000H (0.5 FCE)] may be completed as part of the coursework requirements (both completed MA and direct-entry)</p>	N/A
Master of Information (MI), Faculty of Information	<p>Concentration Only Option</p> <ul style="list-style-type: none"> 8.0 FCEs required total 5.0 to 5.5 FCEs may be taken as electives depending on the concentration <p>Concentration Plus Co-op Option</p> <ul style="list-style-type: none"> 8.0 FCEs required total 3.0 to 3.5 FCEs may be taken as electives depending on the concentration <p>Concentration Plus Thesis Option</p> <ul style="list-style-type: none"> 8.0 FCEs required total 	<p>Concentration Plus Thesis Option</p> <p>The core course [FST 1000H (0.5 FCE)] may be completed as part of the 8.0 FCEs in coursework requirements</p> <p>General Pathway Plus Thesis Option</p> <p>The core course [FST 1000H (0.5 FCE)] may be completed as part of the 8.0 FCEs in coursework requirements</p>	<p>Concentration Only Option</p> <p>30% of 8.0 FCE = 2.5 FCE:</p> <ul style="list-style-type: none"> 0.5 FCE: FST 1000H 0.5 FCE from INF2173H (Information Professional Practicum, in an area related to food studies) a further 1.5 FCEs in food studies related courses taken outside of the

Program	Requirements	How the Core Course Fits	30% content for Coursework only programs
	<ul style="list-style-type: none"> • 1.5 to 2.0 FCEs may be taken as electives depending on the concentration <p>General Pathway Program, Coursework Option</p> <ul style="list-style-type: none"> • 8.0 FCEs required total • 6.0 FCEs may be taken as electives <p>General Pathway Program, Co-op Option</p> <ul style="list-style-type: none"> • 8.0 FCEs required total • 6.0 FCEs may be taken as electives <p>General Pathway Program, Thesis Option</p> <ul style="list-style-type: none"> • 8.0 FCEs required total • 3.0 FCEs may be taken as electives 		<p>Faculty of Information</p> <p>Concentration Plus Co-op Option 30% of 8.0 FCE = 2.5 FCE:</p> <ul style="list-style-type: none"> • 0.5 FCE: FST 1000H • 0.5 FCE from INF2173H (Information Professional Practicum, in an area related to food studies) • a further 1.5 FCEs in food studies related courses taken outside of the Faculty of Information <p>General Pathway Program, Coursework Option 30% of 8.0 FCE = 2.5 FCE:</p> <ul style="list-style-type: none"> • 0.5 FCE: FST 1000H • 0.5 FCE from INF2173H (Information Professional Practicum, in an area related to food studies) • a further 1.5 FCEs in food studies related courses taken outside of the Faculty of Information <p>General Pathway Program, Co-op Option</p>

Program	Requirements	How the Core Course Fits	30% content for Coursework only programs
			30% of 8.0 FCE = 2.5 FCE: <ul style="list-style-type: none"> • 0.5 FCE: FST 1000H • 0.5 FCE from INF2173H (Information Professional Practicum, in an area related to food studies) • a further 1.5 FCEs in food studies related courses taken outside of the Faculty of Information
Master of Museum Studies (MMSt), Faculty of Information	Coursework Option <ul style="list-style-type: none"> • 7.5 FCEs required total • 4.0 FCEs may be taken as electives, of which 2.0 FCEs must be Museum Studies courses Thesis Option <ul style="list-style-type: none"> • 7.5 FCEs required total • 2.5 FCEs may be taken as electives, of which 2.0 FCEs may be taken outside the Museum Studies program 	Thesis Option The core course [FST 1000H (0.5 FCE)] may be completed as part of the 7.5 FCEs in coursework requirements	Coursework Option 30% of 7.5 FCEs = 2.5 FCE: <ul style="list-style-type: none"> • 0.5 FCE: FST 1000H • 2.0 FCEs in a combination of: <ol style="list-style-type: none"> a) MSL3000Y (1.0 FCE) in a field related to food studies; b) MSL4000Y (1.0 FCE) in a field related to food studies; and c) other food related courses taken outside of the Faculty of Information
MSc in Nutritional Sciences, Department of Nutritional Sciences	<ul style="list-style-type: none"> • 2.0 FCES in coursework required total • 0.5 to 1.0 FCE must be completed in the Department 	The core course [FST 1000H (0.5 FCE)] may be completed as part of the 2.0 FCEs in coursework requirements	N/A
PhD in Nutritional Sciences, Department of Nutritional Sciences	Completed MSc <ul style="list-style-type: none"> • 3.0 FCEs required total • 2.0 FCEs may be taken as electives Direct Entry	The core courses [FST 1000H (0.5 FCE), if not completed as part of a Master's program; and FST 2000H (0.5 FCE)] may be completed as part of	N/A

