



Individual Study Plan

Kat Kavanagh

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Letter of Introduction

Over the course of my education at the University of Washington, I've had the privilege to delve into various interdisciplinary fields. The combination of a business marketing degree in conjunction with community, environment, and planning has allowed me to explore a broad spectrum of thought and theory, with methods credits extending to fields such as nutrition, environmental studies, sustainable food systems, and indigenous resurgence & food sovereignty.

Beginning with my fascination with urban farms and its effects, first introduced to me in CEP 200, I sought out urban farms close to my home in San Jose and devoted a summer to a wonderful little community farm called Veggielution. As I continued my business education, I learned more about the socioeconomic factors driving, I was surprised to discover just how much business, the environment, and social justice are tightly interwoven. This understanding of interconnectivity and oneness only rooted deeper with an education abroad in Peru, studying biodiversity, conservation, and sustainability in the Amazon Rainforest and Andes regions.

Simultaneously, I married my passion for food systems and justice with my passion for culinary endeavors. Spending many summers working at respected bakeries in both the Bay Area and Seattle, I developed an understanding for bread and the restaurant industry. A study abroad to Denmark exposed me to New Nordic Cuisine and the indigenization of foods in the Nordic countries, bringing with it a new vitality and creative & innovative spirit to gastronomy in the region, transforming what I understood about the intersection of food and art.

I believe that it is important not only to be an informed stakeholder of my community and society, but also to be educated in the realms of production, those of food systems. The local is global, and all our actions aggregate to form our global society. Thus, it is important to me to understand my role within this ecosystem, and empower myself to bring about the change I wish to see in the world. I believe the courses I've taken over the course of my undergraduate education have equipped me with the tools and knowledge to make such changes.

As a life-long learner, there is still much more to discover, but I think I have cultivated rich and fertile grounds to serve as a platform on the journey ahead. This document serves to better shed light on the journey already taken, to better understand the current state, and to provide reflection as I set my sights towards the future.

Fall 2016

Envir 496: Exploration Seminar Peru: Biodiversity, Sustainability, and Conservation from the Amazon to the Andes

This summer exploration seminar spent several weeks in the Amazon Rainforest and Andes regions of Peru, educating on tropical ecology and biodiversity while simultaneously encouraging and rethinking notions of sustainability and conservation. While this was mainly a biology course, we spent ample time in the city of Cusco and The Sacred Valley, allowing us a rich cultural immersion into Peruvian and Quechuan indigenous cultures. While at biological stations in the Madre de Díos region of the rainforest, I was able to conduct phrenological research on the keystone fig species *Ficus Trigona*.

CEP 301: The Idea of Community

Community is an essential part of my CEP education, and a cornerstone of my life. This class focused on various philosophers' ideas of the ideal form of community, and how they have shaped modern society and communities throughout history. Here, I learned applicable facilitation skills and thought critically about how community and ideas shape life as we know it, and how to progress to a more ideal community.

MKTG 460: Marketing Research

This class focused on marketing research, how to conduct it, and its implementation in the context of business. As a marketing major, I found it very helpful to know how studies and research can play into the overall role of a business. As practical application of this study, I conducted marketing research for the University District Farmers market assessing student motivators for going or not going to the market, in order to devise a business plan to increase student turnout.

IS 300: Introduction to Information Systems

Information Systems focuses on the role that technology and information play in the business world, specifically addressing how technology and e-commerce can facilitate and efficient business. Here, I learned the importance of viable information and technological systems, and how to integrate its practices.

Winter 2017

CEP 302: Environmental Response

This course explores the issues of environmental crises and societal responses, helping to develop a grounded perspective in ecological literacy and consciousness. I learned how to help develop practical reactions to challenges so that a more sustainable society can take root through applications such as environmental impact statements and reports, providing the relevant environmental education to tackle many ecological and social problems.

MKTG 445: Multicultural Marketing and Business Development

This class integrates tools from marketing, consulting, and business management to provide consulting services to small businesses in economically-distressed communities. I worked with a consulting team to provide business services within the local community. Alongside industry mentors and alumni, I gained relevant experience within the consulting field with small businesses.

