

ID 300: Animals and Society
Competency Area: Integrative Seminar in Ethics and Values
Spring 2016
Wednesday, 3:00-5:30, SAC 144

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Course Summary

This course is an introduction to the interdisciplinary study of relationships between humans and non-human animals and the ethical dimensions of such relationships. Drawing on the works of philosophers, social and natural scientists, and legal scholars, students will learn about the roles, treatment, and moral standing of animals and the competing values that have shaped human-animal relationships in past and present societies. By the end of the course, students will have a more nuanced understanding of the complexities involved in human-animal relationships and be able to apply key concepts and ethical perspectives in articulating potential solutions to problems associated with such relationships.

General Education Learning Outcomes

This is an interdisciplinary course designed to help you integrate knowledge and skills learned in other General Education courses with new material related to ethics and values in order to further develop your critical thinking, writing, speaking, and problem solving skills. By the end of this course, you should be able to:

- i. Read and evaluate concepts and perspectives from multiple disciplines related to ethics and values.
- ii. Use writing, discussion, research, and collaboration to analyze and understand how individuals and societies are shaped by ethics and values.
- iii. Demonstrate self-reflection, broadened perspective, and respect for diverse viewpoints by exploring issues related to ethics and values.
- iv. Integrate and apply accumulated knowledge to develop strategies that address issues of ethics and values.

Course-Specific Learning Outcomes

This course is designed to help you gain knowledge and develop skills that will aid you in becoming a critical thinker, a successful student, and an informed, engaged member of society. Specifically, in this course you will do the following, which are linked to the above General Education Learning Outcomes as noted in parentheses:

- gain an understanding of the philosophical and scientific basis for different ethical positions regarding the treatment of non-human animals. (i, iii)
- discuss the social, legal, and ethical dimensions of human-animal relationships in an informed, civil manner and in the process refine your oral communication skills. (ii, iii, iv)
- develop critical thinking skills through engagement with scholarly works and in-class discussions. (i, ii, iii, iv)
- write well-organized, evidence-based essays that demonstrate (1) an understanding of key social scientific and philosophical principles/concepts and their application to real-world issues and (2) the ability to synthesize information from a variety of sources. (i, ii, iii, iv)
- research a specific issue/problem related to the treatment of non-human animals (i, ii, iii, iv)

Overall Goal

I want you to learn something new in this class. Sounds simple, right? Well, in my experience, this isn't always such an easy task. We all have so many taken for granted assumptions about how the world works, what constitutes right and wrong, why people behave in certain ways, etc., that it is sometimes difficult for us to recognize when "what we've always known" is keeping us from knowing more. I think that all of us—teachers and students alike—need to continually challenge ourselves to learn more about the world in which we live. I believe the way to accomplish this is by questioning status quo interpretations of reality, seeking out information that will help us answer our questions, and understanding that we can always learn more about any given topic. You should do well in this class if you approach the material with this in mind.

Required Readings

The following required books are available at the LCSC Bookstore and at various booksellers online:

Armstrong, Susan, and Richard Botzler. 2008. *The Animal Ethics Reader*, 2nd Edition. Routledge.

DeMello, Margo. 2012. *Animals and Society: An Introduction to Human-Animal Studies*. Columbia University Press.

There are also a couple of online readings listed in the course schedule below, and I may occasionally add others to the readings for each week. Any additional readings will be announced in class or via email/Blackboard.

Assignments and Grading

Your grade in this course will be based on the following:

Participation, In-Class Writing Exercises, and Pop Quizzes - 30% (60 pts.) Class participation will be an essential part of your experience in this class. This participation will include discussions, in-class writing exercises, and perhaps a few pop quizzes. Also, *you need to come to class each week with at least one key passage selected from each of the readings* that seems especially striking and/or relevant to

you, and be prepared to discuss your chosen passages' significance. (I call this "finding the gems" in the readings.) I will also sometimes take attendance for participation points.

Midterm Exam - 30% (60 pts.) The midterm will consist of brief answer and/or essay questions on material covered in the readings, lectures, films, and class discussions during Weeks 1-8.