Program	Requirements	How the Core Course Fits	30% content for Coursework only programs
	<ul style="list-style-type: none"> 4.0 FCEs required total 3.0 FCEs may be taken as electives 	the 3.0 FCEs in coursework requirements	
PhD in Public Health Sciences, Dalla Lana School of Public Health	<p>Field: Biostatistics</p> <ul style="list-style-type: none"> 5.0 FCEs required total includes 0.5 FCE taken as an elective course related to the student's area of study applied to full-time and flex-time options <p>Field: Social and Behavioural Health Sciences</p> <ul style="list-style-type: none"> 3.5 FCEs required total includes 1.0 FCE taken as elective courses related to the student's area of study applied to full-time and flex-time options 	<p>Field: Biostatistics</p> <p>The core courses [FST 1000H (0.5 FCE), if not completed as part of a Master's program; and FST 2000H (0.5 FCE)] must be completed in addition to the 5.0 FCEs required for the field</p> <p>Field: Social and Behavioural Health Sciences</p> <p>The core courses [FST 1000H (0.5 FCE), if not completed as part of a Master's program; and FST 2000H (0.5 FCE)] may be completed as part of the coursework requirements (the requirements include 1.0 FCE in electives)</p>	N/A
MA in Sociology, Department of Sociology	<p>Coursework Option</p> <ul style="list-style-type: none"> 4.0 FCEs required total, of which 1.5 FCEs are in Sociology courses All courses must be approved by the department <p>Coursework Plus Research Paper Option</p> <ul style="list-style-type: none"> 3.0 FCE in coursework, of which 1.5 FCEs are in Sociology courses 	<p>Coursework Plus Research Paper Option</p> <p>The core course [FST 1000H (0.5 FCE)] may be completed as part of the 3.0 FCEs in coursework requirements.</p>	<p>Coursework Option</p> <p>30% of 4.0 FCE = 1.5 FCE:</p> <ul style="list-style-type: none"> 0.5 FCE: FST 1000H is required as part of the CS Students will be able to take an additional 1.0 FCE in Food Studies related courses outside the department
PhD in Sociology, Department of Sociology	<ul style="list-style-type: none"> 5.0 FCEs required total, of which 3.0 FCEs are in Sociology courses <p>Direct-Entry</p> <ul style="list-style-type: none"> 6.5 FCEs required total, of which 4.5 FCEs are in Sociology courses 	The core courses [FST 1000H (0.5 FCE), if not completed as part of a Master's program; and FST 2000H (0.5 FCE)] may be completed as part of the 5.0 FCEs (6.5 FCEs for direct-entry) in	N/A

Program	Requirements	How the Core Course Fits	30% content for Coursework only programs
		coursework requirements	

Appendix B: Core Faculty Research Synopses

Note for proponents: Please provide a full list of all faculty who intend to participate in the Collaborative Specialization from each participating degree program. In each instance provide 2-4 recent publications that show active engagement in the field.

Core faculty members are those who are eligible to teach and/or supervise in the collaborative Specialization, as appropriate. Core faculty members must hold graduate faculty membership in one of the participating degree programs. The process of identifying a graduate faculty member as a collaborative specialization core faculty member is initiated by the faculty member or the collaborative specialization director. Both the faculty member's home graduate unit chair/director and the collaborative specialization director must agree, as well as the faculty member involved. The collaborative specialization director is responsible for maintaining records of agreements concerning assignment of core faculty members to the collaborative specialization. Formal cross-appointments to the graduate faculty are not required for core faculty members.

