



Bellarmino University
SPRING - 2008
IDC 101-EF
Freshman Seminar – Animal Studies
HORR 108; Mon and Weds 12:00-1:15
Prerequisites: None

Instructor: Tami Harbolt-Bosco, PhD
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Office Location: Appointments only
Office Phone: 574-5556
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Office Hours: Mondays 10:30 – 11:30 or by appointment. You must email me to meet with me.

Required Texts:

Armstrong, Susan J and Richard g. Botzler (editors). The Animal Ethics Reader. London: Routledge, 2005.

Optional research text (available on reserve in the library or on Alibris.com)

Finsen, Lawrence and Susan Finsen. The Animal Rights Movement in America: From Compassion to Respect. New York: Twayne Publishers, 1994.

Ritvo, Harriet. The Animal Estate:

Reading reserve packet also available in the library

All students are required to own and use a copy of the *The Longman Writer's Companion (Bellarmine University Edition)* by Chris M. Anson, Robert A. Schwegler, and Marcia F. Muth

Disclaimer: The instructor reserves the right to make reasonable changes to the syllabus in response to the needs of the class. These changes will be made with every effort to inform all members of class either in class or through electronic notification. If students are unable to access email or attend class and are unaware of changes in the syllabus, they must contact the instructor in person or by telephone.

University Mission Statement: Bellarmine University is an independent Catholic university serving the region, nation and world by educating talented, diverse students of many faiths, ages, nations, and cultures, and with respect for each individual's intrinsic value and dignity. We educate our students through undergraduate and graduate programs in the liberal arts and professional studies, within which students develop the intellectual, moral, ethical and professional competencies for successful living, work, leadership and service to others. We achieve these goals in an educational environment committed to excellence, academic freedom, and authentic conversations that are not dominated by particular political or other narrow perspectives. Here we seek to foster a thoughtful, informed consideration of serious ideas, value and issues – time-honored and contemporary – across a broad range of compelling concerns that are regional, national and international. By these means, Bellarmine seeks to benefit the public interest, to help create the future, and to improve the human condition. Thus we strive to be worthy of our foundational motto: In Veritatis Amore, In the Love of Truth.

Course Description:

Animal Studies will introduce students to the history and philosophy of animal rights and welfare. The 19th century and 20th century humane movements coincided with other historical social rights movements, such as temperance, abolition, suffrage, and civil rights. Studying the rights of animals allows for a reading of Western culture that considers gender, class, ethnicity, the role of scientific authority, and an exploration of the species boundary.

This class will not focus exclusively on either viewpoint, but will teach students the arguments from both sides of cultural conflicts over meat eating, scientific research, pet keeping, animal control, entertainment, and issues of social justice from the perspective of species. This class will be a valuable experience for anyone interested in pursuing a career dealing with animals, animal rights, criminal justice, social services, veterinary science, biology, science or medicine.

Classes incorporate guest speakers from local animal welfare and rights organizations, in-class discussion based on readings, films, and some lecture. This class is reading intensive (at least 10 pages every day). Happily, the subject matter is highly engaging. This course also requires a service component, in keeping with the University's Faith-based mission. Experiential learning opens avenues to professional relationships and broadens our awareness of the world.

The Freshman Seminar is designed to engage students, at the very start of their university careers, in serious academic inquiry with an interdisciplinary focus. Within the content framework of investigating a significant topic or issue, the primary focus of Freshman Seminar courses is to help students begin to achieve a set of skills/abilities required for success at the university level and beyond. The topics of Freshman Seminar are set by the individual instructors, in consultation with the Core director and committee, and reflect a wide range of interdisciplinary concerns. Students are required to practice both critical and creative approaches to the individual seminar topic, and to develop essential university-level abilities in oral and written communication. In other words, you will be expected to learn HOW to learn as well as WHAT to learn.

