

ANIMALS: ARTICULATING HUMAN AND NON-HUMAN STRUGGLES

Sarah Lawrence College

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Animals
Anth-3403-R
Room: Library E-1
Time: T & Th, 3:35-5:00

How are animal rights and feminist movements connected? Does eating meat perpetuate notions of patriarchy? Can we successfully challenge the exploitation of human beings without also fighting for the rights of non-human animals? Can we morally distinguish between human and non-human exhibitionism? How do notions of class structure our choices about eating habits? This course explores some ethical, political, and cultural questions regarding animals, or as philosopher Peter Singer calls them, non-human species. Specifically, it looks at the cultural production of difference between humans and non-humans, as well as the tactics, strategies, and ideologies behind animal rights movements. Drawing on debates in anthropology, philosophy, and politics, this course invites students to interrogate the discourses and practices that reduce animals to “inferior beings.” The class also asks students to critically examine their own relationships with animals, to explore cultural debates about animals and the environment, vegetarianism, the industrial food complex, health, zoos, and animal experimentation (among other topics), and to think about the discourse of “rights” more concretely. Moreover, this seminar will emphasize the significance of the animal rights movement and its connections to other global movements for cultural, social and environmental justice. Finally, this course includes an optional service learning component for students interested in organizations and institutions that focus on issues related to our class. This course is open to all interested students.

COURSE REQUIREMENTS

- 1) You are expected to attend all class sessions and participate actively in class discussions. If you cannot avoid missing a class session, you are expected to let me know in a timely manner, and to find out from another student what has taken place. **Three or more unexcused absences will result in reduced credit.**
- 2) Once each week, you will write a 1-2 page critical reaction to the major points made in the readings. These written responses are not meant to be polished papers, nor summaries of the readings, but your own reactions to and questions about the readings. These are **due by email on Monday or Wednesday nights no later than 9:00 p.m.** We will begin on the second week of the semester.
- 3) During the semester you will complete three writing assignments:
 - a. A short essay (2-3 pages) exploring your relationship to animals. Due in class on **Thursday, September 8.**
 - b. Critical analysis (5-7 pages) of one of the following three books: Carol Adams’ *The Pornography of Meat*, Marjorie Spiegel’s *The Dreaded Comparison*, or Karen Davis’ *The Holocaust and the Henmaid’s Tale*. This essay is due on **Sunday, October 16.** Please email me your paper at mgarcia@slc.edu.
 - c. Brief research paper (7-10 pages) on a topic of your choosing. Students must consult with me before you begin research for this paper. More detailed paper topics and guidelines will be expanded upon in class. This assignment is due on **Tuesday, November 22nd.**
- 4) Conference Projects: We will discuss your projects individually during our conference meetings. Remember that you have a service learning option for this course. Irene King and I will be available to discuss the logistics of potential placements. Your Conference Project topic (1-3 paragraph sketch and short

bibliography) is due in class on **Tuesday, October 4th**. A detailed outline of your paper/project will be due no later than **Friday, December 2nd**. Outlines should clearly delineate the argument of the paper or project, map the development of your argument, and note the implications (or the “so-what”) of the project/argument. At the end of the semester, each one of you will conduct an in-class presentation of your projects. Accordingly, all are expected to come prepared to engage their peers, ask thoughtful questions, and provide constructive criticism. Conference project presentations will take place during the last two weeks of the semester.

Some Important Information

1. **Late Assignments:** I WILL NOT accept assignments that are turned in late unless you have checked with me at least *one week* before the assignment is due and we have decided upon an extended deadline.
2. **Absence:** It is your responsibility to keep up to date with class readings and assignments. If you miss a class, or a conference meeting, you are expected to contact me regarding your absence, both to let me know why you did not show up, and to discuss what you may have missed in class and/or to reschedule a conference. **I WILL NOT reschedule conferences unless I know at least two days prior to your conference time that you can't attend.**
3. **Email:** I expect you to check your SLC email account regularly. If you use a different email, you should forward your SLC mail. It is your responsibility to keep me posted on changes in contact information for you (e.g., phone numbers).
4. **Reserve Reading:** All of the books and articles for this class should be available on reserve. Check with me or the librarians if you are having trouble accessing reserve readings.
5. **Research:** Throughout the semester, you are expected to become familiar with various forms of research techniques and to use the resources available in a responsible manner. For instance, if you don't find a book that you need in the library, you should try Inter-Library Loan before assuming that the book is not available. In other words, not finding a book in the SLC library is not an excuse for not completing an assignment or asking for extensions.
6. **Writing:** Writing is a skill that you will continue to develop throughout your time at SLC and beyond. We will work on various dimensions of the writing process in this course, but one critical aspect we will emphasize is the importance of giving yourself the time to edit assignments before you turn them in. Assignments that are sloppy (e.g. numerous spelling errors) or that are lacking page numbers, a bibliography, etc., will be returned to you, and will most likely result in a loss of credit. You should consult the Chicago Manual of Style for proper citation format. There are two wonderful writing tutors on campus who are available by appointment. You can reach Carol at x2487 and Kevin by calling x2233.
7. **Using the Internet:** The web can be an extremely useful resource for research. Electronic databases, on-line journals, and quick access to newspapers from around the world are only some examples of the many ways in which using the Internet can enhance your research experience. However, it should not be used in lieu of more “traditional” academic research. In this course, for example, using websites as a primary source of information for a paper will not be considered appropriate research. I will expand on this in class.
8. **Plagiarism:** Plagiarism of any sort will not be tolerated. This includes copying sentences or paragraphs from the web, books, articles, or other sources and using them without proper citations, representing someone else's words and work as your own, and other forms of academic dishonesty. Periodically, I will check student work for plagiarism using special software available to faculty. Plagiarism will result in loss of credit (at best) or expulsion from the seminar (at worst). Students are encouraged to read the section on plagiarism in your student handbook.

