

Philosop 2082F: Introduction to the Philosophy of Food

Course Outline 2023–24

Instructor: N/A

GTA: TBA

Student Hours: TBA

Contact: OWL Messages

LAND ACKNOWLEDGEMENT

We acknowledge that Western University is located on the traditional lands of the

**Fall Term 2023
Lecture (001)
Blended Course**

Anishinaabek, Haudenosaunee, Lūnaapéewak, and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g., First Nations, Métis, and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research, and community service.

COURSE DESCRIPTION

Few things we do, day-in and day-out, are as value-laden as eating. Unfortunately, most of those values are hidden from us, sometimes unintentionally but often intentionally so. Sometimes the values are hidden from us, but often we are complicit in hiding the values, and in hiding them even from ourselves.

The story of our conventional, industrialized food system, and our complicity in its development and continuation, is not a pleasant one. The material will make you feel uncomfortable. That cannot be avoided because the content is troubling. This course should provoke us to think critically and philosophically about this food system and its inherent problems. Students should be aware that at times the course material, and its implications for their own lives and actions, can be difficult and troubling.

COURSE GOAL

This course is about uncovering the values hidden by our food system and critically reflecting on them. The goal is to empower us to “see through the plate” and to change our personal relationship with the food that we eat by challenging, and changing, how we think about food, food values, and our food choices. The central notion behind the course is **sustainability** and becoming a more **critically reflective** eater.



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This course approaches philosophy as a way of life rather than as an academic discipline. It is a course in practical philosophy rather than theoretical or applied philosophy. For more information about this see the [Mellon Philosophy as a Way of Life project](#). This course is structured as an “[active learning](#)” course, rather than a straight-up lecture course. This means that it is structured around in-class activities that provide opportunities for self-discovery and peer-led learning. Classes will occur in the [Western Active Learning Space \(WALS\)](#). Regular attendance, preparation, and full engagement during class activities are essential to properly experiencing the course.

Topics that will be covered in the course include the industrialization of food production and processing, the corporatization of our food system in the hands of Big Ag and Big Food, the marginalization of family farmers and rural communities, environmental degradation, gender and gendered exploitation built into the structure of the food system, human rights and the exploitation of farm labour and farming communities, modern slavery and human trafficking, food justice, hunger and poverty, and climate change and agriculture.

Prerequisites: None

Antirequisites: None

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

WARNING

This course will require frequent, sometimes personal, and extended discussions of food, an individual’s relationship with food, and the role food does, can, or should play in one’s life. **Individuals with a history of eating or food disorders may find the material and the course difficult and traumatic.** If you have a history of eating or food disorders, I ask that you think twice about enrolling in this course and carefully consider the potential impacts on your recovery or continuing struggle with eating or food disorders. If you are currently experiencing an eating or food disorder, please seek professional help immediately [here](#) through the Student Development Centre. Please take care of yourself and your well-being first and foremost.



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PREFERRED NAMES AND PRONOUNS

If you prefer to be called something other than the name on file with the Registrar, please let us know. Please also feel free to specify the pronoun(s) you wish to be referred to by. If anyone mispronounces your name or forgets your preferred name/pronoun, please correct them. I always greatly appreciate being corrected when I mispronounce or forget someone's preferred name/pronoun.

COURSE LEARNING OUTCOMES

See [Appendix 1](#) for the alignment of the course learning outcomes with the program and Western degree learning outcomes.

By the end of this course, successful students will be able to:

1. **Compare and contrast** our industrialized, globalized food system with sustainable alternatives in conversation, writing, and other media.
2. **Acknowledge**, empathetically **assess**, and thoughtfully **question** the values hidden within our industrialized, globalized food system and sustainable alternatives in conversation, writing, and other media.
3. **Acknowledge** the consumer's role in and responsibility for the values of the industrialized, globalized food system, among others, in conversation and writing.
4. **Describe** and **explain** the values of sustainable eating in conversation and writing.
5. **Defend** and **justify** sustainable eating habits in conversation and writing.
6. **Use** effectively and with confidence a variety of professional apps and media to collaborate and in conducting professional discussions of politically, socially, and personally difficult material.
7. **Acknowledge** the food values underlying their own food choices in conversation and writing.
8. **Become** more sustainable eaters and display more sustainable food habits in daily life.

