

Animals and Society

SOCY 4017

Online Course, Spring 2015

Instructor: Jenny Vermilya, Ph.D. Candidate
Contact: jenny.vermilya@colorado.edu

Overview: This course serves as a study into the category of “animal” as a social construct and the relationship between humans and non-human animals, which produces consequences of difference and subsequent inequality. The prerequisite for this class is SOCY 1001 as this material is meant to build upon foundational sociological knowledge learned in that course. We will be utilizing different sociological perspectives to examine the social patterns, processes, and institutions that establish our lived experiences with non-human animals. My goal as an instructor is to relate how these social forces shape our individual lives, as animals are embedded in nearly all aspects of social life, hopefully answering the question “why am I taking this class?”

Objectives:

- To identify sociological concepts and begin to use them correctly
- To apply these concepts and theories around human-animal interaction to new scenarios
- To analyze human-animal topics on your own
- To evaluate human-animal situations in the social world and suggest action that could effectively lead to social change

* Specific weekly objectives are described on the tentative course outline.

Online Format: This course is taught online and although it will cover the same topics covered in the in-person course on campus, its format is different. The lectures will be presented via PowerPoint slides online and all assignments and readings will also be posted online. My goal is to make the lectures as interactive as possible even though we will not all be in the same room together. I will do this by using media examples throughout each lecture. We will also still have a sense of community through the online discussion forum. You might actually find that you are “speaking up” more than in a traditional classroom since the online atmosphere can appear to be a safer setting for those who fear public speaking.

Required Materials: Between the Species: Readings in Human-Animal Relations
Arnold Arluke and Clinton Sanders
© 2009 Pearson
ISBN-13: 978-0-205-59493-1 ISBN-10: 0-205-59493-X

Occasionally I will also assign other readings (e.g. full academic journal articles, newspaper articles, websites, or even forums and blogs) to not only have you read academic research but to help us learn how to deconstruct and critically analyze cultural examples.

Other Requirements: I communicate with students through email and will respond to an email within 24 hours. Therefore, I require students also check their university email accounts and the online course page at least once a day since I will be sending announcements and other info regularly.

NO LATE WORK WILL BE ACCEPTED AND NO MAKEUPS! Unless you have documentation for a valid excuse, I expect all to adhere to the calendar. Valid excuses include: medical issues and family emergencies, not traveling for pleasure.

We are going to have a safe space in which to discuss some tough topics. I expect everyone to be respectful and act like an adult in college. At the same time, I encourage debate and opposing viewpoints – no one is to be attacked, nor afraid to speak.

Evaluation: There are many different learning styles and types of students, so I try to use many different evaluation measures. In addition, the weight of assignments increases as the semester progresses – this is under the assumption that the material might be challenging to most at the beginning but then will become more understandable with time and practice.

Syllabus Quiz.....	3%
Reading Question Posts.....	25%
Exam 1.....	15%
Exam 2.....	20%
Film Viewing Guides.....	17%
Final Picture Project.....	20%

Syllabus Quiz (3%): At the beginning of the first week of class, I will post a quiz on the syllabus. This is to ensure that you read the syllabus and have full understanding of the requirements of this course.

Reading Question Posts (25% total): I will post a discussion question on a reading, or multiple readings, at the beginning of each week. Everyone must respond to the question by Wednesday at 11:59pm of that week. Then everyone must reply to someone else’s response by Friday at 11:59pm of that week. Each week, then, every student is submitting two posts online (except for the first week, which will require an additional post – a response to some “icebreaker” questions so that we can all get to know one another better). This way we are all staying in communication with one another and keeping a running dialogue going so that nobody

does the equivalent of “falling asleep in the back of the class.” I expect discussion posts to remain respectful – even if you disagree with someone’s argument; you are to explain how you oppose the argument and not the individual who posted it. I will serve as the discussion moderator to keep everything civil and constructive.

Exams (35% total): These will be essay exams. The first exam is worth less to give you a sense of what my exams are like and to give you time to adjust to the course material. The second exam increases in weight, assuming that you know what to expect regarding exam format and how best to study, but also assuming that you are grasping the material better.