There must be at least one faculty member listed from each participating graduate program. Collaborative specialization students must have a core collaborative specialization graduate faculty member from the student's home graduate unit as a supervisor, where a supervisor is required.

All teaching staff identified as members of the Collaborative Specialization are core faculty of the participating approved graduate programs and have been approved by the chair/director of their home unit for cross-appointment to the Collaborative Specialization. In bringing forward a proposal for a new Collaborative Specialization, the concern is that, in addition to being approved members of the graduate teaching staff, all proposed faculty be active in the area of the Collaborative Specialization. This list highlights peer review publications by the approved faculty members in the Collaborative Specialization area.

Participating Graduate Program Name

MEd, PhD; Adult Education and Community Development (Department of Leadership, Higher and Adult Education, OISE)

Jennifer Sumner

- Mustafa Koç, Jennifer Sumner, and Anthony Winson, eds., *Critical Perspectives in Food Studies, 2nd Edition*. Toronto: Oxford University Press, 2017.
- Ed., *Learning, Food and Sustainability: Sites for Resistance and Change*. New York: Palgrave Macmillan, 2017.
- Heather Mair and Jennifer Sumner, eds., *Leisure and Food*. New York: Routledge, 2015.

Note: Professor Sumner is an Associate Member of faculty; she can sole supervise a Master's thesis, and co-supervise a PhD thesis.

MA, PhD; Anthropology (Graduate Department of Anthropology)

Lena Mortensen

- "Artifacts and Others in Honduras," in Les Field, Cristóbal Gnecco, and Joe Watkins, eds., *Challenging the Dichotomy: The Licit and the Illicit in Archaeological and Heritage Discourses* (University of Arizona Press, 2016).
- "Branding Value in Maya Archaeological Tourism," *Journal of Tourism and Cultural Change* 12 (3, 2014): 237–252.
- "The Rewards and Challenges of Teaching through Food," (conference presentation), "Scarborough Fare," Annual Meeting of the Association of the Study of Food and Society. University of Toronto Scarborough, Toronto, ON.

MA, PhD; East Asian Studies (Graduate Department of East Asian Studies)

Linda Rui Feng

- "Negotiating Vertical Space: Walls, Vistas, and the Topographical Imagination," *T'ang Studies* 29 (2011): 27–44.
- "Chang'an and Narratives of Experience in Tang Tales," *Harvard Journal of Asiatic Studies* 71:1 (2011): 35–68.
- "Unmasking Fengliu in Urban Chang'an: Rereading Beili zhi (Anecdotes from the Northern Ward)," *Chinese Literature: Essays, Articles, Reviews* 32 (2010): 1–21.

PhD; Environmental Science (Department of Physical and Environmental Sciences)

Marney Isaac

- A.R. Martin and M.E. Isaac, "Plant functional traits in agroecosystems: a blueprint for research," *Journal of Applied Ecology* 52 (2015): 1425-1435.
- M.E., Isaac, L.C.N. Anglaaere, D.S. Akoto and E. Dawoe, "Migrant farmers as information brokers: agroecosystem management in the transition zone of Ghana," *Ecology and Society* 19(2, 2014): 56.
- J.W. Munroe and M.E. Isaac, "Rates and transfer of fixed N in woody perennial agroforestry systems: a review," *Agronomy for Sustainable Development* 34 (2014): 417–427.
- "Agricultural information exchange and organizational ties: the effect of network topology on managing agrodiversity," *Agricultural Systems* 109 (2014): 9-15.

