

## 1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 4/4/2014

1b. Department/Division: Philosophy

1c. Contact Person

Name: Anita Superson

Email: superson@uky.edu

Phone: 7-4186

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? Yes

U.S. Citizenship, Community, Diversity

## 2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: PHI 205

2c. Full Title: Food Ethics

2d. Transcript Title: Food Ethics

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

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SENATE COUNCIL

2j. Course Description for Bulletin: An examination of philosophical issues about food, including whether taste is subjective or objective, why different foods are acceptable to eat in some cultures but not in others, the moral permissibility of eating animals and animal products, and the impact of food production on the environment.

2k. Prerequisites, if any: None.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 70

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: Many students are interested in environmental issues, and this course treats the connection between food production and the environment; many students are also interested in the treatment of animals, and this course addresses this issue in terms of animals for food.

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|LOOK|Brandon C Look|PHI 205 NEW Dept Review|20131205

SIGNATURE|RHANSON|Roxanna D Hanson|PHI 205 NEW College Review|20140415

SIGNATURE|JMETT2|Joanie Ett-Mims|PHI 205 NEW UKCEC Expert Review|20150409

SIGNATURE|JMETT2|Joanie Ett-Mims|PHI 205 NEW UKCEC Review|20150409

SIGNATURE|JMETT2|Joanie Ett-Mims|PHI 205 NEW Undergrad Council Review|20150427

## New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Generate R

[Open in full window to print or save](#)

## Attachments:

[Browse...](#)

Upload File

	ID	Attachment
Delete	3332	PHI 205 Cultural Diversity Form.doc
Delete	4931	PHI205 2015S syllabus revised 4-24-15.docx

First 1 Last

(\*denotes required fields)

## 1. General Information

- a. \* Submitted by the College of:  Submission Date:
- b. \* Department/Division:
- c.
- \* Contact Person Name:  Email:  Phone:
- \* Responsible Faculty ID (if different from Contact):  Email:  Phone:
- d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year
- e.
- Should this course be a UK Core Course?  Yes  No
- If YES, check the areas that apply:
- Inquiry - Arts & Creativity  Composition & Communications - II
- Inquiry - Humanities  Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning
- Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity
- Composition & Communications - I  Global Dynamics

## 2. Designation and Description of Proposed Course.

- a. \* Will this course also be offered through Distance Learning?  Yes  No
- b. \* Prefix and Number:
- c. \* Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.
- |  |  |                                 |                                 |
|--|--|---------------------------------|---------------------------------|
| <input type="text" value="3"/> Lecture | <input type="text"/> Laboratory <sup>4</sup>   | <input type="text"/> Recitation | <input type="text"/> Discussion |
| <input type="text"/> Indep. Study      | <input type="text"/> Clinical                  | <input type="text"/> Colloquium | <input type="text"/> Practicum  |
| <input type="text"/> Research          | <input type="text"/> Residency                 | <input type="text"/> Seminar    | <input type="text"/> Studio     |
| <input type="text"/> Other             | If Other, Please explain: <input type="text"/> |                                 |                                 |
- g. \* Identify a grading system:
- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale
- h. \* Number of credits:
- i. \* Is this course repeatable for additional credit?  Yes  No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester?  Yes  No

## j. \* Course Description for Bulletin:

An examination of philosophical issues about food, including whether taste is subjective or objective, why different foods are acceptable to eat in some cultures but not in others, the moral permissibility of eating animals and animal products, and the impact of food production on the environment.

## k. Prerequisites, if any:

None.

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address: \_\_\_\_\_

## 4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain: \_\_\_\_\_

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain: \_\_\_\_\_

## 6. \* What enrollment (per section per semester) may reasonably be expected? 70

## 7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain: \_\_\_\_\_

Many students are interested in environmental issues, and this course treats the connection between food production and the environment; many students are also interested in the treatment of animals, and this course

## 8. \* Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

## 9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program: \_\_\_\_\_

b. \* Will this course be a new requirement <sup>§</sup> for ANY program?  Yes  No

If YES <sup>§</sup>, list affected programs: \_\_\_\_\_

## 10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

<sup>§</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.  
<sup>§§</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

- Ⓜ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
- Ⓜ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- Ⓜ In order to change a program, a program change form must also be submitted.

