

# Philoso 2082F: Introduction to the Philosophy of Food

## Course Outline 2022–23

## Dr. Benjamin Hill

**Fall Term 2022**  
**Lecture UCC 66**  
**MWF, 12:30–13:20**

**Instructor: Benjamin Hill** (he/him/his)  
**STVH 3140**  
**519.661.2111 (x80143)**  
**Office Hours: MTh 09:00–10:00**  
**Email: Please use OWL Messages**  
**Emergencies Only: [bhill28@uwo.ca](mailto:bhill28@uwo.ca)**

### LAND ACKNOWLEDGEMENT

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

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

### 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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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.

### **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.



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## 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.

## METHODS OF EVALUATION

All assignments are due at 23:59:59 on their specified due dates and must be submitted via OWL. Assignments that have an automatic 48-hour grace period (everything except the Group project and the homework and in-class assignments) 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 closes, contact Dr. Hill and, if necessary, your Academic Dean, regarding an academic accommodation and alternative submission.

**Reflective Food Journals (40%)**

**Group Project (30%)**

**Quizzes (20%)**

**Homework and In-class Assignments (10%)**

**Reflective Food Journals (40%)** [Learning Outcomes: 3, 4, 5, 6, 7, 8]

All students are required to complete a food journal throughout the term. Students are required to submit four (4) Reflections (minimum 300-word each; minimum 1200 words in total) regarding their eating habits and food values as documented in their food journals. The food journal should include everything you eat and drink: meals, snacks, coffee/smoothies, beer/alcohol, etc. Journals that are substantially incomplete, anomalous, or appear to be fraudulent will be flagged and, if unexplained, the associated reflective assignment may be given a score of 0. The goal behind the food journals is self-

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discovery and the promotion of reflective eating habits. You will personally gain more from it the more attention you put into it.

- Reflection #1 **Due September 23** [ungraded, qualitative feedback only]
- Reflection #2 **Due October 21** [worth 8%]
- Reflection #3 **Due November 18** [worth 12%]
- Reflection #4 **Due December 2** [worth 20%]

These assignments are eligible for the automatic grace period. Advice on good practices for reflection and a rubric for the Journal Reflections assignment can be found in [Appendix 2](#) and on OWL.

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

All students are required to actively participate in and complete a Group project. Groups will be randomly assigned by Dr. Hill. This year's theme is the campus food system: **Develop a vision of an ideal campus food system and devise a strategy for encouraging student support and participation in such a system.** More details about this term's group project will be posted to OWL. Our Group project requires each student to contribute an average of 2 hours per week (outside of class time) over the entire term (September 19–December 8).

The Group project will have three concrete deliverables:

- Report/Portfolio **Due December 8**
- Academic Research Poster **Due December 1**
- Group, Public Oral Presentation **Due December 7**

**These assignments are not eligible for the automatic grace period.** A grading rubric for the Group project can be found in [Appendix 3](#) and on OWL.

#### **Quizzes (20%)** [Learning Outcomes: 1, 2, 3, 4]

Students are required to complete three self-administered, timed quizzes over all the assigned readings. The quizzes may include multiple choice, true/false, fill-in-the-blank, or short answer questions. The quizzes will be available via OWL "Quizzes and Tests" during a 72-hour window and are to be completed during that period. There is no Final Examination for this course. All quizzes will be open-book, open-note, and open-resource. Students, however, are not to collaborate, discuss, consult with one another, or jointly complete the quizzes; completing the quizzes must be an individual effort for each student. An honor pledge will be included with each quiz. The quizzes will cover all the materials in the assigned readings.

- Quiz #1, **September 26–29** [worth 5%]
- Quiz #2, **October 24–27** [worth 7%]
- Quiz #3 **November 14–17** [worth 8%]

Students may request that the window for writing any quiz be adjusted based on their schedules. A grading rubric for Short Answer Questions can be found in [Appendix 4](#) and

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on OWL. Rubrics seem unnecessary for the multiple choice, true/false, and fill-in-the-blank questions.