Research Portfolio with Annotated Bibliography - 10% (20 pts.) You will choose a topic from among several options. You will then research that topic by finding related news, magazine, and scholarly articles over the course of the semester and compile them in a portfolio. You will also maintain an annotated bibliography of those sources. At the end of the semester, your portfolio and annotated bibliography will be turned in with your final essay, which will be based on your topic. Specific instructions for the portfolios will be distributed in class during the first few weeks of the semester, and we will periodically discuss everyone's progress in class.

Final Essay - 30% (60 pts.) The final essay will be based on your research portfolio. You will be asked to critically analyze/interpret the social context of your chosen topic, discuss the ethical issues at play, and propose a solution to the problem/issue at stake. You will formulate your argument using specific concepts and perspectives you'll learn over the course of the semester.

Extra Credit: Pet Food and Supplies Collection You will have an opportunity to collect pet food and shelter supplies for extra credit for a class donation to the Lewis-Clark Animal Shelter and/or Helping Hands Rescue.

*****Please keep in mind that any information from the readings is fair game for exams and quizzes, whether or not it is explicitly covered in class. Also note that this is a heavily discussion-based class, so active engagement with the readings, participation in class, and good note taking are key to your success.***

Grading scale

A = 91-100% (181-200 pts.)
A- = 90% (179-180 pts.)
B+ = 89% (177-178 pts.)
B = 81-88% (161-176 pts.)
B- = 80% (159-160 pts.)
C+ = 79% (157-158 pts.)
C = 71-78% (141-156 pts.)
C- = 70% (139-140 pts.)
D+ = 69% (137-138 pts.)
D = 60-68% (119-136 pts.)
F = 59% (118 pts.) or below

Evaluation criteria

For the participation component of your grade, you will receive points for in-class writing assignments and brief pop quizzes. There may be two of these quizzes or there may be ten – no way to know except by coming to class. In addition to these points, which you will accrue over the course of the semester, at

the end of the semester I will assign you an overall participation grade that will be based on such things as your contributions to class discussions, your level of attention in class, overall attendance, etc. This grade will consist of 5-10 points and will be factored in with the other 50-55 participation points that you accrue over the entire semester, for a total of 60 points, as noted above.

Your midterm exam and final essay will be graded according to the thoroughness with which you have addressed the questions posed; the extent to which you offer a thoughtful, logically consistent, evidence-based analysis/interpretation; the extent to which you have integrated course readings, lectures, and discussions; and the quality of your writing. "A"s are reserved for truly superior work that illustrates depth, breadth, and nuanced comprehension of the course material and nearly flawless writing. "B"s are assigned to above average, well-written work that answers the questions posed in a thorough, evidence-based manner. "C"s are an indication that more detail and analysis are needed and/or your writing needs significant improvement. "D"s are a sign that you did not adequately meet the requirements of the paper and/or your writing is unacceptable. "F"s are an indication that you have not met the requirements of the paper and your writing is unacceptable.

Expectations

Classroom behavior

If we all adhere to the following simple, common sense guidelines, our class time together will be a pleasant and productive experience for everyone:

-Please be on time, and do not leave early. Coming in late or leaving early can be highly disruptive. Also, please do not begin shuffling papers and packing up before the end of class.

-Please do not interrupt others or talk to your neighbor while others are speaking.

-Address your fellow classmates respectfully, whether or not you agree with their particular viewpoints.

-Turn off cell phones, pagers, and any other little beeping or music-making devices before you come to class. If you are a parent or otherwise need to be available for family members, please put your phone on vibrate mode.

-Do not read the newspaper, work on an assignment for another class, or otherwise be disengaged from what is going on in the classroom.

-Finally, please, no web surfing or texting in class. Despite the fact that that cute man/woman you've been obsessing over has just texted you or sent you a Facebook message, please do not read or respond to texts or emails in class.

Academic integrity

Any instance of plagiarism, cheating, or other form of academic dishonesty will not be tolerated and will be dealt with in a manner that is unpleasant for all involved. Specifically, if you plagiarize or otherwise cheat on an exam or assignment, you will automatically receive a zero on that exam/assignment, which will lower your overall grade substantially. I also reserve the right to assign you a failing grade in the

course in especially egregious cases, such as copying directly from a book or website. Please do not ruin your academic future by engaging in such foolish behavior. If you have any questions about what is meant by the terms “plagiarism” or “academic dishonesty,” please see me for an explanation or clarification.