Rev 8/09

**Course Review Form**  
**U.S. Citizenship/Diversity/Community**

**Reviewer Recommendation**

Accept  Revisions Needed

**Course:** PHI 205 Food Ethics

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Evidence that demonstrates student understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.

Date/location on syllabus of such evidence:  
Week 12 & 13

Brief description or example:

During these weeks students study the systems of local food production (both US and foreign), distribution, and consumption of food stuffs as well as the unique social and political conditions that shape these systems. Students demonstrate this understanding in a short paper in which they assess the distinctiveness of their own food choices against the background context of multiple cultural perspectives

Materials and processes that foster student understanding of how these differences influence issues of social justice and/or civic responsibility.

Date/location on syllabus of such evidence:  
Week 5 & 8-10

Brief description or example:

During week 5 students examine the nature of ethical obligations regarding food production and consumption that arise in response to social problems of poverty, malnutrition, and starvation. In weeks 8-10, students study the local foods movement and demands for organic production of foods in the agricultural sector as forms of civic and economic engagement. Students demonstrate this understanding in a short paper which assesses the ethics of eating in the context of obligations to animals and to other humans.

Readings, lectures, or presentations that encourage students to demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.

Date/location on syllabus of such evidence:  
Unit Three

Brief description or example:

Students study the US food industry today and compare US practices of food production, distribution, and consumption against practices by other nations and peoples.

Processes and assignments that engage students in understanding at least two of the following, as they pertain to the subject matter of the course:

- a. Societal, cultural, and institutional change over time
- b. Civic engagement
- c. Regional, national, or cross-national comparisons



d. Power and resistance

Date/location on syllabus of such evidence:  
Units Two and Three

Brief description or example:

In Unit Two, students study the development of genetic manipulation of foods, the patenting of genetic material, and the consequences these technologies have had on farmers and consumers. We then examine how the local foods movement has grown in response to these developments and demonstrate that food production is practiced as a form of community development and engagement which establishes real linkages between the rural and the city marketplaces. In Unit Three, we study how the corporatization of the global food supply has created a system that alienates people from food production. We examine local seed saving programs developed internationally and show how these programs are in fact resistance movements against the power of corporate agribusiness in the political structures at the local level.

At least two assessable individual or group projects that focus on personal and/or collective decision-making. The projects should require students to identify and evaluate conflicts, compromises, and/or ethical dilemmas. These projects shall demonstrate a basic understanding of effective and responsible participation in a diverse society.

Date/location on syllabus of such evidence:  
"Projects: Group & Individual"

Brief description or example:

Students will be required to complete two projects: one a group blogging project and one an individual food habits journal. In both these projects, students will have to examine their own current food choices and to explain how and where the foods they consume are produced and/or processed. Students will also be required to analyze how their individual (and socially-determined) food choices reflect value preferences. Further, students will demonstrate how they participate in their local community, both human and biotic, by virtue of their food consumption habits.

Evidence that students make effective use of library and other information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:  
Group and Individual Projects

Brief description or example:

In their individual food journals, students will research articles in the UK Libraries that detail the rise and influence of big agribusiness in the US and the response by local food communities to the monopolization of food production. In the group projects, students will use the Internet to research the companies that produce the foods they consume and produce informational e-posters that detail the reach and scope of these companies investments in food production and distribution systems.

