

Sandmeyer – 3.b. Course Materials – PHI205 Food Ethics

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PHI205: STATEMENT OF GENERAL PEDAGOGY

The current design of PHI205 reflected here articulates much of the way I originally organized the themes of the course. These documents included in this packet represent important innovations in the pedagogy of the course, though. The most significant redesign includes a significant **service-learning** component in the class, i.e., the Civic Engagement project. (See my TEACHING statement on service-learning education.) Additionally, the **discussion forums** have taken on an increased role in the class. I have designed this course around the **desideratum of inclusive participatory democracy**. Hence, all the elements of the course emphasize student engagement with their peers, experts in the field, or the community at large.

Given this emphasis, no course has been impacted more significantly by the **COVID pandemic** than PHI205.

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PHI205: Syllabus & Daily Schedule

PHI205 Food Ethics is a course which I created here at UK. It fulfills the UK Core citizenship requirement. " Courses in this area lay the 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." It is one of the most popular classes our department offers.

As with all my syllabi, the PHI205 **syllabus** is rooted in **evidence-based teaching design**. The outcomes stated in the syllabus reflect the outcomes defined in the UK Citizenship template (see the templates and templates included in this portfolio). Importantly, all individual assessments are linked to measurable and specific outcomes, which are aligned to the broader course outcomes defined in the syllabus. The assessment design, itself, emphasizes **active learning methodologies** for by giving students multiple avenues to work through course content. Assessments are staged often and are always evaluated by grading rubrics. This design ensures that feedback is clearly articulated, frequent, and swift, which is important for correcting student misapprehensions of content. The diversity and frequency of assessment designed into the class aims to promote deep understanding of the course material. Additionally, the projects and discussions forums occurring throughout the semester generate personal connections among the students with the course content, and this in turn motivates greater student learning.

The **daily schedule** reflects an interdisciplinary emphasis. This class fulfills the social responsibility requirement for students majoring in Sustainable Agriculture and Community Food Systems. As such, the course focusses on issues related to food systems including food security and

hunger issues with courses in nutrition, global issues, policies and more. The structure of assignments encourages both personal reflection and hands-on experience. Significantly, the course seeks to enhance students' connection with Kentucky food systems, particularly, by studying and working in the University's own dining system. We study the writings and activism of local agrarian thinkers and invite local farmers, such as Wendell Berry, to teach our students about the Kentucky food system. By the end of the semester, students understand the socio-economic context which determine their individual food choices and can explain the moral, social, and, even, political issues involved in those food practices.

PHI 205, sections 001 & 002

Food Ethics

Spring 2022

Sec. 001: MWF 10:00am - 10:50am (CB 243)

Sec. 002: MWF 11:00am - 11:50am (FAB 0308B)

Syllabus**Contact Information****Bob Sandmeyer, Ph.D.**

pronouns: he/him/his

bob.sandmeyer@uky.edu

(always include "PHI205" in subject line)

— do NOT use Canvas Inbox —**ph. 859-257-7749**

(leave a message)

Two remarks on communications:

1. **Email Prof:** Email is preferred. Just click the "Email Prof" link at the top of every page in in Canvas. Do not send emails via the Canvas Inbox, since I probably won't see any of these emails. You may also call my office and leave a message.
2. **Response Time:** I will respond typically within 24 hours. Bear in mind, though, that I reply to emails only during business hours, i.e., M-F 9:00am – 5:00pm.

Course Graders:

Section 001: Lauren O'Dell

lkd224@g.uky.edu

pronouns: she/her/hers

Section 002: Victoria Riggs

Victoria.Riggs@uky.edu

pronouns: she/her/hers

Required Texts**Bookstore**

Robin Wall Kimmerer. *Braiding Sweetgrass. Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants*. Minneapolis, MN: Milkweed Editions, 2013.

(acceptable formats)

Paperback: [9781571313560](#),

eBook, or

[audio-book](#) (read by the author)**Main Readings**

available in Canvas via the [Daily Schedule](#) and located in [Files: Library](#).

Sandmeyer's Online "Office" Hours**M, W, F 2:00pm - 3:00pm, E.S.T.****Schedule an Appointment:**calendly.com/dr-sandmeyer/office-hours

(contact me, if scheduled times are inconvenient)

Zoom Address (for meetings online):uky.zoom.us/my/bobsandmeyer**Course Description**

You are what you eat, or so the saying goes. Implicitly, then, food consumption and food habits express values. If you are a meat eater, for instance, this practice expresses a preference for animal flesh. In a very real sense, then, you value your own satisfactions, or at the very least, your own life over that of the animal you are consuming. Perhaps you consciously eat animal flesh because it is a good source of protein, which you recognize is important to your bodily flourishing. Hence, your food choices express implicit, if not at times, explicit ideas concerning the good life as well as the value of other beings in this world. Further, inherent to your food consumption practices is participation in a local, regional, and globalized food system. That is to say, food ethics implies a food politics; and eating is a political act in the broadest sense. Hence whether we recognize it as such or not, politically and culturally determined food systems condition our ethical life.

This course aims to give students an understanding of the ethics of our acts of eating as well as an understanding of the nature and structure of the food systems which condition these actions. Most significantly, we seek in this class to understand how our individual food choices define us as responsible members of local communities existing in broader national and global contexts. By the end of the semester, students will be able to explain how to evaluate ethically individual food choices and actions and analyze moral, social, and, even, political concerns which govern our food practices. Food ethics, thus, 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.

Schedule (in Outline)

See the **Daily Schedule** for the day-by-day agenda. This is the *most important page* in the class Canvas shell.

1. First Half

A. Introduction to Food Ethics

1. the Philosophy of Food
2. Food Ethics
 1. The Ethical Concern for Animal Life
 - i. Utilitarianism
 - ii. Duty Ethics
 2. Virtue Ethics
 - i. Food Virtue

B. Food as a Good

1. The Proper Function of Food
2. Food Insecurity

2. Second Half

A. Food and Agriculture

1. Food Value
2. UK's Land-Grant Mission

B. The US Food System

1. The 2018 Farm Bill
2. Competing Ag Philosophies
 - i. Industrial Ag
 - ii. Sustainable Ag

C. Justice Concerns

1. Need
2. Gender Equality
3. Food Sovereignty

Learning Outcomes

This class aims to lay the 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.

PHI205 specific outcomes – 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, particularly by reference to virtue ethics, utilitarianism, and duty ethics;
- explain how food systems condition ethical choices and are conditioned by ethical frameworks;
- understand the significance and scope of one's local food culture, especially in relation to globalized food systems; and
- evaluate the concept of justice from a variety of philosophical standpoints.

General UK Core outcomes – at the conclusion of this class, students will be able to:

- 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;
- demonstrate an understanding of societal, cultural, and institutional change over time, especially as this underlies individual and societal food choices and options; and
- 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.

Grading

Grading Scale

A = 100% - 90%
 B = 89% - 80%
 C = 79% - 70%
 D = 69% - 60%
 F = ≤59%

Students will be provided with a midterm evaluation grade (by the midterm date) that reflects course performance based on criteria laid out below.

Online Discussion Forums

30 %

- a number of discussion forums will be scheduled over the course of the semester;
- score for each forum will be determined by a rubric, included in the assignment;
- final forums score = cumulative earned score for all forums / total possible.

Tests

40 %

- there will be two tests: one at midterm and one at the final;
 - 15% Midterm:
 - February 28th
 - 25% Final
 - Section 001 - 5/2 at 10:30am; Section 002 - 5/4 at 10:30am
 - the final test will be cumulative in scope;
- students will be provided a study guide prior to each test;
- test score = cumulative earned score for test / total possible.

Food Tracking Project

8 %

- a three-week assignment during the first half of the semester
- each student will track all the food and drink consumed and produce a reflection paper;
- score determined by level of completion.

Civic Engagement Project

20 %

- a volunteer and reflection assignment during the second half of the semester
- designed to work develop understanding of and reduce food insecurity on campus;
 - an alternative research and reflection assignment, if student cannot volunteer due to COVID-19;
- score determined by level of completion.

Two Short Quizzes

2 %

- a syllabus quiz at the beginning of term, which the student will be allowed to take unlimited times until receiving 100%;
- a simple survey of prior knowledge of issues related to food ethics administered at the beginning of term;
- each quiz constitutes at maximum one percentage point of the total grade.

Teaching and Learning in a Time of Crisis

By definition, a crisis is a time of decision. This is all to say, during this long and exhausting global pandemic whose virulence is not currently waning we have all decided to be here, either to teach or to learn. Clearly, though, local conditions of the pandemic and personal resources necessary to function within it produce create unique challenges. It is up to each of us to take responsibility for this decision and to make this semester as successful as possible. However, I want to state clearly and unambiguously here that you are not alone and need not feel alone, if you are feeling exhausted, anxious, or drowning under the weight of it all.

- **If you ever need to talk to me**, please contact me (bob.sandmeyer@uky.edu). If you are struggling, I will do what I can to help you.
- There may be significant challenges that may impose themselves on us this term. The key to addressing these successfully is **consistent and clear communication** between the instructor and students.
 - **Coursework**
 - Follow the [Daily Schedule](#).
 - **Check this page regularly**, at least three times a week.
 - Alterations to this schedule will be indicated by the "Date of last update" marker at the top of the page.
 - Each day's lesson(s) will be embedded the [Daily Schedule](#). Consequently, no matter if we meet in person or not, you will need to work through lessons available online.
 - Homework assignments will be announced in both the Daily Schedule and the Daily Lessons.
 - **Class-wide messages**
 - I will send messages to the class as a whole via the [Announcements](#) function in Canvas.
 - Make sure your Canvas settings push these notifications to your email or your phone: [check your notification settings](#).
 - **Individual Communications**
 - Send emails by clicking the "Email Prof" link at the top of every page in Canvas.
 - Or email the professor at bob.sandmeyer@uky.edu
 - Always include the phrase **"PHI205" in the subject of your email**.
 - I recommend *against* using the Canvas Inbox for email communication.
 - **Be Proactive**
 - Contact me *before* a problem arises. I will try to do the same.
 - If you are unable to contact me in advance of an issue, you must - at the latest - contact me as soon as you return to the class.

Academic Integrity

Students shall not plagiarize, cheat, or falsify or misuse academic records. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed. 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>; see especially "Rights and Responsibilities" and "Academic Integrity." A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty.

See [Academic Offenses Rules for Undergraduate and Graduate Students](#) for official University policy regarding academic offenses. In short, as per the [Ombud's definition](#), academic integrity requires creating and expressing one's own ideas in all course work including draft and final submissions; acknowledging all sources of information properly; completing assignments independently or acknowledging collaboration (when collaborations are allowed); accurately reporting one's own research results; and honesty during examinations. Further, academic integrity prohibits actions that discriminate and harass on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation.

By participating in this class, you accept the injunction not to cheat in any way. You also agree to comport yourself with integrity and honor throughout the semester. You further agree to have all or some of your assignments uploaded and checked by anti-plagiarism or other anti-cheating tools. Further, each student affirms that they will act with honor and integrity to fellow students, the professor, and the course grader.

Diversity, Equity, & Inclusion as Core Values

As faculty within the University of Kentucky, we in the Department of Philosophy are committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community ([Governing Regulations XIV](#)). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (<https://www.uky.edu/regs/gr14>). These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.

We strive to rectify and change behavior that is inconsistent with our principles and commitment to diversity, equity, and inclusion. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record and/or the [Office of Institutional Equity and Equal Opportunity](#). Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, any college administrator, or the dean. All of these individuals are mandatory reporters under University policies.

COVID-19 Policies Regarding In-Person Instruction

- For the official policy from the University about spring 2022 operational plans, see the [Spring 2022 Guide](#)
- All individuals, irrespective of vaccine status, are required to wear [UK-approved face coverings](#) in the classroom and academic buildings (e.g., faculty offices, laboratories, libraries, performance/design studios, and common study areas where students might congregate). If UK-approved face coverings are not worn over the nose and mouth, students will be asked to leave the classroom.
 - Masks and hand sanitizer can be found in the class building, if needed
- Whenever feasible, students should socially distance, leaving a six (6) foot radius from other people.
 - Students should leave enough space when entering and exiting a room. Students should not crowd doorways at the beginning or end of class.
- If a student or students refuse these policies, in-person class may be canceled by the instructor until the situation is resolved to the satisfaction of the instructor and the Administration.

Attendance & Make-Up Work

Do not attend class if you are feeling unwell, or if someone with whom you've been in contact is feeling unwell. Contact me (via "Email Prof" above) before class or that same day, at the latest, if you miss class because of (suspected) illness.

The University is officially back in-person this semester. Consequently, in-person attendance during class is required in this class. This means, you must attend in-person every day, unless the class has moved to an online modality. In the case of a changed modality, attendance confirmation will be altered accordingly but attendance everyday for the entire class period is still required. The instructor will take attendance at the beginning of each class to confirm class attendance. Students bear the responsibility for confirming their attendance at the beginning of class and of keeping track of their own attendance over the course of the term.

If a student misses two weeks of class (i.e., six class meetings) *unexcused*, then that student will receive a zero for the class and fail for the semester. A plea of ignorance either of this rule or of one's own attendance status is no excuse.

Per university policy SR 5.2.5.2.3.1, if a student has excused absences for the dates and times associated with more than one-fifth of the required interactions for a course (i.e., nine days), the student shall have the right to receive a "W." In these cases of extreme absence, the instructor will ask the student to withdraw from this course.

Excused Absences: *Senate Rules 5.2.5.2.1* defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit "reasonable cause for nonattendance" by the instructor of record. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing (by email) of anticipated absences due to their observance of such holidays. If a student is required to be absent due to military duties, the Director of the Veterans Resource Center will verify the orders with the appropriate military authority, and on behalf of the military student, notify each Instructor of Record via Department Letterhead as to the known extent of the absence. In all cases, students should notify the professor of absences prior to class, whenever possible, and may be asked to verify their absences in order for them to be considered excused.

Excused absences for in-person participation include quarantine and other recommended/required absences by a medical, public-health, or government officials.

Make-Up Work: Students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence *within one week following the period of the excused absence* (except where prior notification is required); and for making up the missed work. According to *SR 5.2.5.2.2*, if a student adds a class after the first day of classes and misses graded work, the instructor will provide the student with an opportunity to make up any graded work without penalty. No late submissions will be allowed for students after one week of return to classes for excused absences, unless approved in writing by the instructor.

Late Work: Acceptance of late assignments due to excused absences are governed by the rules above. For late assignments due to unexcused absence(s), explanation of the reason for the late submission must be made in writing (by email) within one week of the original deadline of the assignment. The instructor will make a determination to accept or reject late submissions on a case-by-case basis. No late submissions due to unexcused absence(s) will be permitted after one week from the original deadline of the assignment.

Accommodations

In accordance with federal law, if you have a documented disability that requires academic accommodations, please inform your instructor as soon as possible during scheduled office hours. In order to receive accommodations in a course, you must provide your instructor with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the [Multidisciplinary Science Building](#), Suite 407. You can reach them via phone at (859) 257-2754, via email (drc@uky.edu) or visit the DRC website (uky.edu/DisabilityResourceCenter). DRC accommodations are not retroactive and should therefore be established with the DRC as early in the semester as is feasible.

Email the professor a copy of your letter of accommodation as close to the beginning of the semester as possible.

Prep Week

Per *Senate Rules 5.2.5.6*, the last week of instruction of a regular semester is termed "Prep Week." No exams or quizzes will be administered this week, as these are not permitted by University policy. However, class participation and attendance grades are permitted during Prep Week.

University Resources Available

I also highly recommend looking at the UK Senate page detailing [Resources Available to Students](#). Given the stresses of the ongoing COVID-19 pandemic, I would like to bring your attention to one these resources, specifically.

- **The UK Counseling Center (UKCC)** provides a range of confidential psychological services to students enrolled in 6 credit hours or more, psychoeducational outreach programming (including QPR suicide prevention), and consultation to members of the UK community (students, faculty, staff, administrators, parents, concerned others). Please visit the [UKCC's website](#) (uky.edu/counselingcenter) for more detailed information or call (859) 257-8701.

Class Recordings

See the University of Kentucky Senate page on [Classroom Recordings](#). The University of Kentucky [Code of Student Conduct](#) defines Invasion of Privacy as using electronic or other devices to make a photographic, audio, or video record of any person without their prior knowledge or consent when such a recording is likely to cause injury or distress. Video and audio recordings by students are not permitted during the class unless the student has received prior permission from the instructor. Any sharing, distribution, and or uploading of these recordings outside of the parameters of the class is prohibited. Students with specific recording accommodations approved by the [Disability Resource Center \(DRC\)](#) should present their official documentation to the instructor.

Course Copyright

All original instructor-provided content for this course, which may include handouts, assignments, and lectures, is the intellectual property of the instructor. Students enrolled in the course this academic term may use the original instructor-provided content for their learning and completion of course requirements this term, but such content must not be reproduced or sold. Students enrolled in the course this academic term are hereby granted permission to use original instructor-provided content for reasonable educational and professional purposes extending beyond this course and term, such as studying for a comprehensive or qualifying examination in a degree program, preparing for a professional or certification examination, or to assist in fulfilling responsibilities at a job or internship; other uses of original instructor-provided content require written permission from the instructor(s) in advance.

Final Remark

This syllabus is a contract between the professor and student. Participation in the class indicates the student understands and accepts the terms of this syllabus, i.e., the expectations and requirements laid out herein.

