



(2) *Four-Questions Assignment* (5% of final grade; due at the start of class on 8/30): Identify and explain four questions about food or animals that philosophers have discussed in peer-reviewed journal articles or book chapters (not websites or encyclopedia entries) since 1980. Pair each question with:

- a. A complete citation for an article or book chapter that discusses it,
- b. A brief (one-paragraph) summary of the article or book chapter,
- c. The thesis of the article or book chapter.
- d. Why you find it interesting, or what you would hope to learn from researching it, or how it relates to other interests of yours.

Note: You must cite a total of four articles or book chapters in your assignment.

(3) *Annotated Bibliography* (10%; due at the beginning of class on 9/11): Pick one of your four questions, and find four recent (post-1980) peer reviewed journal articles or book chapters that each try to answer it. Pair each article or book chapter with:

- a. A complete citation of the article or chapter,
- b. A summary of the article or chapter's main thesis,
- c. A summary of the premises of the argument for that thesis, and
- d. Your evaluation of the strength of the argument

(4) *Argument Reconstruction* (10%; due at the beginning of class on 9/18): Pick one important argument that is discussed in some of the articles cited in your bibliography, and do the following in essay form:

- a. Explain its conclusion in detail, including all technical terms,
- b. Explain in detail why the conclusion matters,
- c. Identify all of the premises of the argument,
- d. Explain each premise in detail, including all technical terms (consider providing examples to illustrate your explanations),
- e. Explain how the author reasons from the premises to the conclusion.

(5) *Critical Assessments of the Argument* (10%; due at the beginning of class on 10/2): Critique at least one aspect of the argument you discussed in your argument reconstruction. Do the following:

- a. Assess each technical term: How clear and unambiguous are the terms of the argument? Give reasons for your assessment.
- b. Assess each premise of the argument: How plausible or likely to be true is this premise? Do the author's examples (if any are provided) really support the premises? Give reasons for your assessment.
- c. Assess the author's reasoning: Does the conclusion logically follow from the premises? Give reasons for your assessment.
- d. Summarize your findings (this will help you to develop your paper's thesis): What is your strongest objection to the argument? Summarize your argument for that objection. If you have a positive argument of your own to make in favor of a thesis that differs from the author's, you might place it here and explain why your own argument is superior to the one you have critiqued.

- (6) *Objection and Reply* (10%; due on 10/16): Consider and reply to a strong objection to one of your critical assessments of the argument and/or to your positive argument (see 5(d)). This involves:
- Identifying the weakest aspect of your critique/positive argument.
  - Giving an argument to support an objection to this aspect.
  - Replying by identifying the weakest aspect of the objection.
  - Giving an argument to show why the objection is in some way mistaken.
- (7) *Rough Draft* (15%; due on 11/1): Assemble a rough draft from the *revised* components you have already submitted (especially assignments (4), (5), & (6)), plus a title, an introduction that explains the importance of the topic, thesis, and a conclusion that summarizes what the paper has done.
- (8) *Poster Presentation* (5%; in class on 11/20): Create a poster (approximately 22" x 28") to display the following information to the class: (1) your name, (2) a short and informative paper title, (3) your main thesis, (4) your central argument for your thesis, (5) the significance of your thesis, (6) one objection to your argument, (7) your reply to that objection.
- (9) *Final Research Paper* (15%; due at 11:59pm on 11/30): Revise your rough draft in light of feedback from poster presentation. Add an abstract of fewer than 150 words below the title and above the first paragraph of the paper. Ensure that the paper is both well written and well organized.

Note on Grading: Passing the course requires earning a passing grade on each of the nine course requirements.

#### Grading Scale

A+ > 95%	B = 83-86%	C- = 70-72%
A = 93-95%	B- = 80-82%	D+ = 67-69%
A- = 90-92%	C+ = 77-79%	D = 63-66%
B+ = 87-89%	C = 73-76%	D- = 60-62%

#### Policy on Late Assignments

Except in the event of a personal emergency, exams, in-class presentations, and the research project paper draft (due March 21<sup>st</sup>) cannot be rescheduled or submitted late. Other research project assignments will be penalized 10% for each (unexcused) day they are late. In the event of an emergency, please let me know as soon as you reasonably can that you would like accommodations, either by email or in person.

## Disability Accommodations

Students with disabilities should contact UAH's Disability Support Services at 256.824.1997, 256.824.6672 (Fax), or [dssproctor@uah.edu](mailto:dssproctor@uah.edu). (Website: <http://www.uah.edu/health-and-wellness/disability-support>) If you have a letter from the Disability Services Office indicating you have a disability that requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need for the class.

## Plagiarism

Instances of suspected plagiarism will be reported to the Director of Student Conduct at UAH for investigation. If an investigation confirms that plagiarism took place, then the assignment will receive a score of zero and the student will be subject to University penalties.

The following information summarizes UAH's understanding of plagiarism (from <http://libguides.uah.edu/plagiarism>): "Plagiarism - failing to acknowledge our debts to others - is using others' ideas and words without clearly acknowledging the source of that information...."

"Give credit whenever you use

- another person's idea, opinion, or theory.
- any facts, statistics, graphs, drawings - any pieces of information - that are not common knowledge.
- quotations of another person's actual spoken or written words.
- a paraphrase of another person's spoken or written words.

"Common types of plagiarism include

- quoting material from another source without making citation.
- citing only one source while combining materials from several.
- citing fake sources to hide the amount of quoting/paraphrasing or to shortcut finding all the sources used.
- changing the content of sources to make it sound more relevant.
- copying the general structure, argument, or techniques of a source without attribution."

See <<http://libguides.uah.edu/plagiarism>> for more information.

