

Syllabus: Food Ethics

PHI 205.001

MWF 2:00pm – 2:50pm
[Erikson Hall 305](#)

Spring 2018

This course fulfills the UK General Education Requirement: Community, Culture and Citizenship in the USA

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Course Description

Food ethics lays a foundation for effective and responsible participation in a diverse society by preparing students to make informed choices in the complex or unpredictable cultural contexts that can arise in U.S. communities. As Wendell Berry says, "eating is an agricultural act," which is to say that it is a cultural act. As such, this course aims to give students an understanding of how socio-economically determined food systems impact us as ethical agents, and how our individual food choices define us as responsible members of local communities and the broader national and global society. You are what you eat, or so the saying goes. Consequently, food consumption and food habits express values. For instance, do you eat meat? If so, do you think it is morally acceptable to kill sentient creatures for your nutritional needs, even if it can be shown that meat consumption is nutritionally unnecessary or that meat production practices are torturous? Beyond the focus on the ethics of our individual actions, however, we will broaden the question to examine the idea of a food culture. We will study the nature and structure of our local and national food systems to ask how these systems determine our choices and actions. In short, in this class you will study in what sense eating is a moral and even a political act?

Since very many people eat without reflecting on this act as a morally significant one, during the semester, you will be required to track on your own food choices and to reflect on the moral decisions that you make implicitly in these choices. The aim of this class is two-fold: (i) to get you to think critically about the economic, environmental, and social impacts on your everyday food choices and (ii) to equip you with the analytical skills to recognize and assess ethical decisions you make in your own individual food choices.

Learning Outcomes

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At the conclusion of this class, students will be able to:

- assess the ethical significance of one's own actions in relation to food production, consumption, and distribution.
- understand the significance and scope of one's local food culture, especially in relation to globalized food systems.
 - demonstrate an understanding of historical, societal, and cultural differences arising from gender, ethnicity, religion, and socioeconomic class.
 - demonstrate a basic understanding of how these differences influence issues of social justice and/or civic responsibility.
- explain and defend one's own standpoint according to these ethical and social/political concepts introduced in class.
 - demonstrate an understanding of societal, cultural, and institutional change over time, especially as this underlies individual and societal food choices and options.
 - demonstrate an understanding of regional, national or cross-national movements and civic engagement efforts fighting the loss of local, indigenous and/or traditional food production systems.

Canvas

You will need to spend some time familiarizing yourself with the Canvas portal for this class

(<https://uk.instructure.com/>). Once in Canvas, you will find links to all content on the site in the banner to the left. Pay special attention to the following:

- **Daily Schedule:** This is the most important page in the Canvas site for this class. To access this, simply open Canvas to the PHI205 webpage or click the **Pages** link. The Daily Schedule details the topics, reading assignments, and graded assignments due each class; links for all assignments are included herein. Consequently, you will need to consult this page before and after every class.
- **Library:** In addition to the texts you purchased at the bookstore, I am placing readings in PDF format in the Canvas library. All of these PDF files can be found by clicking the **Files** link in Canvas (Files: Library).
- **Reading Quizzes:** I will assign a reading quiz for nearly every reading during the semester. These quizzes are designed to help you understand the readings and to identify the most important passages. They are due before the class for which the reading is assigned. To assist you, I have placed a copy of the questions for each reading quiz in Canvas (Files: Reading Quiz Archive). I strongly recommend that you print out the pertinent reading quiz questions and answer these on this document as you read through the assignment. You can then use this document as a key, when you go online to take the quiz. You should bring the completed reading quiz key to the class for which it is assigned, since we will use the reading questions as the basis for our discussion of the text in class. Keep your keys, for this will help you prepare for the tests as well.
 - Each reading quiz is due *before* the class during which we will discuss the assignment. You can take each quiz up to two times; only the highest score will count. A **reading quiz archive**, i.e., an archive of all reading quiz questions, is available by clicking the **Files** link (Files: Reading Quiz Archive).
 - Quizzes are made available at the time the reading is assigned. Although the quiz, itself, closes at the due date/time, the archive files do not close, once opened.

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- **Handouts:** All handouts in the class can be found by clicking the [Files](#) link. For instance, I have placed a copy of this syllabus here.