Required Texts (Available at the SLC Bookstore and on reserve at the SLC Library)

- Ackerly, J. R. 1999. *My Dog Tulip*. NY: New York Review of Books.
- Adams, Carol. 2003. *The Pornography of Meat*. Continuum International Publishing Group.
- Baker, Steve and Carol Adams. 2001. *Picturing the Beast: Animals, Identity, and Representation*. Illinois: University of Illinois Press.
- Burger, Joanna. 2002. *The Parrot Who Owns Me: The Story of a Relationship*. Random House Trade Paperbacks.

- Davis, Karen. 2005. *The Holocaust and the Henmaid's Tale: A Case for Comparing Atrocities*. New York: Lantern Books.
- Dunayer, Joan. 2004. *Speciesism: A failure, in attitude or practice, to accord any nonhuman being equal consideration and respect*. MD: Ryce Publishing.
- Marcus, Erik. 2005. *Meat Market: Animals, Ethics, and Money*. Ithaca: Brio Press.
- Moussaieff Masson, Jeffrey. 2004. *The Pig Who Sang To the Moon: The Emotional World of Farm Animals*. Ballantine Books.
- Sapontzis, Steve. 2004. *Food for Thought: The Debate Over Eating Meat*. Prometheus Books.
- Singer, Peter. 2001 [1975]. *Animal Liberation*. New York: Ecco Books.
- Spiegel, Margaret. 1997. *The Dreaded Comparison: Human and Animal Slavery*. Mirror Books (Rev Exp edition).

Syllabus is subject to change. Students are responsible for keeping up with those changes.

CLASS SCHEDULE

Fall Semester

PART I—REPRESENTATIONS AND HISTORIES

Week 1 (B)

September 6

- Introduction to Course
 - *Student Introductions
 - * About this course: student expectations/thoughts; my own thoughts
 - *Go over syllabus and assignments
- Thinking about animals, anthropology and representation

Assignment: Please write a short essay (2-3 pages) exploring your relationship to non-human animals. You might think about one particular moment in your life that illustrates this relationship as a way to begin. Bring your essay to class on Thursday.

September 8

Essay on your relationship to animals due in class.

Readings:

- Joanna Burger. 2002. *The Parrot Who Owns Me: The Story of a Relationship*. Random House Trade Paperbacks. Read chapters 1-4.

In class, **Library research workshop**

Week 2 (A)

September 13

Readings:

- Burger, *The Parrot Who Owns Me*. Finish the book.
- Ackerly, J. R. 1999. *My Dog Tulip*. NY: New York Review of Books. Begin reading and get as far as you can.
- Watch “MicroCosmos” (on reserve in the library)

September 15

Readings:

- Ackerly, J. R. 1999. *My Dog Tulip*. NY: New York Review of Books. Finish book.

Week 3 (B)

September 20

Readings:

- Steve Baker. 2001. *Picturing the Beast: Animals, Identity, and Representation*. Read the Introduction and chapters 1, 2 and 3.
- Watch “The Story of the Weeping Camel” (on reserve in the library)
- Quaid, Libby. 2005. “Feds killed 2.7 “nuisance” animals in ’04.” *Seattle Post-Intelligencer*.

September 22

Readings:

- Steve Baker. 2001. *Picturing the Beast: Animals, Identity, and Representation*. Read chapters 5 and 6.

Recommended:

- Heinrich, Bernd. 2005. "Talk to the Animals." *New York Times*, August 26.
- Miller, Jonathan. 2005. "March of the Conservatives: Penguin Film as Political Fodder." *New York Times*, September 13.

Week 4 (A)

September 27

Readings:

- Erica Fudge. 2002. "A Left-Handed Blow: Writing the History of Animals." In *Representing Animals*, Nigel Rothfels, ed. Bloomington: Indiana University Press.
- Kathleen Kete. 2002. "Animals and Ideology: The Politics of Animal Protection in Europe." In *Representing Animals*, Nigel Rothfels, ed. Bloomington: Indiana University Press.

September 29

Readings:

- Nancy Jacobs. 2001. "The Great Bophusthatswana Donkey Massacre: Discourse on the Ass and the Politics of Class and Grass." *American Historical Review* 108: 485-507.

In class: Irene King will discuss the service learning component of the course

PART II—ARTICULATING HUMAN AND NON-HUMAN ANIMAL RIGHTS

Week 5 (B)

October 4

Readings:

- Peter Singer. 2002. *Animal Liberation*. Read the preface (all three) and Chapter 1.
- David Nibert. 2002. *Animal Rights, Human Rights: Entanglements of Oppression and Liberation*. Maryland: Rowman & Littlefield Publishers, Inc. Read chapter 1.
- Michael Pollan. 2002. "An Animal's Place." *The New York Times Magazine*, November 10: 58-65.
- Listen to NPR radio program: "Justice Talking: Debating Animal Rights": <http://www.justicetalking.org/> (go to "recent broadcasts, debating animal rights" and click on "listen"). Program is approx. 51 minutes.