MA/ MSc, PhD; Geography (Graduate Department of Geography and Planning)

Michael Ekers

- Michael Ekers, Charles Z. Levkoe, Samuel Walker, and Bryan Dale. "Will work for food: agricultural interns, apprentices, volunteers, and the agrarian question," *Agriculture and Human Values* (2015): 1-16.
- Michael Ekers, and Charles Z. Levkoe. "Transformations in agricultural non-waged work: From kinship to intern and volunteer labor." *Journal of Agriculture, Food Systems, and Community Development* (6(2), 2016): 179–183.

Ryan Isakson

- "Derivatives for Development? Vulnerability and the Financialisation of Climate Risk Management." *Journal of Agrarian Change*, 15(4, 2015): 569-580.
- "Small Farmer Vulnerability and Climate Risk: Index Insurance as a Financial Fix." *Canadian Food Studies*, 2 (2, 2015): 267-277.
- "Food and Finance: The Financial Transformation of Agro-food Supply Chains." *The Journal of Peasant Studies*, 41(5, 2014): 749-775.
- "Maize Diversity and the Political Economy of Agrarian Restructuring in Guatemala." *Journal of Agrarian Change*, 14 (3, 2014): 347-379.

Ken MacDonald

- "The Morality of Cheese: The Paradox of Defensive Localism in a Transnational Cultural Economy." *Geoforum*, 44 (2013): 93-102.
- "The Transnational Life of Cheese," in A. Quayson and G. Daswani, eds., *Blackwell Companion to Diaspora and Transnational Studies*. Oxford: Wiley-Blackwell, 293-314.
- "Landscapes of Diversity: Development and Vulnerability to Food Insecurity in Subsistence Agroecosystems of Northern Pakistan," in *Empty Bellies, Broken Dreams: Food Insecurity and the Future of Pakistan*. Islamabad: Vanguard Books, 135-159.

Sarah Wakefield

- S. Wakefield, S., Fredrickson, K., Brown, T., "Food security and health in Canada: Imaginaries, exclusions and possibilities." *Canadian Geographer* 59(1, 2017): 82-92.
- C. Levkoe, C. and S. Wakefield. "Understanding contemporary networks of environmental and social change: complex assemblages within Canada's 'food movement'." *Environmental Politics* 23(2, 2014): 302-320.
- E. Jerme and S. Wakefield, "Growing a just garden: Environmental justice and the development of a community garden policy for Hamilton, Ontario." *Planning Theory and Practice* 14(3, 2013): 295–314.
- S. Wakefield, C. Klassen, J. Fleming, and A. Skinner, "Sweet Charity, revisited: Organizational responses to food insecurity in Hamilton and Toronto, Canada." *Critical Social Policy* 33(3, 2013): 427-450.

MA, PhD; History (Graduate Department of History)

Daniel Bender

- *The Animal Game: Searching for Wildness at the American Zoo*. Cambridge: Harvard University Press, 2016.
- “The Delectable and Dangerous: Durian and the Odors of Empire,” *Global Food History* (Forthcoming).
- D. Bender and A. De Leon, “Everybody was Boodle Fighting: Military Histories, Culinary Tourism, and Public Dining in the Philippine Diaspora,” *Food, Culture, & Society* (Forthcoming).

Paul Cohen

- “The Artifice of Natural Wine: Jules Chauvet and the Reinvention of Vinification in Postwar France,” in *Wine and Culture: From Vineyard to Glass*, eds. Rachel E. Black and Robert C. Ulin (London: Bloomsbury, 2013), pp. 261-78.
- “The Women in Father Locatelli's Linguistic Life: An Italian Priest's Travels and the Erotics of Linguistic Plurality in Early Modern Europe” in *Worth and Repute: Valuing Gender in Late Medieval and Early Modern Europe. Essays in Honour of Barbara Todd*, eds. Kim Kippen and Lori Woods (Centre for Reformation and Renaissance Studies, 2011), pp. 391-429.

Kevin Coleman

- *A Camera in the Garden of Eden: The Self-Forging of the Banana Republic*. Austin: University of Texas Press, 2016.
- “The Photos that We Don't Get to See: Sovereignties, Archives, and the 1928 Massacre of Banana Workers in Colombia,” in *Making the Empire Work: Labor and United States Imperialism*, edited by Daniel Bender and Jana Lipman. New York: New York University Press, 2015, 104-133.
- “Photographs of a Prayer: The (Neglected) Visual Archive and Latin American Labor History,” *Hispanic American Historical Review* 95 (3, 2015): 459-492.