MGMT 320: Business, Government, and Society

This class studied the political, social, and legal environment of business. Issues regarding business ethics and social responsibility will be addressed in the context of corporate political power and their impacts on organization, as well as alternative corporate roles in society. As a person who cares about ethics and sustainability, but acknowledging these may not be universal standards in the business world, it is imperative to understand where businesses go wrong and how to challenge them to remedy social and environmental problems. My experience of this course was that business ethics taught in the business school just brush the surface, and do not promote deeper questions for understanding various philosophies and deliberating moral dilemmas.

NUTR 200: Nutrition for Today

This course examined the role of nutrition in health, wellness and the prevention of chronic disease. Topics addressed included food safety, food security, and wellness. I am a large proponent of community health and support of sustainable food systems, culminating in healthy food and experiences, so a knowledge of nutrition is indispensable.

Spring 2017

CEP 303: Social Structures and Processes

This course investigates the use of both formal and informal social structures and processes within the context of community and the environment. It looks at patterns and relationships among different sectors and community issues, and we applied this research within local neighborhoods through practical applications of community planning. For me, it is important to know how to utilize my skills and knowledge to engage communities in looking at critical social and environmental issues.

MKTG 455: Entrepreneurial Marketing

Entrepreneurial marketing examines the skills and tools entrepreneurs need to for bootstrap marketing in start-up firms. I learned to identify target market segments, position products, estimate demand, and manage issues of rapid growth—all skills incredibly important to making the issues I care about more prominent in the business world. My team worked with a client with a mealworm company to effectively strategize and provide recommendations to “cross the chasm” to a wider market audience.

ESRM 401: Spring Comes to the Cascades

This course explored the springtime changes that come to the Puget Sound and Cascade mountain region, studying ecology at various elevations. Here, I learned about the ecological and geomorphological composition and the phenological changes in the spring time on various hikes around the Cascade region.

NUTR 302: Food Studies: Harvest to Health

This course examined the facets of modern food supply from production and processing to distribution, marketing, and retail, considering the geopolitical, agricultural, environmental, social, and economic factors along the road from harvest to health. It illuminated methods and inputs throughout the food system and how they ultimately impact environmental, societal, and human health. This class highlighted how policy, business, and nutrition are not aligned in the interest of health, but more often in the interest of profit. This made me think how I could implement my business knowledge to disrupt and remedy these dominant practices.

Nutr 241: Culinary Nutritional Science

This class explored basic culinary and kitchen knowledge, looking at both methods and science behind culinary processes. Here I learned more about how to effectively cook and plan for successful recipes.

Fall 2017 (Abroad in Denmark)

MKTG 350: Consumer Behavior

Consumer behavior examines the theories and practices pertinent to marketing decisions and how they influence consumer thoughts, behavior, and patterns. Understanding how consumers think helps develop effective marketing strategies to inform and combat many relevant issues.

MGMT 300: Leadership and Organizational Behavior

This class will focus on effective organizational business structure and how managers become effective leaders, by examining basic principles of management, psychology, and the structures of internal organizations. This knowledge is invaluable as I approach my career with a community and business-oriented mindset.

MKTG 4XX: Neuromarketing

This class examined the intersection of neuroscience and marketing, providing the tools for understanding why consumers make the choices they do and how to influence purchasing and interactive behavior. Here, I learned how to construct experiments within this framework to increase interaction and purchases, as well as how defaults and frameworks influence consumer perception and choice.

IBUS 300: Global Business Perspectives

This informed on international political economy, emphasizing important relationships among nations and business institutions that influence individuals on a managerial, consumer, and citizen level. Globalization and economics permeate everyday life, so it is important to understand how global businesses relate back to the individual level.

Winter 2018

CEP 461: Ethics and Identity

This class examined personal, societal, vocational, environmental, planning ethics to provide a discourse of foundations for public life through a philosophical lens. The works of various philosophers explored ecological context, moral responsibility, and self-awareness and how they relate to diverse views of humanity.

B ECON 300: Managerial Economics

This course examined economics from a managerial perspective, allowing for strategic understanding and economic planning. As an entrepreneur, it is important to understand the economic process and its universal effects.

AIS 480: Indigenous Resistance and Resurgence

This course illuminated issues and topics within indigenous communities throughout North America, with attention to historic traumas and offering up holistically healing solutions to address them. I learned a great deal about indigenous wisdom and frameworks, and how I, as a non-indigenous woman, can offer my voice and support towards these communities and their resurgence efforts.