October 6

Readings:

- Carol Adams. 2003. *The Sexual Politics of Meat: A Feminist-Vegetarian Critical Theory*. New York: Continuum. Read the Preface and skim chapters 2 and 9.
- Carol Adams. 2003. *The Pornography of Meat*. New York: Continuum. Read entire book—but read selectively.

Week 6 (A)

October 11

Conference Topic and Preliminary Bibliography Due!

Readings:

- Spiegel, Margaret. 1997. *The Dreaded Comparison: Human and Animal Slavery*. Mirror Books.

In class watch: <http://www.peta.org/AnimalLiberation/display.asp>

October 13

Readings:

- Karen Davis. 2005. *The Holocaust and the Henmaid's Tale: A Case for Comparing Atrocities*. New York: Lantern Books.
- Boria Sax. 2002. *Animals in the Third Reich: Pets, Scapegoats, and the Holocaust*. Continuum International Publishing Group. Read Chapter 1.

Recommended:

- Boria Sax. 2002. *Animals in the Third Reich: Pets, Scapegoats, and the Holocaust*. Continuum International Publishing Group.
- Charles Patterson. *Eternal Treblinka: Our Treatment of Animals and the Holocaust*. New York: Lantern Books.

CRITICAL ESSAY ON ADAMS, SPIEGEL, OR DAVIS DUE SUNDAY, OCT. 16**PART III— ANIMAL RIGHTS, ANIMAL WELFARE: POLITICS, ETHICS, ADVOCACY****Week 7 (B)****October 18**

Readings:

- Tom Regan. 2004. *Empty Cages: Facing the Challenge of Animal Rights*. New York: Rowman & Littlefield Publishers, Inc. Read selected chapters.
- Cass R. Sunstein and Martha C. Nussbaum, eds. 2004. *Animal Rights: Current Debates and New Directions*. Oxford: Oxford University Press. Read selected chapters.

Recommended:

- Gary Francione. 2000. *Introduction to Animal Rights: Your Child or the Dog?* Philadelphia: Temple University Press.

In class: Look at websites (PETA, Humane Society, ASPCA, Doris Day Animal Rescue League, In Defense of Animals, ALDF, etc.)

October 20

Readings:

- Joan Dunayer. 2004. *Speciesism: A failure, in attitude or practice, to accord any nonhuman being equal consideration and respect*. MD: Ryce Publishing.

In class, watch “In Defense of Animals”

Week 8 (NO CONFERENCES THIS WEEK)**October 25****NO CLASS—OCTOBER STUDY DAYS****October 27**

Readings:

- James Jasper and Dorothy Nelkin. 1992. *The Animal Rights Crusade: The Growth of a Moral Protest*. New York: The Free Press. Read selected chapters.

In class, watch “Witness”

Week 9 (A)**November 1**

Readings:

- Steven Best, ed. 2004. *Terrorists or Freedom Fighters? Reflections on the Liberation of Animals*. New York: Lantern Books. Read selected chapters.
- Smallwood, Scott. 2005. "Speaking for the Animals, or the Terrorists?" *The Chronicle of Higher Education*. August 5.

In class watch "Unnecessary Fuss"

Additional Reading:

- Ingrid Newkirk. 2000. *Free the Animals: the amazing true story of the animal liberation front*. New York: Lantern Books.
- Daniel T. Oliver et al., ed. *Animal Rights: The Inhumane Crusade*. Washington: Merril Press.

November 3

Readings:

- Einwohner, Rachel. 1999. "Gender, Class, and Social Movement Outcomes: Identity and Effectiveness in Two Animal Rights Campaigns." *Gender and Society*, 13(1), February: 56-76.
- Blumberg, Mike. 2005. "Animal-rights attack proves that terrorism can take many forms." *Orlando Sentinel*.
- Murphy, Christopher. 2005. "Appreciate Animal Rights Restraint: a response to Blumberg." *Orlando Sentinel*.
- "Animal Rights Group Sneaks into Chicken Farms, Makes Video": <http://www.thewgalchannel.com/print/5058801/detail.html>
- Look at PETA's website.
- Frel, Jan. 2005. "PETA: Whatever It Takes": <http://www.alternet.org/story/26094/>
- Wise, Tim. 2005. "PETA and the Politics of Putting Things in Perspective." *Counterpunch*. Find the article at: <http://www.counterpunch.org/wise08132005.html>
- Prescott, Eric. 2005. "PETA Making Headlines Again." Read the commentary at: <http://www.ananimalfriendlylife.com/2005/08/peta-making-headlines-again.html>

Additional Reading:

- Workman, Dave P. 2003. *Peta Files: The Dark Side of the Animal Rights Movement*. Washington: Merril Press.

Week 10 (B)

November 8

Readings:

- Mathew Scully. 2002. *Dominion: the power of man, the suffering of animals and the call to mercy*. New York: St. Martin's Griffin. Read Intro and chapter One.
- Peter Singer. 1975. "Man's Dominion." *Animal Liberation*.

November 10

Readings:

- Josephine Donovan. 1996. "Attention to Suffering: Sympathy as a Basis for Ethical Treatment of Animals." In Josephine Donovan and Carol Adams, eds. *Beyond Animal Rights: A Feminist Caring Ethic for the Treatment of Animals*. New York: Continuum.