IClicker Cloud

We will be using iClicker Cloud for in-class activities and participation. iClicker Cloud is a centrally supported active learning tool. Information about the tool and Western's support of it can be located at Western's [eLearning Toolkit](#) and [Western ITS](#). See also the [iClicker website](#). This tool requires students to download an app to their laptop, smartphone, or tablet. Information about loading the app can be found at the iClicker website linked above and will be presented in class. We will be using this tool to track student attendance as well as for certain in-class activities. For more information about how we will be using iClicker Cloud, see [Appendix 2](#).

METHODS OF EVALUATION



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All assignments are due at 23:59:59 Eastern on their specified due dates and must be submitted via OWL. Assignments that have an automatic 48-hour grace period may be submitted via OWL as “late” but without any late penalty. To submit an assignment after the 48-hour grace period, when the OWL submission portal has closed, contact Dr. Hill and, if necessary, your Academic Dean, regarding an academic accommodation and alternative submission date. Assignments that are designated “Pass/Fail” will be scored as follows: Pass with distinction = 100; Pass = 70; Fail (with submission) = 40; No Submission = 0.

Food Journals with Reflections (30%)

CEL/Group Project (30%)

Weekly Reflection Assignments (20%)

Homework & In-class Activities (20%)

Food Journals with Reflections (30%) [Learning Outcomes: 3, 4, 5, 7, 8]

Students are required to keep a food journal tracking all the food and beverages that they consume. See [Appendix 4 for the assignment guidelines and examples of food journals](#). Each journal must contain a weekly reflection addressing a prompt pointing toward connections between students’ eating habits and the course contents. This prompt can be found within OWL. The food journals must be submitted for assessment three times during the term: Oct 6, Oct 27, and Nov 24.

CEL/Group Project (30%) [Learning Outcomes: 1, 2, 3, 4, 6, 7]

All students are required to actively participate in and complete a Group/CEL project. Details about this term’s group project can be found on OWL. Information about Community Engaged Learning (CEL) can be found [here](#). All students should review the information available here. Our Group/CEL project requires each student to contribute an average of 2 hours per week (outside of class time) over the entire term (September 18–December 8). Our CEL partner for this term is **TBD**.

The Group/CEL project will have three concrete deliverables:

- Report/Portfolio for use by the CEL partner **Due December 8**
- Academic Research Poster **Due December 1**
- Group, Public Oral Presentation **Due December 8**

The CEL/Group assignments are not eligible for the automatic grace period.

A grading rubric for the Group/CEL project can be found in [Appendix 4](#) and on OWL.

Weekly Reflection Assignments (20%) [Learning Outcomes: 1, 2, 3, 4, 5, 6, 7, 8]

Students are required to submit a reflective response to a prompt addressing the week’s content and/or in-class activity. The prompts are available in OWL Tests and Quizzes.



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Each reflection is due on the Monday following class. The Weekly Reflection Assignments are eligible for the automatic 48-hour grace period and will be graded Pass/Fail.

Homework & In-class Activities (20%) [Learning Outcomes: 1, 2, 3, 4, 5, 6, 7, 8]

Every in-person class session will involve some sort of activity or assignment that students are required to participate in or submit. In-class Activities are **not eligible** for the automatic 48-hour grace period and are only available to students who are physically present during the session. For students with legitimate reasons for being unable to attend in-person, an alternative assignment will be made available. Students must request the alternative assignment **BEFORE** the start of class (11:30 Eastern, Thursdays). Requests must be made via OWL Messages.

Homework activities are coordinated with the pre-class assignments. They are designed as formative assignments positioning you for full engagement and participation with the in-class activities. The assessment and value for each assignment will be announced with the release of the assignment.

Department Target Average Policy

The Philosophy Department has a policy requiring a 74 average for each 2nd-year course. The grades I assign will be in the OWL Gradebook. Should there be any discrepancy between the grade I recorded for you in OWL and your “official” grade reported by the Registrar, you should contact the Philosophy Department Undergraduate Chair for clarification and explanation. Western’s current policies and procedures for undergraduate student academic appeals can be found [here](#).

STUDENT ABSENCES

If you are unable to meet a course requirement due to illness or other serious circumstances, please follow the procedures below.

Assessments worth less than 10% of the overall course grade:

Please submit the assessment to Dr. Hill via OWL Messages before the final day of classes.

