

Animals & Society

Fall 2006
73077 ENV 296P
Prof. Tracy Basile
Email: tbasile@pace.edu

Leinhard 24A
Monday and Wednesday 4:00 to 5:30
PACE UNIVERSITY
PLEASANTVILLE CAMPUS, NY

COURSE DESCRIPTION

Everything we have known about animals is changing. We're learning that they have language, emotions, and intelligence. It's not just companion animals that we have come to better understand; it's animals on farms, in laboratories, in the wild, and in our own backyards. Yet despite these advances in science, our society seems ambivalent to acknowledge their real value. Why? What's at stake? "Animals & Society" is a Civic Engagement and Writing Enhanced course that stretches our everyday concepts of community service to include the world of animals. You will hear guest lectures, watch award-winning films, and experience first-hand what it is like to volunteer in the nonprofit world of animal advocacy. You will also be challenged by interesting writing assignments, readings and class discussions. Everyone is required to work a minimum of 12 hours at an organization whose central mission involves the welfare of animals. Throughout the course you are encouraged to question your own assumptions about animals and to ask what are the consequences of these assumptions.

TEXTS

Roger Fouts, *Next of Kin* (Morrow, 1997)

Upton Sinclair, *The Jungle* (Dover Thrift Editions, 2001)

This book costs only a few dollars, but is also available in many libraries and online for free. One site is www.online-literature.com.

Linda Hogan, *Power* (WW Norton, 1998)

Jonathan Balcombe, *Pleasurable Kingdom: Animals and the Nature of Feeling Good*
(Macmillan 2006)

COURSE REQUIREMENTS

- **Volunteer Work**

Every student is required to volunteer a *minimum* of 12 hours at one of the following nonprofit organizations: (See separate sheet for more information on each organization.)

1. *Farm Animals*: Stone Barns Center for Food and Agriculture, Pleasantville, NY
2. *Companion Animals*: The SPCA of Westchester, Briarcliff, NY
3. *Wildlife*: Wolf Conservation Center, South Salem, NY

- **Fieldnotes**

You are required to take **field notes** during or immediately after each visit to your nonprofit organization. This “notebook” will become a valuable source of information that you will need for several writing assignments. You will turn in your field notes for review with your portfolio at midterm and at the end of the semester. Must be typed in two-column format. (See separate handout for guidelines.)

- **Teamwork and Class Participation**

You must keep up with the readings, bring the readings to class, and be prepared to engage in lively classroom discussion. You will be asked to participate in pairs and groups. You will also present a debate later in the semester.

- **Written Homework and In-class Writing Assignments**

Assignments will vary. Sometimes you’ll be asked to write a short reaction (one or two paragraphs) to that day’s readings. Other times, you’ll be asked to come up with a question that you have about the reading assignment, or comment on another student’s writing. These assignments will be given either as homework or will be done in class with the goal that they will act as a catalyst for discussion by encouraging critical thinking and reflection.

- **Emotion Essay**

Working in small groups, pick one emotion (i.e. grief, joy, love, boredom, etc.) and research recent scientific studies that confirm this emotion in a variety of species of animals. You can also include anecdotal evidence from ethologists, biologists, etc. Use class readings, especially the book *Pleasurable Kingdom*, as well as animal behavior journals and internet sources. You may also use your own fieldnotes if applicable. Papers must be individually written drawing on the research your group has uncovered. 750 words. (See separate handout for additional guidelines.)

- **Animal Portrait Essay**

The purpose of this assignment is to see animals closely, to become aware of their movements, moods, and behaviors and to learn that each animal, though representative of its species, is also an individual. For this assignment, you will need to write an engaging portrait of any one animal that you have observed at your nonprofit organization’s field site or at the Nature/Environmental Center here at Pace. You need to describe the individual, give background information about the species and raise an issue that currently confronts this species’ welfare today. Topics must be approved by me in advance. Your paper must be a combination of primary sources (using your fieldnotes) and secondary sources (online sites, magazines, newspapers, documentary films, academic articles). 1000 words. Must cite sources.

Extra Credit: Include a photograph/s would be a nice addition! **More Extra**

Credit: conduct an interview with an expert on this species or this individual in person, via the telephone or email and weave some of the best information you gathered into your essay. (See separate handout for guidelines.)