PART IV—THE POLITICS OF FOOD: THE POLITICAL ECONOMY OF FARMING, EATING, AND INDUSTRY

Week 11 (A)

November 15

Readings:

- Peter Singer, *Animal Liberation*, “Down on the Factory Farm”
- Jeffrey Moussaieff Masson. 2004. *The Pig Who Sang To the Moon: The Emotional World of Farm Animals*. Ballantine Books. Read 1st half of book.
- Watch “The Meatrix.” You can watch this on-line at: <http://www.themeatrix.com/>
- In class, watch “Meet Your Meat”

November 17

Readings:

- Moussaieff Masson, *The Pig Who Sang To The Moon*. Finish the book.
- Patrick Martins. 2003. “About a Bird.” *The New York Times*, November 24, 2003. Op-Ed.
- On Foie Gras:
 - “Murder Most Fowl”, *San Francisco Bay Area Independent Media Center*, October 3, 2005.
 - “Ducking the Issue”, *The Guardian*, April 13, 2005.
 - “Liver and Let Live”, *The Chicago Tribune*, March 29, 2005.
 - “Foie Gras Leaves Activists With a Bad Taste”, *The Seattle Post-Intelligencer*, April 4, 2005.
 - “Duck Farm Flap”:
<http://www.fortwayne.com/mld/newssentinel/living/12828108.htm?template=contentModules/printstory.jsp>
- On fish farms:
 - “Louisiana Fish Farming”, *The Times-Picayune* (New Orleans), February 14, 2005.
 - “Fish Farms Infect Wild Salmon”, AScribe Newswire, March 29, 2005.
 - Check out PETA website: <http://www.fishinghurts.com/fishFarms1.asp>
 - Check out website for the Environmental Working Group:
<http://www.ewg.org/issues/siteindex/issues.php?issueid=5007>

YOUR RESEARCH PAPER (ON THE TOPIC OF YOUR CHOOSING) IS DUE ON TUESDAY, NOVEMBER 22nd.

Week 12 (NO CONFERENCES)

November 22 and 24

NO CLASS: THANKSGIVING BREAK

Week 13 (B)

November 29

Readings:

- Erik Marcus. 2005. *Meat Market: Animals, Ethics, and Money*. Ithaca: Brio Press.
- Edelman, et al. 2005. “Commentary: *In Vitro*-Cultured Meat Production.” *Tissue Engineering* 11(5-6): 659-662.
- Mark Hawthorne. 2005. “From Fiction to Fork.” *Satya*. September.
- “Scary? The future of meat is petrifying.” *Western Morning News (Plymouth)*. September 16, 2005.
- Check out following website: <http://www.factoryfarming.com/gallery.htm>

December 1

Readings:

- “The Slaughterer’s Conscience”, *The Jerusalem Report*, June 13, 2005.
- “Parlez Vous Dog? Or Cow?” *The Herald* (Glasgow), June 11, 2005.
- Temple Grandin and Catherine Johnson. 2005. *Animals in Translation: Using the Mysteries of Autism to Decode Animal Behavior*. New York: Scribner. Read chapter 1: “My Story.”
- Documentary: Fast Food and Animal Rights: McDonalds’ New Farm (Parts 1 and 2):
<http://americanradioworks.publicradio.org/features/mcdonalds/Radio>

- Check out website for The Farm Sanctuary (<http://www.farmsanctuary.org/>)

In class, watch “Peaceable Kingdom”

Friday, December 2: Outline of Conference Project Due! (send it via email)

Week 14 (A)

December 6

Conference Presentations

December 8

Conference Presentations

Week 15 (B)

December 13

Conference Presentations

December 15

Conference Presentations

ANIMALS: ARTICULATING HUMAN AND NON-HUMAN STRUGGLES

SPRING SEMESTER

COURSE REQUIREMENTS

- 1) Like in the fall, this spring you are expected to attend all class sessions and participate actively in class discussions. If you cannot avoid missing a class session, you are expected to let me know in a timely manner, and to find out from another student what has taken place. **Three or more unexcused absences will result in reduced credit.**
- 2) Once each week, you will write a 1-2 page critical reaction to the major points made in the readings. These written responses are not meant to be polished papers, nor summaries of the readings, but your own reactions to and questions about the readings. These are **due by email on (or before) Monday or Wednesday nights no later than 10:00 p.m.** We will begin on the second week of the semester.
- 3) Once during the semester, each of you will pair up with a partner and the two of you will conduct a short (15 min.), lively, in-class presentation that introduces the readings for that day. The idea is to raise some insightful questions and to lead the class in a provocative discussion of some of the main themes that emerge from readings and films. These presentations should be well organized and structured.
- 4) We will take three fieldtrips this semester. While these are optional, they will be an important component of this class and I hope you will make every effort to attend them all. The first trip will be a visit to the Yonkers Animal Shelter (Tuesday, February 21). The second trip will be to the Bronx Zoo (Saturday, April 22). The third will be to The Farm Sanctuary (Saturday, May 6th).
- 5) During the semester you will complete three writing assignments:
 - a. **An Annotated Bibliography.** Each student will prepare an annotated bibliography as part of individual conference projects. Students will write brief descriptions of each bibliographic entry. These descriptions should be no longer than three sentences long, and they should clearly state the importance of the text for your project. The bibliography is due on **Sunday, February 5**. Please email me your bibliographies at mgarcia@slc.edu.
 - b. **Essay (5 pages) on your thoughts about the intersections between animal rights and either environmental or labor movements.** While this paper will present your own views about these connections, these views need to be informed by some of the works, theories or concepts we have studied. Although this is not a research paper, you should still cite the sources you have consulted, and include them in your bibliography. Your paper is due on **Sunday, March 5th**. Please email me your papers at mgarcia@slc.edu.
 - c. **Book review (5 pages) of *Life of Pi*.** Guidelines for this assignment are provided at the end of the syllabus. This assignment will be due on **Sunday, April 23**. Please email me your paper (anytime on Sunday) at mgarcia@slc.edu.