PHI 205, sections 001 & 002

Food Ethics

Sec. 001: MWF 10:00am - 10:50am (CB 243)

Spring 2022

Syllabus

Sec. 002: MWF 11:00am - 11:50am (FAB 0308B)

Daily Schedule

(last update: 26 Apr)

<i>Date</i>	<i>Day</i>	<i>(links open at time of class)</i> Lesson	<i>(due at the time of class unless otherwise indicated)</i> Homework
Introduction to Food Ethics			
01/10	Mon	Welcome to class	
01/11	Tues		1. Prior-Knowledge Survey (due today by 5pm) (Survey Questions)
01/12	Wed	Navigating PHI205; Prior-Knowledge Survey	1. (see Tuesday homework) 2. Syllabus Quiz
01/14	Fri	Discussion: Introductions	1. no homework 2. bring computer to class, if you can
01/17	Mon	<i>No classes; MLK, Jr. Holiday</i>	
01/19	Wed	Intro - Philosophy: The Philosophy of Food	1. 01a Discussion Forum : Introductions 2. Read "The Philosophy of Food" Website at UNT
01/21	Fri	Short History of Food Ethics	1. Read Zwart - A Short History of Food Ethics
01/24	Mon	Animal Ethics: Utilitarianism & Duty Ethics	1. Read Regan-Singer - The Dog in the Lifeboat
01/26	Wed	Animal Ethics: Respectful Ecological Eating	1. Read Plumwood - Being Prey
01/28	Fri	Virtue Ethics: Aristotle Concept of Happiness and Virtue	1. Read Aristotle - Nicomachean Ethics (packet) 2. 01b Discussion Forum : Introductions
01/28 - Last day to drop without a W or change grading option.			
01/31	Mon	Food Virtue, part I	1. Read Snow - Food Virtue (pp. 181-188)
02/02	Wed	Food Virtue, part II	1. Read Snow - Food Virtue (pp. 188-192)
02/04	Fri	Online Lesson - Food Flourishing (No in-person class today)	1. 02a Discussion Forum : Food Virtue
Food as a Good			
02/07	Mon	Food Tracking Assignment (I & II) (no lesson today, see homework)	1. Read (in class) 1. Food Tracking Assignment I

			2. Food Tracking Assignment II
02/09	Wed	Food and Nourishing I	1. Read Kass - Food and Nourishing (pp. 19-31)
02/11	Fri	Food and Nourishing II	1. Read Kass - Food and Nourishing (pp. 31-44)
02/14	Mon	<i>Class canceled</i>	1. 02b Discussion Forum: Food Virtue (due today)
02/16	Wed	Food and Nourishing III	1. Read Kass - Food and Nourishing (pp. 45-56)
02/18	Fri	Food, Nourishing, and The Hunger Moon	1. Read Kimmerer, <i>Braiding Sweetgrass</i> , "Windigo Footprints," 303-309
02/20	Sun		1. Submit Food Tracking Assignment I (by 11:59pm)
02/21	Mon	Food Insecurity at UK: Kendra OoNorasak (<i>meet at Nourish today: Funkhouser, room 207</i>) [towards the side of Funkhouser that is closest to ChemPhys building]	1. Food Insecurity <ul style="list-style-type: none"> ◦ Read FAO - Basic Concepts of Food Security ◦ Read Meeting Basic Needs at UK (2018) 2. Campus Kitchen Web Sites: <ul style="list-style-type: none"> ◦ Read The Campus Kitchen at the University of Kentucky ◦ Read The Campus Kitchen at the University of Kentucky: By-Laws 3. <i>Recommended</i> <ul style="list-style-type: none"> ◦ Read Kentucky Kernel: How students went from hunger-strike to campus sit-in ◦ One Community Cafe
02/23	Wed	Professor led review	
02/25	Fri	Student led review	
02/27	Sun		1. Submit Food Tracking Assignment II (by 11:59pm) (due date changed; see announcement 2/25)
02/28	Mon	Midterm Test	
Food and Agriculture			
03/02	Wed	Food Value: Commodities versus Gifts	1. Read <i>Braiding Sweetgrass</i> , pp. 3-32 (if you can't read all, read at least one chapter) <ol style="list-style-type: none"> 1. "Skywoman Falling," 3-10 - a creation story and cosmology 2. "The Council of Pecans," 11- 21 - history of Indigenous food ways 3. "The Gift of Strawberries," 22-32 - food value

03/04	Fri	Food Value: Eating Responsibly	1. Read Berry - The Pleasures of Eating
03/07	Mon	Food Value: Agrarianism & Sustainable Agriculture	1. Read Berry - The Agrarian Standard
03/09	Wed	Eating, Agriculture, and UK's Landgrant Mission	1. Read Berry - Jefferson, Morrill, and the Upper Crust 2. Discussion Forum 3a : To Eat Responsibly (due by 11:59pm)
03/11	Fri		1. Discussion Forum 3b : To Eat Responsibly (due by 11:59pm)
03/14 - Academic Midterm			
03/14	Mon	<i>No Classes. Spring Break</i>	
03/16	Wed		
03/18	Fri		
03/21	Mon	Civic Engagement & Discussion 04 Assignments	
03/23	Wed	The Agricultural Improvement Act of 2018 — AKA The 2018 "Farm Bill" —	1. Read required documents in The Agricultural Improvement Act of 2018 <small>(if links are blocked by a firewall, try opening the web page using Incognito Mode)</small>
03/25	Fri	Agriculture: Conventional, Sustainable, Industrial	1. Read 1. Borlaug - Feeding a World of 10 Billion People 2. https://sarep.ucdavis.edu/sustainable-ag (including everything under "The Philosophy & Practices of Sustainable Agriculture") ▪ PDF of UC Davis Page (if easier to use) 2. Discussion Forum 4a : Food Insecurity
Food Justice			
03/28	Mon	Global Hunger: The Ethical Argument	1. Read Singer - Famine, Affluence, Morality (pp. 229-236, to "Despite the limited nature ...")
03/28 - Last day to withdraw from the University or reduce course load.			
03/30	Wed	Global Hunger: The Ethical Argument	1. Read Singer - Famine, Affluence, Morality (pp. 236-243)
04/01	Fri	<i>Class canceled</i>	1. Discussion Forum 4b : Food Insecurity
04/04	Mon	Gender Equality and Justice	1. Read Watson - Food is a Feminist Issue (pp. 121-128)
04/06	Wed	Gender Equality and Justice	1. Read Watson - Food is a Feminist Issue (pp. 128-135)
04/08	Fri	Discussion	1. Discussion Forum 5a : (Food) Justice
04/11	Mon	Food Sovereignty: Collective Food Relations and Justice	1. Read Whyte - Food Justice (pp. 122-128- ignore questions on first page)

04/13	Wed	Food Sovereignty	1. Read Whyte - Food Justice (pp. 128-132)
04/15	Fri	Discussion	1. Discussion Forum 5b : (Food) Justice 2. Civic Engagement Assignment (due by 11:59pm) 1. Paper Upload 2. Verification Form Upload
Final Word: Food, Community, and the Good Life			
04/18	Mon	The Three Sisters (flouishing)	1. Read <i>Braiding Sweetgrass</i> , pp. 128-140
04/20	Wed	Maple Sugar Moon (sustainability)	1. Read <i>Braiding Sweetgrass</i> , pp. 63-71
04/22	Fri	Defeating Windigo (justice)	1. Read <i>Braiding Sweetgrass</i> , pp. 374-384
04/25	Mon	Professor led review	1. Study Guide for Final
04/27	Wed	Student led review	1. Final Study Guide
04/29	Fri	<i>Reading Day - no class</i>	
Final Exam (per section)			
Sec. 001: Regular Meeting Time MWF 10:00am - 10:50am; (CB 243)			
05/02	Mon	Cumulative Final Exam: 10:30am-12:30pm bring exam booklet - large, green or blue	<ul style="list-style-type: none">Section 001: Final Test - Part ISection 001: Final Test - Part II
Sec. 002: Regular Meeting Time MWF 11:00am - 11:50am. (FAB 0308B)			
05/04	Wed	Cumulative Final Exam: 10:30am-12:30pm bring exam booklet - large, green or blue	<ul style="list-style-type: none">Section 002: Final Test - Part ISection 002: Final Test - Part II

Sandmeyer – 3.b. Course Materials – PHI205 Food Ethics

Use bookmarks in PDF to jump to section pages for explanation of contents and pedagogy.

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PHI205: Assessing Prior Knowledge

An important tool in my teaching of PHI205 is the prior-knowledge (PK) survey. In addition to using the survey to assess prior-knowledge, I have experimented with using concept maps to represent students' knowledge. PHI205 has a unique sub-population, i.e., sustainable agriculture majors who tend to have background knowledge in food systems. Over the years it has become apparent, however, that most students taking PHI205 not only have no understanding of food production, distribution, and consumption systems, they also typically have not reflected on the ethics of eating in any way whatsoever. Consequently, it is essential to gauge general understanding of the subject-matter at the start of the semester. This survey articulates the basic concepts and subject areas studied in the class. So, the PK provides a clear and detailed overview of the course content for students. Importantly, the PK survey is something I refer back to again and again throughout the semester. At the conclusion of the semester, students re-take the survey, which allows them to see and assess concretely what they have learned over the term.

(left blank intentionally)

PHI 205, sections 001 & 002**Food Ethics**

Sec. 001: MWF 10:00am - 10:50am (CB 243)

Spring 2022**Syllabus**

Sec. 002: MWF 11:00am - 11:50am (FAB 0308B)

Lesson Date	Lesson Objectives	Homework for next lesson
12 Jan Wednesday	<p>With this lesson, students should be able to:</p> <ol style="list-style-type: none"> 1. navigate course proficiently <ul style="list-style-type: none"> ◦ access alternate formats in Canvas; 2. understand basic themes of class. 	<ol style="list-style-type: none"> 1. no homework 2. bring computer to class, if you can

Readings & Resources In Use Today

- Prior-Knowledge Survey

Navigating PHI205; Prior-Knowledge Survey**Navigating Canvas; Alternative Formats; Taking Notes****Preliminaries****1. Letters of Accommodation**

- In accordance with federal law, if you have a documented disability that requires academic accommodations, please inform your instructor as soon as possible during scheduled office hours. In order to receive accommodations in a course, you must provide your instructor with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the [Multidisciplinary Science Building](#), Suite 407. You can reach them via phone at (859) 257-2754, via email (drc@uky.edu) or visit the DRC website (uky.edu/DisabilityResourceCenter). DRC accommodations are not retroactive and should therefore be established with the DRC as early in the semester as is feasible.

2. COVID-19 & Class Absences

- Don't (*please* do not) come to class if you are feeling unwell or someone you know is unwell or has COVID-19
 - Just let me know, ideally before class
 - Email Prof link at top of page
 - I will work with you to stay on or get back on track.
- Attendance Policy
 - You can **fail** this class for lack of attendance
 - 6 missed classes unexcused

Course Design - Structure of the Daily Lesson Pages

This lesson, like every lesson, contains the following information

1. In header
 1. See **Daily Schedule**
 2. Lesson Date
 3. Lesson Objectives (in header)
 - **These are what you study!**
 1. Homework for next lesson
2. Title of lesson
 1. same as lesson titles in Daily Schedule
3. Readings & Resources In Use Today
 - these resources are usually also available in the Daily Schedule
 - they're placed here for sake of convenience
4. **Content of lesson**
 - subdivided by section (*see the divider*)

Alternative Formats in Canvas

You may not be aware but Canvas provides alternative formats than the text you see here. You will notice a small down arrow next to the content title in Canvas. For instance for this page, it looks like this.

PHI100_01-27 

Clicking on this down arrow will surface a pull down menu inviting participants to download the original file uploaded by the instructor, or to choose from one of several alternative formats for download. For instance, if you needed or preferred to listen to the content here rather than read it, you could choose to download an MP3 of the

content.

Download alternative formats ▼



Selected item:



PHI100_01-27



ePub

For reading as an e-book on an iPad and other e-book readers



Electronic braille

BRF version for consumption on electronic braille displays



Audio

MP3 version for listening



BeeLine Reader

Enhanced version for easier and faster on-screen reading



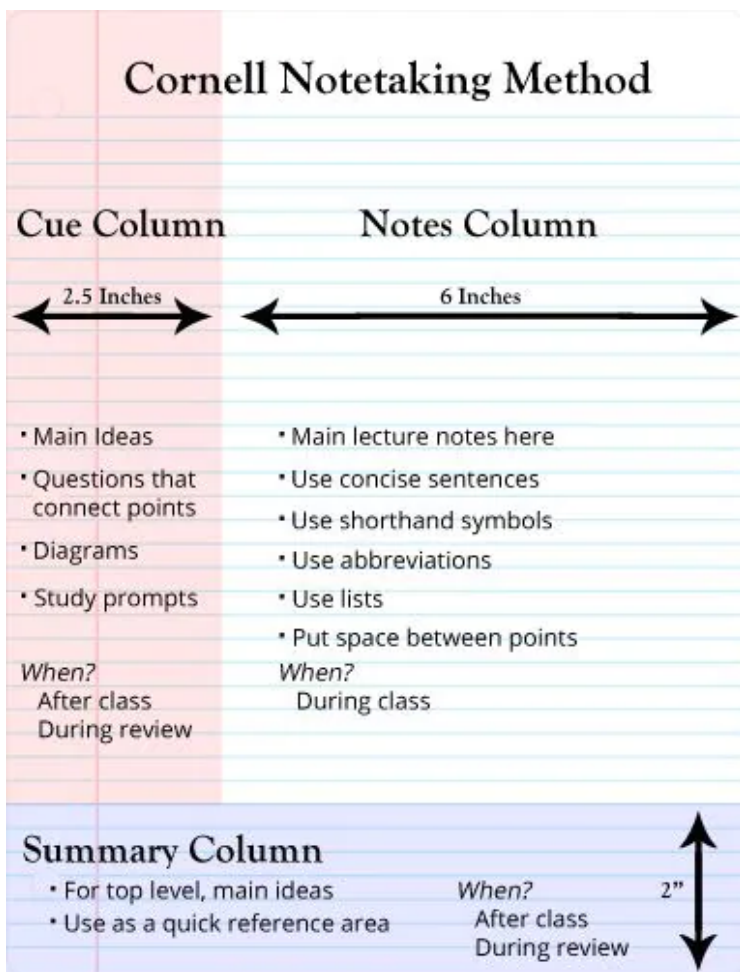
[Help](#)

Taking Notes in this Class

You are all required to take notes, preferably on paper with pen and paper. This will be very important for your success in this class.

- Pay close attention to the learning objectives stated at the top of each lesson.
- The objectives are the main things you should be listening for and the main ideas you need to learn.
- Your notes should be organized around these objectives.

The note-taking method I would recommend is the [Cornell Method](#). Have a yellow legal pad or notebook with paper in it, at hand. When you take notes, take notes in the following manner:



In short, **TAKE NOTES!** The biggest mistake students make is just is just to listen to lectures. Studies show that everybody - you or me - forget 60% of what they've heard after 24 hours and about 75% after 48 hours.

Prior-Knowledge Survey - Basic Themes

Prior-Knowledge Survey

Options

- I have never heard of x.
- I have heard of x, but I can't really explain it (what is fundamental to it).
- I have some idea of what x is all about, and I can explain the basic idea but only in very general terms.
- I understand what this is, and I can it explain fairly clearly.

Questions

Introduction

- What is food metaphysics?
 - (a) 72%
 - (b) 25%
- What is the greatest happiness principle?

1. **(a)** 49%
2. **(b)** 33%
3. **(c)** 18%
3. What is the respect principle?
 1. **(a)** 51%
 2. **(b)** 33%
 3. **(c)** 16%
4. What is fundamental to virtue ethics?
 1. **(a)** 54%
 2. **(b)** 37%

Food as a Good

1. What is the distinction between form and matter, when considering the organism?
 1. **(a)** 44%
 2. **(b)** 35%
 3. **(c)** 18%
2. What is the difference between food insecurity and hunger?
 1. **(a)** 12%
 2. **(b)** 44%
 3. **(c)** 39%
3. What is the rate of food insecurity on campus?
 1. **(a)** 23%
 2. **(b)** 44%
 3. **(c)** 28%

Food and Agriculture

1. What is the difference between sustainable and conventional agriculture?
 1. **(a)** 30%
 2. **(b)** 35%
 3. **(c)** 26%
2. What is agrarianism?
 1. **(a)** 74%
 2. **(b)** 18%
3. What does sustainability actually mean?
 1. **(b)** 26%
 2. **(c)** 49%
 3. **(d)** 23%
4. What is the difference between vegetarianism and veganism?
 1. **(c)** 42%
 2. **(d)** 47%
5. What is the Standard American Diet?
 1. **(a)** 19%
 2. **(b)** 44%
 3. **(c)** 26%
6. What is the Kashruth and Halal?
 1. **(a)** 79%
 2. **(b)** 14%
7. What are the basic components of the Agricultural Improvement Act of 2018, aka the Farm Bill?
 1. **(a)** 67%
 2. **(b)** 28%
8. What is the difference between organic and regenerative organic?
 1. **(a)** 56%
 2. **(b)** 33%
9. When is a product labeled Fair Trade?

1. (a) 40%
 2. (b) 46%
10. What are GMOs?
1. (b) 39%
 2. (c) 37%
 3. (d) 19%

Food Justice

1. What is distributive justice?
 1. (a) 63%
 2. (b) 30%
2. What is the relational theory of equality?
 1. (a) 67%
 2. (b) 23%
3. What is the difference, if any, between food justice and food sovereignty?
 1. (a) 74%
 2. (b) 18%

Introduction

- philosophy of food
 - food metaphysics
- ethical theories
 - greatest happiness principle (utilitarianism)
 - respect principle
 - virtue ethics
 - sustainability

Food as a Good

- ethical theories
 - greatest happiness principle (utilitarianism)
 - respect principle
 - virtue ethics
 - sustainability
- organism (form/matter)
 - food metaphysics
- food insecurity / hunger
- Diet
 - SAD
 - vegetarian / vegan
 - Kashruth / Halal
- food metaphysics

Food and Agriculture

- Agriculture
 - conventional / industrial
 - GMOs
 - sustainable
 - agrarianism
- the Farm Bill
- Sustainability
 - organic / regenerative
- Fair Trade

Food Justice

- food insecurity / hunger
- ethical theories
 - greatest happiness principle (utilitarianism)
 - respect principle (duty ethics)
- Theories of Justice
 - distributive
 - relational theory of equality

(End of Lesson)

Prior-Knowledge Survey

 This is a preview of the published version of the quiz

Started: Jun 28 at 12pm

Quiz Instructions

Please answer these questions sincerely. There is no right or wrong answer. This is just a survey of knowledge about concepts, theories, and systems that we'll be studying this semester.

Each question has the same or a similar set of answers. Choose the answer the *best* reflects your understanding.



Question 1

1 pts

When studying food ethics, it is helpful to understand the metaphysics of food. What is food metaphysics?

- ☐ I have never heard of food metaphysics.
- ☐ I have heard of food metaphysics, but I can't really explain what is fundamental to it.
- ☐ I have some idea of what food metaphysics is all about, and I can explain the basic idea but only in very general terms.
- ☐ I understand what this is, and I can it explain fairly clearly.



Question 2

1 pts

What is the greatest happiness principle?

- ☐ I have never heard of this.
- ☐ I have heard of the general happiness principle, but I can't really explain it.
- ☐ I have some idea of what the general happiness principle is all about, and I can explain its basic idea but only in very general terms.

- ☐ I understand what this is, and I can it explain fairly clearly.



Question 3

1 pts

A principle of duty ethics is the respect principle. What is this?

- ☐ I have never heard of this.
- ☐ I have heard of the respect principle, but I can't really explain it.
- ☐ I have some idea of what the respect principle is all about, and I can explain its basic idea but only in very general terms.
- ☐ I understand what this is, and I can it explain fairly clearly.



Question 4

1 pts

What is fundamental to virtue ethics?

- ☐ I have never heard of virtue ethics.
- ☐ I have heard of virtue ethics, but I can't really explain what is fundamental to it.
- ☐ I have some idea of what virtue ethics is all about, and I can explain the basic idea but only in very general terms.
- ☐ I understand what this is, and I can it explain fairly clearly.