**Homework and In-class Activities (10%)** [Learning Outcomes: 1, 2, 3, 4, 5, 6, 7, 8]  
Students will be asked to submit for assessment and grading various exercises and projects. Details will be posted in OWL under “CALENDAR” on the date it is due. They may consist of activities completed during class time or outside of class as homework. **There is no grace period for items due in-class.** Each student’s two lowest scores will be dropped and their average across all the remaining assignments will then be calculated. The value of each assignment will depend on the total number of submissions requested of the class. Student should expect to submit 1–2 assignments per week of classes. Assignments that are deemed “Pass/Fail” will be scored as follows: Pass = 100; Fail (with submission) = 40; No Submission = 0.

**Extra Credit and Prize Opportunities** [Learning Outcomes: 3, 4, 5, 6, 7, 8]  
Opportunities for extra credits or prizes may be made available throughout the term. Some may be for extra credit on the score of a particular assignment; some may be for extra credit on one’s course grade. All opportunities will be announced in class and on OWL with the expectations and potential credits specified.

- **ExCr Opportunity #1: “Instagram Selfies,” Due November 30**  
Students will receive ONE (1) point added on top of their final course average for posting a selfie of themselves participating in a Local Food Event. Requirements: The event and/or the organization running it should be evident in the selfie, the organization and Prof. Hill (@drbenjaminhill1) (@foodphil) must be tagged, #westernu and the course hashtags (#2082introphilfood, #introphilfood2022) must be used, and students must state the relevance of the event for sustainable eating and to our course material. Students who are not Instagram users or who do not wish to publicly share their activities may complete this ExCr Opportunity by uploading their selfie and accompanying text to the OWL Dropbox and informing Dr. Hill of their submission. Students may be credited with this once per month during Fall term (for a potential total of 3 points).

### Essay Course Word Count

As a course that satisfies the senior level essay course requirement, students enrolled in this course should expect to submit a minimum of 3000 words of written work.

### Department Target Average Policy

The Philosophy Department has a policy requiring a 74 average for each 2<sup>nd</sup> 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



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clarification and explanation. Western's current policies and procedures for undergraduate student academic appeals can be found [here](#).

#### REQUIRED TEXTS

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

#### COURSE SOCIAL MEDIA

In addition to our official OWL site, we have a course website and blog as well as social media presence.

Website and blog: <http://www.philosophyoffoodblog.wordpress.com>

Facebook public page: <http://www.facebook.com/foodphil>

Instagram: <https://www.instagram.com/drbenjaminhill/>

Twitter: <https://twitter.com/DrBenjaminHill1>

To receive credit for any public event or social media challenge, your posting must include the official course tags. Students without any social media presence or who wish not to post anything that might compromise their personal privacy to social media should contact Prof. Hill regarding alternative ways of documenting their participation or meeting the social media challenge(s).

@drbenjaminhill1

@foodphil

#2082introphilfood

#introphilfood2022

#westernu

#### 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.

In this class and during some of its activities, you may be sharing your food journals and discussing your food choices and food habits with others. Anyone uncomfortable sharing their food journal may request an alternative activity or work-around. Group and peer discussions surrounding food journals, personal food choices, and personal food values may be difficult for some. Everyone is reminded to be professional when sharing and discussing these. **Judgmental, belittling, shaming, rude, ridiculing, bullying, and all other such behavior, comments, and attitudes are inappropriate and will not be tolerated.** Food is a powerful conduit directly attached to people's self-identity, body image, cultural identity, moral self, and self-esteem. Sometimes, discussing



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people's food values and eating habits can be difficult and it needs to be approached respectfully. **We require that all discussion be respectful and kind even when that discussion is critical, defensive, emotional, and contradictory.**

### 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

The **Department of Philosophy Policies** which govern the conduct, standards, and expectations for student participation in Philosophy courses is 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 of 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](#).

### EVALUATION OF ACADEMIC PERFORMANCE

At least three days prior to the deadline for withdrawal from a course without academic penalty, students will receive 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 Phil 2082F the following grades will be available prior Nov 5, a total of 20% of your final grade:

- First Quiz (5%)
- Second Quiz (7%)
- Reflections #1 and #2 from the Food Journal (8%)

### COURSE ASSIGNMENT



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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](#)

Students who are in emotional/mental distress should refer to [Mental Health@Western](#) for a complete list of options about how to obtain help. Immediate help in the event of a crisis can be had by phoning 519.661.3030 (during class hours) or 519.433.2023 after class hours and on weekends.