***I will happily read drafts of your papers, but only if you turn them in at least FIVE days before the assignment is due. Please consult guidelines at the end of the syllabus before turning your papers in.**

5) Conference Projects: This semester, you will continue to work on your project. The focus will be on the writing process. Accordingly, you should try to work through several drafts of your paper before the end of the semester. A draft of an introduction of your paper/project is due on **Sunday, February 19th**. A draft of your conference project is due **Sunday, April 9**. The final project is due on **Friday, May 12**. **Seniors should turn in all their work by Friday, May 5th**. At the end of the semester, each one of you will conduct an in-class presentation of your projects. These presentations will be a bit more formal than those in the fall. Your presentation should clearly answer four questions: a. what is your research question, b. what is the importance (the so-what) of your project, c. what did you find, and d. what did you learn from the process of working on your project.

Required Texts (Available at the SLC Bookstore and on reserve at the SLC Library)

- Burt, Jonathan. 2004. *Animals in Film*. Reaktion Books.
- Cormier, Loretta A. 2003. *Kinship with Monkeys: The Guajá Foragers of Eastern Amazonia*. New York: Columbia University Press.
- Martel, Yann. 2001. *Life of Pi*. Harcourt Books.
- Nestle, Marion. 2002. *Food Politics: How the Food Industry Influences Nutrition and Health*. Berkeley: University of California Press.
- Peterson, Dale. 2004. *Eating Apes*. Berkeley: University of California Press.
- Sapontzis, Steve. 2004. *Food for Thought: The Debate Over Eating Meat*. Prometheus Books.
- Schlosser, Eric. 2002. *Fast Food Nation: The Dark Side of the All American Meal*. New York: Harper Perennial.
- Striffler, Steve. 2005. *Chicken: The Dangerous Transformation of America's Favorite Food*. New Haven: Yale University Press.

Syllabus is subject to change. Students are responsible for keeping up with those changes.

CLASS SCHEDULE
Spring Semester

PART I—THE POLITICS OF FOOD (CONT.)

Week 1 (B)

January 17

- Go over course syllabus
- Sign-up for class presentation dates
- Sign-up for conference meeting times
- Pass back their essays on relationship to animals (read it again)
- Reminders:
 - It is your responsibility to remember when we meet for conference—A and B weeks are clearly marked on the syllabus (we will have our conference meetings on A weeks)
 - If you do not turn in your response on (or before) 10pm Monday or Wednesday nights, I will not accept it
 - If you want me to read drafts of your papers this semester, you must turn in the draft at least five days before the assignment is due.
- Watch “The Future of Food”

January 19: THE DEBATE OVER EATING MEAT

Readings:

- From Sapontzis, *Food for Thought*: Read the editor’s introduction, chapter 1 (Dombrowski), chapter 6 (Scruton), and chapter 7 (Pluhar)
- Michael Pollan. 2002. “Power Steer.” *New York Times Magazine*, March 31.
- Foster Wallace, David. 2004. “Consider the Lobster.” *Gourmet Magazine*, August.

Recommended:

- Gruzalski, Bart. 2004. “Why It’s Wrong to Eat Animals Raised and Slaughtered for Food.” In *Food For Thought*, edited by S. Sapontzis. New York: Prometheus Books.

Week 2 (A)

January 24: HEALTH, FOOD, AND INDUSTRY

Readings:

- From Sapontzis, *Food for Thought*: Read chapter 2 (Collura), chapter 3 (Barnard and Kieswer), chapter 4 (Dwyer and Loew), chapter 21 (Paxton George), and chapter 23 (Gruen)
- Marion Nestle, *Food Politics*: Read preface and introduction.

January 26

Readings:

- From Nestle, *Food Politics*: Read Part One (Undermining Dietary Advice) and Part Three (Exploiting Kids, Corrupting Schools)
- Watch *Supersize Me* (on reserve in the library)

Week 3 (B)

January 31:

Readings:

- From Nestle, *Food Politics*: Read Part Two (Working the System)

- Lyman, Howard. 1998. *Mad Cowboy*. New York: Simon & Schuster. Read chapters 1 and two (“How To Tell The Truth And Get In Trouble”, “The Simple Facts”)
- Take a look at Lyman’s website: <http://www.madcowboy.com/>

Additional reading on food and companion animals:

- Martin, Ann. 2003. *Food Pets Die For: Shocking Facts About Pet Food*. New York: New Sage Press. Read selected chapters.
- The Bones and Raw Food Movement—check out following sites:
 - <http://www.healthy-paws.ca/>
 - <http://www.barfworld.com/>
 - <http://www.canismajor.com/dog/barf.html>
- “The Cat That Ate Tofu”

February 2: FAST FOOD, HEALTH, AND LABOR

Readings:

- From Schlosser, *Fast Food Nation*: Read the introduction and Part One (chapters 1-4)
- Pollan, Michael. 2001. “Behind the Organic-Industrial Complex.” *New York Times*, May 13.

ANNOTATED BIBLIOGRAPHY DUE ON (OR BEFORE) SUNDAY, FEB. 5.