Question 5

1 pts

An ancient but still relevant distinction when considering the nature of an organism is the distinction between form and matter. What is this distinction?

- ☐ I have never heard of this distinction.
- ☐ I have heard of the distinction between form and matter, but I can't really explain how it is significant toward understanding organisms.
- ☐ I have some idea of the distinction between form and matter, and I can explain the basic idea but only in very general terms.
- ☐ I understand what this distinction is, and I can its significance fairly clearly.



Question 6

1 pts

An important distinction to understand in food policy is the difference between food insecurity and hunger. Why is this distinction important?

- ☐ I have never heard of this distinction.
- ☐ I have heard of the distinction, but I can't really explain how it is significant.
- ☐ I have some idea of the distinction, and I can explain the basic idea but only in very general terms.
- ☐ I understand what this distinction is, and I can its significance fairly clearly.



Question 7

1 pts

Are rates of food insecurity on campus a reflection of food insecurity on campuses across the nation?

- ☐ I have no idea how food insecurity is measured.
- ☐ I have have heard of food insecurity, but I can't really explain how it is assessed.
- ☐ I have some idea of food insecurity issues, and I can explain how it is assessed but only in very general terms.
- ☐ I understand what food insecurity is, and I can explain how it is assessed fairly clearly.

**Question 8****1 pts**

What is the basic difference between sustainable and conventional agriculture?

- ☐ I have never heard of this distinction.
- ☐ I have heard of the difference, but I can't really explain it.
- ☐ I have some idea of what the difference is, and I can explain it but only in very general terms.
- ☐ I understand the difference, and I can it explain fairly clearly.

**Question 9****1 pts**

Wendell Berry is an important voice of the agrarian movement. What is agrarianism?

- ☐ I have never heard of it.
- ☐ I have heard of it, but I can't really explain it.
- ☐ I have some idea of what this is, and I can explain it but only in very general terms.
- ☐ I understand what this is, and I can it explain fairly clearly.

**Question 10****1 pts**

What does sustainability actually mean?

- ☐ I have never heard of this.
- ☐ I have heard of this, but I can't really explain it.
- ☐ I have some idea of what this is, and I can explain it but only in very general terms.
- ☐ I understand the concept, and I can it explain fairly clearly.

**Question 11****1 pts**

Do you know the difference between vegetarianism and veganism?

- ☐ I have never heard of this distinction.
- ☐ I have heard of these, but I can't really explain the difference
- ☐ I have some idea of what difference is, and I can explain it but only in very general terms.
- ☐ I understand the difference, and I can it explain fairly clearly.

**Question 12****1 pts**

What is the Standard American Diet?

- ☐ I have never heard of this.
- ☐ I have heard of this, but I can't really explain it.
- ☐ I have some idea of what this is, and I can explain it but only in very general terms.
- ☐ I understand what this is, and I can it explain fairly clearly.

**Question 13****1 pts**

In what basic way are the rules or Kashruth and Halal similar?

- ☐ I have never heard of this distinction.
- ☐ I have heard of these rules, but I can't really explain the difference.
- ☐ I have some idea of what difference is, and I can explain it but only in very general terms.

☐ I understand the difference, and I can it explain fairly clearly.



Question 14

1 pts

What are the basic components of the Agricultural Improvement Act of 2018, aka the Farm Bill?

- ☐ I have never heard of this.
- ☐ I have heard of this, but I can't really explain its component parts.
- ☐ I have some idea of what this is, and I can explain its parts but only in very general terms.
- ☐ I understand what this is, and I can explain its details fairly clearly.



Question 15

1 pts

What is the difference between organic and regenerative organic?

- ☐ I have never heard of this distinction.
- ☐ I have heard of this distinction, but I can't really explain it.
- ☐ I have some idea of what difference is, and I can explain it but only in very general terms.
- ☐ I understand the difference, and I can it explain fairly clearly.



Question 16

1 pts

When is a product labeled Fair Trade?

- ☐ I have never heard of this.

- ☐ I have heard of this, but I can't really explain it.
- ☐ I have some idea of what this is, and I can explain it but only in very general terms.
- ☐ I understand what this is, and I can it explain fairly clearly.



Question 17

1 pts

What are GMOs?

- ☐ I have never heard of this.
- ☐ I have heard of GMOs, but I can't really explain what's at issue.
- ☐ I have some idea of the basic issues related to the use of GMOs, and I can explain these in very general terms.
- ☐ I understand what the issues are, and I can explain them fairly clearly.



Question 18

1 pts

What is distributive justice?

- ☐ I have never heard of this.
- ☐ I have heard of this, but I can't really explain it.
- ☐ I have some idea of what this is, and I can explain it but only in very general terms.
- ☐ I understand what this is, and I can it explain fairly clearly.



Question 19

1 pts

What is the relational theory of equality?

- ☐ I don't know what this means really.
- ☐ I have have heard of this idea before, but I can't really explain it.
- ☐ I have some idea of ecology, and I can explain this idea but only in very general terms.
- ☐ I understand this idea, and I can explain it fairly clearly.



Question 20

1 pts

Are food justice concerns the same as concerns about food sovereignty?

- ☐ I have never heard of this distinction.
- ☐ I have heard of this distinction, but I can't really explain it.
- ☐ I have some idea of what difference is, and I can explain it but only in very general terms.
- ☐ I understand the difference, and I can it explain fairly clearly.

Quiz saved at 12:00pm

Submit Quiz

Sandmeyer – 3.b. Course Materials – PHI205 Food Ethics

Use bookmarks in PDF to jump to section pages for explanation of contents and pedagogy.

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PHI205: Inner-Oriented and Outer-Oriented Projects

I have implemented two distinct kinds of projects that have proved effective at accomplishing the citizenship outcomes defined in the syllabus. The first is the food-tracking assignment. The current design of this project, which in reality is two different projects, aims to encourage students to reflect on their own food choices and to provide the means by which to evaluate the ethics of their actions. The first food-tracking project simply develops **conscious eating** understanding. The second tracking project modulates the food choices toward behaviors that enhance individual well-being and the promotion of sustainable food systems. The food-tracking project is oriented primarily at **developing student understanding of the ethics of own choices and actions**.

The second kind of project is the civic engagement project. This project, more than any other, aims to build **inclusive participatory community engagement**. Not only do we study the concept and incidence of food insecurity here on campus, in the Commonwealth, and nationally, students act to redress food insecurity. The food-tracking project provides students the opportunity to assess the ethical significance of their own choices and actions. This civic engagement project provides students the opportunity to understand and see for themselves how local and global food systems condition these ethical choices.

Since the beginning of the pandemic, the engagement project has been redesigned. Great weight is given to the assessment of the impacts of the pandemic on individual activities and on food systems. But **the pandemic has had an enervating effect** on citizen engagement. While I have implemented a system of graduated outcomes and/or flexible deadlines to address these impacts, it would be disingenuous to assert that I have found fully adequate resolution of this issue.

(left blank intentionally)

PHI 205, sections 001 & 002

Food Ethics

Spring 2022

Syllabus

Sec. 001: MWF 10:00am - 10:50am (CB 243)

Sec. 002: MWF 11:00am - 11:50am (FAB 0308B)

PHI205.001
Food Ethics

Food Habits Tracking I

Spring 2022
Prof. Sandmeyer

Food Tracking Instructions

This element of the Food Tracking project begins on Monday, February 7th at 12:01pm and ends Sunday, February 20th at 12:00pm (noon). Download the Food Tracking Document. Fill it out for the each day of the tracking period. At the conclusion of the tracking period, categorize your food consumption habits. The aim of this project is to develop an explicit consciousness of your food choices and habits so that you have the explicit understanding of your own eating necessary for the assessment of your food habits.

For the next two weeks, **track all the food and drink you consume** each and every day. However you decide to track your consumption habits, to submit your food tracking data you must input the data into the Food Tracking Document (see link above) and submit this. If you submit a document other than the Food Tracking Document you will not receive full credit for this assignment.

- Each and every day track all the food and drink you consume.
 - Be specific, and include quantities, when applicable. For instance, if you drink two glasses of soda pop, indicate the kind and the quantity of pop drunk. If you eat a hamburger, you need to give some basic description of this, e.g., cheeseburger all the fixings. Your description need not be exhaustive of the food (e.g., each and every fixing) but should be adequately descriptive of the foods you are consuming so you can analyze your consumption.

Food Tracking Documents (use *either one* of these):

1. [Food Tracking Document I \(PDF form\)](#)
 2. [Food Tracking Document I \(WORD form\)](#)
- (forms available in [Canvas: Files: Handouts](#))

(Click either link to download the food tracking document. Complete and submit either form, the Adobe PDF document or the Word document, to receive credit for the exercise)

To upload the Food Tracking Document, click the Submit Assignment button above.

Eating Assessment

At the conclusion of the tracking period, identify what sort of diet you consume according to the diet typologies indicated here. It's likely that your diet is not exact to any one of the types listed below. Pick the best fit. The diet identification page is on the first page of the Food Tracking Document; be sure to complete this page before you submit your tracking document.

Criteria for diet type:

- Selection Principle - typically, how did you choose the particular foods and drinks you consumed.
 - (a) convenience, price, efficiency and ease of acquisition
 - (b) for its sustainable production
 - (c) with animal welfare as a preeminent concern
 - (d) other or none of the above
- Ethical Considerations
 - (a) typical absent from decision making regarding food/drink choices
 - (b) justice and sustainability concerns tend to play a role in decision making
 - (a) specifically interested that your food choices do not cause harm to animals; non-participant in a system of animal exploitation
 - (d) other or none of the above
- Animal (and seafood) Consumption Practices
 - (a) diet is high in animal protein
 - (b) diet is low in animal protein
 - (c) diet excludes animal protein (unless it doesn't harm the animal)
 - (d) other or none of the above
- Plant-based Consumption Practices
 - (a) diet typically has low or - at best - moderate amounts of plant based foods but high in carbohydrates (breads, pastas, sweets, savory snacks, etc.)
 - (b) diet high in plant-based foods but low to moderate moderate amounts of carbohydrates
 - (c) vegetarian, at least
 - (d) other or none of the above

- Fast Food
 - (a) moderate to high amounts
 - (b) typically absent
 - (c) restricted by animal welfare concerns
 - (d) other or none of the above

Basic Diet Typology

A. The Standard American Diet

1. Selection Principle: convenience, price, and efficiency
2. Ethical considerations typically absent from actual choices
3. Animal (and seafood) consumption practices
 - High in protein: meat, eggs and dairy
 - Moderate to high consumption of animal fat
4. Plant consumption practices
 - Heavy use of refined carbohydrates and saturated or highly processed fats
 - Low consumption of fruits or vegetables
5. Moderate to high consumption of fast food

B. Conscientious Omnivore

1. Selection Principle: sustainability
2. Ethical considerations typically govern food choices
 - Favors Organic, Fair-Trade, and non-GMO labeled foods
 - Concerns include fair labor and trade practices, corporate responsibility, environmental health, energy efficiency, efficient water use, recycled waste management, effective control of toxic by-products
3. Animal (and seafood) consumption practices
 - Low to moderate animal consumption
 - Animal welfare and sustainable production a preeminent concern in dietary choices
4. Plant-based consumption practices
 - Predominant use of vegetables and fruits
 - Low to moderate consumption of unrefined carbohydrates
 - Low intake of fat, esp. of saturated and/or trans-fats
5. Restriction against fast food, typically for sustainability reasons

C. Vegetarian or Vegan

1. Selection Principle:
 - animal welfare a preeminent concern
2. Ethical considerations typically govern food choices
 - consumption choices aim to reduce of suffering,
 - concern with human health and interspecies justice
3. Animal (and seafood) consumption practices
 - Vegetarian: prohibition against any practices that generate animal suffering
 - Veganism: prohibition against any animal derived products in consumption choices
4. Plant-based consumption practices
 - Predominant or exclusive consumption of plant-based foods
 - Low consumption of refined carbohydrates; high consumption of unrefined carbohydrates
 - Moderate intake of healthy fat
5. Restriction against fast food typically for animal welfare reasons

D. Other (e.g., gluten-free, international, freevegan, special medical, etc.)

Food Tracking Assessment - out of 2 points

Deductions:	
<u>Assignment Requirements</u>	
50%	if data is submitted in a document other than one of the supplied Food Tracking Document
50%	if Tracking Document is incomplete (i.e., missing data without explanation)
<u>Late Submission Policy</u>	
100%	no late submissions will be accepted

PHI 205, sections 001 & 002

Food Ethics

Spring 2022Syllabus

Sec. 001: MWF 10:00am - 10:50am (CB 243)

Sec. 002: MWF 11:00am - 11:50am (FAB 0308B)

PHI205.001
Food Ethics**Food Habits Tracking II**Spring 2022
Prof. Sandmeyer**Food Tracking, *redux***

1. Read the EAT-Lancet Commission Planetary Health Diet [summary report](#)
2. **Track your consumption for a minimum of five days (Monday - Friday, 2/21-25);** follow as scrupulously as you can the Planetary Health Diet.
 - If you're a vegetarian or vegan, this won't entail that much of a change.
 - If your diet is closer to the Standard American Diet, this will likely entail a significant change of diet.
3. Track your food consumption using the second Food Habits Tracking II document.

Food Tracking II Documents (use *either one* of these):

1. [Food Tracking Document II \(PDF form\)](#)
2. [Food Tracking Document II \(WORD form\)](#)
(forms available in [Canvas: Files: Handouts](#))

Complete the next two steps.

The food tracking assignment, i.e., the tracking document and the reflection paper, is due by Sunday, Feb 27.**Personal and Planetary Health Assignment**

At the conclusion of the week:

1. Determine your ecological footprint by completing the following survey at www.footprintcalculator.org.
 1. answer the questions in the survey using the data gathered during the first food tracking exercise
 2. when given the option to "add details to improve accuracy," I recommend that do so
2. Additionally, read the Overshot Food Solutions Pages:
 1. Read the [Overshot Food Solutions Opening Page](#)
 2. Read and work through the linked [Food & Fossil Fuels](#) page
 3. Read and work through the linked [Foreign Food Frenzy](#) page

Reflection Paper Assignment

1. **Submit a 3 page reflection (ca. 1,050 words)** in which you accomplish the following:
 1. In the first page, discuss the (un)sustainability of your diet, i.e., of your diet which you tracked in the first food tracking exercise

- explain what the foot print calculator indicated, especially in regard to your food consumption.
 - given what you learned in the Overshoot Food Solutions pages, discuss the degree to which your food consumption is resource intensive, particularly fossil fuel intensive, and wasteful.
- 2. In the second page, explain how the planetary health diet aims to achieve (i) a healthier diet and (ii) a sustainable food production system.
- 3. In the third page, explain what were, if any, the primary barriers, if any, which made it difficult to adopt the Planetary Health diet?

(Append this reflection paper to the end of the Food Tracking II document, link above.)

Food Tracking Assessment II grading

Food Tracking Document II - 2 points

Deductions:		
<u>Assignment Requirements</u>		
50%	<input type="checkbox"/>	if data is submitted in a document other than one of the supplied Food Tracking Document
50%	<input type="checkbox"/>	if Tracking Document is incomplete (i.e., missing data without explanation)
<u>Late Submission Policy</u>		
100%	<input type="checkbox"/>	no late submissions will be accepted

Reflection Paper - 4 points

Grading Scale:

- 4.0 points - excellent
- 3.5 point - good
- 3.0 points - adequate
- 2.5 points - insufficient

Deductions:		
<u>Assignment Requirements</u>		
50%	<input type="checkbox"/>	if paper omits one or more required elements
	<input type="checkbox"/>	(deduction will be applied to grade earned)
<u>Late Submission Policy</u>		
100%	<input type="checkbox"/>	no late submissions will be accepted

PHI 205, sections 001 & 002**Food Ethics**

Sec. 001: MWF 10:00am - 10:50am (CB 243)

Spring 2022**Syllabus**

Sec. 002: MWF 11:00am - 11:50am (FAB 0308B)

Civic Engagement Project Instructions

The Two Parts of the Civic Engagement Project

Overview

Students in PHI205 complete the Civic Engagement Project during the second half of the semester: The aim in this project is to learn by serving, particularly by working to enhance food security here at the University of Kentucky.

- **Part I: Food Insecurity Paper**
 - Write a 2-page paper on food insecurity as a moral problem.
 - Submission deadline: Friday, April 15, 11:59 pm
 - 10 points total
- **Part II: Working to Redress Food Insecurity**
 - For this part of the project, you are required to work at Campus Kitchen for a minimum of 6 hours to redress food insecurity on campus
 - Work Verification Form deadline: Friday, April 15, 11:59 pm
 - 10 points total

Part I - Food Insecurity Paper

1. Download
 1. [Food Insecurity Paper Template](#)
2. **Using the template, write a 2 page paper**
 1. First page
 1. Explain what food insecurity is, or more precisely how food insecurity is defined.
 2. For reference, you may use the readings and your notes from class on February 21.
 2. Second page
 1. Explain why one ought to redress food insecurity using the reasoning of, at least, one but, at most, two different ethical theories, i.e., utilitarianism, virtue ethics, or duty ethics.
 2. In other words, explain why food insecurity is a moral problem, according to either utilitarianism, virtue ethics, or duty ethics.
3. **Upload your finished paper to Canvas by April 15th at 11:59pm**
 1. [CE Part I: Food Insecurity Paper](#)

Part II: Out of 10 points. Students will receive:

Grading Scale:

- 10-9.0 points - excellent
- 8.75-8.0 points - good
- 7.75-7.0 points - adequate
- 6.75-6.0 points - insufficient

Deductions:

Assignment Requirements

50% ☐ if paper omits one or more required elements

☐ (deduction will be applied to grade earned)

Late Submission Policy

100% ☐ no late submissions will be accepted

Part II - Working to Redress Food Insecurity

1. **Volunteer a minimum of 6 hours with the [Campus Kitchen](#)** at the University of Kentucky (CKUK).
CKUK is an on-campus, student service organization that provides a sustainable approach to reducing food waste while serving healthy meals to those struggling with hunger.
 - This minimum may be accomplished by volunteering 1 shift per week. However, *you have the freedom to decide how best to schedule your hours*, as long as you complete all 6 hours by the deadline.
 - For questions about CKUK operations, contact campuskitchenatuk@gmail.com.
2. Ideally, students should volunteer for two different kinds of shifts (but no one will be penalized for completing only one kind of shift):
 1. Recovery (R)
 2. Processing & Cooking (P&C), or
 3. Meal Delivery (MD)
3. **Students can sign-up online.**
 1. If you haven't registered at [GIVEPULSE](#), do so now (click link).
 1. Important: use the Single Sign On (SSO) option. This will allow you to sign on using your linkblue login.
 2. The SSO provider is UKY
 2. Once you register to GIVEPULSE, you may at www.givepulse.com/group/238401
 1. Scroll down page until you see the volunteer calendar.
 2. The available volunteer slots are indicated in BLUE.
 3. Click on the slot to register for the available slot.
4. To verify this requirement, students must use the document linked below to record each shift volunteered. Students will thus have to print this form and have it available at each shift. Shift information is to be completed by the student; the signature of confirmation must be provided by the shift captain at the end of each shift. Upload the completed verification form to complete assignment.
 - Download Verification Form Here:
[PHI205_Engagement Verification Form.pdf](#)

◦ **Important modification**

If you signed up to work a shift but were turned away because the Campus Kitchen didn't need you for that shift, you can still get credit for the shift. However, we need confirmation that you were scheduled. This confirmation can be demonstrated in one of two ways:

- Have a representative from Campus Kitchen sign the verification form for those hours for which you were scheduled.
- Mark the days and times of the scheduled hours on the verification sheet (without signature) AND append to the verification sheet any and all emails confirming the hours for which you were scheduled.