Assessments worth 10% or more of the overall course grade:

For work totaling 10% or more of the final course grade, you must provide valid medical or supporting documentation to the Academic Counselling Office of your Faculty of Registration as soon as possible. For further information, please consult the University’s medical illness policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

The Student Medical Certificate is available at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.



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Absences from Final Examinations

If you miss the Final Exam, please contact the Academic Counselling office of your Faculty of Registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in a 23-hour period, more than 3 exams in a 47-hour period).

REQUIRED TEXTS

Carolan, Michael. *The Real Cost of Cheap Food*. 2nd edition. New York: Routledge, 2018.
[Available at The Campus Bookstore or [via Weldon](#)]

OWL

Students are responsible for checking the course OWL site (<http://owl.uwo.ca>) on a regular basis for news and updates. This is the primary method by which information will be disseminated to all students in the class.

All course material will be posted to OWL: <http://owl.uwo.ca>.

If students need assistance with the course OWL site, they can seek support on the OWL Help page. Alternatively, they can contact the Western Technology Services Helpdesk. They can be contacted by phone at 519-661-3800 or ext. 83800.

PROFESSIONALISM

Education is a professional activity and campus is a professional environment. Everyone is expected to comport themselves in a manner appropriate for and conducive to such an environment. All academic activities, interactions, and conversations should be conducted in a respectful, inclusive, and professional manner. **Judgmental, belittling, shaming, rude, ridiculing, bullying, and all other such behavior, comments, and attitudes are inappropriate and will not be tolerated.** We require that all discussions be respectful and kind even when that discussion is critical, defensive, emotional, and contradictory.

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AUDIT

Students wishing to audit the course should consult with the instructor prior to or during the first week of classes.

DEPARTMENT OF PHILOSOPHY POLICIES

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The **Department of Philosophy Policies** which govern the conduct, standards, and expectations for student participation in Philosophy courses are available in the Undergraduate section of the Department of Philosophy website [here](#). It is your responsibility to understand the policies set out by the Senate and the Department of Philosophy, and thus ignorance of these policies cannot be used as grounds for appeal.

ACCOMMODATION

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department. Documentation shall be submitted, as soon as possible, to the Office of the Dean of the student's Faculty of registration, together with a request for relief specifying the nature of the accommodation being requested. The Western Policy on Accommodation for Medical Illness and further information regarding this policy can be found [here](#).

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

Accessibility Accommodation

Students with disabilities are encouraged to contact Accessible Education, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Accommodation_disabilities.pdf.

EVALUATION OF ACADEMIC PERFORMANCE

At least three days prior to the deadline for withdrawal from a course without academic penalty, students will receive an assessment of work accounting for at least 15% of their final grade. For 3000- or 4000-level courses in which such a graded assessment is impracticable, the instructor(s) must obtain an exemption from this policy from the Dean and this exemption must be noted on the corresponding course syllabus. In rare instances and at the Dean's discretion, other courses could receive a similar exemption, which also must be noted in the course syllabus.

For Philosop 2082F the following grade, which is worth **XX**% of your final grade, will be available prior to **XX** Nov 2023:

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FINAL COURSE SUBMISSION DATE

The last day of scheduled classes in any course will be the last day on which course assignments will be accepted for credit in a course. Instructors will be required to return assignments to students as promptly as possible with reasonable explanations of the instructor's assessment of the assignment.

ACADEMIC OFFENCES

Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, [here](#).

PLAGIARISM CHECKING

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and [Turnitin.com](#).

SUPPORT SERVICES

[Registrarial Services](#)

[Student Support Services](#)

[Services provided by the USC](#)

[Student Development Centre](#)

Academic Counselling

Your Home Faculty's Academic Counselling or Academic Advising Office will support or refer you whenever you have an issue that is affecting your studies, including information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic-related matters. Do not hesitate to reach out to them if you are struggling and unsure where to go for help. Contact info for all Faculties is here: https://registrar.uwo.ca/faculty_academic_counselling.html

Mental Health Support

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) for a complete list of options about how to obtain help.

Gender-based and sexual violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at

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https://www.uwo.ca/health/student_support/survivor_support/get-help.html.

To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Accessible Education

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. You may also wish to contact Accessible Education at

http://academicsupport.uwo.ca/accessible_education/index.html

if you have any questions regarding accommodations.