Reviewer Comments:

# Syllabus: Food Ethics

PHI 205.001

TR 11:00am – 12:15pm  
Classroom: TBD

Spring 2015

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

<p><b>Contact Information</b></p> <p>Bob Sandmeyer or Meg Wallace ph. xxx-xxx-xxxx <a href="mailto:xxxx@uky.edu">xxxx@uky.edu</a></p> <p>Blackboard: <a href="https://elearning.uky.edu/">https://elearning.uky.edu/</a></p> <p>Office: 1429 Patterson Office Tower</p> <p>Office Hours: xxxxdays: tbd (or by appointment)</p> <p>See the class Blackboard site for office hour information of teaching/graduate assistants:</p> <ul style="list-style-type: none"><li>• Assistant 1 (email)</li><li>• Assistant 2 (email)</li></ul>	<p><b>Required Texts</b></p> <ol style="list-style-type: none"><li>1. Singer, Peter &amp; Mason, Jim. <i>The Ethics of What We Eat. Why Our Food Choices Matter</i>. Emmaus, PA: Rodale Books [ISBN: 978-1-59486-687-6]</li><li>2. Pence, Gregory E. <i>The Ethics of Food: A Reader for the 20th Century</i>. Lanham: Rowman &amp; Littlefield Publishers, Inc. [ISBN: 978-0-7425-1334-1]</li><li>3. Berry, Wendell. <i>The Unsettling of America. Culture &amp; Agriculture</i>. Sierra Club Books, 1977. [ISBN: 978-0-87156-877-9]</li><li>4. Shiva, Vandana. <i>Stolen Harvest</i>. Cambridge: South End Press, 2000. [ISBN: 978-0-89608-607-4]</li></ol>
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## Course Description

Food Ethics is an examination of philosophical issues about food, including whether taste is subjective or objective, why different foods are acceptable to eat in some cultures but not in others, the moral permissibility of eating animals and animal products, and the impact of food production on the environment.

This course aims to give you an informed overview of how our food choices can impact us as ethical agents, and responsible members of a community and society.

We will investigate where our food comes from, whether we are justified in certain opinions about whether it is permissible to eat certain food. In particular, we will be looking at various arguments for restricting our eating habits—i.e., vegetarianism, veganism, only eating locally produced food, etc. We will analyze these arguments and consider objections and contrary opinions. The aim is two-fold: (i) to get you to think about the social, environmental, and ethical impact of your everyday food choices and (ii) to equip you with the analytical skills to recognize and assess philosophical arguments.

## Learning Outcomes

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

- assess one's own connection to their local and global food community
- explain and defend one's own ethical standpoint according to these ethical concepts introduced in class, especially in light of one's own eating habits
- demonstrate an understanding of historical, societal, and cultural differences in regards to food systems production arising from nationality, religion, political, and socioeconomic class.

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- explain historical, societal, and cultural differences underlying individual food choices
- articulate and evaluate regional, national or cross-national resistance movements and civic engagement efforts fighting the loss of local, indigenous and/or traditional food production systems

### Grading

#### Writing Assignments

There will be three 3-5 page papers. Due dates for the papers can be found on the reading schedule online. I will provide paper topics and more information about what is required for the paper several weeks before each due date. Rough drafts for the papers, while not required, are strongly encouraged.

- First paper/exam                      20 %    (Date: tba)
- Second paper/exam                    20 %    (Date: tba)
- Final paper/exam                      20 %    (Date: tba)

<u>Grading Scale</u>
A = 100% - 90%
B = 89% - 80%
C = 79% - 70%
D = 69% - 60%
F = ≤59%

Basic paper guidelines: Each paper has the same basic format. In your paper you will identify clearly and precisely a philosophical problem discussed in the reading and in class. You are to articulate succinctly the salient historical and cultural background to the social justice concerns and/or concerns of civic responsibility necessary to understand the essentials of the debate surrounding this ethical problem. Lastly, you are to take a reasoned position in this debate and defend this position against clearly defined and reasonable objections.

#### Projects: Group & Individual

These two projects, one a group project and one individual in nature, require students to identify and evaluate conflicts, compromises, and/or ethical dilemmas relating to food production systems and food consumption practices. In these projects, students shall demonstrate a basic understanding of effective and responsible participation in a diverse society.

- Group Project

Food Systems Blog                      15%

Groups will be established by the professor after the first week of classes. Details for this assignment can be found in the Handouts section of the class Blackboard site.

- Individual Project

Weekly Food Habits Journal    25%

Details for this assignment can be found in the Handouts section of the class Blackboard site.