5. Upload Verification Form Here:

[Civic Engagement Verification Form Upload](#)

(upload deadline: Friday, April 15 by 11:59pm)

Part II: Out of 10 points. Students will receive:

- 100% if the minimum of 6 hours verified*
- 95% if 5 hours verified
- 85% if 4 hours verified
- 75% if 3 hours verified
- 65% if 2 hours verified
- 0% for this part of the assignment, if
 - if <2 hours verified, or
 - the Volunteer Verification Form is determined unreadable
- no late submissions will be accepted

* verification may be obtained if you signed up for a shift *and* received a signature confirming this, even if you could not actually work that shift. Only a representative of Campus Kitchen can provide verification.

Sandmeyer – 3.b. Course Materials – PHI205 Food Ethics

Use bookmarks in PDF to jump to section pages for explanation of contents and pedagogy.

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PHI205: Encouraging Participation – Online and In-Class Modalities

PHI205 Food Ethics is a course designed around **active learning methodologies**. An important goal of the class is the community engagement. This begins in the classroom. Since the start of the pandemic, it can be argued that the greatest impact on teaching has been the dissolution of the classroom cohesion. Consequently, the discussions forums exercises built into this class seeks precisely to generates personal connections between students. Regular interaction with their peers builds a sense of community in the classroom.

Students are sorted into groups at the beginning of the term and remain with this group for the duration of the semester. For each forum exercise, students are asked to present their ideas in multiple media formats, typically first in video format and then in writing. Creativity of expression is explicitly encouraged. Additionally, students are typically tasked with identifying the best explanations or presentations as they review the work of their peers. Hence responding to their peers, students learn to discriminate what constitutes effective modes of communication.

In point of fact, however, these discussion forums occur in two different modalities. The most obvious of these is the online modality outlined above. But these online forums are really only half of this work. Every week in class some time in class is devoted to reinforcing the communal bonds of the online groups. On Fridays, usually, students meet in their groups in-person. First, this gives them an opportunity simply to get to know one another. Over time, however, these in-person activities build pods of conviviality in the classroom. The effect of this is enormous. Not only does class engagement increase dramatically over the term, but the depth of in-class discussion also intensifies. The integration of online and in-class discussion was something that I

developed in response to the isolating effects of the pandemic. However, it has since become an integral feature of my class design not only in Food Ethics but also in all my other 100- to 300-level classes.

PHI 205, sections 001 & 002

Food Ethics

Sec. 001: MWF 10:00am - 10:50am (CB 243)

Spring 2022[Syllabus](#)

Sec. 002: MWF 11:00am - 11:50am (FAB 0308B)

Online Discussions**Instructions: groups, rubric, how-to****Discussion Groups**

FYI, these online discussion groups are for the sake of building a thoughtful community of scholars in this class.

- Your original postings are to be written for the benefit of your peers, i.e., usually to generate a substantive and thoughtful discussion of the readings.
- Typically, you'll also be asked to respond to posts by members of your group. Your job in these replies is to expand the discussion. That is, respond in the attitude "yes, and..."

Group assignments

001-1	001-2	001-3	001-4	001-5
(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)
002-1	002-2	002-3	002-4	002-5
(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)

How Discussion Forums Are Graded

There are just two rules to compose good reading journal postings: (1) the accomplishment rule and (2) the quality rule. In essence, contributing good posts is easy. Post the minimum number of entries called for, do everything in those posts that the assignment calls for, and engage the relevant course content in a thoughtful way in your posting. In a typical journal assignment, you need contribute twice: one original contribution, and one response to someone in your group. Here's what the rubric looks like. Where the range is between 3 and zero, 3 = thought-provoking posting(s); 2 = engaged posting(s), 1 = bland or unengaged posting(s), and 0 = task left undone; where the range is between 2 and zero, 2 = adequate completion of the task, 1 = inadequate completion, and 0 = task left undone.

Reading Journals Rubric			
Criteria	Ratings		Pts
Accomplishment Rule Did all that discussion assignment asked, e.g., met word count, submitted video, attached picture, replied to peer(s), and/or met the minimum number of postings as designated by the assignment.	2.0 (range)	0.0 pts (undone)	2.0 pts
Quality Rule Engaged course content thoughtfully in original and/or responding posting(s).	3.0 (range)	0.0 pts (undone)	3.0 pts
			Total Points: 5.0

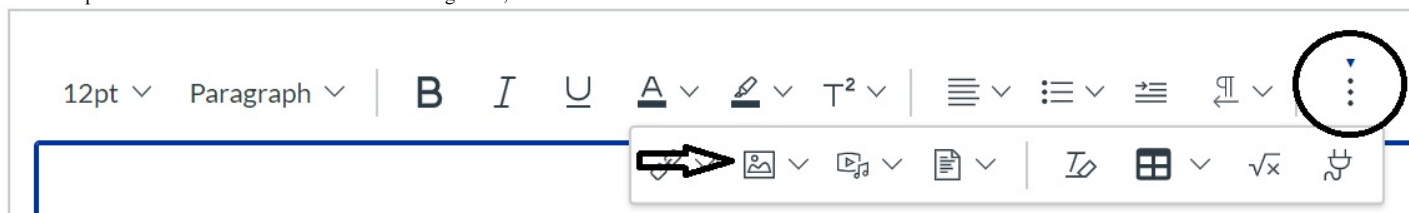
Posting to the Discussion Forum

If you don't know **how to post** to a discussion board, read these instructions: [How do I reply to a discussion as a student?](#)

Embed an Image

If you don't know how to embed a file in a discussion post, you may use these directions: How [do I embed an image in a discussion reply as a student?](#) But in short, the directions are:

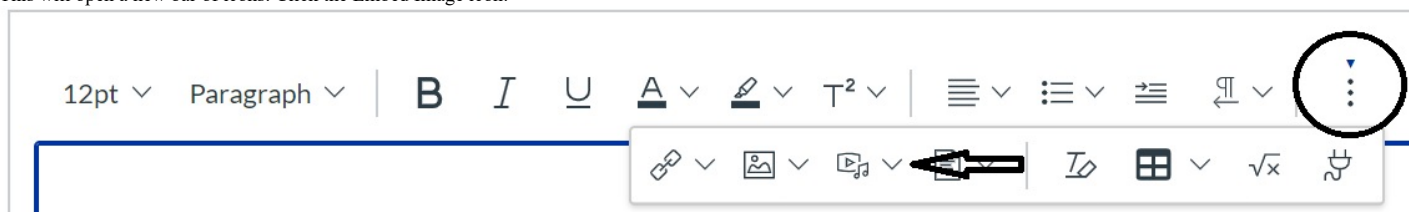
- you may have to click the triple dots in the Editor Banner at the top of the screen.
- This will open a new bar of icons. Click the Embed Image icon, which looks like this:

**Embed a video**

If you don't know how to post a video to Canvas, watch this video: [How to post videos in a Canvas discussion](#).

In short:

- you may have to click the triple dots in the Editor Banner at the top of the screen.
- This will open a new bar of icons. Click the Embed Image icon:



- Upload/Record Media
 - Important: ***wait until the video is fully uploaded*** before closing this window. Most times when the video doesn't show up, it is because there wasn't sufficient time given to upload the whole thing during the upload process.

PHI 205, sections 001 & 002

Food Ethics

Sec. 001: MWF 10:00am - 10:50am (CB 243)

Spring 2022

[Syllabus](#)

Sec. 002: MWF 11:00am - 11:50am (FAB 0308B)

01 Online Forum: Introductions

This is a two part assignment

1. The first part (a) is due by Wednesday's class (01/19)
2. The second part (b) is due by Friday's class (01/28)

First Part (a): Introduce Yourself

READ THE [ONLINE FORUMS INSTRUCTIONS](#).

For this first discussion forum posting, I'd like you to introduce yourself to me and to the class. This is especially important as masking make getting to one another more difficult than ever. For this discussion assignment, *in a single post* you have to **do three things**:

1. **Post a picture of yourself.** Your face should be clearly visible. Ideally, you are not wearing a hat. And if you are with other people, you *must* indicate which one is you.
2. Under this, **write a paragraph that describes your interests**, both academic and extra-curricular.
3. **Post a short video** under that. In your video, describe your favorite meal, and explain why it is (or was) so meaningful to you.

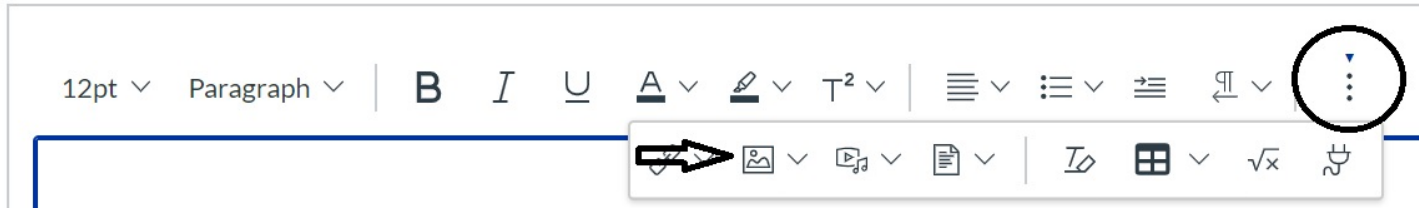
Posting to the Online Forum

If you don't know **how to post** to a discussion board, read these instructions: [How do I reply to a discussion as a student?](#)

Embed an Image

If you don't know how to **embed an image** in a discussion post, you may use these directions: How [do I embed an image in a discussion reply as a student?](#) But in short, the directions are:

- you may have to click the triple dots in the Editor Banner at the top of the screen.
- This will open a new bar of icons. Click the Embed Image icon, which looks like this:

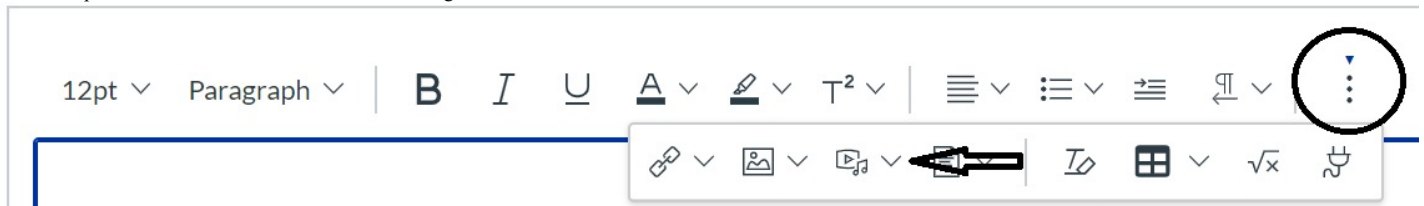


Embed a video

If you don't know how to post a video to Canvas, watch this video: [How to post videos in a Canvas discussion](#).

In short:

- you may have to click the triple dots in the Editor Banner at the top of the screen.
- This will open a new bar of icons. Click the Embed Image icon:



- Upload/Record Media
 - Important: *wait until the video is fully uploaded* before closing this window. Most times when the video doesn't show up, it is because there wasn't sufficient time given to upload the whole thing during the upload process.

Second Part (b): Respond & Analyze

If you don't know **how to post** to a discussion board, read these instructions: [How do I reply to a discussion as a student?](#)

One objective of this first online forum is to get to know the members of your "pod" or group. Each one of you has been assigned to a group. See the lists below.

Group assignments will not be finalized until January 17th.

001-1	001-2	001-3	001-4	001-5
(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)
002-1	002-2	002-3	002-4	002-5
(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)

Tasks of Part (b)

For this second part, you have two tasks, which should be accomplished in no less than three paragraphs.

First, I want you to **read each submission and watch the videos from each member in your group**. To do this, you'll need to search for each member of your group in this Discussion Forum. Once you find them, look over the whole of their submission. Please spend the time to do this (should take about an hour), as you'll be working with this group the whole semester. For your first task in Part (b) **respond to one member of your group. Write a brief paragraph** explaining what you found interesting either about their response to the significant meal question or about their interests, especially if these align with your own interests. **Name them explicitly** in your paragraph. **Explain what it is you found interesting and why** you found it interesting. This paragraph can be between 100 and 350 words.

Second, write at least two but no more than four paragraphs (each paragraph between 100 and 350 words). In the **first paragraph (or two)**, I would like you to **explain what you understand to be essential to one of the ethical theories we discussed**, i.e., utilitarianism or duty ethics. In your **second paragraph or two**, **explain how this theory differs importantly from the other theory**. So, for instance, if you decided to write on utilitarianism in your first paragraph, you need to explain how this theory differs from duty ethics; or vice versa.

Be clear, precise, and concrete.

In your writing, try to be clear, precise, and concrete in your analysis. That is, for clarity's sake use shorter sentences rather than longer sentences. For precision's sake, focus only one idea or concept *per paragraph*. And lastly, it always helps to explain something abstract, such as a concept, with the help of a concrete example. However, be wary not to use the example as a substitute for the explanation. Rather, use the concrete example as an illustration of the concept you are trying to explain. Examples should always have a subordinate role to explanation in conceptual analysis.

PHI 205, sections 001 & 002**Food Ethics**

Sec. 001: MWF 10:00am - 10:50am (CB 243)

Spring 2022**Syllabus**

Sec. 002: MWF 11:00am - 11:50am (FAB 0308B)

02 Online Forum: Food Virtue

This is a two part assignment

1. The first part (a) is due by Friday's class (02/04)
2. The second part (b) is due by Monday's class (02/14)

If you need to consult the instructions submission instructions or grading criteria, consult the [Discussion Forum Instructions](#).

Part I: Virtue & Values

As Aristotle recognized, the nature of the society in which we live affects our choices and the kinds of people we become through them. For him, this idea is expressed in the influence the family and the polis have on the individual. In this global day and age, our purview must be more inclusive. Our choices and lives are affected by larger forces and can, in turn, influence them.
(Snow, "Food Virtue," 185.)

For Part I, I want you to **post a video** to the discussion forum. In this video, I would like you to consider something that we discussed [when reviewing the history of \(Western\) food ethics](#). We saw two distinct traditions in regard to food consumption. One tradition, exemplified in the Hebrew bible, understands food consumption choices to be defined by a fundamental distinction: what is allowed (or clean) versus what is prohibited (or treif, unclean). Your food choices define your cultural identity, since these choices express a set of moral or religious commitments. Another tradition tends to view food consumption in terms of the cultivation of habits. In this tradition, the activity of eating is considered as a kind of moral exercise. In the Aristotelian tradition, for instance, our food cravings are the product of the need to survive, to be sure. Yet our habits of eating good foods in the right amounts can be shaped by practical reason. Forming good, i.e., virtuous, habits is a necessary condition to the good life. For in the Aristotelian, the end or goal of all our actions, including the activity of eating, is a flourishing life (aka the life of happiness). The virtue (or excellence) of temperance is thus a state or habit which we as individuals develop over the course of our lives in relation to our individual passions about food. Importantly in this moral tradition, these habits are shaped individually but also by the culture in which we live.

We all live in a food culture. But being part of a pluralistic society like the United States, there are many food cultures in this country. Clearly, there are dominant and subordinate cultures, but there are distinct and different food cultures nevertheless. **Explain how the society you grew up in, i.e., your family, particularly, but also your broader community of friends and relations as well as your extended interaction of with others in your area, influenced your food consumption choices.** On the one hand, did you come to regard food in terms of the binary: good and bad. Bad foods should be avoided at all costs; and good food choices are determined by the avoidance of proscribed foods. So your own sense of self is really defined by this binary, at least in some sense. Or, on the other hand, did you come to believe that eating is more like a moral exercise. Are good food choices the reflection of habits built up over the course of your life. Consequently your own pleasure for the right foods in the right amounts guide your food choices.

If this distinction between these two traditions seems utterly foreign to your experience, you may also explain why neither of these ways of relating to food applies to you in your video.

One request: when explaining yourself, be concrete. Use examples from your life that demonstrate the tradition you consider yourself to be a part of. This video should be relatively brief - about 3-5 minutes.

Part II: Hindrances to Virtue

In part II, you should **watch the videos of everybody in your group**.

001-1	001-2	001-3	001-4	001-5
(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)

002-1	002-2	002-3	002-4	002-5
<i>(ca. 6 per group - names omitted)</i>	<i>(ca. 6 per group - names omitted)</i>	<i>(ca. 6 per group - names omitted)</i>	<i>(ca. 6 per group - names omitted)</i>	<i>(ca. 6 per group - names omitted)</i>

Respond to one member of your group, someone whom you haven't responded to before. In your response I want you identify shared values articulated by both of you. Nancy Snow argues that sustenance and sustainability is preserved when practical wisdom guides our food choices. **Particularly, explain what shared values are exemplified or preserved in the food choices detailed by your colleague?**

This reply should be a written paragraph, better two, of no less than 250 words, each. As usual, please refer by name to the other student in your group. (Perhaps invite your colleague to a meal, also.)

PHI 205, sections 001 & 002

Food Ethics

Sec. 001: MWF 10:00am - 10:50am (CB 243)

Spring 2022

Syllabus

Sec. 002: MWF 11:00am - 11:50am (FAB 0308B)

03 Online Forum: To Eat Responsibly

This is a one week, two part assignment

1. The first part (a) is due by Wednesday (03/09) - by 11:59pm
2. The second part (b) is due by Friday (03/11) - by 11:59pm

If you need to consult the instructions submission instructions or grading criteria, consult the [Discussion Forum Instructions](#).

Part I: Do You Eat Responsibly?

Agrarian farmers know their very identity depends on their willingness to receive gratefully, use responsibly, and hand down intact an inheritance, both natural and cultural, from the past. Agrarians understand themselves as users and caretakers of some things they did not make, and of some things that they cannot make.

Berry, "[The Agrarian Standard](#)," 146.)

"Eaters, that is, must understand that eating takes place inescapably in the world, that it is inescapably an agricultural act, and that how we eat determines, to a considerable extent, how the world is used. This is a simple way of describing a relationship that is inexpressibly complex. To eat responsibly is to understand and enact, so far as one can, this complex relationship" (Wendell Berry, "[The Pleasures of Eating](#)," 231-32).