Learning Development and Success

Counsellors at the Learning Development and Success Centre <https://learning.uwo.ca>) are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

Digital Student Experience

Western University is committed to a thriving campus as we deliver our courses in the mixed model of both virtual and face-to-face formats. We encourage you to check out the Digital Student Experience website to manage your academics and well-being: <https://www.uwo.ca/se/digital/>.

USC

Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.

**Philosop 2202G:
[Western] Early Modern Philosophy**

Appendix 1 (Alignment of Learning Outcomes)

Dr. Benjamin Hill

Course Learning Outcomes	Aligned Philosophy Program Learning Outcomes	Aligned <u>Western Degree Learning Outcomes</u>
Articulate the major themes that animated philosophical discourse in the early modern period primarily in Western Europe in oral and written contexts.	HSp 1, 2, 3, 4, 5, 6 MajP 1, 2, 3, 4	1, 2, 3
Restate and Explain the primary theories and arguments examined in this course in oral and written contexts.	HSp 1, 2, 3, 4, 5, 6 MajP 1, 2, 3, 4	1, 2, 3
Question the theories and arguments presented by the figures and texts studied in oral and written contexts.	HSp 2, 4, 5, 6 MajP 2, 4	6, 7
Apply knowledge about the intellectual contexts of the figures and texts studied to interpretations of those texts in oral and written contexts.	HSp 2, 4 MajP 2, 4	3, 5, 6
Compare and Contrast interpretations of the figures and texts studied in oral and written contexts.	HSp 2, 4 MajP 2, 4	1, 3, 5, 6
Collect and Arrange premises and conclusion(s) from the texts studied into rigorous argument reconstructions in oral and written contexts.	HSp 2, 4, 7 MajP 2, 4, 6	3, 6
Construct coherent and plausible contextualist defenses of their own interpretations and reconstructions in oral written contexts.	HSp 4, 7, 8, 10 MajP 4, 6, 7, 8	4, 6
Evaluate from a contextualist standpoint the coherence and plausibility of interpretations in oral written contexts.	HSp 7, 8, 10 MajP 6, 7, 8	4, 6, 7



Philosop 2202G: [Western] Early Modern Philosophpphy

Appendix 2 (iClicker Cloud)

I will be using iClicker to make our class time more engaging. This will help me understand what you know, give everyone a chance to participate, and increase how much you learn in class. This will also provide you with feedback on how well you are comprehending course concepts, help you master challenging concepts, and allow you to review material after class.

Participating in my iClicker sessions will provide you with extra credit awarded to your Reading Review Questions grade. Students receive 2 pts extra credit for participating in the iClicker questions and 3 more points for getting the answer right.

You are required to participate with the iClicker student app on a smartphone, tablet, or laptop. It is your responsibility to follow the steps below to properly get added to my iClicker course in a timely fashion. It is also your responsibility to regularly check your iClicker records for any discrepancies and bring them to my attention.

Now the fun part! Participate in my iClicker class activities.

- I have turned on a GPS location requirement for iClicker in our class. If you are not physically in class when you try to join with iClicker, you will not be counted as present and will not be able to respond to my polling/quizzing questions.
 - You will need to allow the device you are using to reveal your location in order to successfully check in.
 - If you have any issues with your device's location settings, refer to the [Attendance Geolocation Troubleshooting Guide](#).
- When it's time for class, make sure you have selected my course from the main screen of iClicker.
 - Select the **Join** button that appears on your screen, then answer each question I ask in iClicker.
 - For short answer, numeric, and target questions, make sure you select **Send**.

Keep track of your attendance, review your work, and study after class in iClicker.

- You can review your attendance record in iClicker, making it easy for you to manage your course attendance.
- You can review your performance and participation in iClicker.

Philosophy 2202G: [Western] Early Modern Philosophy

Appendix 2 (iClicker Cloud)

Academic Integrity Information

iClicker activities fall under the provisions of our campus academic honesty policy. Students must not engage in academic dishonesty while participating in iClicker activities. This includes but is not limited to:

- Checking in while not physically in class
- Having another student check you into class
- Answering polling questions while not physically in class
- Looking at other students' devices while answering live questions
- Using more than one iClicker remote or account at a time

Any student found to be in violation of these rules will lose their iClicker points for the entire term and may be reported to the Academic Dean.

Need help with iClicker?

- If you are having trouble with your iClicker access code, check out this [guide to access code errors](#).
- If you are having issues connecting to the iClicker student app, check out these [iClicker connectivity tips](#).
- If you are having issues seeing your iClicker points, check out this [troubleshooting guide](#).
- Find answers to other questions and contact the iClicker Tech Support Team by visiting <http://iclicker.com/support> at any time.