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**Appendix 1 (Alignment of Learning Outcomes)**

**Dr. Benjamin Hill**

<b>Course Learning Outcomes</b>	<b>Aligned Philosophy Program Learning Outcomes</b>	<b>Aligned <u>Western Degree Learning Outcomes</u></b>
Compare and contrast our industrialized, globalized food system with sustainable alternatives in conversation, writing, and other media.	HSp 1, 2, 6 MajP 1, 2, 5,	1, 2, 3
Acknowledge, empathetically assess, and thoughtfully question the values hidden within our industrialized, globalized food system and sustainable alternatives in conversation, writing, and other media.	HSp 1, 2, 6, 8 MajP 1, 2, 5, 7	2, 3, 5, 6,
Acknowledge the consumer's role in and responsibility for the values of the industrialized, globalized food system, among others, in conversation and writing.	HSp 1, 2, 6, 8, 10 MajP 1, 2, 5, 7, 8	2, 3, 5, 6
Describe and explain the values of sustainable eating in conversation and writing.	HSp 1, 6, 8, 10 MajP 1, 5, 7, 10	1, 2, 3, 5
Defend and justify sustainable eating habits in conversation and writing.	HSp 1, 7, 8, 10 MajP 1, 6, 7, 8	1, 2, 3, 5, 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.	HSp 7, 8 MajP 6, 7	3, 6, 7
Acknowledge the food values underlying their own food choices in conversation and writing.	HSp 1, 8, 10 MajP 1, 7, 8	4, 6
Become more sustainable eaters and display more sustainable food habits in daily life.	HSp 1, 8, 10 MajP 1, 7, 8	4



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### Appendix 2 (Reflection Guidelines and Rubric)

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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

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*“...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).*

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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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- 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 2 (Reflection Guidelines and Rubric)