Pub Pol 403: Professional Leadership

This class addressed a body of knowledge useful to present and emerging leaders in both public and private sectors. With course readings on topics such as communicative, ethical, and compassionate leadership, I learned more about my own communication and leadership styles. Ultimately, this is so valuable as I enter the professional sphere.

CEP 491: Senior Project Methods and Actualization

This class allowed for further development and actualization of my senior project, focusing on methodology and execution.

Spring 2018

CEP 462: Community and Environment

This class will merge topics and ideas throughout community and the environment to encourage reflection within the major. It will be helpful to apply knowledge to appropriate contexts of community and environmental spheres.

MGMT 430: Strategic Management

Business capstone that addresses strategical thinking skills for balancing opportunities and risks of business competition. My team performed in-depth analyses of industries and competitors to predict behavior and explore how firms develop and sustain competitive advantage, culminating in a final case competition for Microsoft. Business strategies are important and applicable to a variety of subjects beyond business, and will be useful to apply to social, political, and environmental contexts.

AIS 475: Indigenous Food Sovereignty

This class looked at food systems and health as healing both socially and environmentally. Through indigenous-led efforts for resurgence and resistance to dominating forces, I learned how food can be the keystone towards lasting sustainability and mutual flourishing.

CEP 491: Internship Course

This course sought to inform about professionalism and how to apply the knowledge gained here to the working world. In conjunction with my internship, I learned how to navigate the waters of finding a career post-graduation.

Nutr 390: Food Seminar

This class focused on case-studies with food trucks and the surrounding restaurant industry, equipping with tools for possible food ventures.

Visual Map of Courses

Academic Plan for:		Student #:				Last Revised			
Kathryn Kavanagh						1436273 Spring 2018			
CEP Requirements		CEP		Year 1					
Core	30 Credits (5 per quarter)	AUTUMN		WINTER		SPRING		SUMMER	
Governance	6 credits (1 credit CEP 400 per quarter)	Course	Credit	Course	Credit	Course	Credit	Course	Credit
Retreat	4 credits (1credit CEP 300 Fall and Spring)	CEP 301	5	CEP 302	5	CEP 303	5		
Senior Project	2-6 credits CEP 490 and CEP 491 (1-3 variable credit/qtr)	CEP 300	1	CEP 400	1	CEP 300	1		
Internship	5 credits -120-150 hour internship with CEP 446	CEP 400	1	MKTG 445	4	CEP 400	1		
Methods	25 credits of upper-division coursework	MKTG 460	4	Mgmt 320	4	MKTG 455	4		
Diversity	5 Credits at any level	IS 300	5	Nutr 200	4	nutr 303	3		
						ESRM 401	3		
						NUTR 241	3		
TOTAL	77-81 Credits	Quarter total:	16	Quarter total:	18	Quarter total:	18	Quarter total:	
Restrictions/Rules		CEP		Year 2					
Only 15 credit overlap for double majors		AUTUMN (abroad)		WINTER		SPRING		SUMMER	
Minors have to be 60% different than a major		Course	Credit	Course	Credit	Course	Credit	Course	Credit
Can miss one core course for study abroad		Mktg 470	4	CEP 461	5	CEP 462	5		
		MGMT 300	4	CEP 400	1	CEP 300	1		
KEY		Mgmt 300	4	AIS 480	5	CEP 400	1		
CEP Core Required Courses		Mktg 450	4	B ECON 300	4	Mgmt 430	4		
Methods Credits				MKTG 450	4	AIS 475	4		
Diversity & Internship				Pub Pol 403	4	Nutr 400	1		
Required Minor Credits		Quarter total:	16	Quarter total:	18	Quarter total:	18	Quarter total:	0
Requirements for 2nd major								TOTAL CREDITS	225
Remaining General Education Reqs		Credits included from previous quarters						need 48	
		Quarter/Year	Course	Credit	Minor Requirements				
	Overlap with 2nd Major	Early Fall 2016	FSTDY 300	5	Quarter/Year	Course	Credit		
	Mktg 460	mktg 460		4					
	Mktg 445	mktg 445		4					
	Mktg 450	nutr 303		3					
		esrm 401		3					
		mktg 450		4					
		SUM		23					

Internship Goals

I believe an internship should provide oneself with the abilities, opportunities, and platform to further extend the mutual mission or goal that both the organization and worker share. I applied my internship credit to my baking role at Seawolf Bakery. Surrounded by a community of passionate individuals who share a love of food and community, I emerged with an extensive knowledge of the organization and the ultimate purpose it is trying to serve, as well with a better understanding of how I would like to navigate my career. I hope to never stop learning, making friends, and sharing my passions—and I think food, art, and community are the cornerstones where I'd like to derive and cultivate value.