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Appendix 3 (Reflection Guidelines and Rubric)

Self-reflection is a process of self-discovery through critically interrogating your own ideas and/or experiences and contrasting them with alternate possibilities. Successful self-reflection depends as much on the imagination (in formulating alternate possibilities) as on second-guessing and questioning your own ideas and experiences (critical interrogation). It has been helpfully characterized as:

In this course, the self-reflective exercises are the most powerful, valuable, and lasting

Self-reflection is “...the process of becoming critically aware of how and why our presuppositions have come to constrain the way we perceive, understand, and feel about our world; or reformulating these assumptions to permit a more inclusive, discriminating, permeable, and integrative perspective; and of making decisions or otherwise acting on these new understandings,” (Mezirow 1990).

learning experiences. Students are strongly encouraged to take them seriously and to use them well to diligently explore their own minds, attitudes, and beliefs.

Self-reflection is hard work and while it comes naturally to some students, others find it difficult and intimidating. Here are some hints and techniques to help you get started and be successful.

- Find a quiet place with no distractions; a place that you can turn inward, into yourself. Music can help to set the mood for introspective meditation and reflection.
- **TURN OFF THE DAMN PHONE AND ITS DINGING NOTIFICATIONS!!!** (At least while you are reflecting.)
- Take 5-10 minutes to settle and relax before beginning the reflective exercise.
- Plan on spending 30 minutes (or so) on the reflective exercise — spend at least 20 minutes engaged in self-reflection, thinking through the prompts and responding to the questions **before** writing up your thoughts and reflections.
- Focus on contrasts—compare what you believe or want to say with alternative perspectives. If it helps to think about how another person (your mother/father, romantic partner, mentor, etc.) would respond or react, do it.
- Before transitioning from the reflecting to the writing, recap the significant findings or discoveries that you made and how you’d like them to guide or change your behavior/attitudes/beliefs.
- The important thing about the exercise is the reflection, not the writing. Don’t sweat the writing! If you are the kind of person who thinks best while writing, go for it; but if you are not, think first and then write, and don’t be afraid to use a voice-to-text tool or some other way of getting your reflections down.



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Appendix 3 (Reflection Guidelines and Rubric)

- After receiving feedback on your assignment, take another 10 minutes or so to reflect on the exercise and the feedback. Think about how you could use that feedback to extend or deepen your discoveries and whether or not it helps you to guide or change yourself further.

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Appendix 3 (Reflection Guidelines and Rubric)

Reflection Assignments Grading Rubric				
Categories	Pass with Distinction	Pass	Fail	No Submission
Self-disclosure / Depth of Reflections	Seeks to understand food values by examining openly and in-depth your own experiences in the past as they relate to the topic, to illustrate points you are making. Demonstrates an open, non-defensive ability to self-appraise , discussing both growth and frustrations as they related to learning in class. Risks asking probing questions about self and seeks to answer these.	Seeks to understand food values by examining somewhat cautiously your own experiences in the past as they relate to the topic. Occasionally defensive or one-sided in your analysis. Asks some probing questions about self and engages minimally in seeking to answer these.	Little self-disclosure, minimal risk in connecting food values to personal experiences. Self-disclosure tends to be superficial and factual, without self-reflection.	
Integration of Food Journal Trends and Habits	In-depth synthesis of thoughtfully selected aspects of experiences related to the prompts. Makes clear connections between what is learned from outside experiences and the prompts.	Goes into considerable detail explaining some specific aspect of experiences related to the prompts. Makes specific connections between what is learned from outside experiences and the prompts.	Identify some general ideas or issues from yours experiences superficially related to the prompts.	
Integration of Assigned Course Materials (Readings, Websites, Movies)	Response demonstrates an in-depth reflection on, and personalization of , the theories, concepts, ideas presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided.	Response demonstrates a general reflection on, and personalization of , the theories, concepts, and/or ideas presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided.	Response demonstrates a lack of reflection on, or personalization of , the theories, concepts, and/or ideas presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, or supported by flawed arguments. Examples are not provided.	
Completeness	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly.	Response includes all components and minimally meets all requirements indicated in the instructions. Each question or part of the assignment is addressed.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed inadequately and/or not at all.	
Overall Assessment	100 Pass with Distinction Could not reasonably demand better work from a student at this level. The treatment of the ideas is insightful and deep. It may even display originality and philosophical acumen.	70 Pass Average work for students at this level. The treatment of the ideas is adequate but lacks depth, profundity, or insight.	40 Fail Inadequate work for students at this level. The treatment of the ideas is superficial or virtually non-existent.	0 No Submission Nothing to mark



