

UNIVERSITY OF COLORADO

Department of Sociology
Fall 2006

Animals and Society

SOCY 4017

Tuesday and Thursday 11:00-12:15
Benson Earth Sciences (BESC) 180

**Note: Students enrolled in this course for credit must refer to the WebCT version.
This version is for general information only.**

Professor Leslie Irvine

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Teaching Assistant: Colter Ellis

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Office hours: Wednesday 10-12 or by appointment

Course Description and Objectives

Non-human animals constitute an integral part of human society. They figure heavily in our language, food, clothing, family structure, economy, education, entertainment, science, and recreation. The many ways we use animals produce ambivalent and contradictory attitudes toward them. We treat some species of animals as friends and family members (e.g., dogs and cats), while others we treat as commodities (e.g., cows, pigs, and chickens).

This course will

- examine the various social constructions of animals;
- challenge conventional representations of non-human animals with evidence that many animals rely on cognition (thought) and emotion;
- evaluate evidence for the link between cruelty to animals and other forms of violence;
- consider the similarities between animal oppression and the oppression of other human beings; and
- investigate the moral and legal status of animals.

After completing this course, students should be able to:

- understand animal issues using sociological theory and concepts;
- make informed, ethical decisions about the uses of animals; and
- evaluate claims made by animal use industries and animal rights organizations.

The course content will be presented through readings, activities, discussion, video, lecture, online material, and guest speakers. Much of this course will focus on controversial topics. Some of the readings and several of the films will depict animal suffering. This is not intended simply to give you nightmares. Rather, it is a way to help you fully understand the often hidden reality of how we use animals in modern societies. In our culture, we say that “seeing is believing.” Although I do not wish to encourage your absence during these videos, you may wish to excuse yourself from viewing them and I will not penalize you for doing so. If you choose to leave during a film, please remain nearby to rejoin the class for discussion afterwards.

Note: Our efforts to reconsider and improve the treatment of non-human animals will begin with language. Just as we no longer use the words “he” and “man” to refer to some allegedly universal human being, we will use language that respects our relationships with non-human animals. For example, we will not refer to animals as “it.” Instead, we will refer to them using “he” or “she” (when known) and “who” instead of “that.” We’ll use “companion animal” instead of “pet,” and “guardian” or “caretaker” instead of “owner.”

Course Requirements and Grading

Students must:

- Attend class. This is not a correspondence course and you cannot expect to pass if you do not attend regularly.
- If you must miss a class, first contact a classmate to find out what you missed. If you need further information, contact Colter. If you need additional clarification, contact Professor Irvine.

Record the names and numbers of three classmates here:

1 _____
2 _____
3 _____

- Respect everyone in the learning environment.
- Keep copies of all graded course work until the semester ends. In the case of an incorrect or missing grade, it is your responsibility to provide graded work to request a change.
- Check WebCT regularly to keep current with assignments.
- Demonstrate learning by completing all assignments to the best of your ability.
- Observe deadlines (unless prior arrangements have been made). If you submit an assignment late, you will lose one letter grade for each day after the due date (if your grade is a B+, but you turned your work in one day late, you will get a C+). We will not accept assignments after three days.

Your final grade will be based on 100 points, earned through the following:

Two short quizzes (each 10) 20

Short quizzes (approximately 10 questions) will cover concepts and theoretical points discussed in class and addressed in the readings. The quizzes will include multiple choice, T/F,

and short-answer or fill-in-the-blank questions. These will be given in class. See WebCT for quiz dates.

PowerPoint presentation (rolling deadlines) 40

This assignment requires you to put together an online PowerPoint presentation of six slides, including a cover slide with your name and presentation title. You may include images, but they must be explained in the presentation. Your presentation should use the course as a jumping-off point and go beyond what we have covered in class. The assignment will follow course topics and will thus have rolling deadlines, assigned on a first-come, first-served basis. These presentations will be posted in a public folder so that all members of the class can view them during the semester. This way, we can all enjoy everyone else's projects without having to sit through 80-100 presentations in class. Criteria for grading presentations appear on WebCT. In addition, all students are required to write summaries and critiques for two presentations (see below).

For your presentation, you may choose one of the following topics:

1. Animal cognition and emotions: what evidence supports the assertion that animals think and feel?
2. Companion Animals: Can you afford to have a dog or cat? (what are the costs involved?)
3. Human/wildlife conflicts: present both sides of an issue pitting humans against animals. Offer a solution, if possible.
4. Culture: How do different cultures view animals (or species of animals)? Focus on examples not covered in class.
5. Abuse: what is the "link" between abuse of animals and violence to humans?
6. Animal rights: How is the issue of animal rights and activists portrayed in the popular media? Is this portrayal justified?
7. "I never knew that..." Research an aspect of the human use of animals that you did not know existed prior to this class.

Presentation summary and critique (two required, 10 points each) 20

You are required to summarize and critique two PowerPoint presentations of your choice.

Your summary and critique should each be one paragraph long. The total assignment is no more than 250 words, or roughly one double-spaced page (use 12-point font with 1-inch margins all around). Put your name and the title and creator of the presentation at the top of the page. Critique deadlines appear on WebCT. Note: Your critique does not influence the creator's grade.

Final essay 20

Topic: What is the relationship between animal issues and other social issues?