- **Three Letters-to-the-Editor**

Everyone must subscribe to the email list-serve called Dawnwatch at www.dawnwatch.com. It's a media watchdog service that will notify you whenever animal issues appear in the news, in the form of magazine and newspaper articles or TV news stories. Your job is to select three alerts that have appeared during the fall semester and write a compact, compelling and clear letter to the editor in reply to each article. The trick to writing these letters is to be brief as long letters are rarely printed. Note: you need to include your letter *and* a print-out of the article or news item you are responding to. **Extra credit:** if you actually send your letter to the editor within two days of the article's publication date. (See separate handout for additional guidelines.)

- **Final Essay Exam**

In lieu of a final exam, you will be asked to write a short paper based on essay questions that ask you to reflect and integrate your readings, volunteering experience and group discussions. (See separate handout for questions and guidelines.)

- **Portfolios** You are required to keep a portfolio of all your work throughout the semester. The portfolio will be turned in twice: once at midterm and again at the end of the semester.

Important Note: No emailed papers will be accepted without my prior permission.

Attendance in this course is mandatory. You are expected to be present when class begins. If you must miss a class due to an emergency or illness, please email me prior to class. I will deduct from your final grade if you have 4 absences. **If you miss more than 4 classes, you will fail the course.** If you are absent, you are responsible for checking the syllabus so you do not fall behind, making up any missed assignments and getting any materials from me. It is up to you to come prepared to the next class.

Academic Integrity Policy: Students must accept the responsibility to be honest and to respect ethical standards in fulfilling the requirements of their courses and assignments. Integrity in academic life requires that students demonstrate intellectual and academic achievement independent of all assistance except that authorized by the instructor. The use of an outside source, including electronic sources, in any paper, report or submission for academic credit without the appropriate acknowledgment is **plagiarism**. It is unethical to present as one's own work the ideas, words or representations of another without the proper indication of the source. Therefore, it is the student's responsibility to give credit for any quotation, paraphrase, summary, idea or data borrowed from an outside source.

Violations of academic integrity may include but are not limited to:

- Copying from another student's work

- Presenting the work of another person as one's own
- Allowing one's work to be copied by another person
- Using others' words or ideas without proper indication of the source
- Collaboration on a written assignment without permission of the instructor

→ These standards apply to all or any part of an assignment.

→ These standards apply to all resources, whether hard copy, electronic or otherwise Internet-based.

How to Avoid Plagiarism

* Use quotation marks when quoting an author's words exactly as they appear in the source. Also cite in the text or indicate in parentheses the author's name and the page number at the end of each paraphrase or summary.

* Use Modern Language Association (MLA) style documentation format for all English Department papers. Note that other disciplines such as Social Sciences, Nursing, and Education use American Psychological Association (APA) format.

* Include a Works Cited list (formerly called a bibliography) at the end of your essay.

* Do not borrow, buy, or copy all or part of another person's work--published or not--and submit it as your own.

Students with Disabilities Pace University and the Dyson College of Arts and Sciences believe it is important that students receive appropriate accommodation for any disability. To receive accommodation for any disability, you must contact your campus Counseling Center (Pace Plaza, 212-346-1526; Westchester, 914-773-3710). The Coordinator of Disability Services will:

- Evaluate your medical/learning/psychological documentation
- If further documentation is necessary, refer you for appropriate tests
- Make recommendations for your plan of accommodation
- Prepare letters for you to give to your professors to arrange for the recommended accommodations.

Your professor is not authorized to provide any accommodation prior to your arranging for it through the Counseling Center.

Etiquette: While you are encouraged to speak your mind freely in class discussions, you will also be expected to express yourself courteously, showing respect for the opinions and sensibilities of others. This goes for any email or online discussion as well.

Pace University Writing Center The Pace University Writing Center offers tutorial services in writing as well as handouts and reference materials on writing for student use in person or via the web at www.pace.edu/dyson/writingcenter. The staff of instructor and student tutors can assist students in understanding writing assignments and criteria and can help students with any stage of the writing process, from brainstorming topics to revision of rough drafts. Students may be referred to the Writing Center as part of this course, or students may seek assistance with course writing on their own via web-based tutoring or by visiting the Writing Center in person (NY-Birnbaum Library, 2nd Floor, 346-1085; PLV-Mortola Library, 3rd Floor, 773-3942). Please refer to the Writing Center's website for information about policies and hours of operation.

You must have a Pace University email account and check it regularly for updates.

