**University of Colorado**

Department of Sociology

Fall 2012

**Animals and Society**

Socy 4017-001

TR 9:30-10:45 HUMN 250

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| Dr. Leslie Irvine  irvinel@colorado.edu  Ketchum 223  Office hours: TR 8-9 | Teaching Assistant: Laurent Cilia  Laurent.Cilia@colorado.edu  Ketchum 414  Office hours: WF 1-2 |

**What is this course about?**

Non-human animals are so closely involved in human existence that it is hard to imagine “society” without them. They figure heavily in our language, food, clothing, family structure, economy, education, entertainment, science, and recreation. Consider this: just about everyone knows that some animals, such as polar bears, have suffered greatly because of climate change. Most people put the blame for this on fossil fuels. But few people realize that our use of other animals is part of the problem *and* the solution to climate change. Livestock production creates so much greenhouse gas that changing how we raise animals could have a greater impact on climate change than replacing fossil fuels with renewable energy. Most people do not realize that our use of cattle, pigs, and chickens has a relationship with what happens to polar bears. Now *you* know, though. This is just a sample of what you’ll learn in this course.

The ways we use animals produce ambivalent and contradictory attitudes toward them. This semester, we’ll learn about society and ourselves by investigating how we regard and treat animals.

**What are the goals of the course?**

This course will enable you to:

* examine your assumptions about animals, as well as the implications of those assumptions;
* develop your thinking abilities along with the knowledge and understanding that result from their use in the study of hard questions;
* apply your knowledge to create potential solutions to complex problems.

**How will you fulfill the goals of the course?**

You must take responsibility for your own learning and participate as an active learner. You must agree to do a considerable amount of reading, thinking, speaking, listening, and writing. The first requirement is to obtain the course text, which is available at the CU Bookstore. I have posted additional required readings on D2L.

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

To evaluate your progress in reaching the course goals and to provide you with feedback on your learning, I will assess you along the following four requirements:

1. Responsive Writing Exercises: Throughout the semester, you will be given short, in-class writing exercises. Sometimes you will respond to a question about the reading material. Other times, these will involve composing one or two questions about the day’s topic. Most, but not all of these exercises will be collected for credit. They are designed to help you to take responsibility for your own learning and participate as an active learner, even when you are not being graded. We will use these to review material when most of the class shows evidence of confusion and misconception and I will use them to work with individual students who show lack of mastery. When collected, these will be graded on a scale of 0 to 3:

* 0: You did not submit a response or your response indicates no grasp of the material
* 1: Your response indicates only a superficial understanding of the material
* 2: Your response demonstrates a partial understanding of the material
* 3: Your response demonstrates a competent understanding of the material

I will drop your two lowest grades, which will allow you to miss two exercises without penalty. If you have a documented medical or legal excuse for missing more than two of these exercises, see me for an alternate assignment (and provide documentation).

2. Homework: You will have several homework assignments designed to help you think about course material between classes and refine your understanding of what you are learning. You might be asked to watch a short video and respond in writing, or to look for information online and write an analysis of it. These will be announced in class, posted on D2L, and graded on a ten-point scale.

3. Research projects: In these assignments, you will develop the skills needed to explore an animal-related issue that accompanies each of the three units in the text. These will be graded on a 100-point scale. The prompts for the projects appear below, and you will find additional materials, especially for Units 1 and 2, on D2L.

Unit 1: Animal, Self, and Society

Choose a species of animal *other than dog or cat*. Research and describe the role of that species in society. Do not give a zoological account of the animal’s behavior, but instead discuss what the animal’s role teaches us about ourselves in terms of various sociological concepts, such as race, class, gender, norms and culture, deviance and conformity, power and inequality, or social institutions. You will find exemplary papers from previous semesters posted on D2L.

* Due in class, Oct 11

Unit 2: Animals in Institutions

For this assignment, you will create a one- to two-page “Fact Sheet” on a topic of interest to you pertaining to the use of animals in institutions. A fact sheet is an at-a-glance tool used to provide an overview of a problem. Yours should offer the who, what, why, where, and how of the topic, rather than provide detailed information. Make the issues clearly understandable to someone who has little or no background on the topic.

Do not exceed two pages, including references. All Fact Sheets will be posted on D2L for the benefit of all students. You will find examples of Fact Sheets on D2L, along with links to guidelines on how to write them.

* Hard copy due in class, Nov 6; e-copy due in D2L dropbox by 9 a.m.

Unit 3: The Changing Status and Perception of Animals

You are in charge of resolving a human-animal conflict. In these instances, human interests compete against those of animals. Examples include the debate over what to do when a prairie dog colony exists on land that someone wants to develop, or when elephants eat the crops grown by farmers in African villages. An infestation of mice in your house is another example. Whose interests prevail, and why? In your essay, describe the individuals and groups with varying interests at stake in the issue and consider the welfare of the animals involved, who cannot speak for themselves. Describe the conflict, create a role for yourself, if applicable, and develop a plan to address the conflict that considers all stakeholders.

* Due in class, Dec 14

For Units 1 and 3, your assignments will take essay form, with 4-5 double-spaced pages of content (not including your references), using 12 pt. font and 1-inch margins. You must include a minimum of four scholarly sources (see D2L on what counts as a scholarly source). The reference lists at the end of the Introduction in *Between the Species* and following the introductions to each unit provide a starting point for locating sources. You will find other useful resources in the major journals in the field, *Society & Animals* and *Anthrozoös*. Use ASA style for formatting references (see D2L). You must submit a checklist with your paper (download from D2L).