For Part I, I want you to **post a video** to the discussion forum. In this video, I would like you to **explain to what degree, if at all, you eat responsibly**. In "The Pleasures of Eating," Wendell Berry list 7 actions which one can do to *eat responsibly*. Look over the list and identify one or two items which you already do. Explain what it is about these actions particularly, i.e., the actions you've decided to talk about, that make you a responsible eater. If you don't already engage in any of the 7 action-items below, identify one, possibly two items, which you believe would have the greatest impact on the ethics of your eating.

Thus in this video you need to explain how your actions express an "accurate consciousness of the lives and the world from which food comes" (Berry, "The Pleasures of Eating," 234).

1. Participate in food production
2. Prepare your own food
3. Learn the origins of the food you buy
4. Deal directly with a local farmer, whenever possible
5. Learn the technology of industrial food production
6. Learn what is involved in the *best* farming and gardening
7. Learn about the life-histories of the food species (which you consume)

This video should be relatively brief - about 3-5 minutes.

Part II: Who Eats Responsibly?

In part II, you should **watch the videos of everybody in your group**.

001-1	001-2	001-3	001-4	001-5
(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)
002-1	002-2	002-3	002-4	002-5
(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)

--	--	--	--	--

Identify one member of your group who you believe best exemplifies the responsible eater in Wendell Berry's sense. Explain in writing how this person's actions most fully express an "accurate consciousness of the lives and the world from which food comes" (Berry, "The Pleasures of Eating," 234).

This second part should be a written paragraph or two, of no less than 250 words, each. As usual, please refer by name to the other student in your group.

PHI 205, sections 001 & 002

Food Ethics

Sec. 001: MWF 10:00am - 10:50am (CB 243)

Spring 2022Syllabus

Sec. 002: MWF 11:00am - 11:50am (FAB 0308B)

04 Online Forum: Food Insecurity

This is a two week, two part assignment

1. The first part (a) is due by Friday (03/25) - by 11:59pm
2. The second part (b) is due by Friday (04/01) - by 11:59pm

If you need to consult the instructions submission instructions or grading criteria, consult the [Discussion Forum Instructions](#).

Part I

For Part I, I want you to **post a video** to the discussion forum. In this video, I would like you to do three things. First and second, explain what food security is and how food insecurity is not the same as hunger. (For helpful resources, see the readings and your class notes from February 21st). Third, discuss what are *the most important concrete actions required by individuals like yourself* to address the moral problem of food insecurity.

This is a no judgment zone. This video should be relatively brief - about 3-5 minutes.

Part II

In part II, you should **watch the videos of everybody in your group**.

001-1	001-2	001-3	001-4	001-5
(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)
002-1	002-2	002-3	002-4	002-5
(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)

Respond to one member of your group, ideally someone whom you haven't responded to before. Choose someone whose discussion of concrete steps required to address food insecurity has inspired you. Explain how their video inspired you, i.e., in what way their articulation of the concrete actions required to address the moral problem of food insecurity has inspired you to act.

This reply should be a written paragraph or two, between 250 and 500 words altogether. As usual, please refer by name to the other student in your group.

PHI 205, sections 001 & 002**Food Ethics**

Sec. 001: MWF 10:00am - 10:50am (CB 243)

Spring 2022**Syllabus**

Sec. 002: MWF 11:00am - 11:50am (FAB 0308B)

05 Online Forum: (Food) Justice

This is a two week, two part assignment

1. The first part (a) is due by Friday (04/08) - by 11:59pm
2. The second part (b) is due by Friday (04/15) - by 11:59pm

If you need to consult the instructions submission instructions or grading criteria, consult the [Discussion Forum Instructions](#).

Part I

For Part I, I want you to **post a video** to the discussion forum.

In his article, "Famine, Affluence, and Morality," Peter Singer argues that "if it is in our power to prevent something very bad from happening, without thereby sacrificing anything else morally significant, we ought, morally, to do it." (235). Further, as we've seen, he simply assumes that "suffering and death from lack of food, shelter, and medical care are bad." (231).

- Singer's example of the 1971 famine in Bengal makes it plain that many people in the world are lacking basic resources necessary for survival
 - we'll assume for the sake of argument that similar catastrophes still occur and that areas of deep poverty and need still persist all over the world today
- Singer points out that many living in affluent consumer societies (i.e., the affluent in relation to the world's poor) have disposable incomes
 - that is, they have monetary resources with which they part without sacrificing anything of moral significance
- Following the greatest happiness principle, Singer argues that the affluent have an obligation to aid those with scarce resources
- Thus, he argues that to give money to help alleviate this suffering is a moral obligation
 - To give money, then, is not a mere act of charity.

In short, Singer is arguing that the the problem of world hunger is a distribution problem. Justice demands that resources be distributed in such a way to reduce suffering. That is to say, justice requires a redistribution of wealth as a central strategy to solving the problem of world hunger.

In your video, I want you to explain two things:

1. Discuss briefly whether you agree with Singer's conclusion, i.e., that the affluent *are obliged* to provide monetary resources to those in desperate need, as long as they can do so without sacrificing anything of moral significance.
 1. Do you think, in other words, that giving to charity is morally obligatory?
2. Explain how Singer derives his conclusion from the greatest happiness principle?

This is a no judgment zone. This video should be relatively brief - about 3-5 minutes.

Part II

In part II, you should **watch the videos of at least five students** in the class. These may be people in your group or outside it.

001-1	001-2	001-3	001-4	001-5
(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)
002-1	002-2	002-3	002-4	002-5
(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)	(ca. 6 per group - names omitted)

For part II, you should write between two to four paragraphs.

- In one to two paragraphs, explain what is the relational theory of equality (or democratic egalitarianism) advanced by Lori Watson in her article, "Food is a Feminist Issue."
- In one to two subsequent paragraphs, explain why the theory of relational equality entails that aid to the world's poor ought to be directed, particularly, to women and their children, and most especially young girls - at least according to Lori Watson's argument.

This reply should be a written paragraph or two, between 250 and 500 words altogether.

Sandmeyer – 3.b. Course Materials – PHI205 Food Ethics

Use bookmarks in PDF to jump to section pages for explanation of contents and pedagogy.

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PHI205: Student Work

These examples of student work are correlated to the projects and forums indicated above. The Food Tracking submission and the Civic Engagement paper have been produced by an individual students. The Discussion Forum document includes submissions by the entire class. Care has been taken to scrub these documents from all identifying marks.

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FOOD TRACKING II – THE PLANETARY HEALTH DIET

Use this form to provide documentation of your food consumption

- track food and drink consumption from Monday, Feb 21, to Friday, Feb 26th.

Directions

- 1) Record your food & drink consumption in the pages provided below. (Use as much room as needed.) If you track your consumption on your phone or something you carry with you, just transfer that data to this document.
- 2) Record everything. *This is a no judgment zone.* If no food or drink was consumed in a tracking period, just write "Nothing consumed."
- 3) Use the designated table *per day* for each new day of data.
- 4) Upload this completed Tracking Document to Canvas. The Submit Assignment button will be at the top of the assignment.

Name:

Date:	Monday, February 21st
-------	-----------------------

12:00am – 6:00am	Nothing consumed
6:00am – 12:00pm	Breakfast: Greek yogurt with strawberries and almonds Drinks: Coffee with almond milk creamer
12:00pm – 6:00pm	Lunch: Salad with lettuce, tomatoes, cucumbers, and vinaigrette dressing Snacks: Honey crisp apple with peanut butter Drinks: water
6:00pm – 12:00am	Dinner: Spaghetti with marinara sauce, bread with butter, and salad with vinaigrette dressing Snack: Skinny pop Drinks: water

Date:	Tuesday, February 22nd
-------	------------------------

12:00am – 6:00am	Nothing consumed
6:00am – 12:00pm	Breakfast: Hazelnut nougat Barebell protein bar Drinks: water
12:00pm – 6:00pm	Lunch: Wrap with whole wheat tortilla, tuna, pickles, tomato, and lettuce Drinks: Coffee with almond milk creamer, water
6:00pm – 12:00am	Dinner: Mexican rice, broccoli and cauliflower, potato wedges Snacks: Sugar cookie and vanilla tea Drinks: lemonade and water

Date:	Wednesday, February 23rd
-------	--------------------------

12:00am – 6:00am	Nothing consumed
6:00am – 12:00pm	Breakfast: Oatmeal with almonds and strawberries Drinks: water
12:00pm – 6:00pm	Lunch: Salad with tomato, cucumber, lettuce, and vinaigrette dressing Snacks: Blueberries and strawberries Drinks: water
6:00pm – 12:00am	Dinner: Bow tie noodles with marinara sauce, steamed carrots, piece of bread Snacks: skinny pop Drinks: Water with mio

Date:	Thursday, February 24 th
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12:00am – 6:00am	Nothing consumed
6:00am – 12:00pm	Breakfast: Special K cereal with almonds and almond milk Drinks: Coffee with almond milk creamer
12:00pm – 6:00pm	Lunch: Greek yogurt with strawberries, blueberries, and cinnamon Snack: Honey crisp apple Drink: water
6:00pm – 12:00am	Dinner: Black Bean burger with lettuce, tomato, and ketchup Snack: cashews and dark chocolate Drink: water and almond milk

Date:	Friday, February 25 th
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12:00am – 6:00am	Nothing consumed
6:00am – 12:00pm	Breakfast: Greek yogurt with half a honey crisp apple, cinnamon, almonds Drinks: water
12:00pm – 6:00pm	Lunch: Chicken breast with broccoli, carrots, and rice Snack: cashews and dark chocolate Drinks: water
6:00pm – 12:00am	Dinner: Caesar salad with croutons, lettuce, tomato Snacks: skinny pop Drinks: vanilla tea and water

3-page Reflection Paper

(Append your paper here. Either type or paste it into the Word document here. Upload the entire document by February 27th at 11:5pm.)

Reflection Paper

Overall, I would say that my diet is not very sustainable. Although I do not eat very much meat (usually only once a day), I still eat quite a bit of processed foods. There are some aspects of my diet that looking back, I am very happy with. For example, I eat quite a bit of fruit and I always try to get vegetables in at dinner. However, other parts of my diet are not sustainable. For example, I usually always get chicken at the dining hall for dinner, I eat quite a bit of cereal, and I usually have a sugary processed snack at the end of the day like cookies or an ice cream sandwich. When I did my ecological footprint I determined that my personal earth overshoot day is April 2nd. I also determined that if everyone lived like me, we would need 3.9 earths. I was shocked by these results and I honestly felt guilty after seeing this. However, I was very surprised by my results in the consumption category area. My consumption category said that food was my second lowest consumption category with a 0.9 gha. I expected my food category to be higher than this, but I was pleasantly surprised with how little damage the foods that I consume do to our earth. The overshoot food solutions page explains that animal calories are much more resource intensive than plant calories to produce. Considering I am not vegetarian or vegan, I am assuming that the foods I eat are very resource intensive. Along with this the foods I eat are also fossil fuel intensive. Although I eat a lot of fruits, a lot of the time I eat it them with things like honey or yogurt and both of these things involve animal exploitation. I would not consider my food habits to be wasteful. I am very good at using correct proportions based on serving sizes or how hungry I am feeling at the moment to determine how much food I will prepare for myself or get for myself. I am sometimes even guilty of eating my food until it is gone even when I am really full. Ever since I was younger my family has always said that I rarely don't finish my food unless I do not like it.

The planetary health diet is a diet that involves a wide range of plant-based foods and very little animal-based foods, sugary foods, and unhealthy foods in general. This diet aims to achieve a healthier diet by eliminating things like processed foods, starchy vegetables, added sugars, and refined grains. It is pretty obvious that eliminating foods like this will have a good impact on the body. The diet also focuses on unsaturated fats versus saturated fats. Eating too many saturated fats can cause too much cholesterol in the body which has many negative effects. Negative effects can also arise from eating processed foods which have a lot of sugar, fat, and sodium. Having too much of these things can lead to things like diabetes, obesity, or heart disease. By being on the planetary health diet, you are decreasing your risk of getting these health issues significantly. Many diets are extremely restrictive, making them almost impossible to follow and make a full-time part of your lifestyle, but the planetary health diet is actually pretty flexible. This diet can work for a wide variety of people whether you're vegan, vegetarian, or an omnivore. Not only is the planetary health diet good for us individually, but it is good for keeping a sustainable diet and earth. Some examples of foods that have very poor sustainability are chicken, pork, beef, and sugars. What else do all of these things have in common? They are all foods that the planetary health diet excludes (along with other foods). Foods that are encouraged on this diet are things like fruits, nuts, and vegetables which are all great foods for a more sustainable diet. This shows how the planetary health diet makes for a much more sustainable diet.

The planetary health diet proved to be pretty challenging for me considering I was not previously a vegan or vegetarian and was on the standard American diet. The meal that was most challenging for me everyday was dinner. I usually always have some sort of meat for dinner and I almost always eat at the dining hall, and although the dining hall does have a vegan counter, there was usually only two options to choose from. There were plenty of times where I found the diet a bit too challenging to follow and ate something I was not supposed to, and this was usually around dinner. I also did not realize how much I crave processed sugars until I tried to do this diet. I usually do not hold myself back from having dessert. Whether it's a cookie, ice cream, or whatever other sugary dessert the dining hall has available. I just eat what I crave, so not being able to eat those

cravings during the week was really challenging. When I wanted sugar really bad I would usually result to some sort of fruit; apples, strawberries, etc. However, I noticed that when I would eat the fruit instead of simply eating a cookie or whatever else I was really craving, it did not satisfy me. I was still wanting something else after I ate the fruit because I did not eat what my body craved. I think if I continued to do the planetary health diet, these cravings I had for processed sugars would slowly start to go away and the diet would get easier and easier. I also noticed that I was a lot more hungry than usual when I was doing the planetary health diet. Again, I am not sure if this was because I wasn't eating what I was actually craving, but that is something I noticed on the second or third day of attempting the diet. I have previously done a keto diet that my mom was doing a couple years ago just to see if I would be able to do it and see how my body felt afterwards. Doing that diet I actually had less difficulties than doing the planetary health diet. I think part of the reason for this is because I was at home when I was doing the keto diet and my mom cooked a lot of great meals for me that fit the criteria for the diet. Being at college while trying to do the planetary health diet made it much more difficult. I did not have my mom to help me with different meal ideas or snack ideas. All I had was the very few groceries I still had in my dorm room and the dining hall, which like I stated before, did not have as many options as you might think.

April 4, 2022

Food Insecurity Paper

Food insecurity is often mistaken for hunger, starvation, or the absence of food in totality for an individual. This claim is not factual, as food insecurity is much different and more broadly explained than a lack of food. Food insecurity is not having access to nourishing food, or food that is healthy and keeps a balanced diet. It is different than hunger in that people who experience food insecurity still have access to food, but the food is not healthy. For example, a person may live in an area or have the monetary resources to buy fast food every day. They eat every day and can acknowledge where their next meal will come from, but the value of their food or the dietary nourishment they receive is not considered to be a part of the planetary health diet that is preferred. Often, nourishing food and a balanced diet is not easily attainable. It can be much more expensive to buy items such as vegetables, fruits, healthy fats and carbs, and protein when compared with a fast food meal that will equally satisfy the hunger of an individual. Also, farmer's markets and large grocery stores that supply these healthy foods are not found everywhere. People who have limited transportation methods can find it extremely difficult to venture to a place with healthy foods, even if they have the monetary resources to buy them. This is a large reason that food deserts formulate. A food desert is an area of high food insecurity. Living in a food desert means a good majority of the inhabitants find it difficult to get access to nourishing food either because of monetary restrictions or lack of access due to transportation and adequate places to find healthy foods. Food insecurity is a major problem that needs to be taken more seriously. Healthy and nourishing foods are the only way to achieve a balanced

lifestyle. If these foods are not accessible to a population, then they will be forced to eat unhealthy meals which causes a lot more problems than just unhealthy weight or overall bad health in an individual.

Many would see food insecurity as an ethical problem that needs to be redressed, but there are many different view points of how one could see this problem as being unethical. Utilitarianism is an ethical theory that uses the greatest happiness principle to determine the moral worth of an act. Utilitarians believe that an act should bring about the greatest happiness for the greatest amount of people, therefore minimizing suffering at the same time. When approaching food insecurity with a utilitarian mindset, the obvious problem is that people who are food insecure can not achieve the greatest happiness because they do not have access to nourishing food that will give them a balanced and healthy lifestyle. So, utilitarians would want to redress this problem and find a solution to minimize the suffering of individuals who are food insecure, because it is impossible to achieve the greatest happiness of a population if many people are experiencing suffering in some form. As stated before, the act of being food insecure is not morally acceptable. Utilitarianism is also defined as a consequentialist ethic, because they explain the moral worth of an act by whether it causes consequences. We have explained that food insecurity causes people to suffer. It brings about consequences for the individual's overall health, because they are not receiving optimal nutrition that helps the body function at the highest level. It also brings consequences to farmers and other workers that supply the healthy and nourishing food. If people are not able to buy the nourishing food they are offering, then not only are they unable to sell the produce, it will in turn have a consequences on their job and livelihood. Utilitarians want to end these consequences by working to redress food insecurity so

they can accomplish their mission of having the greatest number of people achieve the greatest happiness.

This is a graded discussion: 5 points possible

due Apr 1



04 Online Forum: Food Insecurity

[Bob Sandmeyer \(He/Him/His\)](#)

Mar 13 at 8:57am

95 95

Technology Problems: 859-218-HELP (4357) https://uky.service-now.com/techhelp?id=kb_article&sysparm_article=KB0011425

Email Prof: bob.sandmeyer@uky.edu

[mailto:bob.sandmeyer@uky.edu?](mailto:bob.sandmeyer@uky.edu?subject=PHI205)

[Daily Schedule](#)

[subject=PHI205](#)

[\(frontpage\)](#)

PHI 205, sections 001 & 002

Spring 2022

Food Ethics

Syllabus

Sec. 001: MWF 10:00am - 10:50am (CB 243)

Sec. 002: MWF 11:00am - 11:50am (FAB 0308B)

04 Online Forum: Food Insecurity

This is a two week, two part assignment

1. The first part (a) is due by Friday (03/25) - by 11:59pm
2. The second part (b) is due by Friday (04/01) - by 11:59pm

If you need to consult the instructions submission instructions or grading criteria, consult the [Discussion Forum Instructions](#).

Part I

For Part I, I want you to **post a video** to the discussion forum. In this video, I would like you to do three things. First and second, explain what food security is and how food insecurity is not the same as hunger. (For helpful resources, see the readings and your class notes from February 21st). Third, discuss what are *the most important concrete actions required by individuals like yourself* to address the moral problem of food insecurity.

This is a no judgment zone. This video should be relatively brief - about 3-5 minutes.

Part II

In part II, you should **watch the videos of everybody in your group**.