## Tentative Schedule of Topics and Reading Assignments

### Part 1:

#### Week 1: Introduction

Th 8.16: Syllabus Review & Introduction to Research Methods

#### Week 2: The Global Food System

T 8.21: Sandler, 4-20 ("What is the global food system?" and "Arguments for the global food system")

Th 8.23: Sandler, 20-31 ("Concerns about the global food system")

#### Week 3: The Alternative Food Movement

T 8.28: Sandler, 31-43 ("The alternative food movement," "Concerns ...," and "Three questions ...")

Th 8.30: Discussion of "Four Questions" Assignment (Due Today) and next steps

#### Week 4: Global Food Insecurity

T 9.4: Sandler, 46-58 ("Sources of Food Insecurity" and "Addressing Global Food Insecurity")

Th 9.6: Sandler, 58-73 ("National Obligations" and "Individual Obligations")

#### Week 5: The Argument from Animal Welfare Against Eating Meat

T 9.11: Discussion of Annotated Bibliography (Due Today) and next steps

Th 9.13: Sandler, 74-86 ("Argument from Animal Welfare," "Objections ...," and "How far ...?")

*Recommended:* "Putting Meat on the Table: Industrial Farm Animal Production in America," *Pew Research* (2008): download at

<http://www.pewtrusts.org/en/research-and-analysis/reports/0001/01/01/putting-meat-on-the-table>

#### Week 6: Other Arguments Against (& For) Eating Meat & Arguments for Hunting

T 9.18: Sandler, 87-96 ("Argument from Ecological Impacts," "Objections ...," "Argument from Distributive Justice," "Argument from Health," "Argument from the Sexual Politics of Meat")

9.18: Argument Reconstruction Due today

Th 9.20: Sandler, 97-111 ("An Obligation to Eat Meat (and Hunt)?," "Ethical Dimensions of Hunting," "Core Argument Against ...," "In Defense of Recreational Food Hunting," "Commercial Fishing")

**Week 7: Knowing Other Minds**

T 9.25 Andrews, Chapter 1, pages 4-22

Th 9.27: Andrews, Chapter 2, pages 23-50

**Week 8: Consciousness**

T 10.2: Discussion of Critical Assessment Assignment (Due Today) and Next Steps

Th 10.4: Andrews, Chapter 3, pages 51-62

**Week 9: Are animals conscious?**

T 10.9: Andrews, Chapter 3, pages 62-79

Th 10.11: Fall Break

**Week 10: Do animals think? Do they have beliefs?**

T 10.16: Andrews, Chapter 4, pages 80-96

10/16: Objection and Reply Assignment Due Today

Th 10.18: Andrews, Chapter 4, pages 96-109

**Week 11: Do animals communicate? Intentionally? Linguistically?**

T 10.23: Andrews, Chapter 5, pages 110-129

Th 10.25: Andrews, Chapter 5, pages 129-138

**Week 12: Students' Choice**

T 10.30: T.B.D.

Th 11.1: T.B.D.

11.1: Rough Draft Due Today

**Week 13: Students' Choice**

T 11.6: T.B.D.

Th 11.8: T.B.D.

**Week 14: Students' Choice**

T 11.13:

Th 11.15:

**Week 15: Poster Presentation**

T 11.20: Poster Presentation

Th 11.22: Thanksgiving Break

**Week 16: Paper Workshop**

T 11.27: Lass Day of Class

Friday, 11.30 at 11:59pm: Final Research Paper Due via Canvas

## Research Resources

1. I have assembled and uploaded to our course Canvas webpage a few articles that I find interesting. You are welcome to use these to get your research started or even base your entire research on these articles.
2. If you would like to base your research on articles not posted on Canvas, here are some suggestions:
  1. Read the two survey articles posted on Canvas by Anne Barnhill and Tyler Doggett. These articles contain enormous and up-to-date bibliographies.
  2. The Philosophy of Food Project at the University of North Texas compiled a helpful bibliography here: <http://www.food.unt.edu/bibliography/>
  3. One especially good journal in this area is the *Journal of Agricultural and Environmental Ethics*. The UAH library provides access to issues of the journal published through 2017.
  4. Other interesting interdisciplinary journals that sometimes publish philosophy are *Food Ethics*; *Food, Culture & Society*; and *Agriculture and Human Values*.
  5. Check out the journal, *The Monist: Special Issue on Food* (Volume 101, Issue 3, July 2018)
  6. If you're interested in the history of philosophy, then you might be interested in Porphyry's *On Abstinence from Animal Food* (written around 280 AD) and Peter Kropotkin's *The Conquest of Bread* (1892), among other works.
  7. I will place some of my books on reserve in the library, including:
    - a. Carol Adams, *The Sexual Politics of Meat*
    - b. Lori Gruen, *Ethics and Animals: An Introduction*
    - c. *The Animal Ethics Reader*, Armstrong and Botzler
    - d. Carolyn Korsmeyer, *Making Sense of Taste*
    - e. Tom Regan, *The Case for Animal Rights*
    - f. Tom Regan, *All That Dwells Therein: Animal Rights and Environmental Ethics*
    - g. Mary Midgley, *Animals and Why They Matter*
    - h. And the two assigned course textbooks.
3. Here are some recent anthologies that you might find useful. You may access them through UAH's interlibrary loan program:
  1. *The Oxford Handbook of Food Ethics*, Barnhill and Doggett (OUP, 2018)
  2. *Philosophy Comes to Dinner: Arguments About the Ethics of Eating*, Chignell, Terence, and Halteman, eds. (Routledge, 2015)
  3. *The Moral Complexities of Eating Meat*, Bramble and Fischer (OUP 2015)
4. Please email me or drop by during office hours for research help.