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Reflection Assignments Grading Rubric					
Categories	Exemplary (4 +/-)	Superior (3 +/-)	Adequate (2 +/-)	Inadequate (1 +/-)	
Self-disclosure / Depth of Reflections	Seeks to understand food values by examining <b>openly and in-depth</b> your own experiences in the past as they relate to the topic, to illustrate points you are making. Demonstrates an <b>open, non-defensive ability to self-appraise</b> , discussing both growth and frustrations as they related to learning in class. <b>Risks asking probing questions</b> about self and seeks to answer these.	Seeks to understand food values by examining <b>somewhat cautiously</b> your own experiences in the past as they relate to the topic. <b>Occasionally defensive or one-sided</b> in your analysis. Asks <b>some probing questions</b> about self and <b>engages minimally</b> in seeking to answer these.	Seeks to understand food values by examining <b>cautiously</b> your own experiences in the past as they relate to the topic. <b>Often defensive or one-sided</b> in your analysis. Asks <b>some probing questions</b> about self, but <b>does not engage</b> in seeking to answer these.	<b>Little self-disclosure, minimal risk</b> in connecting food values to personal experiences. Self-disclosure tends to be <b>superficial and factual, without self-reflection</b> .	
Integration of Food Journal Trends and Habits	<b>In-depth synthesis of thoughtfully selected</b> aspects of experiences related to the prompts. Makes <b>clear connections</b> between what is learned from outside experiences and the prompts.	Goes into <b>considerable detail explaining some specific aspect</b> of experiences related to the prompts. Makes <b>specific connections</b> between what is learned from outside experiences and the prompts.	Goes into <b>some detail explaining some specific aspect</b> of experiences related to the prompts. Makes <b>general connections</b> between what is learned from outside experiences and the prompts.	Identify some <b>general ideas or issues</b> from yours experiences <b>superficially related</b> to the prompts.	
Integration of Assigned Course Materials (Readings, Websites, Movies)	Response demonstrates an <b>in-depth reflection on, and personalization of</b> , the theories, concepts, ideas presented in the course materials to date. Viewpoints and interpretations are <b>insightful and well supported. Clear, detailed</b> examples are provided.	Response demonstrates a <b>general reflection on, and personalization of</b> , the theories, concepts, and/or ideas presented in the course materials to date. Viewpoints and interpretations are <b>supported. Appropriate</b> examples are provided.	Response demonstrates an <b>adequate reflection on, and personalization of</b> , the theories, concepts, and/or ideas presented in the course materials to date. Viewpoints and interpretations are <b>mostly unsupported</b> . Examples are <b>not provided or are irrelevant</b> to the assignment.	Response demonstrates a <b>lack of reflection on, or personalization of</b> , the theories, concepts, and/or ideas presented in the course materials to date. Viewpoints and interpretations are <b>missing, inappropriate, or supported by flawed arguments</b> . Examples are <b>not provided</b> .	
Completeness	Response includes <b>all components and meets or exceeds all requirements</b> indicated in the instructions. Each question or part of the assignment is <b>addressed thoroughly</b> .	Response includes <b>all components and minimally meets all requirements</b> indicated in the instructions. Each question or part of the assignment is <b>addressed</b> .	Response is <b>missing some components and/or does not fully meet the requirements</b> indicated in the instructions. <b>Some</b> questions or parts of the assignment are <b>not addressed</b> .	Response <b>excludes essential components and/or does not address the requirements</b> indicated in the instructions. <b>Many</b> parts of the assignment are <b>addressed inadequately and/or not at all</b> .	
Overall Assessment	<b>100–80</b> <b>Could not reasonably demand better</b> work from a student at this level. <b>4 or greater in all areas</b> of the rubric.	<b>79–70</b> <b>Above average</b> work for students at this level. <b>May include a 2+ in one area, if outweighed by exemplary and strongly superior</b> marks in the remaining areas.	<b>69–60</b> <b>Average</b> work for students at this level. <b>May include exemplary marks (3- or greater) in one or two areas that are overwhelmed by adequate</b> marks in the other areas.	<b>59–50</b> <b>Below average</b> work for students at this level. May include a 2- in one area that is overwhelmed by inadequate marks or in the other areas.	<b>49&gt;</b> <b>Failing</b> work. No submission, submission formally unacceptable, or so poorly completed as to warrant no credit.



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## Appendix 3 (Group Project Rubric)

