



Animals and Society

SOCY 4017

FALL 2016

MW 3-4:15, KTCH 1B64

Course description

Animals matter for human existence in so many ways that it is hard to imagine the entity we call “society” without them. They figure heavily in our language, food, clothing, family structure, economy, education, entertainment, science, and recreation.

This semester, we will cover a range of topics, many of them controversial. Although this is a sociology course, the field of human-animal studies (sometimes called “anthrozoology”) is interdisciplinary. Therefore, many of the readings come from areas other than sociology, but we will always emphasize their sociological relevance.

By the end of the course, you will have gained the skills and knowledge to:

- account for the shifting roles and statuses of animals in contemporary Western society and the social, cultural, and ethical consequences of these positions;
- use key perspectives and concepts in the field of human–animal studies;
- understand the importance of considering non-human animals in analyses of social issues;
- analyze the norms and structures organizing human-animal relations in contemporary Western society;
- analyze the boundaries drawn between humans and animals and review their consequences; and
- critically assess the social, cultural, and ethical consequences of human-animal relations.

The assignments aim at reflecting your progress toward these goals.

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Office hours: *scheduling link on D2L*

Learning Assistant: Anisah Spahn
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Consultation hours and location TBA

Course requirements

1. Complete all reading assignments by the dates listed on the syllabus. Readings come from the course text and additional material posted on D2L.

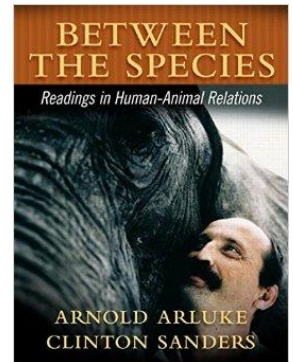
Arluke, Arnold, and Clinton Sanders. 2009. *Between the Species: Readings in Human-Animal Relations*. Boston: Allyn & Bacon.

We will not review each reading in detail, but I will hold you accountable for all content assigned. In some cases, we will discuss the material extensively, but more often, the reading will provide a platform for considering related issues.

2. Complete the required work. I will assess your progress in reaching the course goals through:

- Assignments (3)
- Research paper
- Online Reading Quizzes (10)
- “Find a Quote” exercises (8)
- Contributions to the learning environment in class (participation in discussion and activities)

You will find instructions for required work on D2L, along with rubrics outlining evaluation criteria.



To earn an **A**:

1. Meet the standards for excellence on all 3 assignments
2. Meet the standard for excellence on research paper
3. Pass at least 9 Reading Quizzes
4. Meet the standard for excellence on at least 7 Find a Quotes
5. Make exemplary contributions in class

To earn a **B**:

1. Meet expectations or attain excellence on all 3 assignments
2. Meet expectations or attain excellence on research paper
3. Pass at least 8 Reading Quizzes
4. Meet expectations on 7 Find a Quotes
5. Make proficient contributions in class

To earn a **C**:

1. Meet expectations on 2 assignments
2. Meet expectations on research paper
3. Pass at least 7 Reading Quizzes
4. Meet expectations on 6 Find a Quotes
5. Make limited contributions in class

To earn a **D**:

1. Meet expectations on 2 assignments
2. Pass at least 6 Reading Quizzes
3. Meet expectations on 5 Find a Quotes
4. Make virtually no contributions in class

For an **F**:

Fail to meet the D requirements



Plus or minus grades

- To earn a “plus” grade: Meet requirements 1 **and** 2 for the letter plus **either** the required number of Reading Quizzes or Find a Quotes for the next level up. Note: CU does not award a grade of A+.
- To earn a “minus” grade: Meet requirements 1 **and** 2 for the letter **except** for **exactly one** of the following: the required number of Reading Quizzes **or** the required number of Find a Quotes. The category not met must meet the requirements for the next lower letter, and only one category can fail to be met.

Examples:

- A student who attains excellence on the 3 assignments and the research paper, and passes 9 Reading Quizzes but meets expectations on only 7 Find a Quotes would get a B-.
- A student who meets expectations on 2 assignments and the research paper and passes 8 Reading Quizzes and 8 Find a Quotes would get a C+.
- A student who attains excellence on all 3 assignments and all 10 Find a Quotes and passes all 12 Reading Quizzes but only meets expectations on the research paper would get an A-. You must complete requirements 1 and 2 for the letter.