4. Final exam: The exam will consist of short essay responses to two questions that assess your grasp of broad issues examined in the course. The exam will be designed to take about 1 - 1 ½ hours to complete. It will take place in our classroom on Monday Dec 17, 7:30 p.m. - 10:00 p.m., as scheduled by the registrar. A study guide will be available on D2L well in advance of the exam date.

Your final grade will come from 400 possible points:

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| --- | --- |
| Responsive Writing  Homework  Research projects  Final exam | 30 points  40 points  300 points  30 points |

Final Grade Scale

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| --- | --- | --- | --- |
| A: 94-100% | B: 84-86% | C: 73-76% | D: 64-66% |
| A-: 90-93% | B-: 80-83% | C-: 70-72 | D-: 60-63% |
| B+: 87-89% | C+: 77-79% | D+: 67-69 | F: 59% or less |

**Course policies**

You must keep current with the course. If you miss a class, first contact a classmate for notes, then arrange to see Laurent or me for additional clarification of the material if needed.

If you have an event that was scheduled prior to the start of the semester that will cause you to miss class or a deadline, you must notify me by **September 11** to discuss alternate grading options. I will not consider options for anyone who waits longer than this to contact me.

Keep current with the reading. We will not “go over” each reading in class, but you are responsible for all content assigned. In some cases, we will discuss the material in considerable detail, but in most cases, the reading will provide a platform for considering related issues.

Please be courteous in class. Arrive on time. Do not text, and turn the ringer on your phone off—not to “vibrate.” Refrain from sleeping, holding conversations, reading newspapers, or doing work for other classes. Respect everyone in the learning environment.

You may use laptops, tablets, or other mobile devices to take notes, but please have paper and pen/pencil available in every class, too. We will have an electronics-free zone in the classroom for anyone who wishes to avoid the distraction of computer screens.

Please inform me immediately if you have a health problem or a disability that necessitates leaving the room during class.

Check D2L and your CU email account regularly for announcements relevant to the class. Laurent and I will read and respond to email sent from this class only Monday through Thursday, 9-5, and Friday 9-12.

In all your writing for this course, make sure that the language you use to refer to other animals is non-speciesist and respectful of our relation to animals and other species. Use gender-based pronouns such as *him, her, he, she,* *his* and *her.* Use *who* and *whose,* rather than *it* and *its.* Use terms such as *companion animal, animal in the laboratory, non-human animal,* and *caretaker or guardian.*

Submit all assignments in class**.** Laurent and I will neither accept nor acknowledge work submitted via email or left under our office doors.

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

If you receive a grade that you believe is incorrect or unfair and would like it reconsidered, 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 within one week of receiving the grade. Either Laurent or I will inform you of the decision within a week of receiving these items. Please note that if you ask us to reevaluate your work, your new grade may be lower than the original.

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.

**Reading schedule**

Subject to change. I will post any changes on D2L. Please note: the table of contents in *Between the Species* is divided into three major units, which include 11 parts consisting of 35 articles. The numbers on the schedule below correspond toarticle numbers in *Between the Species*. Please read the introductory material to each part, in addition to the articles themselves. Required readings posted on D2L are designated with \*

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|  | DATE | READING ASSIGNMENT |
| WEEK 1 | T Aug 28 | Introduction to the course |
|  | R Aug 30 | Introduction (ix-xxvii); Irvine(1) |
| WEEK 2 | T Sep 4 | 1 & 2 |
|  | R Sep 6 | 3 |
| WEEK 3 | T Sep 11 | 4 & \*Nash |
|  | R Sep 13 | 5 & \*Irvine(2) |
| WEEK 4 | T Sep 18 | 6 |
|  | R Sep 29 | 7 & \*Brown; \*Griffith *et al.* |
| WEEK 5 | T Sep 25 | 8 & 9 |
|  | R Sep 27 | 10 & \*Atwood-Harvey |
| WEEK 6 | T Oct 2 | 11 |
|  | R Oct 4 | 12 |
| WEEK 7 | T Oct 9 | 13 & \*Scarce |
|  | R Oct 11 | 14 & 15 (note: skip 16) |
| WEEK 8 | T Oct 16 | \*Irvine(3) |
|  | R Oct 18 | 17-19 |
| WEEK 9 | T Oct 23 | 20 & \*Evans, *et al.* |
|  | R Oct 25 | 21, 22, & \*Jamieson |
| WEEK 10 | T Oct 30 | 23 & \*Herzog, *et. al* |
|  | R Nov 1 | 24 & 25 |
| WEEK 11 | T Nov 6 | 26 & \*Arluke |
|  | R Nov 8 | 27 & \*Strimple |
| WEEK 12 | T Nov 13 | 28 & \*Sanders |
|  | R Nov 15 | No class |
| WEEK 13 | T Nov 20 | Fall break |
|  | R Nov 22 | Thanksgiving Day |
| WEEK 14 | T Nov 27 | 29 |
|  | R Nov 30 | 30 |
| WEEK 15 | T Dec 4 | \*Bekoff |
|  | R Dec 6 | 31 |
| WEEK 16 | T Dec 11 | 32 & 33 |
|  | R Dec 13 | 34 & 35 |

**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 <http://www.Colorado.EDU/disabilityservices>. 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 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 polices 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>

**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. See full details at <http://www.colorado.edu/policies/fac_relig.html>

**Discrimination and Harassment**

The University of Colorado at Boulder policies on Discrimination and Harassment Sexual Harassment, and Amorous Relationships apply to all students, staff, and faculty (<http://www.colorado.edu/policies/discrimination.html>). 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>