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Group Project/CEL Grading Rubric					
Categories	Exemplary (4 +/-)	Superior (3 +/-)	Adequate (2 +/-)	Inadequate (1 +/-)	
<b>CEL Deliverable</b>	The deliverable's <b>usefulness exceeds expectations</b> . The deliverable <b>substantially strengthens</b> the community partner's capabilities and its ability to pursue its mission because of its <b>exceptional completeness and depth</b> . Its organization, details, and level of professionalism are of <b>the highest caliber</b> .	The deliverable's <b>usefulness is clear and appropriate</b> . The deliverable <b>contributes to</b> the community partner's capabilities and its ability to pursue its mission because of its <b>adequate completeness and depth</b> . Its organization, details, and level of professionalism are <b>appropriate</b> .	The deliverable's <b>potential usefulness is discernable</b> . The deliverable <b>might contribute to</b> the partner's capabilities and its ability to pursue its mission because of its degree of <b>completeness</b> . Its organization, details, and level of professionalism are <b>what one would expect of students at this level</b> .	The deliverable's <b>usefulness is minimal</b> . The deliverable with further development <b>might contribute to</b> the partner's capabilities and its ability to pursue its mission. Its organization, details, and level of professionalism are <b>what lower than one would expect of students at this level</b> .	
<b>Academic Poster</b>	The poster <b>effectively and powerfully conveys</b> the project's importance for the community partner. <b>Explains in detail</b> how the project contributes to building a local sustainable food system. Includes <b>many significant and insightful reflections</b> on how the project enhanced the group's engagement, mastery, and appreciation of the material.	The poster <b>appropriately conveys</b> the project's importance for the partner. <b>Adequately explains</b> how the project contributes to building a local sustainable food system. Includes reflections <b>some of which are important or insightful</b> regarding how the project enhanced the group's engagement, mastery, and appreciation of the material.	The poster <b>somewhat conveys</b> how the project is <b>in some way</b> important for the partner. Offers <b>some</b> relevant explanation for how the project contributes to building a local sustainable food system. Includes a <b>few insightful or novel</b> reflections regarding how the project enhanced the group's engagement, mastery, and appreciation of the material.	The poster <b>minimally conveys</b> how the project is <b>perhaps</b> important for the partner. Offers <b>little</b> relevant explanation for how the project contributes to building a local sustainable food system. Includes <b>no insightful or novel</b> reflections regarding how the project enhanced the group's engagement, mastery, and appreciation of the material.	
<b>Group Oral Presentation</b>	The presentation offers a <b>highly polished and highly detailed</b> summary of the project's contributions to the community partner's mission. It <b>powerfully engages</b> listeners and <b>effectively conveys</b> how the project contributed to student development. Questions are <b>deftly and compellingly answered or resolved</b> .	The presentation offers an <b>appropriately cogent and somewhat detailed</b> summary of the project's contributions to the partner's mission. It <b>engages</b> listeners and <b>explains</b> how the project contributed to student development. Questions are <b>reasonably answered or resolved</b> .	The presentation offers an <b>impressionistic</b> overview of the project's contributions to the partner's mission. It <b>somewhat engages</b> listeners and <b>weakly explains</b> how the project contributed to student development. <b>Some</b> questions are <b>reasonably answered or resolved</b> with <b>some searching and effort</b> .	The presentation is <b>vague and insubstantial, confused, inconsistent, or irrelevant</b> . It says <b>little to nothing</b> about the project's contributions to the partner's mission or to student learning and development. Questions are <b>not adequately answered or reveal confusion or a lack of engagement</b> with the project.	
<b>Application of Course Material and/or Knowledge to the Project</b>	It is <b>exceedingly evident</b> that material from the course was <b>effectively utilized</b> in pursuing the project. <b>No</b> relevant segment or topic was <b>overlooked or omitted</b> . Reflective elements <b>clearly reference</b> material enhanced by completing the project.	It is <b>evident</b> that course material was <b>appropriately utilized</b> . <b>No relevant segment is missing</b> , though <b>some topics</b> may have been <b>overlooked</b> . Reflective elements <b>appropriately reference</b> material enhanced by completing the project.	There is <b>some evidence</b> that course material was <b>utilized</b> . <b>Some</b> relevant segments or relevant topics of course material were <b>omitted</b> . Reflective elements of the poster and oral presentation are <b>insubstantial or fail to clearly connect</b> to material.	There is <b>little to no evidence</b> that course material was utilized in pursuing the project. <b>Many</b> relevant topics and elements from the course material are <b>missing</b> . Reflective elements of the poster and oral presentation are <b>missing or fail to connect</b> to course material.	
<b>Overall Assessment</b>	<b>100–80</b> Could not reasonably demand better work from a student at this level. <b>4 or greater in all areas</b> of the rubric.	<b>79–70</b> Above average work for students at this level. <b>May include a 2+ in one area, if outweighed by exemplary and strongly superior marks</b> in the remaining areas.	<b>69–60</b> Average work for students at this level. <b>May include exemplary marks (3- or greater) in one or two areas that are overwhelmed by adequate marks</b> in the other areas.	<b>59–50</b> <b>Below average</b> work for students at this level. May include a 2- in one area that is overwhelmed by inadequate marks or in the other areas.	<b>49&gt;</b> <b>Failing</b> work. No submission, submission formally unacceptable or so poorly completed as to warrant no credit.