001-1	001-2	001-3	001-4	001-5

002-1	002-2	002-3	002-4	002-5

Respond to one member of your group, ideally someone whom you haven't responded to before. Choose someone whose discussion of concrete steps required to address food insecurity has inspired you. Explain how their video inspired you, i.e., in what way their articulation of the concrete actions required to address the moral problem of food insecurity has inspired you to act.

This reply should be a written paragraph or two, between 250 and 500 words altogether. As usual, please refer by name to the other student in your group.

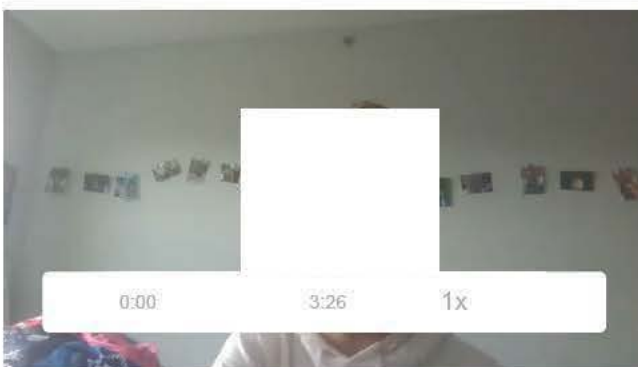


1 | 2



Mar 23, 2022

<https://uk.instructure.com/courses/2024139/users/7048922>



Mar 30, 2022

<https://uk.instructure.com/courses/2024139/users/7053361>

Hey I loved your explanation of food insecurity and security. It was great to hear you touch down on the fact that while you may be food insecure, you could still have food but not the nutritious food that our bodies need. I understand that hunger is a feeling, but I never thought of using that explanation to differentiate hunger and food insecurity.

The campus kitchen is a great resource. Not only does the campus kitchen provide food and resources for students on campus, but for people surrounding our campus as well. Your video inspired me to start being as hands-on as I can. Even though I may not have a lot of time to donate to the campus kitchen, I can always donate equipment or money to support them.

Your video also inspired me to start visiting the farmer's market more often! Before coming to college, my family and I would visit our local farmers' market every Saturday. I truly enjoy food from the farmer's market. Now that I live on campus it has been a little harder to store produce in my dorm's refrigerator. However, I know that there is always something that I can buy there that would not only benefit me but farmers as well. The farmer's market is a great example of how to address food insecurity. By supporting our local farmers and buying their produce, consumers can have access to healthy, whole foods. Without our support, farmers' markets would not be able to continue. Now I cannot wait to visit the farmer's market!

Lastly, I love the fact that you brought up "ugly" produce. Subscription boxes are an amazing way to receive whole, nutritious food. Many of these programs allow one consumer to pay more than their subscription to support another family with a box of food. This program is amazing because not only are you receiving healthy foods, but you have the opportunity to help another family that may be facing food insecurity.



Apr 1, 2022

<https://uk.instructure.com/courses/2024139/users/6969551>

Hey ! I totally agree with you on helping out in kitchens and such, I did not think at all about how possibly helping with the kitchen on campus could help with food security! As someone who works part time in a kitchen, I see quite often how much food goes to waste or how much food is thrown away and not eaten for a number of reasons, so I feel that helping in kitchens to make sure things like this don't happen or it doesn't happen as often as it could. The way you described food being "ugly" is a fantastic representation on how sometimes we as humans let food go to waste that is completely fine and there is nothing wrong with it, except for the fact it doesn't look appetizing or maybe doesn't look as good as we thought it did.

Another thing I wanted to talk about that you mentioned were farmers markets, and these are great ways to get healthy clean food for surprisingly cheaper than people would think! I know growing up the biggest reason my family never got anything from farmers markets (besides being in a big city) was because they had this idea that all organic food grown locally is going to be super super expensive, when in reality its completely different per farmer and person, going and looking at some of the local farmers markets around here I realized how easy it is to get organic food, and how cheap I can find it if I look in the right markets too!

← Reply



Mar 23, 2022

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<https://uk.instructure.com/courses/2024139/users/7064533>

Apr 1, 2022

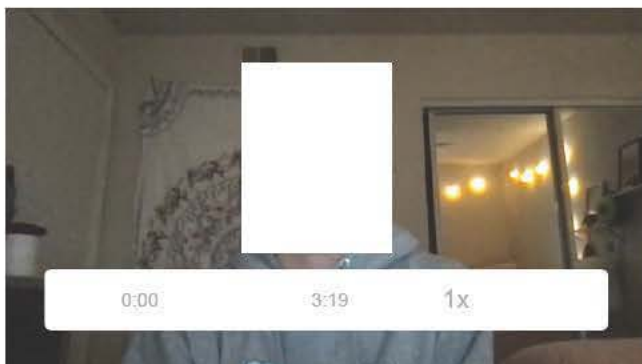
Hey , I liked hearing about what you had to say with food insecurity and hunger. I agreed with a lot of the points that you made in your video. I also think that there is a big difference between hinge rams food insecurity. Food insecurity and hunger and mainly different because hunger has to do with the physical feeling, while food insecurity is not having access to healthy and nutritious foods. I think that farmers markets and Whole Foods are great places to get healthy and nutritious foods. These are places that are very needed in food deserts. Food deserts often lack everything that Whole Foods and farmers markets have to offer. When it comes to what we can do to help improve food insecurity I think there are several different things we can do. One of the biggest ones would be volunteering at places that help recover food. That meaning these places make meals and find uses for food that would have otherwise been thrown in the trash. Another way that we can help with food insecurity is to grow your own food. By growing your own food you can provide healthy foods for your family and those around you. Along with having the option to sell some of those foods you are growing to those around you. Which then gives the people around you some more healthy foods that they have access to.

← Reply



<https://uk.instructure.com/courses/2024139/users/7003143>

Mar 23, 2022



<https://uk.instructure.com/courses/2024139/users/6953162>

Apr 1, 2022

Hey , I really enjoyed the video. I really liked how you talked about how UK campus is a food desert, and the comparison between hunger and food insecurity. Many people do not know what exactly food insecurity is, and wont realize what the issue is, or where it is affecting people. Pointing out that UK campus is a food desert I think is important because a lot of people might only think of low income neighborhoods, or things like that as food deserts not realizing something like a large well developed college campus can also be a food desert. I agree with the solutions you brought up, they were very similar to what I included in my video. I believe the issue needs to be addressed at the individual level, and definitely agree that volunteering, or bringing better foods directly to food deserts are ways that we can immediately help alleviate some of the issues involved with food insecure areas.



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Apr 1, 2022

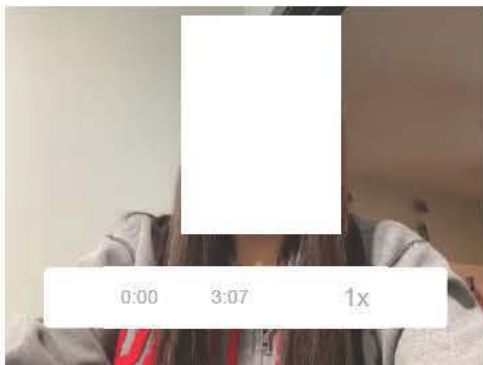
Hi , I liked how you included the University of Kentucky to be a place where food insecurity is prevalent. A lot of people may not see the University of Kentucky as being a place that is food insecure because they may just look at all the food options we have available, but in reality panda express, chick fil a, subway, and papa johns aren't very healthy and nutritious options for students to be eating. We also have the dining halls which also do not offer very culturally appropriate or healthy foods for the students on campus. As you said, food security is not just having access to food but also having access to healthy and culturally appropriate foods which is something the University lacks. The University of Kentucky does not have enough healthy and nutritious foods available to the students so most people have to try to go off campus if they can to buy healthy foods that fit their dietary and cultural needs. You also mentioned how some people who don't have the funds to be able to go off-campus and buy their own food which is another problem we face by living in a food desert on campus. I also liked how you talked about hunger being different than food insecurity and the distinction you made between those two. The solutions you offered are very good options that can be used to help combat food insecurity, but I know that not everyone is able to grow their own food so that is something that is a good solution but would not be available for everyone to do.

← Reply

(https://

Mar 24, 2022

(https://uk.instructure.com/courses/2024139/users/7049307)



(http

Apr 1, 2022

(He/Him/His) (https://uk.instructure.com/courses/2024139/users/7057969)

, I liked how in the beginning of your video you clarified the terms. Often times these terms can be a lot for people to take in and understand. One other aspect that I liked was how you talked about Uk being a food desert. If you look around on campus we have the dining halls, Chick-fil-A, canes and so many more places that aren't necessary healthy. Eating these places constantly becomes nasty and is very unhealthy. These meals are often anywhere from 1500 to 2500 calories a meal. In a normal day we are supposed to only eat 2000 calories. So when we eat these meals 2-3 times a week or can be terrible for our health. Since we have this problem we are often stuck with the problem of having no healthy foods. When you mentioned the stuff about campus kitchen and places like that I think it's huge. These are places that need more recognition. They do so much and are able to feed so many people. Since they do this we are slowly limiting the amount of people who have food insecurity on campus. Overall I liked your video and I think you did well explaining these terms.

(http

Apr 1, 2022

(https://uk.instructure.com/courses/2024139/users/6930167)

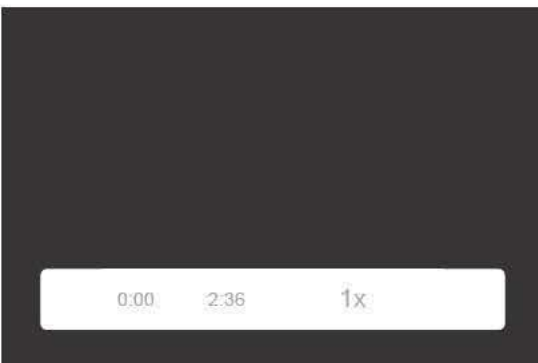
, I like how you took the time to thoroughly explain your perspective and definition of the words I think you were spot on. Like Jake stated in the comment above I loved how you included our school statics as well as covering things we have learned in class. You also talked about Campus Kitchen which is a great alternative for all students. I am a senior and I had no idea this existed until this year. Campus kitchen is honestly not advertised enough around the community or campus. I no longer live on campus but when I was a freshman, I remember the struggles of getting to a grocery store or a food market, which therefore forced me to eat whatever was on campus. This definitely limits one's options to healthy eating, which is why it is understandable why our campus is a food desert. I always think why UK doesn't take advantage of the how close Kroger is to campus. A shuttle that runs students back and forth from the grocery store everyday would really increase the campus abilities to get to healthy foods. I think many students would take full advantage of that opportunity. But I think that UK knows in doing this they are losing out on a ton of money.

← Reply



Mar 24, 2022

(<https://uk.instructure.com/courses/2024139/users/7048624>)



Edited by (<https://uk.instructure.com/courses/2024139/users/7048624>) on Mar 24 at 7:37pm



Mar 31, 2022

(<https://uk.instructure.com/courses/2024139/users/7010920>)

Hello !! I thoroughly enjoyed watching your video, as you focused on several great points about issues pertaining to food insecurity. You mentioned how food insecurity has become an expanding issue, especially among college students. I completely agree that several college students struggle to establish nutritious and fulfilling meals 3 times a day, 7 days a week (at minimum). It can be quite challenging for students who live further away from grocery stores than others, as this reduces ones level of food security. You also mentioned how the majority of foods provided through the dining hall lack nutrients and sustainability. Dining hall meals are produced by large companies through industrial processes that refine foods of their nutrients, while also adding an abundance of preservatives. Furthermore, I felt that you provided plentiful resources that are provided by the University to appropriately address the issues that stem from food insecurity on campus. I personally was not aware of the Big Blue Pantry that is available for students. By providing non-perishable foods to students at no additional cost, students don't have to worry whether or not their next meal is guaranteed. The finances involved with buying meals tend to impact the majority of students on campus in a negative way. Big Blue Pantry, however, resolves this issue. Campus Kitchen is also a great organization that you mentioned. Campus Kitchen serves free lunch to any student at the University of Kentucky on Wednesdays. This weekly gathering further provides assurance to students that their next meal will be nutrient-dense and that meals through Campus Kitchen are dependable. In addition, Campus Kitchen recovers food around areas in Lexington in order to repurpose and distribute these foods to those in need. Both of these resources help address and reduce levels of food insecurity among populations in Lexington. Thank you so much for sharing !!

← Reply



Mar 24, 2022

<https://uk.instructure.com/courses/2024139/users/7051575>



Apr 1, 2022

<https://uk.instructure.com/courses/2024139/users/6953162>

Hey , I really enjoyed your video. I really liked how you distinguished food insecurity from being hungry, and how this relates to UK campus being a food desert. Not many people really know exactly what food insecurity is, and therefore will not know how to address the issue, or what areas of their community are affected. I really agree with what you pointed out as ways people could help out. You included some ideas that are very similar to what I included in my video. I definitely think that the issue needs to be addressed at the individual level, and this starts by volunteering when we are able to, like you have mentioned.



Apr 1, 2022

<https://uk.instructure.com/courses/2024139/users/7002877>

Hey ,

Once again I must say I do really love your wonder bread hat. I also liked how you made a point to say that food insecurity is associated with a lack of food but also the lack of means of obtaining the food. This is generally a big misconception when food insecurity is being talked about. I was inspired by your idea of participating in the community with volunteering like the civic engagement project we have been tasked with. I also like how you mentioned how you as an individual can do your part in eating more consciously. For example participating in the local economy and like you said, preparing your own healthy foods. I agree with your point that the dining halls have a massive amount of wasted food, and I was inspired by your idea of making it known among other students to help fight the issue. I noticed you spoke about the Campus Kitchen which is a great way to help fight food insecurity, and I think it would be beneficial if more people on campus knew about what they do. I did not know about campus kitchen when I arrived at UK but it is a great resource for people who lack the means and the money to buy healthy and nutritious foods. Like you said it is also a great way to get involved with volunteering for your community. Another option I liked was the food pantries around Lexington and getting involved there to help more than just student on campus.

← Reply

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Mar 24, 2022

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Mar 24, 2022

I am sorry! I tried, but this is the only way I could get it to upload.

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Mar 27, 2022

I really liked your ideas for working to help address food insecurity. I also really liked how you described that one of the ways people can be food insecure is having a lack of transportation to access food. I think it is important to realize how expensive cars can be nowadays and bus systems can be extremely time consuming and not align with a lot of schedules especially for those working individuals. Therefore, I think lack of transportation is a very important component and something that needs to be looked at further when addressing the issue of food insecurity. I really like the steps you chose as it shows that even individual actions can help make a difference in addressing this huge issue in our society. I also think it is awesome that you have volunteered before to help provide food for homeless people and I am glad that we get a chance to make a difference by volunteering at Campus Kitchen this semester. I also really liked your idea to contribute to helping address the problem by producing your own food. I think this is a very sustainable way to produce food and it can help lessen food insecurity by sharing it with others. Personally, I think the fact that you have volunteered before is incredibly noble and inspiring to me and hopefully to others. Some people may be scared to volunteer alone or scared that they may be made fun of, but by setting an example with action it makes me and others more comfortable volunteering and taking steps to lessen food insecurity.

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<https://uk.instructure.com/courses/2024139/users/6981260>

Apr 1, 2022

Hi

I really enjoyed and agree with your thoughts on addressing food insecurity. I really liked the steps that you talked about how we could fix the issue of food insecurity and the fact that even small efforts can make a huge impact towards an issue that is bigger than all of us. I also really liked and agree with the way that you mentioned transport being one of the huge issue. Especially with gas prices how they are nowadays as well as how inflated the car market is. I also believe that the transportation issue cannot be looked past in the issue of food insecurity. Another part that you mentioned that I thought was important was the part where you mentioned making your own food. I think that this is a very good way to help with the food insecurity issue. Also, I think it is incredible that you have volunteered already with the campus kitchen. I also just finished my first shift with them and I am realizing that it really is amazing work that they are doing to address this issue. Overall I think that you made some very valid points on this topic and I also think that you going and volunteering is setting a very good example. Especially the fact that you may have gone into it thinking it is stupid or a waste of time or people are going to make fun of you for it

because this is how I felt too. But once I was in there doing work it was actually kind of fun and I left there feeling better about myself knowing that my work was going to a good cause.

← Reply

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Mar 24, 2022

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← Reply

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Mar 24, 2022

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Apr 1, 2022

(https://uk.instructure.com/courses/2024139/users/6911712)

Hey ! First off I want to say how your definitions of both food insecurity and hunger and the differentiation between the two were very well addressed. I also really enjoyed the way that you suggested helping fight these problems by implementing the decrease of food waste. Everyone has the power to ration out their food and decrease on their food waste imprint so this is a great idea to help the problems. I also enjoyed how you talked about the talk show that had a segment on how to waste food. I think that this would be very interesting to watch and I hope more people watch this video so that they might want to watch the video too. In terms of the video that you talked about I think it's very smart on the women's part to start teaching their children young about rationing and not wasting their food. Many kids nowadays don't understand the impact actions such as these can have so it is very important to teach children these values while they are young so it may impact their adult and future lives. I also would agree that participating in service projects, such as campus kitchen, that help areas that would be classified as food deserts is a great way to prevent these food insecurity problems. I am very happy that we were given the service project in class because it gave me the opportunity to help with this problem also. Even when the project for the class is over, I hope that I can find time in my schedule to continue volunteering and helping out. Overall, both your ideas of decreasing food waste and participating in service activities were very well thought out and great inspiration on how anyone can help food insecurity.

← Reply

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Mar 24, 2022

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(https://uk.instructure.com/courses/2024139/users/6923593)

Mar 30, 2022

Hi

First of all, I wanted to say that I enjoyed listening to your response to what food insecurity and hunger are. I agree with your statement about food insecurity being an insufficient number of food in a community and/or household levels, while hunger is more of a personal alignment. I described hunger as a feeling, but I like how you described it better. Volunteering is a very important part of addressing food insecurity, I also think that it is a way to bring awareness to people. I had no idea that the Nourish center was there until we went there for class. I also didn't know that the University of Kentucky has about 40% of students feeling as though they don't have access to nourishing foods. Volunteering has definitely opened my eyes to this problem in our society, and it will affect the way that I buy food, cook food, and throw away food. I had never really thought about working at a food kitchen, but it might have to be something I do in the near future. I now know that there are so many people needing nourishing meals, and it is my responsibility, as a person who has various options, to help those in need. As Mr. Sandmeyer discussed, we have moral obligations to help those around us. We just need to take that leap and actually make a difference in our society. Who knows, maybe we could end food insecurity at UK if we informed people of ways to end it and how to get nourishing meals.