Values of Assignments toward final grade:

Fieldnotes.....	10%
Teamwork and class participation.....	15%
All written homework and in-class written assignments....	15%
Emotions Essay.....	15%
Animal Portrait Essay.....	20%
3 Letters to the Editor.....	10%
Final Take Home Essay.....	15%

COURSE SCHEDULE

WEEK ONE --

W Sept 6 -- INTRODUCTION AND COURSE DESCRIPTION

- Online viewing of “Ashes and Snow”
- Sign up to the email list serve www.DawnWatch.com, a media watch group for animal advocacy. Postings on this list will sometimes be used for class discussion. You must select from current articles posted on DawnWatch in order to write your letters to the editor.
- Get a notebook for your field notes and a calendar to keep track of your volunteer schedule.
- Start thinking about where you want to volunteer

WEEK TWO – HOW DOES WESTERN CULTURE VIEW ANIMALS?

M Sept 11 – *Why study animals?*

- Dominion in the Bible: Book of Genesis
- Aristotle's Great Chain of Being
- Read three handouts on 1) Great Chain of Being; 2) Political Geography (from the 1877 geography textbook) and 3) Descartes for Wednesday

W Sept 13 -- *Descartes' “Great Divide”*

- How does French philosopher Rene Descartes separate humans from other animals and why is he so concerned with the difference?
- What are the implications of this reasoning?
- Where do we see examples of Cartesian worldview today?
- Introduction to *The Jungle*
- How to write field notes
- Sign up for Volunteering

HOMEWORK:

- Start reading *The Jungle*, Chapters 1 – 7 up to p. 69
- Read the handouts “The March to Porkopolis” and “Animals are Machines”
- Write 2 questions based on the readings for this “weekend.” Take your time composing the questions, as you will be graded on their quality. The better your questions, the better your grade.
- Start planning your volunteering schedule

WEEK THREE – ANIMALS AS MACHINES

M Sept 18 -- The Buffalo and the Pig (a personal story)

- Questions and Answers session
- Discussion of themes and symbolism in *The Jungle*
- Film clips

HOMEWORK:

- Read *The Jungle* up to page 91.

W Sept 20 – The Farm Becomes a Factory

- The Industrial Revolution and *The Jungle*
- How to write a letter to the editor
- Film clips

Homework:

- Read the *Jungle* up to page 134. (This is all that we will read of this book.)
- Read interview of Gail Eisnitz about her book *Slaughterhouse* (handout)
- Read “Email Etiquette” on Dawnwatch site.
- Write a one-paragraph reaction to *The Jungle* – due Monday
- Write one letter to the editor – due Wed.

REMINDER: SUNDAY, SEPT 24, 10 AM --- GENERAL ORIENTATION MEETING FOR SPCA SHELTER VOLUNTEERS AT THE SHELTER ON NORTH STATE ROAD IN BRIARCLIFF.

WEEK FOUR -- FACTORY FARMING VS. SUSTAINABLE HUMANE AGRICULTURE

M Sept 25 – The globalization of modern agribusiness

- **One-paragraph reaction to *The Jungle* due today**
- *The Jungle* then and now -- discussion
- Animal welfare and organic standards
- Brainstorming: What needs to change? How can we change it?

Homework:

- Write one letter to the editor

W Sept 27 – FIELDTRIP TO STONE BARNS

- *Meet in the bus stop area outside Miller Hall (bottom of steps) at 3:35. Bus will leave at 3:40. Dress for the weather and wear boots or good walking shoes. We will be back on campus at 5:30.*
- **One letter to the editor due today!**

Homework:

- Start reading *Pleasurable Kingdom* prologue to end of pt. 1 page 64
- Type up 2 hours worth of fieldnotes from volunteering -- due Oct. 4

WEEK FIVE – ANIMAL SENTIENCE AND EMOTIONS

M Oct 2 – no class Yom Kippur

W Oct 4 – What is sentience?

- **2 hours of fieldnotes are due today**
- Discussion of solutions to factory farming
- Film clips from 2005 tsunami
- Planning your One Emotion Essay: which emotion? which species?