Extracurricular

My current extracurricular activities include working with the ASUW student food co-operative, the UW Farm, Huskies for Food Justice, and Net Impact, a club within the business school seeking to address social and environmental change in the workplace and the world. The conjunction of these two areas, and where they overlap is also where I am currently focusing my energy and passions. I believe that the business world definitely needs a group that is focused and cares about social and environmental impact. I want to create a harmonious community that actively impacts the rest of their learning communities from the ideas and thought-provoking discussions we provide. Additionally, I spent time as the UTS Improv Troupe, where I was able to fine-tune my humor and learn how to best be quick-on-my-feet.

Study Abroad

In the early fall of 2016, I studied abroad in Peru for a month. The program, centered around biodiversity, conservation, and sustainability, concentrated its efforts in the Peruvian Amazon rainforest, cloud forest, and urban areas. I learned so much about tropical ecology, and the current issues facing the environment in a social, political, and economic context. My time in Peru exposed me to the issues, and emphasized the importance of action that passionate people need to take in order to remedy many of these situations.

In the fall of my senior year, I studied business at Copenhagen Business School. Copenhagen proved to be a remarkable place to study the intersections of business, urban planning, sustainability, and food. This experience allowed me to explore vast expressions of art, in and outside of the museum, as well as gastronomically in one of the world's greatest food cities.

SENIOR PROJECT

A Feast for the Senses:

Cultivating Community & Questioning Ethical Consumption

Through the Lens of Food and Holistic Health

I wanted my passions for food, people, and the environment to serve as a catalyst for my senior project, with the goal to connect communities to food, health, nutrition, and each other.

I believe food is a vessel for change, something more than just a commodity to be full of: every day, people need to eat in order to survive. Food is fuel, but it also has the power to be so much more than that. Food is art. Food is love. Food is culture, health, and an experience in itself. Good food should be accessible to all, not just for those with financial means. Knowledge shouldn't be limited to Michelin-starred chefs or just those who avidly seek it, just like healthy food, it should be accessible and exciting to all.

Interested in the intersection among business, urban planning & community development, and utilizing food as a vehicle for social change, I have experimented with research projects on consumer education in regards to sustainable food systems and climate justice. I first learned about MAD symposium when I studied in Copenhagen through a CBS exchange program and got the chance to explore the city's gastronomy and infrastructure.

I am both storyteller and entrepreneur, producer and consumer. I've exhibited a pop-up cafe and art exhibition in the Foster Business School student commons as a sustainability pedagogue and outlet for community cultivation. There, I compiled a series of poster "advertisements" and theory & quotes to illuminate business and justice issues ingrained in our food system, as well as displaying some of my own prose and poetry on the wall that captured my thoughts on these topics and methods of education. I juxtaposed banquet tables with the themes of "farm to table" versus "firm to table." Playing with my knowledge of marketing, I wanted to make the exhibit and stimulating and engaging as possible. With this in mind, I also had a spice identification game and honey tasting. Additionally, I crafted menus for dialogue and conversation on relevant topics to help "humanize" the community members in the room, as well as providing artistic outlets for active participation and engagement.

I believe the combination of business and art, in conjunction with compelling language and sharing of stories and wisdom, allows for better information distillation and dispersal. I think the art of eating can be a great method for education and motivation for holistic healing. As we must build a new system for community and relationship building, I believe that the process of (re)humanization begins with peaceful action and non-violence, seeing as the local is global. With this, we can respect the human capacity to grow our souls and recognize the common grounds we share. Should we propose a radical revolution of values and develop a person-oriented society over a profit-driven one, I think there is no better way to cultivate values of respect, reciprocity, gratitude, reflection, and celebration than there is through the act of eating, gathering around a shared table, and recognizing the inherent interconnectivity of all. Perhaps this will allow us to better protect life on earth and the life we are as individuals, communities, and as planetary unit.