I. Reflection

The community scholars program has enabled me to put my own aims and practices for community-based learning in a broader perspective, both in relation to the types of community-based projects and pedagogies employed by other faculty in our cohort and in relation to a deeper understanding of the purposes, methods, and rationale behind community-engaged education. One idea emphasized throughout our workshops that was particularly valuable from my perspective was the notion that community partnerships should be genuine and mutual partnerships. Although this idea resonated strongly with my own motives and aims in integrating community-based learning into my course(s), it also presented me with some challenges.

One understanding of this idea is that relationships with community partners should be ones in which the community partners and the faculty member are co-educators. Another understanding is that, on the one hand, community partners make a meaningful contribution to students’ education, and, on the other hand, students and faculty make a meaningful contribution to the aims of the community partner organization. The first sense is one I advocate and practice fully: it is the chief reason I want to integrate community-based learning in my courses – to enable students to learn from others with diverse perspectives, to broaden their horizons, to place them in alternative contexts, to prompt them to think differently simply through this shift in context and approach, and so on. I can prepare students for the community-based activities, but the community partner is the one from whom they learn throughout those experiences and in relation to their reflections on them. The second sense is one with which I’ve had more trouble. My prior understanding of such a mutual relationship was that both parties benefit to a similar extent. Yet, in comparison to community-based projects undertaken in other departments and programs, students in philosophy courses can make only very limited contributions to the work of community partners. The benefit is primarily to the students.

Thus, in some instances, the broader perspective I’ve gained has also made me feel less certain about my undertakings with community-based learning. This uncertainty is reflected in my “post CSP” score on the 5th dimension (CBL impacts) of the “Rate Yourself” survey: comparing what my students can do to what others’ students do in their community projects made me somewhat pessimistic about the value of my students’ contributions to partner organizations. In particular, I’ve become more aware of the inability to achieve some important components of ideal community-based pedagogical practice, such as a reciprocal relationship between students and faculty, and the community partner. I’ve recognized that community-based learning with philosophy courses must have different ends and methods. Ideal reciprocity is bound to be lacking: our students are not experts or even in the process of becoming proficient in skills that would be desired by the community partners with whom I might work. They can contribute neither a work of art nor a workable product, but rather – in most instances – their labor, which is more or less unskilled. I have not concluded that this limitation is an impediment to utilizing community-based pedagogy in philosophy courses, but rather that not all community-engaged learning will meet standards for ideal practice and such standards for ideal practice fit some types of projects (immersion, internship, apprenticeship, etc.) and some disciplines (the professional programs) better than others.

Therefore, I’ve concluded that in my community-based activities, the aim should be to foster stronger communication between the community partners and myself concerning the aims and expectations for the experience, and the parameters of project. It also will be valuable for me to check in with community partners after community-based projects and get their feedback about what they
thought went well and what could be improved. Doing so will foster the aforementioned reciprocity and continue to build the connection with community partners.

II. Aims for course revision

My aims in course revision included 1) planning a more extensive set of volunteering experiences for students (instead of a one-time project), 2) identifying appropriate learning outcomes for community-based learning and planning series of assignments oriented toward those learning outcomes, 3) redesigning the course for the intermediate level (upper level students but still with no particular knowledge of the subject matter) rather than the first-year level.

III. Artifact 1 – Revised Syllabus: Philosophy 3930: Food Justice

I. Course Description

This course investigates the myriad social justice issues related to food and agriculture from a philosophical perspective. We will examine the impact of the current organization of food systems in the US and globally, paying particular attention to the working of processes of production, distribution, transportation, marketing, and consumption. Our main concern will be equity and inequity in the way the benefits and burdens of food systems are distributed. Thus, we will consider some problems in the ways that food is grown and raised, harvested and processed, distributed, and accessed, including the ecological consequences of agricultural production, working conditions and workers' human rights, consumers' wellbeing, global and local food insecurity and malnutrition, the treatment of animals in the animal agriculture industry, and the globalization of food markets. Various potential and actual solutions to these problems will also be discussed, as will the limitations and value of the solutions that are currently being enacted. By investigating food from a philosophical perspective, we devote as much time to meta-questions as to the empirical and practical ones. Thus, we'll ask questions such as…

- Should food be a commodity that is withheld if one cannot buy it? Is there a right to nourishment and food?
- Should seeds be owned? Who/what should control vital resources like seeds and water?
- Why has the mainstream global food system developed the way it has? What would an ideal system for producing and distributing food look like?
- What values should predominate in our food systems (security, fairness, efficiency, freedom of choice, etc.)? How can/should we define these values? What tensions exist between these values in theory and in practice?
- Which attitudes and ways of thinking about food and agriculture are problematic or harmful? Which are beneficial?
- Who/what should be given ethical consideration in our deliberations about food and eating (the environment, animals, humans, fellow citizens)?

