

WCWP 10B, Spring Quarter 2011: Food and Ethics

Sections 13,14 MW 2:00-3:20 / 3:30-4:50

Instructor: Gil Hertshen

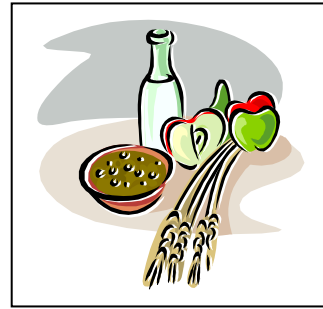
Classroom: EBU3B, Room 1117

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Required texts

Food and Ethics, Spring 2011 10B Course Reader

A Rulebook for Arguments, 4th ed., by Anthony Weston

The Omnivore's Dilemma by Michael Pollan

(all available at the university bookstore)

Required materials

One manila file folder, 8.5" X 11", tabbed on the 11" side

Approximately \$10 to cover printing and photocopying costs

Class websites

Warren College Writing Program: <http://warren.ucsd.edu/academics/warren-writing/index.html>

Online Writing Lab: <http://owl.english.purdue.edu/>

Course description and objectives

What we eat and our relationship to food have changed dramatically during the past few centuries. Some contemporary critics, like author Michael Pollan, even doubt that what we eat can be called “food” anymore. This course will consider debates about what we should eat, how we think about what we eat, and why our food choices matter. Does it matter what we eat? If so, why? Do we have moral obligations related to food? What are they? We will consider arguments that explore key cultural, technological, social, political, economic, and historical forces that affect and help shape our relationship with food. To do so, we will examine a range of arguments from a variety of sources to better understand the complexities involved and the range of principles and interests at stake. Effective argumentation is central to sound academic work, and scholars are expected to support their conclusions with valid reasons and relevant evidence. Evaluating and responding to the arguments of others, as well as developing and supporting our own arguments, will be the focus of our writing assignments.

Course Policies and Requirements

Portfolios: You must maintain a portfolio (in a manila folder) containing all of the work you do for this class. The instructor will return papers after reading and commenting on them. You are responsible for keeping them in your portfolio. At the end of the quarter, you must submit your portfolio with all of your writing assignments. You must include the copies with the instructor's comments/grades on them. Students may pick up their portfolios after the second week of the following quarter.

Attendance: Attendance is mandatory. The workshop nature of the course requires participation, and you must attend to participate. No more than two absences are permitted during the quarter. Missing a scheduled conference is considered an absence. Lateness is not accepted, and being more than five minutes late twice is equal to one absence. Text messaging, e-mailing and web surfing during class are not allowed, and violations will count as an absence. Students who are on the waiting list should attend class; if students on the waiting list miss the first day of class, they may be excused for that day only. Any exceptions made to this policy must be reviewed and approved by the assistant director of the writing program.

Copies for workshops: On workshop days, it is expected that you come prepared with copies of your assignment to discuss with the class and/or your group. The number of copies needed is described in the writing assignments and will be discussed in class. You must come to class on time with the appropriate number of copies for distribution. Failure to do so may result in a late or absent mark.

Late papers: No late papers will be accepted, including drafts and revisions, unless you make special arrangements with the instructor. Late papers are subject to grade penalties at the discretion of the instructor.

Paper format: Papers must be stapled, typed and double-spaced. Submit assignments in black ink on 8.5" X 11" white paper. Use a non-decorative 12-point font, such as Times New Roman, and use 1" margins. Do not include title pages. Include your name, instructor name, assignment number and date on the first page. Include page numbers on all pages. Use the OWL website or a current MLA style guide for style, grammar, format and citation questions. Include a Works Cited page for each graded assignment (all sources cited must be included).

Non-sexist language: Please refer to the non-sexist language suggestions on the Online Writing Lab website. Warren Writing allows use of the singular *they* to resolve the problem of indefinite pronoun references in written and spoken English.

Students with disabilities: Students with disabilities are advised to speak with the instructor at the beginning of the quarter to discuss any accommodations necessary to guarantee full participation.

E-mail: Please use e-mail for simple, logistical questions or clarifications. Please allow 24 hours for a reply. If you need help understanding the reading or you want your instructor to read a draft, you need to go to office hours.