#### Attendance

- Regular attendance is required and a necessary condition to succeed in this class.
  - If you are enrolled in this class, you are required to attend every class meeting.
  - Think of this class as you would a paying job. (In fact, it's a job you are paying for.) Don't miss, except for legitimate and exceptional circumstances. Be on-time. Come prepared and, while there, apply yourself.
  - Students are responsible for keeping track of their own attendance in class. Although the professor will provide attendance reports at certain points during the semester, lack of

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knowledge either of these attendance rules or the student's own attendance status is no excuse.

- Tardiness, especially if repeated, may result in a 5% deduction of the total grade.
- *Students bear the responsibility to make up missed work due to an excused absence.* Any and all excuses must be provided, ideally, before the absence or, at minimum, within one week of return to class. Excuses submitted later than one week upon return to class may not be accepted.
- Excused Absences
  - Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.
  - Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).
  - Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.
- Verification of Absences
  - Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

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

### **Academic Integrity**

By taking this class, you accept the injunction not to cheat and agree to have all or some of your assignments uploaded and checked by the anti-plagiarism or anti-cheating tools. Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. 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.

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

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### Accommodations

If you have a documented disability which requires academic accommodations, please contact the professor as soon as possible. In order to receive accommodations in this course, you must provide the recitation instructor with a Letter of Accommodation from the Disability Resource Center. If you have not already done so, please register with the Disability Resource Center (Room 2 Alumni Gym, 257-2754, [jkarnes@uky.edu](mailto:jkarnes@uky.edu)) for coordination of campus disability services available to students with disabilities.

<b><u>INTRODUCTION</u></b>		
	Week 1	<b>Introduction – Food Choices, Food Cultures, and Food Systems</b>
	Reading:	Pence, Chapter 1 – The Meaning of Food, p.1-4
<b><u>UNIT ONE: How our food choices affect and are affected by our culture.</u></b>		
	Week 2	<b>What is a food culture?</b>
	Reading:	Singer/Mason – Eating the Standard American Diet, 3-80
	Week 3	<b>Food, Culture, and Agriculture</b>
	Reading:	Berry – The Unsettling of America, 3-48
	Week 4	<b>The “Modern” Agricultural Ideal</b>
	Reading:	Berry – The Unsettling of America, 50-95
	Week 5	<b>Food Safety</b>
	Reading:	Pence – The Food Industry, 215-290
	Week 6	<b><i>Exam 1/Paper One: Agriculture and American Food Culture</i></b>
<b><u>UNIT TWO: The Politics of Personal Food Choice</u></b>		
	Week 7	<b>What Does Natural or Organic Mean?</b>
	Reading:	Singer/Mason – The Conscientious Omnivores, 83-134
	Week 8	<b>A Local Foods Economy</b>
	Reading:	Singer/Mason – The Conscientious Omnivores, 135-183
	Week 9	<b>The Global Foods Economy</b>
	Reading:	Shiva– Stolen Harvest, 1-56
	Week 10	<b>Seeds of a Food Democracy</b>
	Reading:	Shiva– Stolen Harvest, 79-128
	Week 11	<b><i>Exam 2/Paper Two: Local and Global Food Economies</i></b>
<b><u>UNIT THREE: The Ethics of Personal Food Choice</u></b>		

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	Week 12	<b>Eating Meat</b>
	Reading:	Pence: 26-50 Singer/Mason: 241-269
	Week 13	<b>Vegetarianism and Veganism</b>
	Reading:	Singer/Mason: 187-240
	Week 14	<b>The Threat of Starvation</b>
	Reading:	Singer/Mason: 54-79
	Week 15	<b><i>Final/Paper Three: The Ethics of Eating</i></b>

## PHI 205 Syllabus – Spring 2015

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### Potential Speakers

- Lee Meyer, Sustainable Ag Professor (Sustainable Ag)  
Topic: Sustainability Metrics (his research field)
- Chef Bob Perry (School of Nutrition and Dietetics)  
Topic: Heritage Food Production (meat, in particular)
- Keiko Tanaka (Sociology)  
Topic: Global Food systems
- Ashton Potter Wright  
Lexington City Government Local Foods Coordinator