II. Learning Outcomes

1. Ethical Character
   a. ethical self-awareness = students will identify own core beliefs and values concerning food, and explain the contexts in which those beliefs have developed (demonstrating knowledge of their specificity and subjectivity).
   b. ethical issue recognition = students will identify different types of ethical issues, and analyze the connections, complexities, and tensions within and among them.
2. **Effective Citizenship**
a. diversity of communities and cultures = students will explain the perspectives of communities, cultures, or individuals that are different from their own, and reflect on the value of these diverse perspectives.
b. analysis of knowledge = students will make a variety of sustained connections between academic knowledge and ways of engaging in public, civic, political, or communal life.

3. **Critical Thinking** = students will develop their skills of critical reasoning by reading closely and explaining philosophical texts and arguments, and evaluating critically philosophical arguments and concepts.

4. **Knowledge** = students will increase their understanding of the different kinds of relationships that compose contemporary food systems (including their participation in them), and the ethical and social justice issues raised by these systems and relationships.

5. **Written Communication** = students will cultivate their ability to write clearly and concisely, developing philosophical arguments that are coherent, sustained, well-reasoned and argued, well-supported by evidence, and express a single focused thesis.

### III. Course Requirements

a. **Texts and Reading - TBA**

b. **Assignments**

1. **Weekly Questions and Reflection (25%)**: Each week, each student should post on Blackboard two questions based on that day’s reading. Questions may be **questions of comprehension** about something that is unclear, perplexing, confusing, etc., a challenging point in the reading, or a point about which you would like clarification or background information (in general, something you wish to comprehend), or **questions of reflection** about something that you think merits reflection, examination, and thought, one to which you do not already have an answer but that you find interesting and wish to discuss. Questions are to be accompanied by a brief explanation (approximately 100-150 words): Why do you have this question? Why do you think this question is significant? What are you thinking about the point you wish to discuss? How is this concern related to other ideas we have discussed or other thoughts and questions you’ve had? What explanation can you begin to give for your own comprehension question?

2. **Mid-term Essay (25%)**

3. **Capstone Project (35%)**: This course has an optional community-based learning component. Students may choose between two cumulative capstone projects: 1) a series of community-based learning activities and related written work, or 2) a research paper. The aim of both is for students to engage in substantive reflection and analysis of issues related to food and agriculture.

4. **Attendance and Participation (15%)**: Doing philosophy requires that we question our assumptions; vibrant class participation brings up new and different perspectives, allowing us to interrogate our own beliefs by putting them into dialogue with those of others. This exposure to alternative ideas and ways of thinking is integral to learning. For these reasons, discussion will be a significant component of the class, and frequent and significant student participation is absolutely necessary both to enhance your understanding of the material and to make the class an interesting one! The participation grade is an evaluation of your contributions to the class. Since the quality of participation matters, participation is not evaluated solely in terms of quantity (how much and how often you participate in class); please see the attached rubric for evaluation of class participation for
details. Positive contributions to the class include: 1. verbal participation, 2. attentively listening to both instructor and peers, 3. preparation for class.

Community-Based Learning Option:
UNF’s Center for Community-Based Learning defines Community-Based Learning in the following way: ‘Community-based transformational learning refers to intentionally designed, coordinated, and executed learning experiences in community-based settings that enhance participants’ academic learning, contribute to their personal growth, and increase their civic engagement while concurrently benefiting the community or communities in which these activities are embedded.”

The Community-Based Learning component in this course has the following learning outcomes – 1a, 1b, 2a, 2b – and aims to expose students to diverse perspectives and approaches to food and agricultural issues, enable students to put their own perspectives and beliefs into context (rather than adhere to them as if they have universal value and relevance), enable students to see first hand social problems with and diverse solutions to food and agricultural issues, and facilitate students’ ability to make connections between concrete issues in their community and scholarly analysis of these issues.

The Community-Based Component will include…
1. 10 hours (five 2 hour sessions) of on-site activities with community partners, including, for instance, Down to Earth Farm (http://www.downtoearthjax.com/index.html), Nourishment Network: the Food Bank of North Florida (http://www.wenuishope.org/), and Arlington Community Garden (http://www.arlingtoncommunitygarden.org/). On-site activities may include working in community gardens or farms (planting, weeding, watering, picking and packing produce), and at food pantries (sorting items, stocking shelves, packing bags). All on-site activities are scheduled in advance and are listed on the course schedule.