Week 4 (A)

February 7

Readings:

- From Schlosser, *Fast Food Nation*: Read Part Two (chapters 5-10), the epilogue and afterword.
- Striffler, Steve. 2005. *Chicken: The Dangerous Transformation of America’s Favorite Food*. New Haven: Yale University Press. Begin book.

February 9

- Finish Striffler’s book.
- Hribal, Jason. 2003. “Animals Are Part of the Working Class”: A Challenge to Labor History. *Labor History* 44(4): 435-453.

Guest speaker: Dr. Steve Striffler, Visiting Scholar at the Center for International and Comparative Studies at Northwestern University

Recommended:

- Upton Sinclair. 2003 [1906]. *The Jungle*. Sharp Press.
- Striffler, Steve. 2004. “Undercover in a Chicken Factory.” *Utne*, January-February: 68-74.

YOU MUST ATTEND A LECTURE BY DR. STRIFFLER THIS EVENING (5:30-7:00).

PART II—PETS: FOOD, COMPANIONS, PROPERTY

Week 5 (B)

February 14

- Clarice Lispector. 1984. “The Chicken.” In *Family Ties*. Austin: University of Texas Press.
- Armstrong, Susan and Richard Botzler. 2003. *The Animal Ethics Reader*. London: Routledge. Read from Part 9: Animal Companions (Introduction and chapters 71-75)
- “Pets or Meat”

February 16

Readings:

- Favre, David. 2004. "A New Property Status for Animals: Equitable Self-Ownership." In *Animal Rights: Current Debates and New Directions*, edited by C. Sunstein and M. Nussbaum. Oxford: Oxford University Press.
- Watch "Off the Chain" (on reserve)

Additional sites to explore:

- On Pet Cloning:
 - www.nopetcloning.org
 - take a look at AAVS report on pet cloning: "Pet Cloning: Separating Facts from Fluff"
- On breeding—check out following sites/articles:
 - <http://www.learntobreed.com/>
 - <http://www.ddal.org/puppymills/news/>
 - <http://www.chicagotribune.com/news/local/chi-0512200310dec20,1,942485.story?coll=chi-homepagenews-utl>
 - "The Case Against Dog Breed Discrimination by Homeowner's Insurance Companies": <http://www.animallaw.info/articles/arus11conninslj1.htm>

DRAFT OF INTRODUCTION TO CONFERENCE PROJECT IS DUE SUNDAY, FEBRUARY 19

Week 6 (A)

February 21

Readings:

- Watch "Shelter Dogs" (on reserve)

During class today we will visit the YONKERS ANIMAL SHELTER

February 22:

Readings:

- Ascione, Frank and Phil Arkow, eds. 1999. *Child Abuse, Domestic Violence, and Animal Abuse: Linking the Circles of Compassion for Prevention and Intervention*. Purdue University Press. Read selected chapters.
- Adams, Carol. 1995. "Woman Battering and Harm to Animals." In *Animals and Women: Feminist Theoretical Explorations*. Durham: Duke University Press.

PART III—CHALLENGES TO (AND FROM) CULTURE AND NATURE

Week 7 (B)

February 28

Readings:

- Leitch, Alyson. 2003. "Slow Food and the Politics of Pork Fat: Italian Food and European Identity." *Ethnos* 68 (4): 437-462.
- Watson, James. 2005. "China's Big Mac Attack." In *The Cultural Politics of Food and Eating: A Reader*, edited by James Watson and Melissa Caldwell. Oxford: Blackwell.
- Yan, Yunxiang. 2005. "Of Hamburger and Social Space: Consuming McDonald's in Beijing." In *The Cultural Politics of Food and Eating: A Reader*, edited by James Watson and Melissa Caldwell. Oxford: Blackwell.
- Lozada, Eriberto. 2005. "Globalized Childhood? Kentucky Fried Chicken in Beijing." In *The Cultural Politics of Food and Eating: A Reader*, edited by James Watson and Melissa Caldwell. Oxford: Blackwell.

- Caldwell, Melissa. 2005. "Domesticating the French Fry: McDonald's and Consumerism in Moscow." In *The Cultural Politics of Food and Eating: A Reader*, edited by James Watson and Melissa Caldwell. Oxford: Blackwell.

March 2

Readings:

- Cormier, Loretta A. 2003. *Kinship with Monkeys: The Guajá Foragers of Eastern Amazonia*. New York: Columbia University Press. (Read 1st half of book)

ESSAY ON ANIMAL RIGHTS AND ENVIRONMENTAL OR LABOR MOVEMENTS IS DUE ON SUNDAY, MARCH 5TH

Week 8 (A)

March 7

Readings:

- Cormier, Loretta A. 2003. *Kinship with Monkeys: The Guajá Foragers of Eastern Amazonia*. New York: Columbia University Press. (Finish book)
- Watch Grizzly Man (on reserve)

March 9

Readings:

- Whaling: the Makah case
 - <http://www.makah.com/whaling.htm>
 - <http://www.cnie.org/NAE/cases/makah/index.html>
 - <http://www.interspecies.com/pages/makah.html>
 - http://www.seashepherd.org/whales/whales_SSCS_history.html

ENJOY SPRING BREAK!
(you might want to begin reading *Eating Apes* over the break)

Week 9 (B)

March 28

Readings:

- Peterson, Dale. 2004. *Eating Apes*. Berkeley: University of California Press.
- Watch Gorillas in the Mist (on reserve)

Additional sites on Poaching:

- Tigers:
 - <http://www.ccds.charlotte.nc.us/History/China/02/Jglasgow/Jglasgow.htm>
 - <http://www.tigerhomes.org/animal/poaching.cfm>
 - <http://www.traffic.org/tigers/> (read full report if you have time)
- Shark Fins:
 - <http://www.wildasia.net/main/article.cfm?articleID=251>
 - http://www.seashepherd.org/longline/longline_shark_finching_articles.html
- Elephants:
 - <http://www.pbs.org/wnet/nature/elephants/poaching.html>
 - http://www.hsus.org/wildlife/issues_facing_wildlife/wildlife_trade/elephant_trade_fact_sheet/elephant_poaching_and_ivory_seizures/

On "Re-wilding":

- Donlan, Josh. 2005. "Re-wilding North America." *Nature*, August 17
- "Lions and Cheetahs and Elephants, Oh My! Let them run wild. In North America": <http://www.slate.com/id/2124714/>

- <http://www.yoranch.com/YORanch.html>
- <http://www.fossilrim.com/>
- <http://rewilding.org/the-book.html>

PART V—IN THE NAME OF SCIENCE

March 30

Readings:

- Haraway, Donna. 1989. *Primate Visions: Gender, Race, and Nature in the World of Modern Science*. Oxford: Routledge. Read “Introduction: The Persistence of Vision.”
- Noske, Barbara. 1993. “Great Apes as Anthropological Subjects: Deconstructing Anthropocentrism.” In *The Great Ape Project: Equality Beyond Humanity*, edited by Paola Cavalieri and Peter Singer. New York: St. Martin’s Griffin.

Week 10 (A)

April 4

Readings:

- Cavalieri, Paola and Peter Singer. 1993. *The Great Ape Project: Equality Beyond Humanity*. New York: St. Martin’s Griffin. Read the preface, “A Declaration on Great Apes”, chapter 1 (Goodall), and the epilogue (Cavalieri and Singer).
- Steven M. Wise. 2002. *Drawing the Line: Science and the Case for Animal Rights*. Cambridge: Perseus Books. Read chapters 1, 10, and 11.
- Dubner, Stephen J. and Steven D. Levitt. 2005. “Monkey Business.” *New York Times Magazine*, June 5.
- Greek, Ray. 2005. “Why ‘similar’ is not close enough.” *Animal Action Report*, Fall.
- Berreby, David. 2005. “Deceit of the Raven.” *New York Times*, Sept. 4th.

April 6

Readings:

- DeGrazia, David. 2003. “The Ethics of Animals Research: What are the Prospects for Agreement?” In *The Animal Ethics Reader*, edited by Armstrong, Susan and Richard Botzler. London: Routledge.
- Brody, Baruch. 2003. “Defending Animal Research: An International Perspective.” In *The Animal Ethics Reader*, edited by Armstrong, Susan and Richard Botzler. London: Routledge.
- Singer, Peter. From *Animal Liberation*. Read chapter 2, “Tools for Research.”
- “Saving Animals and People,” *Scientific American*, December 26, 2005.
- Check out following sites:
 - www.navs.org
 - www.aavs.org

DRAFT OF CONFERENCE PROJECT IS DUE SUNDAY APRIL 9

Week 11 (B)

April 11

Readings:

- Fano, Alix. 1997. *Lethal Laws: Animal Testing, Human Health, and Environmental Policy*. London: Zed Books. Read introduction and chapters 1, 4, 5, and 6.

PART VI—ANIMALS AND EXHIBITION: SPECTACLE AND ENTERTAINMENT

April 13

Readings:

- Malamud, Randy. 1998. "Exhibiting Imperialism." From *Reading Zoos: Representations of Animals and Captivity*. New York: New York University Press.
- Watch "Bring 'Em Back Alive (1932) by Frank Buck (on reserve)

Week 12 (A)

April 18

Readings:

- Martel, Yann. 2001. *Life of Pi*. Harcourt Books.

In class: Watch Frederick Wiseman's "Zoo"

April 20

Readings:

- Kay Anderson. 1998. "Animals, Science, and Spectacle in the City." In *Animal Geographies: Place, Politics, and Identity in the Nature-Culture Borderlands*, Jennifer Wolch and Jody Emel, eds. London: Verso.
- Gail Davies. 2000. "Virtual Animals in Electronic Zoos: the changing geographies of animal capture and display." In *Animal Spaces, Beastly Places: new geographies of human-animal relations*, Chris Philo and Chris Wilbert, eds. New York: Routledge.

SATURDAY 22ND GO TO BRONX ZOO

BOOK REVIEWS OF *LIFE OF PI* ARE DUE ON SUNDAY, APRIL 23.

Week 13 (B)

April 25

Readings:

- Tobing Rony, Fatimah. 1996. "King Kong and the Monster in Ethnographic Cinema." From *The Third Eye: Race, Cinema, and Ethnographic Spectacle*. Durham: Duke University Press.

In class: watch "The Couple in the Cage"

April 27

Readings:

- Jonathan Burt. 2002. *Animals in Film*. London: Reaktion Books (skim book)
- Susan Orlean. 2003. "Animal Action: The Movie-Star Treatment for Nonhumans." *The New Yorker*, November 17.