Tokens for do-overs or extensions

Each student automatically has 2 virtual “tokens” at the beginning of the semester. You can cash your tokens in for one of the following:

- A do-over on an **assignment** that received a “Needs Revision” mark. Strict guidelines apply to revisions, and you must communicate with me if you want to revise an assignment.
- A 24-hour extension on a deadline for an **assignment**.

You can use your tokens for one of each of the above, or use both for do-overs or extensions. You can use tokens **only** on assignments (not Reading Quizzes or Find a Quotes, and not on the research paper). You cannot revise assignments that meet expectations; only those marked “Needs Revision.”

Course policies

I expect professional conduct from students in a 4000-level course. Please familiarize yourself with the policies outlined below so that you understand my expectations. Absenteeism, tardiness, and poor communication skills will affect your grade negatively.

• *In class*

Stay focused. You may *think* you can multitask well, but in reality you can't. No one can. [Multitasking has a negative effect on cognition](#). Multitasking not only hurts your own performance, but you're [affecting the cognition of those around you](#). If your devices are distracting your classmates, you are stealing their time. If you are not participating and contributing to the learning environment of this class, it does not matter if you are staring at your phone or staring out the window. Figure out how to stay focused, and check your habits in class.

Please arrive on time and plan to stay for the entire class. Avoid scheduling appointments during class time. Kindly inform me if circumstances require you to leave the room regularly during class.



- *Absences and missed assignments*

You must keep current with the course. If you miss a class, first contact a classmate to catch up and get notes. Then arrange to see Anisah or me for clarification of the material if needed.

An absence counts as “excused” **only** in one of two ways:

1. If an event scheduled prior to the start of the semester (such as a religious observance, NCAA or Collegiate Sports Club meet, travel for a wedding, family reunion, or conference) will cause you to miss a class or a deadline, you must notify me by **September 7**. We can discuss options for making up missed work individually. I will not consider make-up options for anyone who notifies me after this date.

2. If documentable medical, veterinary, or legal circumstances, such as illness, death of a family member, or a court date, cause you to miss class, notify me by email at your earliest opportunity. Then, submit documentation in the class immediately following the one you missed. I will provide an alternate assignment or a new deadline.

You cannot make up work missed for reasons other than the two stated above.

- *Class-related communication*

Check D2L and your CU email account regularly for announcements relevant to the class. Please note that email is the official means of communication for the University community. See the policy [here](#). Consistent with this, you **must use your CU email** (*not gmail or another provider*) for class-related matters. I will read and respond to email sent from this class Monday through Thursday, 9-5, and Friday 9-12. If I do not respond to your message within 24 hours (except for weekends), please resend it.

- *Grade-related matters*

If you become concerned about your grade in this course, see me as soon as possible to discuss strategies for improvement. **Do not** wait until the end of the semester.

Make back-up copies of *all* your work. Keep copies of all *graded* course work until you receive your final grade. In the case of an incorrect or missing grade, it is your responsibility to provide graded work to request a change.

If you receive a grade that you consider incorrect or unfair and would like it reviewed, please submit (1) your graded assignment, and (2) a typed memo, no more than one page in length, explaining why you believe the grade you received does not accurately reflect the quality of your work, given the requirements of the assignment. Submit this request to me within one week of receiving the grade. I will inform you of the decision within a week of receiving these items. Note that if you ask to have your work reevaluated, your new grade may be lower than the original.



Course schedule

Subject to change. I will post any revisions on D2L.

Important:

- The course text includes 35 numbered articles. The numbers listed in the “What to Read” column below correspond to these numbers. “BtS” refers to *Between the Species*. “BtS 1” means the first article in the text.
- Read the introductory material to each section of the text, in addition to the articles themselves.
- We will take some readings out of order, and we will omit a few.
- An asterisk (*) designates readings posted on D2L.
- When the schedule lists audio or video content, you will find the relevant link(s) on D2L.
- Full references for the additional readings (i.e., those not in the text) are on D2L.