Homework:

- Read *Pleasurable Kingdom* pages c. 4 and 5 up to pg 105
- Read article “Animal Sentience and the Evolution of
- Decide which “emotion group” you want to be in by Monday. As a group you will research articles (academic journals, newspaper and magazines) and book references to different animals displaying that emotion. You will write a paper on your findings – each paper is written individually. You share the research and then write your own papers. Emotions:
LOVE / AFFECTION
ANTICIPATION
COOPERATION
ALTRUISM / COMPASSION / ACTS OF KINDNESS / EMPATHY
DECEPTION
SENSE OF FAIRNESS
SADNESS / SORROW / DEPRESSION
FRIENDSHIP
JOY / HAPPINESS / PLAY / AMUSEMENT
CONTENTMENT
BOREDOM

REMINDER: SATURDAY 10/7 AND SUNDAY 10/8 ARE DOG WALKING TRAINING DAYS – 2 AND ½ HOURS EACH DAY FOR A TOTAL OF FIVE HOURS TRAINING AT THE SPCA SHELTER IN BRIARCLIFF.

WEEK SIX -- CHARLES DARWIN AND THE IDEA OF CONTINUITY

M Oct 9 —

- **Groups for Emotions Essay are decided today**
- Film: *Why Dogs Smile and Chimpanzees Cry—pt. 1*

Homework:

- Read Pleasurable Kingdom pages ch 7 and 8 pages 125-159

W Oct 11 – *Raising the Bar: Studies in Animal Intelligence, Emotion and Language*

- Getting started writing your One Emotion Essay
- Paraphrasing, summarizing and quoting

Homework:

- Read Pleasurable Kingdom, ch 9 and 10 pages 160-203
- Continue researching your One Emotion Essay

WEEK SEVEN -- FINDING NEW RESEARCH IN ANIMAL EMOTIONS

M Oct 16 – *CLASS MEETS IN ELECTRONIC CLASSROOM IN LIBRARY*

Homework:

- Read Pleasurable Kingdom, ch 11, pages 207-227

W Oct 18 – GUEST SPEAKER Jonathan Balcombe, PCRM

Now what?

- Discussion of the implications of sentience, intelligence and emotion research on animal welfare and general public.

Homework:

- Prepare midterm portfolio (use a simple 2 pocket folder)

WEEK EIGHT -- CONVERSATIONS WITH CHIMPANZEES

M Oct 23

- **Midterm portfolios due today – Must include:**
1) Fieldnotes – minimum of 8 hours

- 2) Homework and in-class writing assignments
- 4) Three letters to the editor

- Jane Goodall film – *Among the Wild Chimpanzees*

W Oct 25 – Discussion of *Next of Kin*

Homework:

- Read *Next of Kin* to page 38

WEEK NINE – EMOTIONS, INTELLIGENCE AND LANGUAGE

M Oct 30 **Emotion Essay – thesis statement is due today!!!**

Film: March of the Penguins

Homework:

- Read *Next of Kin* to page 90
- Short Reaction Paper to *March of the Penguins*:

W Nov 1 -- Nature or Nurture: Language Acquisition and Intelligence

- Discussion of *March of the Penguins*
- Discussion of *Next of Kin*
- Workshop: Time to work in groups on your animal emotions

Homework:

- Read *Next of Kin* to page 149
- Write 2 questions from your reading

WEEK TEN – ANIMAL LANGUAGE AND INTELLIGENCE

M Nov 6 --

- Discussion of *Next of Kin*
- Workshop: Time to work in groups on your animal emotions

Homework:

- Write Emotion Essay – due Wednesday!!!
- Read *Next of Kin* to page 183

W Nov 8 – **Emotion Essay is due today!!!**

GUEST SPEAKER: Taffy Williams of NY Whale and Dolphin Action League discusses Dolphin and Whale intelligence and language

Homework:

- Write a brief one or two sentences describing what (and who) your **Animal Portrait** essay will be about. What individual animal you will describe and what welfare issue you will exam? For more information see handout sheet on Guidelines for Writing Animal Portrait.
- Read *Next of Kin* to page 257 (end of Part Two)

WEEK ELEVEN -- EVOLVING VIEWPOINTS: EVOLUTION AND ETHICS

M Nov 13 – **Animal Portrait proposal due – one or two sentences**

- What is the significance of Darwin’s theory of evolution in *Next of Kin*?
- Why is there growing conflict between Roger Fout’s conscience and the protocols of scientific research?

Homework:

- Read *Next of Kin* to page 282
- Write 1 question from your reading

W Nov 15 -- ADDICTED TO ANIMAL TESTING ?