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Appendix 4 (Food Journal Guidelines and Rubric)

People normally over-estimate the “goodness” of their food habits and overlook the own “bad” eating. This tendency is robust regardless of the determinates used for “good” and “bad.” If we are to have genuine engagement and conversations about our own food values and eating habits, we need to have an accurate idea of how we actually eat. The only way to accomplish this is to track our consumption. This is a primary role of the food journal in this course—to provide context and definition for our self-reflections on our food values. But it also affords us the opportunity for another type of reflective activity, namely reflection on how the course material is impacting our eating habits and our relationship with food. The weekly journal reflections are your chance to directly confront the divides between the type of eater that you are and the type of eater that you want to be. In this way, they are more personal than the Weekly Reflection Assignments, but they still should be philosophical in that they are incorporating the philosophical material from the course and detailing your reactions to that philosophical material.

Concrete Deliverable

- 200- to 300-word reflections embedded within your food journals addressing the weekly prompt

Assessment

- Eligible for the automatic 48-hour grace period
- Graded Pass/Fail
- **Due: October 8, October 27, and November 24.**

Learning Outcomes [3, 4, 5, 7, 8]

1. **Acknowledge** the consumer’s role in and responsibility for the values of the industrialized, globalized food system, among others, in conversation and writing.
2. **Describe** and **explain** the values of sustainable eating in conversation and writing.
3. **Defend** and **justify** sustainable eating habits in conversation and writing.
4. **Acknowledge** the food values underlying their own food choices in conversation and writing.
5. **Become** more sustainable eaters and display more sustainable food habits in daily life.



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Appendix 4 (Food Journal Guidelines and Rubric)

Reflection Assignments Grading Rubric				
Categories	Pass with Distinction	Pass	Fail	No Submission
Depth of the Reflections	Achieves real personal and philosophical insight into the food values reflected in the journal data.	Achieves some personal insight . It may achieve limited philosophical insight .	May achieve limited personal insights . It achieve little to no philosophical insights .	
Authenticity of Reflections	Seeks to understand food values by examining openly and in-depth your own experiences in the past as they relate to the topic, to illustrate points you are making. Demonstrates an open, non-defensive ability to self-appraise , discussing both growth and frustrations as they related to learning in class. Risks asking probing questions about self and seeks to answer these.	Seeks to understand food values by examining somewhat cautiously your own experiences in the past as they relate to the topic. Occasionally defensive or one-sided in your analysis. Asks some probing questions about self and engages minimally in seeking to answer these.	Little self-disclosure, minimal risk in connecting food values to personal experiences. Self-disclosure tends to be superficial and factual, without self-reflection .	
Incorporation of Course Materials in the Reflections	Response demonstrates an in-depth reflection on, and personalization of , the theories, concepts, ideas presented in the course materials to date. Viewpoints and interpretations are insightful and well supported . Clear, detailed examples are provided.	Response demonstrates a general reflection on, and personalization of , the theories, concepts, and/or ideas presented in the course materials to date. Viewpoints and interpretations are supported . Appropriate examples are provided.	Response demonstrates a lack of reflection on, or personalization of , the theories, concepts, and/or ideas presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, or supported by flawed arguments . Examples are not provided .	
Completeness of Data	Journal is not missing any days/meals. It is not missing any reflections. Each aspect of the reflection prompts are thoroughly addressed .	Journal is not missing any reflections. Aspects of a reflection prompt are not addressed or addressed superficially . Journal may be missing occasional meals.	Journal is missing reflection(s). Journal is missing meals or even days of data.	
Overall Assessment	100 Pass with Distinction Could not reasonably demand better work from a student at this level. The treatment of the ideas is insightful and deep . It may even display originality and philosophical acumen .	70 Pass Average work for students at this level. The treatment of the ideas is adequate but lacks depth, profundity, or insight .	40 Fail Inadequate work for students at this level. The treatment of the ideas is superficial or virtually non-existent .	0 No Submission Nothing to mark