Grading

Reading Quizzes30% of total grade

- With almost every reading, students will be given a reading quiz to be completed before the class in which we discuss that reading.
- The reading questions for each assignment will be made available in the Canvas: Files: Reading Quiz Archive folder.
 - A subset of these questions will be used on the midterm and final exams.
- You are to:
 - Read the assignment with the reading questions (File: Reading Questions Archive) in hand. I recommend you write your answers on this sheet.
 - Complete the online quiz in Canvas before the class to which the reading is discussed using the key you just created.
 - Reading quizzes (and questions) are made available after the class when the assignment is given. Each quiz closes just before the beginning of the class for which it is due, usually the next class.
 - The reading quiz archive files remain open and available even after the quiz, itself, has closed.
 - Bring your answer sheet to the class during which we will discuss the reading.
- Grading formula used for calculating your reading quiz score
 - Variables
 - x = total correct on reading quizzes
 - y = total score possible
 - $z = (x/y)$
 - Square Root Curve formula
 - $\sqrt{z} \times 100$
 - Click [here](#) for a chart detailing the effect of this curve on a standard 100 point scale

Grading Scale

A = 100% - 90%

B = 89% - 80%

C = 79% - 70%

D = 69% - 60%

F = $\leq 59\%$

Exams

You will be given two in-class examinations, one at midterm and one at the conclusion of the course. The exams will have two sections, generally. The first part of each exam will count for 25% of the exam grade; the second part for 75%. The first part will consist of a selection of multiple choice or true/false questions taken randomly from the reading quizzes administered during the semester. Though the final exam will be cumulative in scope, quiz questions on the final exam will be restricted to questions from quizzes administered after the midterm. The second part of each exam will consist of essay questions. Students will receive a study guide before each exam which contains the exam instructions and a set of essay questions. The exam will contain a subset of these questions on the study guide.

- **Midterm exam** 15 % (Wednesday, 2/28)

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- **Cumulative final exam** 25 % (Monday, 4/30 from 1:00pm-3:00pm)

Projects

You are to complete two interrelated projects. The first setting the basis for the second. The project first requires students to track their eating habits. , conflicts, compromises, and/or ethical dilemmas relating to food production systems and food consumption practices. In these projects, students shall demonstrate a basic understanding of effective and responsible participation in a diverse society.

- **Food Habits Tracking and Evaluation**.....10 %
- **Evaluation of Food Habits Paper**20 %

Active Participation

- Student participation is essential to the success of the class. Students should come prepared to answer basic questions about the scheduled reading each class.
- Class participation is determined by:
 - clear and apparent preparation for each class by each student
 - the quality of classroom discussion to questions poses by the teacher
 - fruitful and respectful interaction with peers, visitors, and the professor during the entire semester.
 - Mere physical presence is not considered satisfactory participation. I'll be tracking in-class participation. If you have any questions about your participation at any point during the semester, don't hesitate to ask. .
- Expectations within the classroom:
 - Students are encouraged and, in point of fact, required to critique the views expressed in the readings, by the professor, or by their peers in class or online. This critique requires, however, respectful engagement. Uncivil and disrespectful discourse or behavior contradicts the very requirement of critique and, as such, will not be tolerated. If after a first warning, any student continues such behavior, expulsion from the class may result.
 - Electronic devices, e.g., cellphones, computers, tablets, are allowed to be used in class. However, these devices may be used for only class related activities. If after a first warning any student continues to use an electronic device for non-classroom activities, the student may be banned from using any such devices in the class.

Students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria laid out above.

Attendance

- Regular attendance is required and a necessary condition to succeed in this class.
- The professor will take roll regularly in class (perhaps on the basis of a class seating chart established at the beginning of the semester).
 - Students are responsible for keeping track of their own attendance in class. The professor will provide attendance reports at midpoint and near the end of term during the semester, but lack of knowledge either of these attendance rules or of the student's own attendance status is no excuse.

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- *Excused absences will not count against the student unless excessive* (see below).
 - Students need to notify the professor of absences prior to class when possible, or within one week after the absences. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.
 - Either a [Tier 2 or a Tier 3 document](#) provided to the student by [University Health Service](#) is appropriate verification for an excused absence for illness.
 - Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than one week *before* the absence. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).
- Tardiness, especially if repeated, may result in a 5% deduction of the total grade.
- Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (i.e., with excuse) per university policy SR 5.2.4.2.

Academic Integrity

If the professor determines that a student or group of students has cheated on any exam or has plagiarized any part of any assignment, at a minimum he/she/they will receive a grade of zero for the assignment without the possibility of redoing the assignment. *Typically, though, evidence of cheating results in course failure.* If the case is especially egregious, the issue will be directed to the appropriate University Dean and the student will receive a grade of XE/XF for the course.