**Philoso 2082F:**  
**Introduction to the Philosophy of Food**  
**Appendix 4 (Exam Short Answer Rubric)**

**Dr. Benjamin Hill**

Examination Short Answer Grading Rubric				
Categories	Exemplary (4 +/-)	Superior (3 +/-)	Adequate (2 +/-)	Inadequate (1 +/-)
<b>Accuracy</b>	Response makes <b>effective and powerful</b> use of course material. Material is <b>not misrepresented or misdirected</b> and is <b>not confused or vaguely</b> presented. <b>No corrections, qualifications, or clarifications</b> need to be read into the response.	Response makes <b>good</b> use of course material. Material is <b>not misrepresented or misdirected</b> and is <b>not confused or confusingly</b> presented. <b>Minimal corrections, qualifications, or clarifications</b> need to be read into the response.	Response uses course material in a rather appropriate way. Material is <b>not misrepresented or misdirected</b> , and the text is suggestive of only minimal confusions. <b>Some corrections, qualifications, or clarifications</b> must be read into the response for it to be <b>coherent and truthful</b> .	Response uses course material inappropriately, if at all. Material may be <b>misrepresented or misdirected</b> , and the text is suggestive of substantial confusions. <b>Corrections, qualifications, or clarifications</b> must be read into the response <b>before</b> it can be <b>considered cogent and coherent</b> .
<b>Relevance</b>	Presents ideas and material that are <b>most apt</b> for responding to the question/prompt and only such ideas and material. Remains <b>clearly and tightly focused</b> on the issues raised by the prompt. Is <b>not distracted</b> by tangential ideas.	Presents ideas and material that are <b>adequate</b> for responding to the question/prompt. Remains <b>attentive to</b> the issues raised by the prompt. Is <b>rarely distracted</b> by asides and tangential ideas.	Presents ideas and material that are <b>somewhat appropriate</b> for responding to the question/prompt. Remains <b>somewhat attentive to</b> the issues raised by the prompt. Is <b>rather distracted</b> by asides and tangential ideas.	<b>Fails</b> to present material <b>at all appropriate</b> for responding to the question/prompt or that is so <b>blended with inappropriate</b> material as to warrant begin downgraded. Does <b>not stick</b> to the issues raised by the prompt. Does <b>not adequately address</b> the issues raised.
<b>Philosophical Depth and Significance</b>	Presents <b>insightful and well-supported</b> analyses or reflections directed at <b>core primary ideas or key logical moves</b> in the material. Responses <b>exceed the depth and level of sophistication</b> expected of students at this level.	Presents analyses or reflections with an <b>appropriate degree of support</b> . Attention is directed at <b>important ideas or ideas central to</b> the topic. Responses <b>somewhat exceed the depth and level of sophistication</b> expected of students at this level.	Presents <b>some</b> critical analyses or reflections with <b>limited or unclear support</b> . Attention is <b>sometimes directed</b> at important or relevant ideas. References to the course material are <b>general, vague, or fail to support</b> the analyses being offered.	Critical analysis and reflection are <b>absent or directed only at minor</b> details of the topic. Attention is <b>rarely directed</b> at important or relevant ideas. References to the course material are <b>non-existent or confused and incorrect</b> .
<b>Completeness</b>	Response includes <b>all components</b> and <b>meets or exceeds all specifications</b> laid out in the prompt. Each part of the question/prompt is <b>addressed thoroughly</b> .	Response includes <b>all components</b> and <b>minimally meets all specifications</b> laid out in the prompt. Each part is <b>addressed</b> .	Response is <b>missing some components</b> and/or <b>does not fully meet the specifications</b> laid out in the prompt. Some parts are <b>not addressed</b> .	Response <b>excludes essential components</b> and/or <b>does not address the specifications</b> laid out in the prompt. <b>Many</b> parts are <b>addressed inadequately or not at all</b> .
<b>Overall Assessment</b>	<b>100–80</b> Could not reasonably demand better work from a student at this level. <b>4 or greater in all areas</b> of the rubric.	<b>79–70</b> Above average work for students at this level. <b>May include a 2+ in one area, if outweighed by exemplary and strongly superior</b> marks in the remaining areas.	<b>69–60</b> Average work for students at this level. <b>May include exemplary marks (3- or greater) in one or two areas that are overwhelmed by adequate</b> marks in the other areas.	<b>59–50</b> Below average work for students at this level. May include a 2- in one area that is overwhelmed by inadequate marks or in the other areas. <b>49&gt;</b> <b>Failing</b> work. No submission, submission formally unacceptable or so poorly completed as to warrant no credit.