Attendance

I believe very strongly in the benefits of regular class attendance. As you can see by looking at the percentage of your grade that comes from participation, you will not do well in this course if you do not come to class on a regular basis. My advice? Come to every class.

If you do miss a class, please do not ask me, “What did I miss?” or, my personal favorite, “Did I miss anything?” Instead, get the notes from a fellow classmate, keeping in mind that s/he may or may not be a good note taker. Also, keep in mind that because this course will be heavily discussion-based, it may not always be possible to get the notes from a missed class period, simply because “the notes” may have transpired in the classroom interaction. So why take that risk? Just come to class.

Policy on Make-ups

In-class writing exercises and quizzes cannot be made up. You must be present in class to receive credit for these assignments.

Make-up exams will be given in rare cases for students with legitimate reasons who make arrangements with me well in advance. Vacations and other optional absences are not legitimate reasons for rescheduling an exam. Unforeseen circumstances may warrant an exam make up. The sooner you contact me after such a situation arises, the better your chances of being able to make up an exam.

Additional Notes

Documented disabilities

If you have a documented disability or other issue that may affect your performance in this course, please let me know during the first week of the semester, and we will work together to figure out appropriate accommodations.

Audio/video recording

Any type of picture taking or audio/video recording of this class is prohibited. We cover sensitive and controversial issues in this course, and everyone should feel free to discuss such issues in an open manner without fear that their words will be taken out of context. Any type of recording, even for seemingly benign note-taking purposes, has the potential to diminish the classroom experience. If you have trouble listening and taking notes at the same time, we can find a solution through a combination of practice/skill-building on your part and supplemental notes from another student if necessary.

Contacting me

If you have questions about the course material and/or would like to further discuss any of the topics we are covering, please come chat with me during my office hours. If you need to contact me otherwise, the best way to reach me is via email me (leearles@lcsc.edu). You can also try calling my office phone during office hours. Please be aware, however, that if you leave a message at any other time on my office phone, I may not get it until the following office hour, so if you need to be in touch with me in a timely manner, use email. If/when you email me, please include a phone number where you can be reached if your question requires more than a couple of sentences in response, so I can call you if necessary. All this being said, please use email sparingly. I would much rather talk with you in person during my office hours or in class.

Course Schedule

This course schedule is subject to change, depending on our progress in covering the material. Any changes will be announced in class and/or via email. It is your responsibility to know what is announced in class, whether or not you are present at the time. Along these same lines, please get in the habit of checking your lmail and Blackboard a few times a week, because if I ever have to cancel class or have some other sort of time-sensitive announcement to make, that's how I'll communicate with you.

Your active engagement with each week's assigned readings is key to your success in this class. **The readings for each week should be completed prior to class that week** so that you are able to engage in informed discussions about the readings with your fellow classmates and respond to any questions that I might ask you about the material. Also, remember that *you need to "find the gems" in the readings, i.e. come to class each week with at least one key passage selected from each of the readings that seemed especially relevant to you.* You can do this by simply making a note to yourself in the margins of your books or writing down key passages in your notes, so you can easily reference them if called upon to do so.

Week 1 (1/20): Introduction to the course

Week 2 (1/27): Why study the relationships between humans and non-human animals?

Readings: DeMello: Ch. 1, "Human-Animal Studies" (excluding "Coming to Animal Studies")
Armstrong and Botzler (A&B), "General Introduction – Animal Ethics: A Sketch of How it Developed and Where it is Now"
Online reading: Bruni, "According Animals Dignity," NYT, 1/13/14

Film: The Science of Dogs

Week 3 (2/3): Spiritual kin, wild beasts, and cuddly pets: The social construction of animals

Reading: DeMello: Ch. 2, “Human-Animal Borders,” Ch. 3, “The Social Construction of Animals,” and Ch. 5, “The Domestication of Animals”

**Instructions for research portfolios discussed in class*

Week 4 (2/10): How do animals think, and what do they feel? Non-human sentience, cognition, and emotion

Reading: DeMello: Ch. 17: “Animal Behavior Studies and Ethology”
A&B: Chs. 9 (Smuts), 13 (Dawkins), 20 (Gomez), and 23 (Simmonds)

Film: How Smart Are Animals?