Classroom environment: You're expected to respond respectfully to your classmates and instructor at all times. Please turn off your cell phones to avoid interruptions.

Statement of Academic Integrity: You are expected to do your own work. According to the *UCSD Policy on Integrity of Scholarship* (<http://senate.ucsd.edu/manual/appendices/app2.htm>), you "are expected to complete the course in compliance with the instructor's standards" and shall not "engage in any activity that involves attempting to receive a grade by means other than honest effort." The policy provides examples of prohibited behaviors, but they are examples only. If you have any questions about how to complete this particular course with integrity, please ask the instructor. According to the policy, you are not allowed to do the following: "procure, provide, or accept any unauthorized material that contains questions or answers to any examination or assignment to be given at a subsequent time"; "complete, in part or in total, any examination or assignment for another person"; have any course work "be completed, in part or in total, for" yourself by someone else; "plagiarize or copy the work of another person and submit it as [your] own work"; "employ aids excluded by the instructor in undertaking course work or in completing any exam or assignment"; "alter graded class assignments or examinations and then resubmit them for regrading"; or "submit substantially the same material in more than one course without prior authorization."

Turnitin.com: By enrolling in this Warren College Writing Program course, you agree to submit all of your final graded assignments to the Internet plagiarism detection service called Turnitin.com. Turnitin uses technology to compare your submitted papers against everything available on the Internet and in its database. Every student paper ever submitted to Turnitin is maintained in its database solely for the purpose of detecting plagiarism. Each paper must be submitted in two formats: 1) in electronic format to Turnitin and 2) in hard copy format to the instructor. The paper you submit electronically to Turnitin must be an exact electronic copy of the paper you submit to the course instructor. Failure to do so will result in an F for the course grade. You need to submit only the **final** version of your three graded assignments to Turnitin, not your drafts. For more information on Turnitin, go to Turnitin.com or our website.

Warren Writing Evaluation Standards

- An “A” essay demonstrates **excellent** work. It has something to say and says it well. It develops its argument clearly and consistently, demonstrating a complex understanding of the assignment, and does so using varied sentence structure. It often rises above other essays with particular instances of creative or analytical sophistication. There may be only minor and/or occasional grammatical errors.

- A “B” essay demonstrates **good** work. It establishes a clear claim and pursues it consistently, demonstrating a good understanding of the assignment. There may be some mechanical difficulties, but not so many as to impair the clear development of the main argument. While a “B” essay is in many ways successful, it lacks the originality and/or sophistication of an “A” essay.

- A “C” essay demonstrates **adequate** work. It establishes an adequate grasp of the assignment and argues a central claim. In addition, the argument may rely on unsupported generalizations or insufficiently developed ideas. It may also contain grammatical errors.

- Work that earns a grade of “D” or “F” is often characterized by the following problems: it fails to demonstrate an adequate understanding of the assignment; it fails to articulate an adequate argument; and/or it contains significant grammatical problems.

Grading Policy

- Assignments 1E, 2D, and 3F will each receive a letter grade. These grades will be used to determine the final course grade. Assignment 1E is worth 25 percent; assignment 2D is worth 30 percent; and assignment 3E is worth 45 percent.

- To be eligible to receive a grade on each of the graded assignments, a student must complete (on time) all of the preceding assignments. For example, to receive a grade on Assignment 1E, the student must complete Assignments 1A, 1B, 1C, and 1D.

Evaluation of Papers

The following questions will be considered when papers are evaluated and graded. All questions may not be relevant to each assignment.

- Does the paper respond to the various parts of the prompt?
- Does the paper make an argument?
- Is the main claim or main conclusion clear and plausible? Is it stated and contextualized effectively?
- Is there sufficient and relevant evidence to ground the main claim?
- Does the paper effectively select and use material from the course readings to support and validate the analysis? Does it summarize, paraphrase, and quote effectively?
- Does the paper use all relevant details from the readings both to support the claim and to provide a context for the case being made? Does it ignore material that should be taken into account?
- Does the paper demonstrate an awareness of how the argument being proposed fits into the larger set of claims made about the topic in our course readings?
- Does the paper work through the complexities of the material (as opposed to oversimplifying or overgeneralizing)?
- Is the paper well organized?
- Does it cite material from the sources using MLA documentation style?
- Are there sentence structure problems or grammatical errors that interfere with the meaning?

