

Have a Cow, Don't Eat One! Exploring Vegetarianism: A Healthy and Compassionate Alternative

Interim 2007

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Class time/location: Monday-Thursday: 1:00-4:00 in Main 124; and Fridays (except Jan. 4) from 9:30-12:30 at Home and Garden Classics on 147 S. Pine Street.

Course Description

In this course, we will discover the nutritional benefits of vegetarian/vegan diets as well as some of the religious, environmental, and ethical reasons for choosing a meat-free diet. We will also gain hands-on experience by cooking delicious vegetarian/vegan meals. Regular reading presentations, individual and group projects, course journals, guest speakers, field trips, class discussions, and videos/films will be included in this class.

Course Objectives

By the end of the term, students are expected:

- to be familiar with the nutritional benefits of vegetarian/vegan diets;
- to have a deeper appreciation about religious and moral vegetarianism;
- to know how to prepare selected vegetarian/vegan meals.

Required Books

- Robbins, John, *The Food Revolution: How Your Diet Can Help Save Your Life and the World*, Conari Press, 2001.
- Steve F. Sapontzis, ed., *Food For Thought: The Debate over Eating Meat*, Prometheus Books, 2004.
- Material on e-reserves

Attendance

You are required to attend all scheduled lectures and cooking sessions. Any unexcused absence will result in failure.

Grading

A passing grade is above 75%, failing is below 75%, and an honors pass is a grade above 94%.

Distribution:

- 20% --- Class participation: class attendance, discussion in class on readings, student presentations, videos and strict adherence to the ground rules of the course.
- 20% --- Cooking: actively engage in cooking vegetarian/vegan meals
- 20% --- Individual projects: grades will be based on content (accuracy and amount), clarity, creativity, and presentation style

- 20% --- Group projects: same grading criteria as individual projects
- 20% --- Course journal: each of you will keep a binder of TYPED reflections about our daily readings, class discussions, and videos. For each class (18 journal entries total), you will type a one-page response to the readings assigned for that day. What are the key things you learned from this reading assignment? What did you find particularly interesting about the reading and why?

Schedule

Week 1

Nutrition and Human Health

(Th) Jan. 3---Discuss questionnaire/Video: *Exploring Vegetarianism* (20 min.)
Reading: Robbins, Chapters 1, 2, and 3

(Fr) Jan. 4---Reading: Robbins, Chapters 4 and 5/Health Benefits handout

(M) Jan. 7---Reading: Robbins, Chapter 6/Video: *Eating* (110 min.)

(T) Jan. 8--- Field trip: Five Spices Restaurant: **11:30**

(W) Jan. 9--- **Group Project #1:** Disease Prevention Poster Rally (in-class project)/Reading: Robbins, Chapters 7 and 8

Week 2

Religious and Spiritual Vegetarianism

(Th) Jan. 10---**Individual project #1:** choose one- “Can your Favorite Meal be Meatless?” or “Vegetarian Online”/Video: *Vegan Gal* (80 min.)
Print “101 Reasons Why I am a Vegetarian” from site:
www.vivavegie.org/vv101/

(Fr) Jan. 11---Cooking: Home and Garden Classics (Breakfast)

(M) Jan. 14---**Group Project #2:** Vegetarian (Dairy and Meat) Substitutes Poster Rally (in-class project)/ Religious Vegetarianism/Readings: Sapontzis, Chapters 13, 14, 15

(T) Jan. 15--- Readings: Sapontzis, Chapters 16, 17, 18, 19

(W) Jan. 16--- Field Trip: *The Laughing Seed*, Asheville, NC (lunch at 11:30)

Week 3

Environmental Considerations and Animal Rights

(TH) Jan. 17---Environmental Vegetarianism/Readings: Robbins, Chapters 13 and 14/Print “Turning Farms into Factories” from
www.foodandwaterwatch.org/food/pubs/reports/turning-farms-into-factories

(Fr) Jan. 18---Cooking: Home and Garden Classics (Lunch)

(Saturday) Jan. 19---Field Trip: Lenore's Natural Cuisine: Vegan Cooking class --Tofu and Tempeh (link: <http://www.lenoresnatural.com/index.php>)

(M) Jan. 21---No class

(T) Jan. 22--- Moral Vegetarianism/Readings: Sapontzis, Chapters 5 and 6/Video: *Mad Cowboy* (58 min.)
Individual project #2: raising awareness about the links between factory farming and environmental damage

(W) Jan. 23---Readings: E-Reserve-Regan, *Empty Cages*, Chapter 3 ("Human Rights") and 4 ("Animal Rights")
Video: *The Witness* (43 min.)

Week 4

Animal Ethics

(Th) Jan. 24--- Readings: Sapontzis, Chapters 7, 8, 10, 12
Video: *The Emotional World of Animals* (52 min.)

Reading: Patterson, "Without the Homage of a Tear (E-Reserve) /
Video: *Meat Your Meat* (15 min.)

(Fr) Jan. 25---Cooking: Home and Garden Classics (Dinner)
View *Earthlings* video (95 min.) over the weekend

(M) Jan. 28---Readings: Sapontzis, Chapter 20 and "The Rape of Animals, the Butchering of Women" (E-Reserve)/Video: *Flesh* (43 min.)

(T) Jan. 29--- wrap-up/planning session

(W) Jan. 30---Raising awareness at Wofford College: students prepare vegetarian/vegan lunch for invited guests. Bring your posters! Location: Holcombe room (downstairs in Burwell)

Projects

●Group Project #1: Disease Prevention Poster Rally

Use the Internet to investigate current research that correlates vegetarian diets with cancer and disease prevention. Choose one particular type of cancer or other disease and locate the results of recent studies and reports published by national organizations. Create a poster that would raise public awareness of the link between diet and health.

- Individual project #1: choose one

“Can your Favorite Meal be Meatless?”

Write down the recipe for a favorite meal or dish that includes meat, dairy, and/or eggs. Then, use the Internet to find a vegetarian recipe for the same or a similar dish.

“Vegetarian Online”

Visit one or more websites of companies that sell vegetarian foods. What additional health information or resources do they provide? What nutritional information can be found for the companies’ product?

- Group Project #2: Vegetarian (Dairy and Meat) Substitutes Poster Rally

Check out the variety of vegetarian products offered at Publix and/or a local health food store. The class will be divided into two groups---one for meat products and one for dairy products. Each group should explore the store’s fresh, frozen, and packaged items to see how many vegetarian substitutes can be found to replace their type of product. Each group should document the comparable nutrients, such as protein, calcium, B-12, etc., found in at least three of the vegetarian alternatives. Were the products more or less expensive than their non-vegetarian counterparts were? Each group should present their findings to the class in an oral presentation and a poster showing.

- Individual project #2: raising awareness about the links between factory farming and environmental damage. Use your imagination here: you can create a magazine advertisement, poster presentation, collage, poem, etc.