DATE	TOPIC	READ or WATCH	WHAT'S DUE
M 8/22	Introduction to the course		
W 8/24	Introduction to Human-Animal Studies	BtS Intro (pp. ix-xxvii) and *Science Friday podcast	Practice Find a Quote (does not count for grade)
M 8/29	The How and Why of Thinking with Animals	BtS 1 and *video	RQ1
UNIT 1: ANIMAL, SELF, AND SOCIETY			
Thinking with Animals			
W 8/31	Classifying Animals: The Good and the Bad	BtS 2 and *Jerolmack(1)	Find a Quote1
M 9/5	No class: Labor Day Holiday		
W 9/7	Animal Practices and Racialization	BtS 3 and *Jerolmack(2)	RQ2
M 9/12	Animals as Cultural Products	*Nash and *Denizet-Lewis	Find a Quote2
Close Relationships			
W 9/14	Animals as Friends and Family	BtS 5 and *Blouin	RQ3
F 9/16	Assignment 1		
M 9/19	“Doing” Gender with Animals	BtS 6 and *Arluke and Rolfe	Find a Quote3
W 9/22	Race, Ethnicity, and Attitudes toward Animals	BtS 7 and *Wolch & Lassiter	Research paper stage 1
Wild(life) Encounters			
M 9/26	Living with Wildlife: Zoópolis	BtS 12 and *Beatley & Bekoff	RQ5
W 9/28	Wildlife Tourism	BtS 11 and *Curtin	Find a Quote4
M 10/3	Contested Terrain: Human/Wildlife Conflict	BtS 13, *Scarce, and *video	
The Dark Side			
W 10/5	Animal Abuse	BtS 8 & 9	RQ4
M 10/10	Entangled Victimization: Abuse of Pets, Women, and Children	BtS 10 and *Atwood-Harvey(1)	



F 10/14			Assignment 2
UNIT 2: ANIMALS IN INSTITUTIONS			
Science			
W 10/12	Animals in Laboratories	BtS 14 & 15	RQ6
M 10/17	Research Seminar	No reading due	
Agriculture			
W 10/19	The Animal Industrial Complex	BtS 17 and *2 videos	Research paper, stage 2
M 10/24	To Eat or Not to Eat Animals?	BtS 19 and *Loughnan et al.	Find a Quote5
“Sport” and “Education”			
W 10/26	Blood Sport, Masculinity, and Meaning	BtS 20 and *Kalof	RQ7
M 10/31	Animals in Captivity	BtS 21 and *Jamieson *	
Health and Welfare			
W 11/2	Animal Health & Welfare: Veterinary Medicine	BtS 23 and *Atwood-Harvey(2)	Find a Quote6
M 11/7	Animal Sheltering	BtS 24 & 25	Research paper, stage 3
UNIT 3: THE CHANGING STATUS & PERCEPTION OF ANIMALS			
Healing			
W 11/9	Animals and Human Health	BtS 26 and *Herzog	Find a Quote7
F 11/11			Assignment 3
M 11/14	Prison Animal Programs	BtS 27 and *Britton & Button	RQ8
Selfhood			
W 11/16	Animal-Human Communication	BtS 29	RQ9
M 11/21	No classes: Fall break		
W 11/23	No classes: Thanksgiving holiday		
M 11/28	Knowing Animal Selves	BtS 31	
W 11/30	Animal Emotions and Trauma	BtS 30; *watch video; *browse website	Research paper, stage 4
Rights			
M 12/5	The Foundational Writings	*Singer; *Regan	RQ10
W 12/7	Current Debates: Non-human Rights Project and Ag-Gag laws	*Seibert; *NhRP blog post, *NYT Editorial	Find a Quote8
M 12/12			Research paper due on D2L by 4:00 PM



Relevant CU Policies



Disabilities

If you qualify for accommodations because of a disability, please submit a letter from Disability Services **within the first two weeks** of class so that I can address your needs. Disability Services determines accommodations based on *documented* disabilities. Contact: 303-492-8671, Willard 322, and [here](#). If you have a *temporary* medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with me.

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 students' legal names. 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 adjust my records. See [here](#) and [here](#).

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. Students found 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 [here](#).

Religious Observances

[Campus policy regarding religious observances](#) requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please notify me early in the semester if religious observance will cause you to miss a class, test, or assignment.

Discrimination and Harassment

Any student who believes s/he has been the subject of discrimination or harassment based on 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, see [here](#).