Cheating not only robs other students of a fair grade, it also fundamentally threatens the mission of this institution of higher education. Unfortunately, cheating and plagiarism – though not frequent – does exist here at UK. By taking this class, you accept the injunction not to cheat in any way and comport yourself with integrity and honor throughout the semester. You also agree to have all or some of your assignments uploaded and checked by anti-plagiarism or other anti-cheating tools.

Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students

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are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is a form of plagiarism. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Accommodations

If you have a documented disability which requires academic accommodations, please contact the professor as soon as possible. In order to receive accommodations in this course, you must provide the professor with a Letter of Accommodation from the Disability Resource Center. If you have not already done so, please register with the Disability Resource Center (Suite 407 of the Multidisciplinary Science Building, 725 Rose Street, 859-257-2754, dtbeac1@uky.edu) for coordination of campus disability services available to students with disabilities.

PHI 205.001 Spring 2018 Schedule

MWF 2:00 pm - 2:50 pm, [305 Erickson Hall](#)

<i>Day</i>	<i>Date</i>	<i>Class</i> (links to PowerPoint PDFs)	<i>Reading/Homework/Project</i>
1/10	W	Syllabus and Introduction	Course Syllabus Reading Quiz: * 00 Food Ethics Syllabus Quiz * Question Archive: 00 Food Ethics Syllabus
1/12	F	Introductory Concepts: The Philosophy of Food	"The Philosophy of Food" Website at UNT * after reading page and completing quiz, familiarize yourself with the resources available on the website Reading Quiz: * 01 Philosophy of Food Quiz * Question Archive: 01 Philosophy of Food
Food Ethics in KY: Agrarianism			
1/15	M	No class (& no office hours)	
1/17	W	Food Ethics in KY: Agrarianism	(a) Berry, <i>The Unsettling of America</i> (book) * Afterword & Prefaces * Chapter One: The Unsettling of America (b) Canvas Library: Berry - The Agrarian Standard Reading Quiz: (a) & (b) * 02 Berry - Agrarianism * Question Archive: 02 Berry
1/19	F	Food Ethics in KY: The University of Kentucky	Berry, <i>The Unsettling of America</i> , "Jefferson, Morrill, and the Upper Crust" PowerPoint Reading Quiz: * 03 Berry - Landgrant Institutions pp. 147-164 (to "Status Quo" section) * Question Archive: 03 Berry
1/22	M	Guest speaker: Lilien Brislen, The Food Connection	
1/23	T	Extra Credit (1%): ENS Speaker Series: Tom Fitzgerald from Kentucky Resource Council Tuesday, January 23rd from 5:30-6:30pm in CB 118	
1/24	W	In class discussion: Berry, continued	
1/26	F	First Project: Food Tracking Assignment	Canvas Assignment: Food Tracking Assignment
1/29	M	Food Virtue	Canvas Library: Snow - Food Virtue Reading Quiz: * 04 Snow - Food Virtue * Question Archive: 04 Snow
1/31	W	Snow, "Food Virtue," continued	
2/02	F	Announcement: First Friday - Agrability, Keep Farmers on the Farm	
2/02	F	Berry's Argument: The ecological crisis as a crisis	Berry, <i>The Unsettling of America</i> , Chapter

		of character	Two (17-26) Reading Quiz: * 05 Berry - Crisis of Character * Question Archive: 05 Berry
2/05	M	Berry's Argument : The ecological crisis as a crisis of agriculture	Berry, <i>The Unsettling of America</i> , Chapter Three (27-38) Reading Quiz: * 06 Berry - Crisis of Agriculture * Question Archive: 06 Berry
2/07	W	Berry's Argument: virtue ethics	Berry, <i>The Unsettling of America</i> , Chapter Four (39-48) Reading Quiz: * 07 Berry - Crisis of Culture * Question Archive: 07 Berry