Writing Assignments

Assignment #1

1A. In your own words, briefly summarize the main conclusions Michael Pollan argues for in *The Omnivore's Dilemma* (Introduction and Chapters 1-3). Describe what kinds of evidence he uses to support his conclusions. Your summary should not be a list of things that Pollan writes; instead you should explain the structure of the argument. Use Anthony Weston's book to help you, especially Chapters 1 and 2. **2 pages; 1 copy.**

1B In your own words, briefly summarize the main conclusions Michael Pollan argues for in *The Omnivore's Dilemma* (Chapters 4-7). Describe what kinds of evidence he uses to support his conclusions. Your summary should not be a mere list of points that Pollan makes; instead you should explain the structure of the argument. Use Anthony Weston's book to help you, especially Chapters 1 and 2. **2 pages; 1 copy.**

1C. Propose a possible claim for Assignment 1D. As Weston suggests, "Make a definite claim or proposal." Use his explanation of Rule #35 (page 60) to help you. Make sure your claim responds to the prompt. Consider the steps you have to take if you want to make a good case for that claim. **1-2 sentences (e-mail to instructor by 5 p.m. on the day before it is due in class).**

1D. Near the end of the section on "Corn" in *The Omnivore's Dilemma*, Michael Pollan asks the following questions: "So what? Why should it matter that we have become a race of corn eaters such as the world has never seen? Is this necessarily a bad thing?" (117). Make an argument that responds to Pollan's questions. Use his section on "Corn" and at least one of the articles by William Shaw, Alan Townsend and Robert Howarth, and Margaret Mead to support your main conclusion with appropriate and sufficient evidence. Use Chapters 7 and 8 of Weston's book to help you. **4-5 pages.**

1st workshop day: 1 copy/2 students make 16 copies.

2nd workshop day: 3 copies.

1E. Revise Assignment 1D for a grade (25 percent of the final grade). **4-5 pages; 1 copy.**

Assignment #2

2A. What is Peter Singer's main conclusion in "Equality for Animals"? How do Fox and Pollan challenge it? **2 pages. 1 copy.**

2B. Drawing from the Singer, Fox, Steiner, Pollan, Mason and Singer, Niman, Marcus, and Schlosser readings, summarize at least two distinct ways of understanding why our food choices matter. Identify the principles that lead to differing conclusions about what we should eat and how our food should be prepared. On what principles are such choices based? Use William Shaw's "The Nature of Morality" to frame your discussion. **2-3 pages; 3 copies.**

2C. The authors we have read thus far in the course offer different views about responsibilities and obligations related to dietary, consumer, and political choices. Are there moral obligations and responsibilities related to food? For whom do these responsibilities exist (consumers, policy makers, regulators, producers, communities, parents/teachers, affluent individuals, all individuals)? Drawing from what we have read thus far, make an argument about our ethical responsibility related to food. What principles motivate or should motivate this responsibility? What course of action is mandated by this responsibility? Make sure that your argument is grounded in the texts. You must use at least three course readings. Remember to anticipate counterarguments and consider alternatives to your position. **4-5 pages; 2 copies (due at conference).**

2D. Revise Assignment 2C for a grade (30 percent of the final grade). **4-5 pages; 1 copy.**

Assignment #3

3A. In one or two sentences and in your own words, summarize the main conclusions reached by each of the following authors: York, Niman, and Mason and Singer (both articles). Briefly describe how they each support their conclusions with evidence. Use Weston's book to help you, especially Chapters 1 and 2. **2-3 pages; 1 copy.**

3B. In one or two sentences and in your own words, summarize the main conclusions reached by each of the following authors: Marcus, *The Economist*, Cheng, McKibben, and ERS. Briefly describe how they each support their conclusions with evidence. Use Weston's book to help you, especially Chapters 1 and 2. **2-3 pages; 1 copy.**

3C. Propose a possible claim for Assignment 3E. As Weston suggests, "Make a definite claim or proposal." Use his explanation of Rule #35 (page 60) to help you. Make sure your claim responds to the prompt. **1-2 sentences (e-mail to instructor by 5 p.m. on the day before it is due in class).**