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(https://uk.instructure.com/courses/2024139/users/7057975)

Mar 30, 2022

Hello

I agree with your thoughts on food insecurity and hunger and spoke on them very similarly in my video. I would like to add we have similar ideas when it comes to helping those in need, and I agree with your thoughts on volunteering time at kitchens, etc. I believe this upcoming assignment and the 6 hours of volunteer work we'll have to commit will be an extremely eye opening experience for me and could potentially open me up to the ideas of doing it in the future, beyond the assignment. There's so many people at our university experiencing food insecurity and I strongly believe that if more people were educated on this more people would be open to volunteering some of their time to potentially help those in need of it. If people who had the time to volunteer went out of their way and chose too, and embraced some of the ideas you've spoke on it could be extremely beneficial to those in need, and we could be one step closer to ending food insecurity, and in a smaller picture lowering the percentage of students in need of help. I also spoke on the campus kitchen in my speech, as well as the on campus resources as well. Many students are not aware of these on campus resources, and nor was I until this class. These resources being on campus are extremely beneficial as well as convenient. I say this because like we had talked about at our campus kitchen, many people do not have easy access to vehicles and these resources being on campus makes them much more realistic for students to be able to volunteer their time.

← Reply

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Mar 24, 2022

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Apr 1, 2022

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Hi

Great job on your video response to the discussion question about food security, insecurity, hunger, and the ways you can help fight those issues. I enjoyed how you began your response by defining how nutrition plays a role in the definition of food security and insecurity. I think it was very important to mention that because a lot of times the word hunger is used in the definition. And that is not correct at all. I also enjoyed how you included how food insecurity and security affect certain groups of people. It is so interesting how it affects different groups in different parts of the world, but also just here in Lexington, Kentucky. Before understanding the real definition of food insecurity I just assumed that it was the same thing as hunger. Which is not the case at all. And after watching your video as well as some of the others, I have been able to brush up on some of the disparities. Great job on volunteering with Campus kitchen! That is an amazing way you can help address the moral problem of food insecurity. I am excited to get involved with them as well because I think it will be a great opportunity to give back. But I think it will also be a great learning experience. It is so crazy how much food we waste on a daily when there are people all around us who do not have access to nutritious food. Once again, great job! I enjoy watching your video response!

← Reply

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Mar 25, 2022

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Mar 30, 2022

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Hey ! Your video really inspired me and I agree with all the concrete ways to help address food insecurity in your video. I also believe that food waste is a huge problem and should be delt with more accordingly. One way I try and address this issue at least while I'm home is that I weigh out all of my food to specific proportions and eat the entirety of the meal. This helps with my caloric intake as well as not wasting food. I have also participated in food pantries as a volunteer to help address food insecurity in my local community. Overall Tyler your video was very inspiring and motivates me to do more.

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Apr 1, 2022

(https://uk.instructure.com/courses/2024139/users/6953162)

⋮

Hey I really enjoyed your video. I definitely agree that becoming more involved with the food that we eat is very important. Like you said this could mean not being as wasteful, growing our own food, or buying locally. I have tried unsuccessfully in the past to grow my own food but will continue to work on having a "greener thumb", and I always will buy locally first if I am able to. I love to cook so especially during the summer I love going to the farmers market and trying to find new ingredients to use. I also believe that one of the most important ways to help alleviate the issue of food insecurity is at the individual level, and agree that volunteering is a great step everyone can take to address the issue.

← Reply



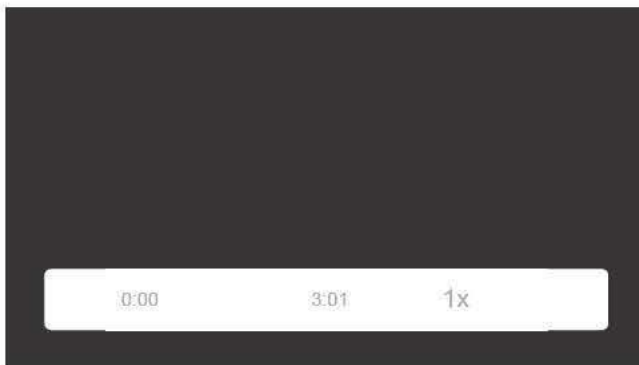
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Mar 25, 2022



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Mar 25, 2022



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Mar 28, 2022



Hi, I liked your description of the actions steps that can be taken to reduce food insecurity and found it inspiring as well. What was particularly inspiring was your discussion of the variety of options that we have as community members in working to reduce food insecurity. Generally, I feel that some people (including myself) can easily fall under the misconception that the only thing that can be done on the individual level is to volunteer your time to organizations combatting food insecurity, such as the Campus Kitchen or other local charity organizations. Given this, when individuals are unable to volunteer their time, they can be discouraged altogether from participating in action against this issue or feel that they have nothing else to offer. However, there are a variety of ways that tackle food insecurity that don't involve strictly volunteering your time. Firstly, there is donation, which can be of money or of food items. Providing financial donations to organizations that are actively working against food insecurity allows you to support their mission without being physically involved. Financial support allows these organizations to grow and enhance their ability to provide their services to the community which indirectly reduces food security. Additionally, donating food items to organizations that distribute nutritious and healthful foods to food insecure

people can also make an impact, as this provides the resources to do so. There are many organizations that will gladly accept food donations, but the caveat is that it is only helpful if the type of food donated fits the food they are needing or is aligned with their plans. For example, the Campus Kitchen may not want donations of unhealthy foods as this would go directly against their goal of providing nutritious food to those they serve.

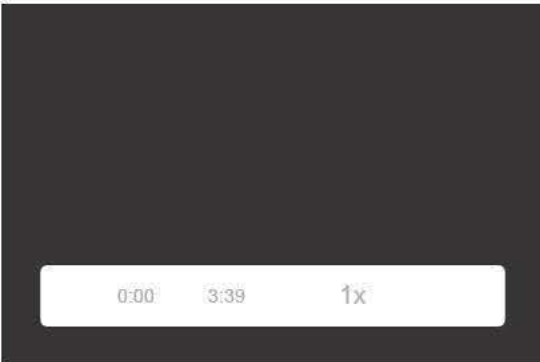
Finally, the most inspiring and arguably most important action that you noted in your discussion is that of education, which should always be the at the forefront of solving any issue. If the public is educated about the issues their community is facing, they may feel more inclined to make an active change in the situation, ultimately improving the issue overall. Additionally, if you are able to learn about the specifics of your community's struggle with food insecurity, then you can better tailor the action taken to intentional solutions that make solid change. This can also involve educating those around you on the situation to garner more support for the cause. This action is particularly inspiring because it is achievable by anyone and does not require any amount of affluence or resources to participate, as anyone can be educated. Therefore, this is a helpful step to reducing food insecurity within a given community.

← Reply



Mar 25, 2022

<https://uk.instructure.com/courses/2024139/users/7023911>



Apr 1, 2022

<https://uk.instructure.com/courses/2024139/users/7055011>

Hi ! I found it super inspiring that you were able to help others facing such difficulties and food insecurity with your previous job. I am sure you have made a strong impact on that family, that is such a great thing to do! When thinking about ways to reduce food insecurity, I did not think about the groups and organizations who travel out to areas with extreme poverty, food deserts, and other forms of community service done in that way. I also thought your idea of growing your own food in an attempt to reduce food insecurity is very sustainable and responsible!

Students in this class know that volunteering at food banks and shelters are very beneficial to society, but there are many others in the world who do not know the right steps to take. We should still participate in those activities, but it's also important to know that there are many more ways to achieve that same impact, like growing food and providing for yourself! Your solutions are very excellent and beneficial ideas, volunteering and working with food organizations is a very good step in assessing and reducing food insecurity. I really enjoyed hearing your thoughts and ideas, and it was really inspiring to learn about your experience with this!

← Reply

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Mar 25, 2022

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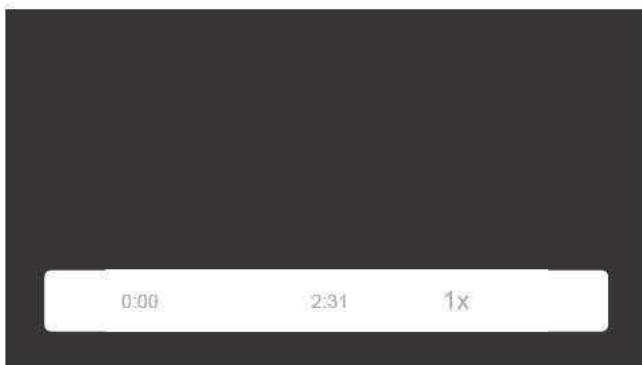
Apr 1, 2022

Hi !! Your explanations of food insecurity, security and hunger were exceptionally well said and I think you have a strong perspective on the subjects. I found your explanations on how to reduce food insecurity particularly inspiring because of the way you were able to describe the different levels. I was able to connect this to what I have done in the past as well as gaining knowledge on more ways that I can help. When I have thought about food insecurity and ways to address it in our area, I continuously have thought back to simply volunteering at places like campus kitchen, which you touched on in your video. I somehow lacked to consider the fact that supporting local farmers markets and producers can play a vast role so I was inspired by this when you mentioned it. In my hometown, every Saturday morning from 9-11am local producers put little tents up in the "village square" and have the best produce. I found something similar in Lexington last semester and was able to get some awesome foods while supporting locally and, at the time, didn't realize the impact I could be having on issues such as food insecurity. I appreciate that you were able to bring this back up and reveal how such a small action could have such a large impact on society. When people think of making a difference, it is likely that they think about having to put a lot of time and effort into their impact, however it can be something so small as this to initiate a change.

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Mar 25, 2022



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Apr 1, 2022

Hey ! I really liked the ideas that you brought up to counter food insecurity. To start I really liked your discussion about the campus kitchen and how helping with the meals there. I see that going into the kitchens system will give you a perspective on how we can help alter this situation, and how they affect people's lives here on campus. Giving people an inside look at things that are helping allows you to know more about issues and what is being done to fix them. Following that the idea of carpooling to the grocery store is a really great idea for fixing many food insecurities issues some face. Having a way to get to nutritious foods allows for the strength of food insecurity to be decreased, and allows for more healthy and sustainable diets. Taking more people to a nutrition source for less allows for a greater nutrition output than what is available. Your ideas are really important and really show ways to better the significantly large food insecurity issue on the campus.

← Reply

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Mar 25, 2022



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Apr 1, 2022

Hi , your video inspired me because of how knowledgeable you sounded, and how much information I took from the video, it also inspired me to act because you pointed out some things I had not thought about when I talked in my video. After watching your video I am going to look further into the production side of the industry focusing on getting more flouting foods to people in need. My first shift for working in the food kitchen is in a few days from now and after hearing your participation it makes me excited to make a difference. In my video I talked about a town in the Appalachian mouton range that had horrible food insecurity, using what I learned in your video and the knowledge that I had before I am inspired to create a program to help these people by delivering the correct flourishing and nutritious foods to their doors. I think that our impact that we can have a the university is also important as well. I am sort of close minded when it comes to this but I wonder if there is any other way that we can help the food insecurity on campus besides working with the kitchen or doing food runs, I had an idea of having the university partner up with a delivery system through other brands to help everybody get the correct flourishing foods and cultural foods. let me know what your thoughts are and if you have any ideas on how to take action on this.



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Apr 1, 2022

Hi ! I enjoyed hearing what you have to say about food insecurity and how we can address it on campus and within the rest of our community. The way that you described volunteering at the campus food kitchen as such a positive experience is inspiring because it shows the joy that we can receive by giving to others. I think oftentimes volunteering is only seen as the volunteer doing a service for those in need rather than seeing the benefits and teachings that the volunteer can receive from the interaction. After finding out about campus food kitchen and volunteering, I am a little bit disappointed that I did not know about it sooner because I am a senior and am moving to Texas for graduate school next year, however, your post reminds me that there are options to get involved with fighting food insecurity in every community. You mentioned volunteering at churches or other organizations, which I think is a great way that I can get involved in the city that I am moving to. This inspired me to look up organizations in Austin, Tx that are involved with providing nourishing foods to the community, which lead me to find an organization that fits multiple of my interests. I grew up on a farm and have been a little bit bummed about moving to a city where I will not have the space to grow produce, however, by searching, I discovered a nearby farm that allows volunteers and that provides fresh produce to the local community. I think this will be a perfect way that I can participate in fighting food insecurity and an incredible learning opportunity.

← Reply

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Mar 25, 2022

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Apr 1, 2022

<https://uk.instructure.com/courses/2024139/users/6964286>

Hey

I think you do a great job of defining food security and explaining the difference between food insecurity and hunger. You pointed out some of the causes of food insecurity that I had not thought about and I feel that you covered what hunger is really well and gave some major signs of hunger. You made some great points about eating at places that are wasteful and trying to support places that find ways to be sustainable and not as wasteful as places like McDonalds. Your video inspired me to continue trying to eat at places that support local businesses along with supporting local restaurants and establishments. Volunteering and helping out at places like campus kitchen is another great thing that we should continue to do and encourage others to do as well, at the very least we can try to educate others on why supporting places like this are important. I think by doing things like what you have mentioned in your video we can make a great impact on addressing food insecurity & hunger and continuing to work towards a goal of fixing these problems that take place not only in third world countries but also here in our own country.

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Apr 1, 2022

<https://uk.instructure.com/courses/2024139/users/7051254>

Hi I found what you had to say very inspiring, and you hit the nail on the head with the way you explained what food insecurity, food security, and hunger. when explaining how you tackled some of the concrete morals concerning these themes it shed a new light on the topic I hadn't thought of. First, you said that you made conscious decisions about the places you ate at and whether these places were concerned about food waste and helping out the community, you would then decide whether that place was worth it to eat at. This is something I don't do myself, but after learning about the cause and effect of food waste in class and that others try to make these conscious decisions I think I should be striving to think in this way as well. I also realize that I'm not aware of the what the businesses I support morals are so making those decisions to help the community with food insecurity so that I can make decisions on if I am to support them. Your point about being naive to places that do support food insecurity I thought is very important because like you said I too hadn't thought about the people in this community suffering from this. I also didn't know much about the campus kitchen but I did see signs and now that I know about places that support this cause I will look into volunteering my time to help out the cause and the people who suffer from this.

← Reply

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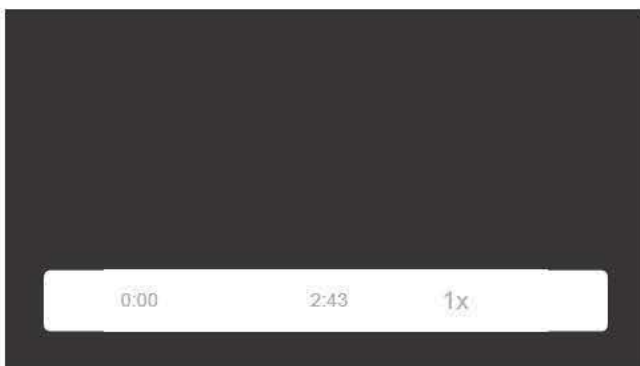
Mar 25, 2022

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Mar 25, 2022



Edited by <https://uk.instructure.com/courses/2024139/users/6930167> on Mar 25 at 5:10pm

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Mar 25, 2022



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Mar 27, 2022

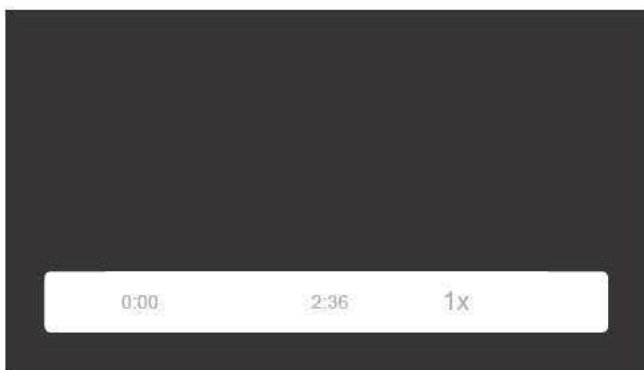
Hello I think you did an amazing job in explaining every aspect of each part of this discussion post. It was really helpful how you broke up how one can be insecure into four parts, including availability, access, utilization, and sustainability. You then went into explaining each one and how if you don't have one of these factors, how it makes you food insecure. I think you had great ways to get started with preventing this issue. First, you mentioned volunteering at the campus kitchen. I know you said that you're excited, and I think that is great that we are all volunteering because I think it is an important first step. I think by going to volunteer, it will allow for insight on how we can play a role and just by helping, we are bringing awareness to the issue. Next, you suggested buying locally. I one hundred percent agree with this. I also mentioned this in my video and how it is a great cycle of giving back to the community. By purchasing locally, it gives money to the person who made that food, who then can use the money to make food for themselves and then the community again. Finally, my favorite thing you highlighted in your video is that all people who are hungry are food insecure, but not all those who are food insecure are hungry. I think that is an overall branching idea that should be kept in mind when making an effort to decrease food insecurity.

← Reply



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Mar 25, 2022



<https://uk.instructure.com/courses/2024139/users/7003143>

Mar 31, 2022

Hey Ryan! I liked how you mentioned that food insecurity is a moral issue, and that action needs to happen to address these issues. I also liked that you mentioned farmers markets being introduced to farmers markets. I think this is a really good idea for communities that live in a food desert. Additionally, I liked how the food prices were based on the income of the individual as well. I think that including that for farmers markets is a smart and neat idea because that is addressing food insecurity in different ways. What I mean by that, is that the farmers market addresses food insecurity by being present in a community where there are limited to no healthy food options.

However, having prices based on income also addresses food insecurity because sometimes food insecurity comes from not being able to afford healthy food options. Therefore, farmers markets can address food insecurity in a variety of ways. I also liked the Wendall Berry quote you mentioned because it does a great job of tying together your thoughts about food insecurity and how to address it. I agree that returning to communal living is important for addressing food insecurity and sustainability for our world because this world is not made up of unlimited resources, but we often live in such a way that we think this world has unlimited resources. By connecting with farmers and growing your own food, we are able to address food insecurity and also make our living more sustainable. Overall, I think we are in agreement about how to address food insecurity and I definitely agree that taking action is super important when addressing issues like food insecurity.



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Apr 1, 2022

Hi Ryan. I love how you put emphasis on how the fight to end food insecurity is a community effort that starts on an individual basis. It sounds like common sense but most people think of the broad picture of "Yeah it's a community thing so other people in the community can serve and I don't really have to" and that couldn't be more wrong. In order for the community to make an impact you have to have individual support to make up that community, and its on all of us to contribute. Kinda like a machine if you will. If some parts are oiled and others aren't then it doesn't run as smooth, its not until all parts of the machine (everyone in this instance) that the machine runs to its best potential. The program at Woodhill Community center is something that I have never heard of and I think that you mentioning that was great. Their mission is great. Bring the local farmers to farmers markets in low income communities and **base the price on the individuals income**. I think that portion is key to ensure that everyone has access to the foods that they need at a cost that they can afford. This is key because it benefits the individuals because they an afford the product but it also benefits the farmers too to sell their product at a margin that helps them too. It's a complete symbiotic relationship that works wonders for our local community. I thank you for the information you provided in this video and I appreciate the selfless service you give to the community.