Food Ethics Globally

2/09	Fri	Famine, Affluence, Morality	Canvas Library: Singer - Famine, Affluence, & Morality (229-243) (Read whole article, no reading quiz)
2/11	Sun		Food Tracking Assignment (due 11:59pm)
2/12	M	Famine, Affluence, Morality	Canvas Library: Singer - Famine, Affluence, & Morality (re-read: 229-243) Re-read whole article. Reading Quiz: * 08 Singer - F-A-M * Question Archive: 08 Singer
2/14	W	In defense of industrial ag	Canvas Library: Industrial Ag selections
2/16	F	Food First : Beyond the myth of scarcity	Canvas Library: Lappé-Collins - Food First Reading Quiz: * 09 Food First * Question Archive: 09 Food First
2/19	M	catch up	(no reading quiz today)
2/20	T	Extra Credit (1%): ENS Speaker Series: Sharon Murphy and Nikita Perumal from Kentuckians for the Commonwealth Tuesday, February 20th from 5:30-6:30pm in FB 200	
2/21	W	Food Scarcity	Canvas Library: Brown - Food Scarcity Reading Quiz: * 10 Food Scarcity * Question Archive: 10 Food Scarcity Handout: Study Guide I (available at class)
2/23	F	No Class: DOPE 8 Conference	
2/26	M	Examp prep	
2/28	W	Midterm Exam	

Animals, Food, & Meat

3/02	F	Animals: Suffering (Utilitarianism)	Canvas Library: * Singer - The Animal Liberation Movement * Tännsjö - Better All the Time Reading Quiz: * 11 Animal Liberation (Singer only)
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			* Question Archive: 11 Animal Liberation
3/05	M	Animals: Logic of Liberation	Canvas Library: * Kant - Indirect Duties Reading Quiz: * 12 Indirect Duties * Question Archive: 12 Indirect Duties
3/07	W	Animals: Ethics of Duty (Direct & Indirect Duties)	Canvas Library: * Regan - Animal Rights Reading Quiz: * 13 Direct Duties * Question Archive: 13 Direct Duties
3/09	F	(i) Duties: Agents, Patients, & Subjects-of-a-life (ii) Handback and discuss Midterm Exam	n/a
3/12	M	Spring Break	Read Michael Pollan's <i>In Defense of Food</i>
3/14	W		
3/16	F		
3/19	M	Return, review	Singer (and Bentham) & Regan (and Kant), redux
3/20	T	Extra Credit (1%): ENS Speaker Series: Amy Sohner from Bluegrass Greensource Tuesday, March 20th from 5:30-6:30pm in CB 106	
3/21	W	Food	Pollan's basic thesis
3/23	F	Pollan, continued Project II	Assignment: Evaluation of Food Habits
3/26	M	Being Prey	Canvas Library: Plumwood - Being Prey Reading Quiz: * 14 Being Prey * Question Archive: 14 Being Prey
3/28	W	Review Unit Read: Sexual Politics of Meat	Canvas Library: Review - Animals, Food, Meat Reading Quiz: * 15 Adams - Meat * Question Archive: 15 Meat
3/30	F	Feminist Critiques: Plumwood - Adams	n/a
4/02	M	Food is a Feminist Issue	Canvas Library: Watson - Food is a Feminist Issue
4/04	W	Food is a Feminist Issue	Reading Quiz: * 16 Feminism * Question Archive: 16 Feminism
4/06	F	The Failure of Traditional Ethical Theory	Canvas Library: Gruen - Entangled Empathy, 5-16 Reading Quiz: * 17 Gruen I * Question Archive: Gruen I
4/09	M	Seeking an Alternative	Canvas Library: Gruen - Entangled Empathy, 16-37 Reading Quiz: * 18 Gruen II

* Question Archive: [18 Gruen II](#)

Sustainable Food Systems (Bringing it all together)

4/11	W	Food Justice	Canvas Library: Whyte - Food Justice
4/11	W	Extra Credit (1%): ENS Speaker Series: Ben Gilmer from Refresh Appalachia Wednesday, April 11th from 5:30-6:30pm in JSB 321	
4/13	F	Food Justice	Canvas Library: Whyte - Food Justice
4/16	M	Sustainability: The Integration of Economic-Social-Environmental Concerns	Canvas Library: Wekheiser et al - Food Sovereignty Reading Quiz: * 19 Food Sovereignty * Question Archive: 19 Food Sovereignty
4/18	W	Sustainability : The Integration of Economic-Social-Environmental Concerns	<i>Rebuilding the Foodshed</i> , "Market Value," 176-188.
4/20	F	Sustainability : The Integration of Economic-Social-Environmental Concerns	<i>Rebuilding the Foodshed</i> , "Marketplace Values," 189-208..

Recap - Prep for Final Exam

4/23	M	Sustainability: Environmental Concerns & Environmental Ethics	Handout: Study Guide for Final
4/25	W	Acting ethically, a discussion	
4/27	F	Prep for Final Exam	
4/30	M	Final Exam: 1:00pm - 3:00pm	