Week 5 (2/17): The moral standing of animals: Competing philosophical perspectives on animal rights, animal welfare, and human responsibilities

Reading: DeMello: Ch. 18, “The Moral Status of Animals,”
A&B: “Introduction to Part I” and Chs. 1 (Regan), 2 (Cohen), 3 (Cavalieri), 4 (Singer), 5 (Donovan), 6 (Frey), and 7 (Kaldewaij)

Week 6 (2/24): Animals as entertainment: The case of orcas

Reading: DeMello, Ch. 6, “Display, Performance, and Sport”
A&B: Chs. 22 (Whitehead, Rendell, Osborne, and Wursig), 24, part III only (Cavalieri), 64 (Eaton), 66 (Jamieson), 67 (Hutchins, Smith, and Allard)

Film: Blackfish

Week 7 (3/2): Animals in the wild: Hunting and conservation

Reading: DeMello: Ch. 4, “Animals ‘in the Wild’ and in Human Societies”
A&B: 57 (Callicott), 58 (Clement), 59 (Leopold), 60 (Kheel), and 61 (Gunn)

Week 8 (3/9): Animals as food in industrialized societies: Factory farms and alternatives

Reading: DeMello, Ch. 7, “The Making and Consumption of Meat”

A&B: Chs. 26 (Grandin), 30 (Davis), 31 (Rollin), 32 (Rachels), 34 (George)

Week 9 (3/16): Midterm Exam and Research Portfolio Work-in-Progress

**Bring research portfolio to class*

Week 10 (3/23): Animals as pets, partners, and therapists: The roles of companion animals

Reading: DeMello, Ch. 8, “The Pet Animal,” and Ch. 10. “Animal-Assisted Activities”

A&B: Chs. 70 (Lorenz), 71 (Rollin and Rollin), 72 (Shepard), 76 (Serpell, Coppinger, and Fine)

*****Spring Break (3/28-4/1) *****

**Collect donations of pet food and supplies from friends, family, and neighbors for extra credit.*

Week 11 (4/6): Shelter, rescue, and veterinary work

Reading: DeMello, Ch. 11, “Working with Animals”

A&B: Chs. 77 (Palmer) and 78 (Leigh and Geyer)

**Bring donations of pet food and supplies to class*

Week 12 (4/13): Animal abuse: The links between (mis)treatment of animals, psychopathology, and social inequalities

Reading: DeMello, Ch. 12, “Violence to Animals,” and Ch. 13 “Human Oppression and Animal Suffering.”

A&B: Ch. 75 (Garbarino)

Online reading: Siebert, “The Animal Cruelty Syndrome,” NYT, 6/11/10

Week 13 (4/20): Protecting animals: The animal rights/welfare/protection movement

Reading: DeMello, Ch. 19, “The Animal Protection Movement”

A&B: Chs. 81 (Eptstein), 82 (Douglas), 83 (Jamison, Wenk and Parker), 84 (Regan)
85 (Dillard), 86 (DeRose), 87 (Singer)

**Instructions for final essays distributed in class*

Week 14 (4/27): Sharing and discussion of research portfolios

Reading: Your own sources

**Bring your (nearly) finalized research portfolio to class.*

Week 15 (5/4): Course wrap-up: What have we learned this semester?

Reading: DeMello, Ch. 20, “The Future of the Human-Animal Relationship”

**Final essays and research portfolios with annotated bibliographies due in class.*

Syllabus Addendum

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at <http://www.lcsc.edu/student-consumer-information/>

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (<http://webdev.lcsc.edu/catalog>) and the LCSC Student Handbook (<http://www.lcsc.edu/media/1152314/13-14-Student-Handbook-Revised.pdf>) for more information.

Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs' web page (<http://www.lcsc.edu/student-affairs/student-code-of-conduct/>).

Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

Disclosures

During this course, if you elect to discuss information with me that you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.