

Philosophy of Food (PHIL 105)

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January 21, 2016

Bulletin

A wide-ranging examination of the philosophical, political, social, and economic aspects of food, its production and consumption. Topics include the ethical treatment of animals, factory farming, food justice, the relation of food to social and religious identity, and climate change.

Ace Requirements & Outcomes

SLO5 Proposal

Use knowledge, historical perspectives, analysis, interpretation, critical evaluation, and the standards of evidence appropriate to the humanities to address problems and issues.

1. Describe opportunities students should have to learn the outcome. How is the learning objective embedded in the course?

The purpose of this class is to focus on a topic of central interest—food—and the philosophical, political, and economic questions that arise from its consideration. In every case, students will be engaged in the use of analysis, interpretation, and critical evaluation to address philosophical problems and issues. The class will focus on reasons for and against adopting various conclusions on a wide range of issues, and will explore the cogency of the reasons offered. Another goal of this course is that students will work out their own positions and come to better understand opposing views. In the course of examining these reasons, they

will become familiar with various philosophical approaches, and they will explore how various positions are amenable to justification.

2. Describe student work that will be used to assess student achievement of the outcome and explain how the students demonstrate the knowledge and skills specified by the outcome.

Students will be asked to interpret, analyze, and critically evaluate philosophical views and arguments through a variety of instruments, but largely through examinations or paper assignments

3. As part of the ACE certification process, the department/unit agrees to collect and assess a reasonable sample of students work and provide reflections on students achievement of the Learning Outcomes for its respective ACE-certified courses. Please comment on your plans to develop a process to collect and evaluate student work over time for the purpose of assessing student success for this ACE outcome.

For purposes of assessment, the department commits to collection and analyzing a reasonable sample of student work. The material will be reviewed by the appropriate department subcommittee, which will assess student achievement, and, when necessary, make recommendations for enhancing achievement. The department will archive the samples along with the results of the review and any recommendations.

SLO8 Proposal

Explain ethical principles, civics, and stewardship, and their importance to society.

1. Describe opportunities students should have to learn the outcome. How is the learning objective embedded in the course?

The purpose of this class is to focus on a topic of central interest—food—and the philosophical, political, and economic questions that arise from its consideration. In every case, students will be engaged in the use of analysis, interpretation, and critical evaluation to address philosophical

problems and issues. Stewardship, i.e., managing or guiding something, is implicit in any discussion of ethics, for it is by our ethical principles that we manage and guide our own behavior and try to influence the world around us. Stewardship will more explicitly be discussed in the context of animal rights, climate change, and the consideration of how best to moral, religious, and cultural commitments. The class will examine the social importance of ethics, civic responsibility, and stewardship, including reasons for and against adopting various courses of action, and will explore the cogency of the reasons offered. Students will work out their own positions and come to better understand opposing views. In the course of examining these reasons, they will become familiar with various philosophical approaches, and they will explore how various positions are amenable to justification.

2. Describe student work that will be used to assess student achievement of the outcome and explain how the students demonstrate the knowledge and skills specified by the outcome.

The ability to reason critically and knowledgeably and to apply ethical principles to ethical issues regarding socially important civic responsibilities and to ethical issues regarding stewardship of socially important values will be assessed through a variety of instruments, but largely through examinations or paper assignments.

3. As part of the ACE certification process, the department/unit agrees to collect and assess a reasonable sample of students work and provide reflections on students achievement of the Learning Outcomes for its respective ACE-certified courses. Please comment on your plans to develop a process to collect and evaluate student work over time for the purpose of assessing student success for this ACE outcome.

For purposes of assessment, the department commits to collection and analyzing a reasonable sample of student work. The material will be reviewed by the appropriate department subcommittee, which will assess student achievement, and, when necessary, make recommendations for enhancing achievement. The department will archive the samples along with the results of the review and any recommendations.