← Reply

(<https://uk.instructure.com/courses/2024139/users/7057969>)

Mar 25, 2022

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Mar 25, 2022

I couldn't get the video to submit the other way so this was the best I could do !



(<https://uk.instructure.com/courses/2024139/users/7049307>)

Mar 27, 2022

I thought it was interesting how in your explanation of what food security is, you explained that people who are food secure have a choice of what they want to eat for their meals. I have never really thought about it in that way. People who are food secure have the option to eat healthy and nutritious meals, but people who are food insecure could not eat well-balanced meals even if they wanted to because they don't have access to these foods. I liked how you said

that a good way to try to eliminate food insecurity would be to work at a place like the Campus Kitchen. This is an excellent way to get involved and try to help those on campus who are struggling with food insecurity. It is important for those of us who do not struggle with food insecurity to try to make an impact and do the best we can to help these people. You explained that working at the Campus Kitchen helps to get healthy and nutritious food to those who are lacking them and I would agree with this. I would love to continue volunteering at the Campus Kitchen even when this class is over for the semester. Volunteering at the Campus Kitchen is such an easy and fun way to involve yourself and try to eliminate food insecurity at the University of Kentucky where the issue is so prominent. Of course there are other ways that one can work to redress food insecurity, but at the University of Kentucky the Campus Kitchen is most likely the best way one can help to do this.

← Reply

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Mar 25, 2022



<https://uk.instructure.com/courses/2024139/users/6953162>

Apr 1, 2022

Hey I really enjoyed your video. I liked the way that you distinguished food insecurity from hunger. Many people do not fully understand what food insecurity, and therefore do not know how to address it, or what areas of their community are affected. Quality nutritious foods are so important, and it is very important that we understand what the issues are so that we can properly address them. I liked what you included on how we can help alleviate food insecurity. I believe that fixing the issue begins at the individual level, and agree that volunteering is a great option for everyone to immediately help out

← Reply

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Mar 25, 2022

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Mar 31, 2022

[https://uk.instructure.com/courses/2024139/users/6994269\)](https://uk.instructure.com/courses/2024139/users/6994269)

Hi

I really enjoyed how you made sure to mention that food insecurity is where people don't have access to nutritious food every day. I think that may be a misconception that people over look. Just because you are able to get nutritious food during the week does not mean you are food secure. All 7 days of the week need to be thought about, not just Monday through Friday.

Aside from mentioning Campus Kitchen, which is a great way to get involved, I really liked how you mentioned the education and marketing side of the issue. It is extremely important for anyone and everyone to get involved in organizations like Campus Kitchen but it is even more important that people know what it is and where they can access these resources. I have volunteered at Campus Kitchen and did a Kroger Recovery, where we brought so much food back it was kind of crazy how much was going to be thrown away. It all seemed to be perfectly fine too. Volunteers are needed but they don't matter if no one knows about it. If students or other members of Lexington do not know they have access to this amazing resource, then it unfortunately will not be used. I believe the education side of food insecurity is the most important!

Going along with the marketing side, you said how you had not heard of Campus Kitchen until we went that one time during class. I also had no idea that was even a thing. I think people who are involved in it know a lot about it but those who are not, don't. If I had not taken this class I am not sure I would have ever known about it!

Your video has inspired me to get the word out to as many people as possible. You bring up great points that no one knows about the resources that are right under their nose! Volunteering is obviously very important too, I just think we should have a reason to volunteer! If there is no one to benefit from the hard efforts of others, then it is hard to make an impact.

← Reply

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Mar 25, 2022

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Mar 25, 2022

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← Reply



Mar 25, 2022

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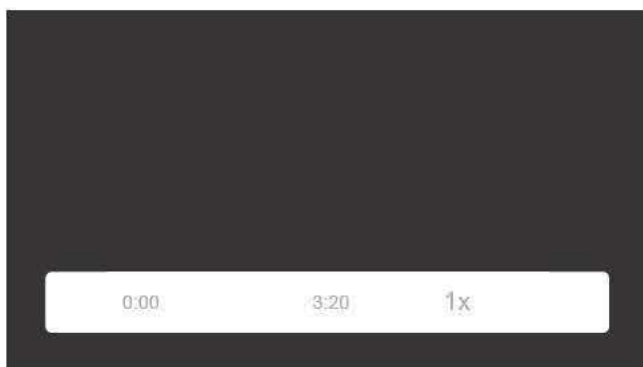
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← Reply



Mar 25, 2022

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Mar 31, 2022

(<https://uk.instructure.com/courses/2024139/users/7053027>)



Hello

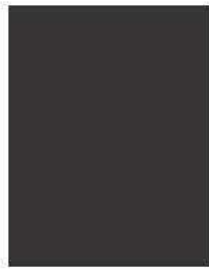
I want to start off by saying that I really enjoyed your video and hearing your own definitions of what food security and insecurity is and how it differs from hunger. I agree with all of your thoughts and how you stated them in your video. I liked that you brought up the issue with transportation on campus. That is a big issue, so it can lead to students having food insecurity. I thought it was interesting how we have similar ideas when it comes to doing the volunteer hours for the campus kitchen. I became aware of these issues when I started this class, and now that I know that there are these issues I want to try and help as much as I can. Being able to do the volunteer hours on campus is an amazing this to get to do! I didn't think I would necessarily like doing it, but now that I have started volunteering, I would like to continue to do it so that I can help limit the food insecurity on campus. I think that doing these hours is a good way to become more aware of the issue and it can lead to more opportunities so spread the word about food insecurity on campus. I enjoyed volunteering as it is, so to be able to volunteer on campus and help a big issue that not many people know about probably is a good feeling. I can say that I will be continuing to work on spreading the word about food insecurity around campus and try to get more people involved with this issue.

← Reply

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Mar 25, 2022



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Mar 30, 2022

Hey ! I loved how you defined and contrasted the three terms food security, food insecurity, and hunger. I liked details about each one and you went into details about how each of them are different from each other. When you mentioned hunger, I noticed that there was two types and they are when you are barely able to get food and the other is when you go hungry and don't have any food around. I know that hunger in 3rd world countries is more common in the United States. Yes'm, there are people that go hungry but, we are able to have local organizations that can help people get access to some meals. When you also talked about food insecurity, I loved how you mention that Campus Kitchen is a great way to help with people with food insecurity especially here at Kentucky. Campus Kitchen is able to provide people with nutritious foods and can help out people who struggle with food insecurity. I also liked how you added the different ways you can help out Campus Kitchen so they can provide people with the food and there are many ways in helping the Kitchen out. I know that volunteering is one of the easiest ways to volunteer because you can help package the food, making the foods, and picking up the foods from the different places. I loved how you also added that Campus Kitchen has great close partners to help provide them with the foods. There are other organizations that you mentioned that partners with food chains so that they can help provide people with nutritious meals. There are many great local organizations that you mentioned that are right here in Lexington to help out the local people.

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Mar 31, 2022

Hi I like how you reiterated the importance of helping out locally, especially with our campus's own need for more nutritious foods (plus the possible lack of economic and physical access). It's scary to think that 40% of UK's campus is food insecure, or in other words, a food desert! Similarly, I like how you articulated the different positions you can volunteer for that meet an individual's preferences—packaging the foods, making the foods, or helping out with the recovery or delivery processes. I found it interesting how you mentioned the close bond UK Campus Kitchen shares with Panera—I didn't realize that they also donated leftover food to the Hope Lodge. It's nice to know that these organizations work together to support each other's joint mission: to reduce food insecurity by first reducing food waste. Besides volunteering, you offered another simple approach: donating nutritious foods to these local organizations as a way to supply more stock that will, in turn, help even more people in need. Finally, I found it inspiring when you talked about the importance of buying food from local farmer's markets or other local businesses. Even though I don't go to farmer's markets myself, I strive to support these businesses by buying locally grown produce and Kentucky Proud foods from places like Whole Foods. As you said, this not only promotes individual well-being and flourishing but serves to support these businesses' service to our communities and ensure their continued agrarian practices for years to come.

← Reply



Mar 25, 2022

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Edited by <https://uk.instructure.com/courses/2024139/users/6888164> on Mar 25 at 9:57pm

← Reply



Mar 25, 2022

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Apr 1, 2022

<https://uk.instructure.com/courses/2024139/users/7057007>



Hi After watching your video, I could tell that you invest yourself into making sure that food insecurity is fixed in our area. You have a great perception of what food insecurity is and ways to combat it. Some points that came up in your video were that you drive your international friends to different grocery stores. This is a great way to help people, especially those who aren't used to the American cuisine, get good and nutritious food. It's very generous for people with a car to take people with limited transportation to get food. That's a wonderful way to help with food insecurity. It's something that I am not starting to think about doing for my friends. You also stated that donating to places such as food drives or businesses that work towards overcoming food insecurity was a good way to individually help. I totally agree with this because you are supporting people who have the power and resources to fix this problem. I did notice that you were unaware of any places that you could donate to around the area. Dare to Care is based in Louisville, KY, and they love for people to donate food and their time to help package and deliver food to people dealing with food insecurity. It would also be great for you to do some research on places in Lexington that are similar in nature so that you could start volunteering because it is a great idea as you said. Other than that, I think you are doing wonderful things in your community to help with food insecurity and brought up ideas for me to do as well.

← Reply



Mar 25, 2022

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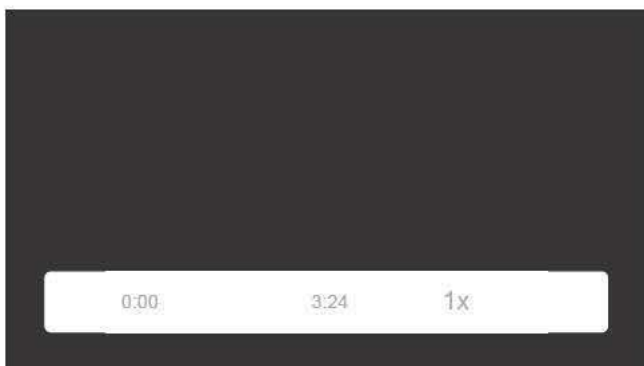


← Reply



Mar 25, 2022

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Apr 1, 2022

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Hi , I really liked how you described food insecurity and talked about the many problems that it creates. I did not know that 40% of UK students dealt with food insecurity before watching your video. That number is pretty staggering to me due to the reasons you discussed about dining hall options that are available. One thing I am going to strive to be better about is educating myself on these issues and contributing to help when I can. Volunteering for such organizations like Campus Kitchen can not only provide me volunteer hours but allow me to know that I am making a difference in the struggles that are present on campus. As you discussed, I have packed meals for my church so that they could send them to people in need of them and opportunities like that are ones I would love to take advantage of more often. I think one major issue with people our age is we get caught up in our daily lives and forget about little stuff that we can do to help the greater good when it is not that much of an inconvenience for us. I was glad to see you talked about this and thought you did a great job with the video.

← Reply



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Mar 25, 2022

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Mar 25, 2022

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Apr 1, 2022

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Hey I think you said it really well when you were talking about being empathetic to those who are food insecure. Even though we often think of performing certain actions or practices when we think of combatting food insecurity, the first step is realizing that we may be part of the problem. We have to think about how others may not be as fortunate as us, and how our actions may be affecting someone other than ourselves. Even if we aren't directly limiting someone's access to food, things we do may lead to food insecurity down the line. In order to change our actions, we have to change our mindset first. I also thought of buying from farmers' markets when I was doing my discussion post. This is such an easy way to promote locally grown, *nutritious food*, in your own area. Purchasing food from farmer's markets is not only benefitting yourself by filling your body with nutritious, healthy food, but you are also helping make healthy food more accessible. This is one of the foundations of being food secure. While making an area and those around you food secure may be a tough process, over time it will pay off. I like how you not only talked about changing our own mindsets but also our actions. Learning about food insecurity is not only about doing, but it is about learning and I think you articulated that really well. I'll definitely try to work some of your suggestions into my everyday life in the future. Great post!

← Reply

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Mar 25, 2022

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Apr 1, 2022

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Hi

Listening to your video I really liked your definitions of food insecurity and hungry. I think we both have the same under-staining of both of these terms. I liked that you said, "all hungry people are food insecure but food insecure people aren't hungry." I also like that you said with food insecurity it can be an economic problem or a sociological problem. I never looked at it in that type of way.

You talk about how people who aren't food insecure should stop wasting food as much because we normally eat some food and then end up just throwing the rest away. I have a problem with doing this and realizing that I could make a change and stop getting so much food to where I have to waste it. You brought up instead of us wasting the food and throwing it away we could

refurbish it and distribute it out to the people that need a good nutritious meal. This is a good way to give food insecure people meals that will fuel their bodies in a good and healthy way.

That is something that the campus kitchen does. From volunteering there and seeing them make the meals it makes me happy knowing that they're able to refurbish so much food from other stores. They're able to give people the right food for their body so they can get the right nutrients and have healthier food options.

← Reply

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Mar 25, 2022

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Mar 26, 2022

Couldn't get the video to load up the way I usually post it. Hope this works

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Mar 27, 2022

Hi I really appreciate your definition of food security, insecurity, and hunger. I think what you said really depicts the difference between the three. I like the whole idea of bringing more awareness to the issues of food insecurity, I think a lot of people just group it with hunger even though it is very different. Hunger is something that a lot of people just affects 3rd world countries when really it could be your next door neighbor., I think hunger and food insecurity is something that creates other issues too. Like if someone is not being fed then they will fall more susceptible to disease. If we fix the while food insecurity issues, then maybe the amount of ill people would lessen. The issue with these problems is a lot of people are unaware, as it doesn't affect them. People today tend in live in their own bubble, I'm guilty of it too. Sometimes we get caught up in our problems which are minuscule compared to being food insecure. Bringing awareness will help with being able to get more volunteers, monetary donations, food donations, etc. With the more donations the more food insecurity issues we can solve. Being able to give is important as well. I know that not everyone is able to give their time or money. But something small as \$5 or 2 hours of time will make a huge difference to someone in need.

← Reply



Mar 26, 2022

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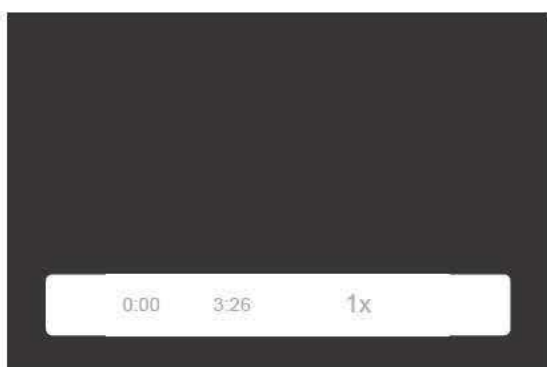
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← Reply



Mar 28, 2022

<https://uk.instructure.com/courses/2024139/users/7055793>



Mar 30, 2022

<https://uk.instructure.com/courses/2024139/users/6970974>



I really liked and agreed with your definitions of food insecurity and hunger. You said that food insecurity was when someone did not have access to nourishing and healthy foods. You also stated that if you were insecure with food, that does not necessarily mean you have no access to food. You stated that hunger is when it is hard to obtain food whatsoever or possibly not being able to afford food on the table at all. I totally agree with your take on these two definitions. One of my favorite things that you said to do to combat hunger was to donate canned goods or dry goods. I feel like a lot of households have so many canned products that eventually go to waste because they never use them. It is so important to stay educated on these things for this reason. You said you can help for free which really stood out to me. Taking time out of our days or lives to volunteer is truly one of the best ways to solve the problem. Although we live very busy lives, it is important to serve the community and can truly turn things around for people. Like you Brooke, I was unaware of the food desert that we live in right now on campus. I also did not know that the campus kitchen existed. Often times students who do not have food insecurity, do not think about combating these issues. Thanks to this class I think we have both become a lot more educated on how to combat hunger and food insecurity!



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Mar 31, 2022

Hi

I really enjoyed hearing your perspective on food insecurity vs hunger. It hadn't really occurred to me that many people may not even be aware of food insecurity like you said which now makes a lot of sense, as I would be if I hadn't taken this class too. It was so surprising to hear about how high the rates of food insecurity are on our campus and is very inspiring to do something to help out. I was also very inspired by what you were saying about raising awareness. Most people probably don't know the difference between food insecurity and hunger and just how many of their peers are affected every day by food insecurity, and im sure if people were made more aware, they would be more inclined to help out. Like you said, donating goods or money is a great way to get started and would make a huge impact to the people who are struggling around us and to get that support we need to raise awareness! A great place to start would be social media or through clubs and organizations here at UK and working to get more people involved, more donations, and reduce food insecurity here on campus.

← Reply

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Mar 28, 2022

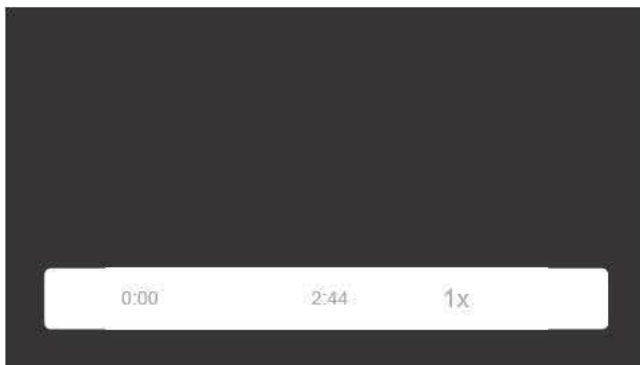
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Mar 28, 2022

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Mar 31, 2022

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Hi great video and great response. I like how you brought up the food desert and applied it to the University of Kentucky, because not many people are aware that there is food insecurity at UK. I also think you did a great job describing the difference between food insecurity and hunger. You made it very clear which is good because not everyone know the difference between the two. Steady access to nutrient food is so important and people who

experience food insecurity can become very sick or malnourished because of the lack of healthy and nutrient options. People who experience food insecurity are also more susceptible to diseases.

I like that you said people can address food insecurity by being more sustainable, because that not only helps the environment t it helps those who are suffering from food insecurity. Wasting food is a huge problem and I know that I can personally be better about wasting food. I am guilty of wasting food, and so is pretty much everyone else, but I never realized that my food wast was impacting others and harming their chances to getting nutrient and healthy food. I did my first shift in the campus kitchen and it really opened my eyes to how lucky I am to not be food insecure. I loved working in the campus kitchen because I knew I was doing something good for my community but it also taught me that I need to be more sustainable and make better choices when choosing food so that I am not contributing to the food desert. Your video has inspired me to think more about the food I eat and throw out, I need to make a change in the way I consume food, because I now know that my actions do impact others. I am going to waste less food and try to help end the food desert here at UK to the best of my ability.

← Reply



Mar 28, 2022

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