Nicholas Everett

- *The Alphabet of Galen. Pharmacy from Antiquity to the Middle Ages*. University of Toronto Press, 2012.
- Nicholas Everett and Martino Gabra, “The pharmacology of medieval sedatives: the “Great Rest” of the Antidotarium Nicolai”, *Journal of Ethnopharmacology* 155 (2014): 443-449.

Donna Gabaccia

- *We Are What We Eat: Ethnic Food and the Making of Americans*. Cambridge: Harvard University Press, 1998. Japanese edition 2003.
- “Food, Mobility, and World History,” in Jeffrey M. Pilcher, ed., *The Oxford Handbook of Food History*. New York: Oxford, 2012, 305-323.

- “Recipes in Context: Solving a Small Mystery in Charleston’s Culinary History,” (with Jane Aldrich) *Food, Culture & Society* 15, 2 (June 2012): 197-221.
- “‘Chili Queens’ and Checkered Tablecloths: Public Dining Cultures of Italians in New York City and Mexicans in San Antonio, Texas, 1870s-1940s,” (with Jeffrey M. Pilcher) in *Radical History Review* 110 (Spring 2011): 109-26.

Rick Halpern

- *Down on the Killing Floor: Black and White Workers in Chicago’s Packinghouses, 1904-1954*. Urbana: University of Illinois Press, 1997.
- “Documenting the Louisiana Sugar Economy, 1845-1917: An On-Line Database Project,” *Journal of Peasant Studies* 35:4 (October 2008).
- “Solving the ‘Labor Problem’: Race, Work, and the State in the Sugar Industries of Louisiana and Natal, 1870-1910,” *Journal of Southern African Studies* 30:1 (March 2004).

Steven Penfold

- *The Donut: A Canadian History*. University of Toronto Press, 2008.
- “Fast Food” in Jeffrey M. Pilcher, ed., *The Oxford Handbook of Food History*. New York: Oxford, 2012, 279-303.
- “Selling by the Carload: The Early Years of Fast Food in Canada,” in Magda Fahrni and Robert Rutherford, eds., *Creating Postwar Canada, 1945-75*. Vancouver: University of British Columbia Press, 2008.

Jeffrey Pilcher

- *Planet Taco: A Global History of Mexican Food*. New York and Oxford: Oxford University Press, 2012.
- *Food in World History*. New York: Routledge, 2006. (Chinese, German, and Japanese translations)
- Ed., *The Oxford Handbook of Food History*. New York and Oxford: Oxford University Press, 2012.
- “The Embodied Imagination in Recent Writings on Food History.” *American Historical Review* 121, 3 (June 2016): 861-87.

Jayeeta Sharma

- Camille Bégin and Jayeeta Sharma, “Mapping Culinary Hubs in the Global City: Diasporic Asian Foodscapes across the Scarborough Ethnoburb,” Forthcoming in *Food, Culture & Society*, 2017.
- “Empires of Food,” in Jeffrey M. Pilcher, ed., *The Oxford Handbook of Food History*. New York: Oxford, 2012.
- *Empire’s Garden: Assam and the Making of India*. Durham: Duke University Press (co-published for South Asia by Delhi: Permanent Black), 2010.
- “Making Garden, Erasing Jungle: The Tea Enterprise in Colonial Assam,” in Deepak Kumar, Vinita Damodaran, and Rohan D’Souza, eds., *The British Empire and the Natural*

World: Environmental Encounters in South Asia. Delhi: Oxford University Press, 2011.