Further details: Your essay should examine the role of animals in society by focusing on how the human use of animals influences other social process. For example, you might want to examine how the status of animals as property justifies violence. Or, you might want to argue that the use of animals in experiments has shaped medical research in particular ways, and also shaped public opinion about the medical use of animals. Whatever topic you choose, you will have to edit your work carefully because you must make your point in 250-500 words, including any references. This amounts to an approximate maximum of two double-spaced pages. Use 12 point font with 1-inch margins all around. **Submit your essay online by 4:00 p.m., December 18, 2006.**

Final Grade Scale

A: 94-100	B: 84-86	C: 74-76	D: 64-66
A-: 90-93	B-: 80-83	C-: 70-73	D-: 60-63
B+: 87-89	C+: 77-79	D+: 67-69	F: 59 or less

Course materials

These include books to purchase and additional readings available online (see WebCT).

Books

Required:

Arluke, Arnold & Sanders, Clinton R. 1996. *Regarding Animals*. Philadelphia: Temple University Press.
 DeGrazia, David. 2002. *Animal Rights: A Very Short Introduction*. New York: Oxford University Press.
 Irvine, Leslie. 2004. *If You Tame Me: Understanding our Connection with Animals*. Philadelphia: Temple University Press. (Note: any royalties from the sale of this book through CU bookstores will be donated to the Humane Society Boulder Valley.)
 Marshall, Julie Hoffman. 2006. *Making Burros Fly: Cleveland Amory, Animal Rescue Pioneer*. Boulder: Johnson Books.

Recommended (optional):

Scully, Matthew. 2002. Dominion: The Power of Man, the Suffering of Animals, and the Call to Mercy. New York: St. Martin's

Course Outline and Schedule

Subject to change. I will announce changes in class and post them online.

8/ 29 Introduction to the course

Why and how should we study non-human animals?

8/31 Cognition and emotions Bekoff; Pennisi
 9/5 Conceptual and methodological approaches Arluke & Sanders: Intro., 1-2

Contradictory attitudes, socially constructed meanings

9/7 "Speaking for" animals A&S 3
 9/12 Constructing animals in shelters A&S 4
 9/14 Animal Sheltering, continued Irvine 2002 & 2003
 9/19 Constructing animals in research labs A&S 5 & link
 9/21 Research & testing Frey; Pacheco & Francione & link
 9/26 Animals and culture: boundary work A&S 6-7 & conclusion
 9/28 Constructing "wild" animals Scarce & link
 10/3 Cultural differences Alie *et al.*, BBC, CNN, Seoul Times & link

Human-companion animal interaction

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|-------|-----------------------------------|-------------------|
| 10/5 | Perspectives on the relationship | Irvine (book) 1-2 |
| 10/10 | Animals as minded social actors | Irvine 3-4 |
| 10/12 | Symbolic interaction with animals | Irvine 5-6 |
| 10/17 | Animals and human identity | Irvine 7- 8 |

The legal and moral status of animals

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| 10/19 | Introduction to Animal Rights | DeGrazia 1-3 |
| 10/24 | Animal rights (continued) | DeGrazia 4-7 |
| 10/26 | The animal industrial complex | <i>In These Times</i> ; Scully; & link |
| 10/31 | Animals in food production: Cattle and hogs | Grandin; HSUS report (meat, eggs, & dairy) |
| 11/2 | Continued: Poultry and eggs | Davis; Orland <i>et al.</i> HSUS report (battery cages & broilers) |
| 11/7 | Animals in disasters | Irvine: two papers |
| 11/9 | Animals in language & popular culture | Dunayer; Smith-Harris |
| 11/14 | Human-wildlife conflicts | Calder; Baron (linked) |
| 11/16 | Animal cruelty: sociological perspectives | Flynn (both); Arluke |
| 11/21-23 | No classes | |

Controversies and Advocates

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| 11/28 | Circuses and Zoos | Acampora; Jamieson & link |
| 11/30 | The Great Ape Project | Cavalieri & Singer; Francione; Rollin |
| 12/5 | Animal issues and non-violence | Bear (2) |
| 12/7 | People making a difference | Marshall |
| 12/12 | People making a difference, continued | Goodall & link |
| 12/14 | Wrap-up: Interlocking oppressions | Nibert |
| 12/18 | Final essay due | |

Relevant Policies

Disabilities

Students with *documented* disabilities, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, attention deficit hyperactive disorder, or psychiatric disabilities should see Professor Irvine during the first two weeks of class to discuss possible reasonable accommodations. For more information, consult The Office of Disability Services, Willard 322 (303-492-8671) www.Colorado.EDU/disabilityservices

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty members have the professional responsibility to treat all students with understanding, dignity, and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with

differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Academic Integrity

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). For other information on the Honor Code, see <http://www.colorado.edu/policies/honor.html> and <http://www.colorado.edu/academics/honorcode/>

Discrimination and Harassment

The University of Colorado at Boulder policies on Discrimination and Harassment (<http://www.colorado.edu/policies/discrimination.html>) Sexual Harassment, and Amorous Relationships apply to all students, staff and faculty. Any student who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. For information about the ODH and the campus resources available to assist individuals regarding discrimination or harassment, see <http://www.colorado.edu/odh>