Additional sites on the use of animals for entertainment:

- On canned hunting
 - Look into Internet Canned Hunting (check out AAVS site)
 - "Can Canned Hunts Survive?": <http://www.satyamag.com/may99/sat.58.canned.html>
 - <http://www.earthvoice.org/> (the sustainable environmental arm of the HSUS)
 - http://www.hsus.org/wildlife/issues_facing_wildlife/hunting/canned_hunts/
 - http://www.lcanimal.org/cmpgn/cmpgn_003.htm
 - <http://www.wildlifepimps.com/frontpage.htm>
- On national parks and aquariums:
 - <http://www.captiveanimals.org/aquarium/index.htm>
 - <http://www.dolphinawareness.org/>
 - http://www.hsus.org/marine_mammals/what_are_the_issues/marine_mammals_in_captivity/
- On rodeos:
 - <http://www.animalliberation.org.au/rodeos.php>

- <http://rodeo.about.com/cs/rodeobasics/a/top12rodeos.htm>
- On circuses:
 - <http://www.circuses.com/>
 - http://www.hsus.org/wildlife/issues_facing_wildlife/circuses/
 - <http://www.captiveanimals.org/circuses/>

NO CONFERENCES LAST TWO WEEKS OF CLASSES—IF YOU WANT TO TALK ABOUT YOUR PROJECT, EMAIL ME TO SET UP AN APPOINTMENT

Week 14 (A)

May 2

CONFERENCE PRESENTATIONS (SENIORS)

May 4

CONFERENCE PRESENTATIONS

**FINAL CONFERENCE PAPERS FOR SENIORS ARE DUE FRIDAY, MAY 5TH.
VISIT TO FARM SANCTUARY: SATURDAY, MAY 6TH**

Week 15 (B)

May 9

CONFERENCE PRESENTATIONS

May 11

EVALUATIONS

CONFERENCE PRESENTATIONS

FINAL CONFERENCE PAPERS ARE DUE ON FRIDAY, MAY 12TH.

HAVE A WONDERFUL SUMMER!

PAPER GUIDELINES

- A) Clearly State Question and Argument.** All successful papers state the research question and the answer (your argument) in the Introduction. Your introduction should also make clear how you develop your answer (i.e. “signpost” the sections that are coming—using subheadings along the way is also encouraged).
- B) Avoid “space filling” or “throat clearing.”** Each section of your paper should “do work.” Giving too much background or introductory material is a kiss of death for research papers. Each section should advance the argument your paper is making.
- C) Use concepts and theories.** Successful papers will engage the literature, compare and contrast arguments, and be theoretically informed. Relax. That just means that you use what you learned in this class to answer your question. One way of doing this is to use one section of the paper as a “literature review” (the existing studies say X and Y, but they are missing Z and W) and then develop your own answer that builds on and perhaps goes beyond existing answers. Each case is different, and you can pick your own organizational strategy, but whatever it is, make sure you use some of the concepts and theories we have talked about.
- D) Citations.** Please use parenthetical citations in the text. Then provide full publication information in the Bibliography. Example:
In text:

There is much evidence to suggest that llamas are smarter than some college professors (Healy 2002: 23-35).

In Bibliography:

Healy, Kevin. 2001. *Llamas, Weaving, and Organic Chocolate*. Notre Dame: University of Notre Dame Press.

- E) Conclude, don’t end.** A good conclusion should summarize the main points of the paper, but also drive home the “so what.” Why is this topic, question, answer important? What does it suggest about big issues of representation, exploitation, health, etc? Why does it matter?
- F) EDIT.** I know how scarce time is, but give yourself some time to take a look at a draft. Writing is never a linear process. You often don’t know what you want (and what you don’t want) to say until you have said it a few times. So please leave some time to impose some coherence, punctuation, and spell checking on your prose.
- G) Don’t Plagiarize—From: www.indiana.edu/~wts/wts/plagiarism.html:**

“To avoid plagiarism, you must give credit whenever you use:

- ✓ another person's idea, opinion, or theory;
- ✓ any facts, statistics that are not common knowledge
- ✓ quotations of another person's actual spoken or written words; or
- ✓ paraphrase of another person's spoken or written words.”

“Strategies for Avoiding Plagiarism”

1. Put in quotations everything that comes directly from the text especially when taking notes.
2. Paraphrase, but be sure you are not just rearranging or replacing a few words. Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.
3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

BOOK REVIEW GUIDELINES

Successful papers will be clearly written and organized, and do more than simply summarize the book. Specifically, to do well on this assignment you should:

- **Make an argument.** NEAR THE BEGINNING OF YOUR PAPER, make clear the stand you are taking about the work under review. Something like: "Martel's book offers an impassioned defense of zoos."
- **Support and develop the argument.** In this brief paper, don't spend time summarizing the plot (we all know what happened). Rather, clearly present support for your argument and organize your paper in terms of those supporting elements. EXAMPLE: Martel's support of zoos can be seen through A, B, C. (Then divide your paper evenly between A, B and C). A conclusion that wraps it all up and re-states the argument would also be nice.
- **Incorporate themes or examples from class discussions or readings.** This is a bit less important than the tasks above, but a paper that connects themes in the book with the bigger topics we are discussing will be rewarded.
- **Citations:** For this paper, use parenthetical citations to cite authors in the body of your paper. Give author, date, and page number at the end of the sentence where you are quoting or drawing on someone else's work (Martel 2001: 26). You are not required to use outside sources, but if you do, cite them parenthetically in the text (Malamud 1998: 21). Provide complete author, title, and publication information in the bibliography (Everyone should have a bibliography, even if it only includes one or two works).
- **Leave time to edit.** Writing is never a linear process. You often don't know what you want to say until you have already said it. So give yourself time to impose discipline, organization, and coherence on your thoughts. And please spell check.