3D. Using Weston's Rule #36 (pages 60-62), summarize and outline your argument. Consider the steps you have to take if you want to make a good case for your proposed claim. Then, provide an explanation of how you will argue for your claim. Explain the reasons you will use to argue for your claim. Think about the terms you need to define. Use Weston's Appendix II on definitions to help you decide what role definitions should play in your argument. Describe what counterarguments you need to anticipate and explain how you plan to reply to them. **2 pages; 4 copies.**

3E. Using the course readings, identify a debate concerning food. Why is it important to examine, analyze, and better understand this debate? What kinds of lessons might we learn? What's at stake in the debate and for whom? Which position in this debate would you defend? And why? Your paper should argue for the importance of examining this debate AND take a position in the debate.

Use Chapters 7 and 8 of Weston's book to help you construct your argument. Remember to anticipate counterarguments and consider alternatives to your position. You should demonstrate an awareness of the complexities involved. You must use at least four course readings to make and support your case. You may not write about the same issue you wrote about in Assignment #2. **5-6 pages.**

1st workshop day: 1 copy/2 students make 16 copies.

2nd workshop day: 3 copies.

3F. Revise Assignment 3E for a grade (45 percent of the final grade). **5-6 pages; 1 copy.**

Class Schedule

	Day	Date	Assignment Due	In Class
Week 1	Monday	Mar. 28		Introductions, discuss syllabus, review Weston terminology
	Wednesday	Mar. 30	Reading: Pollan, Intro. and Ch. 1-3; Shaw; Townsend and Howarth Writing: 1A	Discuss Pollan, Shaw, Townsend and Howarth Workshop 1A
Week 2	Monday	Apr. 4	Reading: Pollan, Ch. 4-7; Mead Writing: 1B	Discuss Pollan and Mead Workshop 1B Introduce 1C
	Wednesday	Apr. 6	Reading: Weston, Ch. 1-2 Writing: 1C (e-mail to instructor by 5 p.m. on April 5)	All-class claims workshop Review Weston
Week 3	Monday	Apr. 11	Reading: Weston, Ch. 7-8 Writing: 1D (bring 1 copy)	All-class workshop of 1D Review Weston
	Wednesday	Apr. 13	Bring 3 copies of 1D	Small-group workshop of 1D
Week 4	Monday	Apr. 18	Writing: 1E	Watch “Food, Inc.”
	Wednesday	Apr. 20	Reading: Singer; Fox; Pollan, pages 287-333 Writing: 2A	Discuss reading Workshop 2A
Week 5	Monday	Apr. 25	Reading: Steiner; Mason and Singer (“Are Vegans. . .”); Niman; Marcus (Appendix B); Schlosser Writing: 2B	Discuss reading Workshop 2B
	Wednesday	Apr. 27	Writing: 2C (due at conference)	Conferences: Students will meet individually with instructor to discuss 2C. Attendance is mandatory. Bring your folder with all completed work. No class.
Week 6	Monday	May 2		Conferences continue—No class
	Wednesday	May 4	Writing: 2D	Watch “The Future of Food”
Week 7	Monday	May 9	Reading: York; Niman; Mason and Singer (both articles) Writing: 3A	Discuss reading Workshop 3A
	Wednesday	May 11	Reading: Marcus; <i>The Economist</i> ; Cheng; McKibben; ERS Writing: 3B	Discuss reading Workshop 3B
Week 8	Monday	May 16	Writing: 3C (e-mail to instructor by 5 p.m. on May 15)	All-class claims workshop
	Wednesday	May 18	Writing: 3D	Small-group workshop of 3D Review Weston
Week 9	Monday	May 23	Writing: 3E (bring 1 copy)	All-class workshop of 3E
	Wednesday	May 25	Bring 3 copies of 3E	Small-group workshop of 3E
Week 10	Monday	May 30		Memorial Day—No Class
	Wednesday	Jun. 1	Writing: 3F (Bring your complete portfolio with all assignments. Include one copy of each with instructor comments. Print and include e-mailed comments. Label and order assignments.)	Final Discussion Course Evaluations