Alison Smith

- “Fermentation, taste, and identity,” in Matthew P. Romaniello and Tricia Starks, eds., *Russian History through the Senses from 1700 to the Present*. London: Bloomsbury, 2016, 45-66
- “National Cuisines,” in Jeffrey M. Pilcher, ed., *The Oxford Handbook of Food History*. New York: Oxford, 2012, 444-60.
- “National Cuisine and Nationalist Politics: V. F. Odoevskii and ‘Doctor Puf,’ 1844-5,” *Kritika* 10, 2 (Spring 2009): 1-22.
- *Recipes for Russia: Food and Nationhood under the Tsars*. DeKalb: Northern Illinois University Press, 2008.

MI; Information Studies (Faculty of Information)

MMSt; Museum Studies (Faculty of Information)

Jenna Hartel

- “Information in the hobby of gourmet cooking: Four contexts,” in W. Aspray, and B. Hayes, eds., *Everyday Information*. Cambridge, MA: MIT Press, 2011, 217-248.
- “Time as a framework for information science: Insights from the hobby of gourmet cooking,” in *Proceedings of the Seventh International Conference on Conceptions of Library and Information Science*. (London, UK, June 21-24, 2010). Published in *Information Research*.
- “Managing documents at home for serious leisure: A case study of the hobby of gourmet cooking,” *Journal of Documentation*, 66 (6, 2010), 847-874.

Irina Mihalache

- Levent, N. & Mihalache, I. D., eds., *Food and Museums*. London: Bloomsbury Academics, 2016.
- “A Museum’s Culinary Life: Women’s Committees and Food at the Art Gallery of Toronto,” *Global Food History*, 2 (2, 2016).
- “Critical eating: Tasting museum stories on restaurant menus,” *Food, Culture & Society* 19 (2, 2016): 317-336.
- “Of men and cupcakes: Baking identities on Food Network” in Charlene Elliott, ed., *How Canadians communicate about food: Food promotion, consumption and controversy*. Edmonton: Athabasca University Press, 2016, 129-144.

MSc, PhD; Nutritional Sciences (Department of Nutritional Sciences, Faculty of Medicine)

Valerie Tarasuk

- “Policy directions to promote healthy dietary patterns in Canada.” *Applied Physiology, Nutrition, and Metabolism*. 35 (2010): 229-233.

- Tarasuk, V., Fitzpatrick, S., & Ward, H. Nutrition inequities in Canada. *Applied Physiology, Nutrition, and Metabolism*. 35 (2010): 172-179.

PhD; Public Health (Dalla Lana School of Public Health)

Donald Cole

- Cole, DC., Lee-Smith D., & Nasinyama G.W., eds., *Healthy City Harvests: Generating evidence to guide policy on urban agriculture*. CIP (International Potato Center)/Urban Harvest, Lima, Peru and Makerere University Press, 2008.
- Orkin, A.M., Lay, M., McLaughlin, J., Schwandt, M. & Cole, D., “Medical repatriation of migrant farm workers in Ontario: a descriptive analysis”. *CMAJ open*, 2(3, 2014): E192-E198.

MA, PhD; Sociology (Graduate Department of Sociology)

Shyon Baumann

- Josée Johnston, and Shyon Baumann, (2nd edition) *Foodies: Democracy and Distinction in the Gourmet Foodscape*. New York: Routledge, 2015.
- Shyon Baumann, Athena Engman, and Josée Johnston, “Political Consumption, Conventional Politics, and High Cultural Capital,” *International Journal of Consumer Studies* 39 (5, 2015.): 413–21.

Josée Johnston

- Kate Cairns and Josée Johnston, *Food and Femininity*. New York: Bloomsbury, 2015.
- Josée Johnston, and Shyon Baumann, (2nd edition) *Foodies: Democracy and Distinction in the Gourmet Foodscape*. New York: Routledge, 2015.

Vanina Leschziner

- *At the chef's table: Culinary creativity in elite restaurants*. Stanford University Press, 2015.
- Leschzina V. & Dakin, A. “Theorizing Cuisine from Medieval to Modern Times: Cognitive Structures, the Biology of Taste, and Culinary Conventions. in Mackay Reza Negarestani and Robin James, eds., *Collapse Philosophical Research and Development Volume VII*. Urbanomic, 2011, 347-376.