Homework:

- Finish reading *Next of Kin* to page 388

WEEK TWELVE –

M Nov 20 -- Film *Chimpanzees: An Unnatural History* about chimpanzees in need or retirement who have been used in medical research.

Homework:

- Start reading the novel *Power* up to page 44

W Nov 22 – no class *Thanksgiving Break!*

WEEK THIRTEEN -- AN INTRODUCTION TO INDIGENOUS VIEWS OF NATURE

M Nov 27— **Animal Portrait Essay due --in-class peer review**

- Film clips from *In the Light of Reverence* and Ken Burn’s *The West* will contrast the difference in perspectives towards animals and nature.

Homework:

- Read *Power* up to page 81

W Nov 29 — The Prey/Predator Relationship in Indigenous Cultures

- Lakota and buffalo, Gwich'in and caribou, Makah and whales...

Homework:

- Read *Power* up to page 147

WEEK FOURTEEN — OBJECTIFYING NATURE vs. LIVING ON AN ANIMATE EARTH

M Dec 4 —

Talking Circle -- a roundtable discussion of what we have accomplished this semester, including:

- Discussion of *Power* and Indigenous traditions -- Why don't Indigenous cultures debate sentience, intelligence, language, tool use, cognition, self-consciousness, etc.?

Homework:

- Read *Power* up to page 193

W Dec 6 — *GUEST SPEAKER*: Gail Forman, Executive Director of the Westchester SPCA on pet overpopulation and the difficult roles of shelters. Kill vs. No-kill.

Homework:

- Finish reading *Power*

WEEK FIFTEEN — THE PLACE OF HUMANS IN THE WORLD

M Dec 11 — *Last class — Take-home final essay test will be passed out at end of class.*

Talking Circle -- a roundtable discussion of what we have accomplished this semester, including:

- Why are there always “too many” animals – too many wild horses, too many prairie dogs, too many dogs and cats with no homes, too many deer...etc.?
- Anthropomorphism
- Indigenous perspectives
- “The fate of the earth depends on a return to our senses.”
-- DAVID Abram, *The Spell of the Sensuous*

W Dec 13 — **Day finals begin, no class!!**

NOTE: If you want, you can book time with me on this day to meet one-on-one with you to get help with your writing.)

WEEK SIXTEEN – FINAL PORTFOLIOS DUE MONDAY

- *M Dec 18 – Final portfolios due today – no class, only to drop off portfolio*
 - *Portfolios must include:*
 - 1) Fieldnotes – minimum of 4 hours
 - 2) Homework and in-class writing assignments
 - 3) Animal Portrait essay – final version
 - 4) Emotions essay – final version
 - 5) Take-Home Short Essay Exam**Extra Credit:** more letters to the editor!
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WEEK NINE – EMOTIONS, INTELLIGENCE AND LANGUAGE

M Oct 30 Emotion Essay – thesis statement is due today!!!

Film: March of the Penguins Miller Lecture Hall (room open at 3:45)

Homework:

- Read *Next of Kin* to page 90
- Short Reaction Paper to *March of the Penguins*: Write (type) about 200 words answering #2 only; be ready to discuss #1 and #3 in class on Wednesday.

W Nov 1 -- Nature or Nurture: Language Acquisition and Intelligence

- Discussion of *March of the Penguins*
- Discussion of *Next of Kin*
- Workshop: Time to work in groups on your animal emotions

Homework:

- Read *Next of Kin* to page 149
- Write 2 questions from your reading

WEEK TEN – ANIMAL LANGUAGE AND INTELLIGENCE

M Nov 6 --

- Discussion of *Next of Kin*
- Workshop: Time to work in groups on your animal emotions

Homework:

- Write Emotion Essay – due Wednesday!!!
- Read *Next of Kin* to page 183

W Nov 8 – Emotion Essay is due today!!!

GUEST SPEAKER: Taffy Williams of NY Whale and Dolphin Action League discusses Dolphin and Whale intelligence and language (LOCATION: OUR CLASSROOM)
(NEED TO ORDER COW FOR TAFFY)

Homework:

- Write a brief one or two sentences describing what (and who) your **Animal Portrait** essay will be about. What individual animal you will describe and what welfare issue you will exam? For more information see handout sheet on Guidelines for Writing Animal Portrait.
- Read *Next of Kin* to page 257 (end of Part Two)

WEEK ELEVEN -- EVOLVING VIEWPOINTS: EVOLUTION AND ETHICS

M Nov 13 – **Animal Portrait proposal due – one or two sentences**

- What is the significance of Darwin’s theory of evolution in *Next of Kin*?
- Why is there growing conflict between Roger Fout’s conscience and the protocols of scientific research?