Film Viewing Guides (17% total): There will be two films that I will assign for you to watch. I will ensure that everyone has access to the films and that they will be at no cost to you. You must watch each film and complete a film viewing guide which will consist of questions relating the film to class concepts.

Final Picture Project (20%): This project will consist of you taking photos in your everyday life that visually capture something that we learned in class. You will need to create a portfolio that includes at least 10 photographs. Each photo is to be accompanied by a descriptive analysis of what the photo illustrates and why. You will submit your picture portfolio to a photo-sharing program (Photobucket) and instructions for doing this will be provided. Please communicate with me about whether you need any accommodations and we can work it all out together.

*** Guidelines for each of these evaluations will be posted online, along with a rubric for how I will grade each of them. Submission for all assignments will also be performed online via the drop box feature on the course page.**

Tentative Course Outline:

Date	Topic and Objectives	Readings	Due (the first RQP of the week is to be submitted by the <u>Wednesday in the middle of each week by 11:59pm</u> , and the second RQP of the week and all other assignments and exams are to be submitted by the <u>Friday at the end of</u>

			<u>each week by 11:59pm unless otherwise specified)</u>
Week 1: Jan. 20 th – Jan. 23 rd (There is no class on MLK Jr. Day)	Sociology Refresher and the Sociological Imagination Objectives: - To describe the sociological imagination and apply it to human-animal relations. - To explain the importance of looking at animals as a social category.	<i>D2L</i> : The Sociological Imagination: The Promise; Why Look at Animals?	Syllabus Quiz Icebreaker Reading Question Post (RQP) RQP#1 RQP#1.2
Week 2: Jan. 26 th – Jan. 30 th	Unit One: Animal, Self, and Society Part One: Thinking with Animals Objectives: - To discuss animals as a social category. - To identify the sociozoologic scale and the human-animal divide.	<i>Reader</i> : The How and Why of Thinking with Animals; Race, Place, and the Human-Animal Divide	RQP#2 RQP#2.2
Week 3: Feb. 2 nd – Feb. 6 th	Unit One: Animal, Self, and Society Part Two: Close Relationships Objectives: - To discuss the animals in our lives and acknowledge close human-animal relationships. - To analyze how our own social categories influence our relationships with animals.	<i>Reader</i> : Close Relationships between Humans and Nonhuman Animals; Dog Ownership as a Gender Display; Women of Color and Animal-Human Connections	RQP#3 RQP#3.2
Week 4: Feb. 9 th	Unit One: Animal,	<i>Reader</i> : The Causes of	RQP#4

<p>– Feb. 13th</p>	<p>Self, and Society Part Three: The Dark Side</p> <p>Objectives: - To break down the issue of violence toward animals. - To describe violence toward animals and its connection to violence toward humans.</p>	<p>Animal Abuse; The Relationship of Animal Abuse to Violence and Other Forms of Antisocial Behavior</p>	<p>RQP#4.2</p>
<p>Week 5: Feb. 16th – Feb. 20th</p>	<p>Unit One: Animal, Self, and Society Part Three: The Dark Side</p> <p>Objectives: - To examine how relationships with animals affect the decisions of victims of violence, particularly women. - To collect current cultural examples of animal abuse and deconstruct the social factors at work in each case.</p>	<p><i>Reader:</i> Battered Women and Their Animal Companions; [Your other reading for this week has to be a current news article relating some form of animal abuse – read the article and cite it in this week’s RQP, as it will help you answer the question.]</p>	<p>RQP#5 RQP#5.2</p>
<p>Week 6: Feb. 23rd – Feb. 27th</p>	<p>Unit One: Animal, Self, and Society Part Four: Wild(Life) Encounters</p> <p>Objectives: - To recognize animal boundaries by looking at the socially constructed “wild.” - To compare and contrast the different spaces animals reside</p>	<p><i>Reader:</i> Swimming with Dolphins; The Transformation of Wildlife Law in the Vanishing Wilderness <i>Film:</i> Blackfish</p>	<p>RQP#6 RQP#6.2 Film Viewing Guide (FVG) #1</p>