* Participation in all scheduled on-site activities is required. If you elect the CB capstone, you must attend all activities. If an emergency occurs that prevents you from participating, you must take responsibility and speak to the instructor as soon as possible.
2. Regular philosophical reflection journal entries
3. Capstone reflection paper

Research Paper Option: The research paper will include…
1. A research topic proposal of approximately 300 words, which should include 1) a statement of the general topic, 2) a statement and explanation of two to three central questions you’ll investigate and seek to answer through your research, 3) an explanation of two to three central philosophical concepts/frameworks/positions or arguments that you plan to use in your analysis, and 4) a hypothetical statement of your thesis (how you anticipate answering at least on of your central questions)
2. An annotated bibliography consisting of at least 5 sources (only 2 of which can be course material) and 150 word summaries of each source
3. Three 300 word analyses of your sources, including explanation of the thesis and main argument, as well as reflection on any objections to or questions concerning them.
4. A 10-15 page research paper

c. Evaluation

Grade Scale:
A 94≤100, A- 90≤94
B+ 87≤X≤89, B 84≤X≤86, B- 80≤X≤83
C+ 77≤X≤79, C 70≤X≤76
Rubrics: All written work will be evaluated using rubrics for the relevant criteria (e.g., quality of explanation, argumentation, use of textual resources and evidence, etc.) for each assignment. The rubrics for each assignment are available on Blackboard and will be discussed in class in advance of the assignment due date. The rubrics are intended to provide you with clear parameters for each assignment as well as give you the chance to evaluate your own work before submitting it (by assessing it yourself according to the rubric criteria).

IV. Policies

- Late work
- Attendance
- Technology
- Accommodations
- Academic Integrity/Plagiarism

V. Course Schedule - TBA

IV. Artifact 2 – Assignments

CBTL Reflection Journal
Stage 1 (200 words min.): Before each project in the community, students should formulate responses to the following questions as well as generate questions to ask on site:

- What (social justice, ethical, political) issues does the organization aim to address? What are the overarching goals of the organization? How does it aim to address/accomplish them?
- What concepts and arguments from our course material relate to the work of this organization? How do they relate?

Stage 2 (300-500 words min.): After each project in the community, students should reflect on their experience and, in doing so, address at least 3 of the following questions:

- What did you learn about food, agriculture, health, and related issues from participating in this project? How is what you’ve learned different from what you previously believed?
- What concepts and arguments from our course material relate to the work of this organization? How do they relate?
- How does the organization and those involved with it impact the broader community? What kind of impact does it have and/or aim to have? Are there any tensions or conflicts with which the organization is dealing?
- What different ideas about, perspectives on, or theories or frameworks for understanding food, agriculture, health, and related issues do those involved with this organization have? How do these ideas/perspectives/theories/frameworks impact the work they do? What perspectives do the different constituents involved have? How and why are these perspectives different from your own?

Stage 3 (100 words min.): After receiving feedback on their initial journal entries, students should respond to the feedback in another brief reflection entry.
* Journal entries will be assessed using rubrics for learning outcomes 1a, 1b, 2a, and 2b (depending on which questions a student addresses).
** Please submit your journals (stage 1 and 2, and after the 1st activity, stage 3 for the prior journal entry) on Bb one week after the CBTL activity.

**CBTL Capstone Reflection Paper**
A 5-7 page paper in which you engage in wholistic reflection on the community engagement experience and link your experiences to specific concepts, analyses, and arguments in the course texts.

1. Identify and explain at least two key concepts, analyses, or arguments (e.g., the concepts of food justice, food deserts, the analysis of the difference between hunger and food insecurity, or the argument against food banks as a remedy for food insecurity).
2. Apply these concepts in order to analyze the problem(s) related to food and agriculture in the community. Feel free to refer back to your journal entries in order to make use of the knowledge you’ve gained through community-engagement:
   - Do these concepts facilitate understanding of the food-related issues in the community? Explain how.
   - What aspects of your community-engaged experience were not captured or understood well through these concepts? If so, why?
   - What response to/reflection on the theoretical resources (the concepts, analyses, or arguments) can you make in light of your community-engaged experiences? Are they apt, accurate, sufficiently complex or not?
3. Reflect on what you have learned via community-engagement that you could not have learned via course texts and classroom-based learning.

* Reflection papers will be assessed using rubrics for learning outcomes 1a, 1b, and 2b.

**V. Future Work**

Once I know when I can be scheduled to teach the course, I will need to connect with additional community partners (besides Down to Earth Farm). I’ve identified some – Nourishment Network: the Food Bank of North Florida and Arlington Community Gardens – who have regularly scheduled volunteer opportunities in order to facilitate coordination with the organizations and provide students with a regular schedule (and likely ease of rescheduling if students have emergencies or other situations that prevent their participation at the scheduled time), as well as offering a variety of types of activities.

I will also design two brief surveys to administer after on-site activities, one for students (given midway through the semester and again at the end of the semester to supplement the standard end of semester course evaluation) and one for community partners to facilitate conversations with them about the partnership and how to improve it for future iterations of the course.