Homework:

- Read *Next of Kin* to page 282
- Write 1 question from your reading

W Nov 15 -- ADDICTED TO ANIMAL TESTING ?

Homework:

- Finish reading *Next of Kin* to page 388
- Role playing – you will be given a “role” to play in a roundtable class discussion for Monday that pertains to the book *Next of Kin*.

WEEK TWELVE –

M Nov 20 -- Roundtable discussion using role playing to express a variety of viewpoints on animal testing, chimpanzee sanctuaries, animal intelligence, language, animal liberation tactics and what we can do to bring about positive change.

Homework:

- Start reading *Power* up to page 44

W Nov 22 – no class *Thanksgiving Break!*

WEEK THIRTEEN -- AN INTRODUCTION TO INDIGENOUS VIEWS OF NATURE

M Nov 27— **Animal Portrait Essay due --in-class peer review**

- Film clips from *In the Light of Reverence* and Ken Burn’s *The West*

Homework:

- Read *Power* up to page 81

W Nov 29 — The Prey/Predator Relationship:

- Lakota and buffalo, Gwich'in and caribou, Makah and whales...

Homework:

- Read *Power* up to page 147

WEEK FOURTEEN — OBJECTIFYING NATURE vs. LIVING ON AN ANIMATE EARTH

M Dec 4 —

- Discussion of *Power* and Indigenous traditions -- Why don't Indigenous cultures debate sentience, intelligence, language, tool use, cognition, self-consciousness, etc.?
- The “discourse of an animate earth” – “In Indigenous , oral cultures, nature itself is articulate; it *speaks*.” (David Abram)
- Talking Circle -- a roundtable discussion of what you have accomplished in this course this semester.

Homework:

- Read *Power* up to page 193

W Dec 6 — GUEST SPEAKER: Gail Forman, Executive Director of the Westchester SPCA

NEED TO ORDER A COW FROM ED MEDIA AND CONFIRM WITH GAIL THAT SHE WILL BE BRINGING A CD (?) ALSO NEED TO EMAIL GAIL DIRECTIONS. THIS EVENT WILL BE HELD IN OUR REGULAR CLASSROOM.

Homework:

- Finish reading *Power*

WEEK FIFTEEN – SHIFTING PERCEPTIONS OF THE PLACE OF HUMANS IN THE WORLD

M Dec 11 – Last class – Take-home final essay test will be passed out at end of class.

Final Roundtable Discussion:

- Why are there always “too many” animals – too many wild horses, too many prairie dogs, too many dogs and cats with no homes, too many deer...etc.?
- “The fate of the earth depends on a return to our senses.”
-- DAVID Abram, *The Spell of the Sensuous*

W Dec 13 — **Day finals begin, no class!!**

NOTE: If you want, you can book time with me on this day to meet one-on-one with you to discuss your work.)

WEEK SIXTEEN – FINAL PORTFOLIOS DUE MONDAY

- *M Dec 18 – Final portfolios due today – no class, only to drop off portfolio*
- *Portfolios must include:*
 - 1) Fieldnotes – minimum of 4 hours
 - 2) Homework and in-class writing assignments
 - 3) Animal Portrait essay – final version
 - 4) Emotions essay – final version
 - 5) Take-Home Short Essay Exam**Extra Credit:** more letters to the editor!

To pick up your final portfolios please go to the Environmental Center – the brown cabin-type building on campus next to the farm animals and birds of prey.

EXPLORING THE HUMAN-ANIMAL BOND

- Animal-assisted therapy
- How animals benefit us
- Connections between domestic violence and animal abuse

CAPTIVE WILDLIFE

Conservation, education or entertainment? A look at the debate over zoos and aquariums

- Read handout “Against Zoos

ANIMALS IN MEDICAL RESEARCH

- Discussion of major themes in *Next of Kin*

Shelter Issues: Homeless Cats and Dogs

- Discussion of pet overpopulation, euthanasia, no-kill shelters and puppy mills
- *Oral reports from SPCA companion animal team*
- Discussion of *Next of Kin*

Finish reading *Next of Kin* by this Wednesday 3/29