	in our social consciousness.		
Week 7: March 2 nd – March 6 th	Unit Two: Animals in Institutions Part Five: Science Objectives: - To recognize the usage of animals for human purposes beyond companionship or voyeurism.	<i>Reader:</i> The Researcher’s Perception of Pain (this is the last reading due before this week’s exam)	RQP#7 RQP#7.2 Exam#1
Week 8: March 9 th – March 13 th (REMEMBER Daylight Savings Time Begins March 8th)	Unit Two: Animals in Institutions Part Six: Agriculture Objectives: - To explain the animal industrial complex. - To assess the practice of consumption as social change.	<i>Reader:</i> Expanding “Meat” Consumption and Animal Oppression; Becoming Vegan	RQP#8 RQP#8.2
Week 9: March 16 th – March 20 th	Unit Two: Animals in Institutions Part Seven: Entertainment and Education Objectives: - To describe how animals are defined differently according to their socially constructed purpose. - To outline the concept of a border species and learn how they challenge our boundaries around animals.	<i>Reader:</i> Representations of the Animal World on the Discovery Channel; <i>D2L:</i> Contesting Horses: Borders and Shifting Social Meanings in Veterinary Medical Education	RQP#9 RQP#9.2
Spring Break: March 23 rd – March 27 th	Spring Break: N/A	Spring Break: N/A	Spring Break: N/A

<p>Week 10: March 30th – April 3rd</p>	<p>Unit Two: Animals in Institutions Part Eight: Health and Welfare</p> <p>Objectives: - To review the veterinary profession and the particular ethical dilemmas of practitioners. - To describe how and why feminization has occurred in the veterinary profession in the way that it has by using a gendered analysis.</p>	<p><i>Reader: Veterinary Dilemmas; D2L: Gender Work in a Feminized Profession: The Case of Veterinary Medicine</i></p>	<p>RQP#10 RQP#10.2</p>
<p>Week 11: April 6th – April 10th</p>	<p>Unit Two: Animals in Institutions Part Eight: Health and Welfare</p> <p>Objectives: - To identify the animal shelter as a site to examine the agency of animals, as well as shelter workers. - To differentiate between animal welfare and animal rights.</p>	<p><i>Reader: How Shelters “Think” about Clients’ Needs and Unwanted Pets; Hope and Conflict in the Social World of Animal Sheltering</i></p>	<p>RQP#11 RQP#11.2</p>
<p>Week 12: April 13th – April 17th</p>	<p>Unit Three: The Changing Status and Perception of Animals Part Nine: Healing</p> <p>Objectives: - To evaluate the current usage of animals as therapeutic tools.</p>	<p><i>Reader: How Prison-Based Animal Programs Change Prisoner Participants; Pet-Facilitated Interaction in a Public Setting</i> <i>Film: Temple Grandin</i></p>	<p>RQP#12 RQP#12.2 FVG#2</p>

	- To predict where the status of animals is headed.		
Week 13: April 20 th – April 24 th	<p>Unit Three: The Changing Status and Perception of Animals</p> <p>Part Eleven: Rights</p> <p>Objectives:</p> <p>- To contextualize the differing cross-cultural movements around animal rights and evaluate policy that may or may not promote effective social change.</p>	<i>Reader:</i> International Progress and Regress on Animal Rights (this is the last reading due before this week’s exam)	RQP#13 RQP#13.2 Exam#2
Week 14: April 27 th – May 1 st	* This final week has no lectures or readings, but is your chance to finish your final projects and submit them by the end of the week.	N/A	Final Picture Project

Policies: If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Center for Community N200, and <http://www.colorado.edu/disabilityservices>

If you have a temporary medical condition or injury, see guidelines at <http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html>

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please let me know as soon as possible if there is a date you will miss this semester due to religious observances. See full details at http://www.colorado.edu/policies/fac_relig.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of

race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, 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 at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

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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; 303-735-2273). 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). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>