Goals and Objectives for the Course: This course is a general education requirement. As such, it is expected to meet various learning goals identified by the university's faculty. This course most clearly relates to the following objectives:

1. **Critical Thinking skills:** (explore the construction of species, race, gender, and culture through thoughtful readings, discussions, research, and written and oral exercises)
 - a. Students will begin the process of learning to describe and employ higher-order cognitive skills
 - b. Students will begin the process of thinking critically and creatively
 - c. Students will begin the process of learning to solve problems by applying such thinking skills to both fresh and familiar situations
2. **Communication skills:** (writing papers, presenting in individually and in teams, listening in class, interviewing individuals, reading short articles, working in large and small groups, and listening to and engaging with guest lecturers)
 - a. Students will begin the process of learning to write clearly and thoughtfully
 - b. Students will begin the process of learning to speak clearly and thoughtfully
 - c. Students will begin the process of learning to read and listen with insight
3. **Proficiency in interdisciplinary content:** (through reading across disciplines, explore the influence and methodology of various academic disciplines, such as sociology, cultural studies, anthropology, biology, ethology, film studies, and psychology)
 - a. Students will read and learn to recognize various forms in disciplinary methodology
 - b. Students will learn how science and academic writing has historically oppressed those at the bottom
 - c. Students will learn how popular culture challenges social values and cultural consciousness
 - d. Students will broaden their knowledge of subcultures and alternative traditions in the U.S.
 - e. Students will learn about options for their own growth and critical appreciation of diversity

You will note that activities of the course are listed in parentheses after the objectives, as these learning and assessment activities are the means by which measuring your accomplishments in relation to these two goals will take place.

Course Methodology: The course includes the following: reading, writing, listening acuity and recall of information, individual and group presentations, large and small group discussions and in-class activities, speakers, and out-of-class/off-campus activities (field trips and service learning), and active participation. Along with your formal texts for this course, there will be various handouts that you are expected to read carefully prior to their assigned class dates. **When electronically available, these readings will be posted on Blackboard.** If you miss a class (not that you would, of course! ☺), first CHECK YOUR SYLLABUS OR BLACKBOARD to see what was missed and what's due in the next class. Then if it looks like a handout was given contact me to pick up a copy of whatever was distributed in that class so you'll be prepared for the next class. Another good idea is to have a reliable "buddy" in each class you can contact (so make sure to get a phone number) if you're absent.

Course requirements:

Class Participation: You will be required to participate. *In order to participate, you must be present.* It will be figured subjectively figured into your quantitative grade at the end of the semester. In other words, impress yourself upon my memory as someone who offers thoughtful and insightful viewpoints in class, but not someone who dominates each discussion. Listening is as important as talking when it comes to class participation, but talking is expected.

Respect: Please always respect someone's views and experiences when discussing topics. We each approach the rights of animals with a degree of emotionalism and sentiment. Tempering our passion with respect is the proper way to share ideas and perhaps understand a viewpoint you do not personally hold. If conversations become adversarial, the conversation will have to end.

You will receive a guided reading sheet for the major assigned readings. You will be expected to bring this to the class discussion and contribute your thoughts and observations. It is due the class after it is assigned. You will have one option to make up a missed assignment or to add points to your grade.

Paper Requirements: Your papers will be from two to seven pages typewritten pages, Times New Roman, font size 12, one inch margins top to bottom and 1.25 inch left to right (standard on Bellarmine's Microsoft WORD program), and double-spaced. Please when writing the minimum page amount, be sure that it meets the requirement. For example, when writing two pages instead of three for the first topic, ensure that the second page meet the requirement listed above, i.e., one inch margins top to bottom. All citations must be in MLA format. Use your Longman's as you write!

Outside assignment – (2 – 3 pages) – Service Learning Project You will choose an agency to work 10 hours with and write a reflective paper about your observations, conversations with employees and feelings about the work. You must integrate your experiences in class with your reflections.

Final Paper and Presentation –

The topics for individual papers will be one which addresses several sides of an issue, such as breed legislation, hunting, or vegetarianism. You will utilize articles in our texts as well as articles found in professional journals, magazines, and if you choose, an interview with an expert.

****One of your papers may be selected (anonymously, your name will be removed) for review by the CORE Department.**

*****Individual grades will be adjusted for Peer Group Evaluations**



Grading:	Totals
Guided reading and viewing sheets (10)	100 points
Quizzes (3)	30
Tests (midterm and final)	200
Web Assignment: Modern Animal Welfare and Rights	100
Service Learning (10 hours)	200
Reflective Paper (2-5 pages)	50
Presentations (10 slides and accompanying notes plus class handout)	
“History of Animal” Power point presentations	50
Video Scrapbook “Animals in Pop Culture”	50
Opposing Viewpoints Final Papers (5-7 pages)	100
#1 First draft of bibliography	
#2 Proposal and final bibliography	
#3 First draft of paper	
#4 Final papers	
Participation in class (questions prepared for guest speakers)	50
Participation in groups and partner work	50
Total	1000 points

Late Papers and Late Oral Presentations: Late papers and late oral presentations will not be accepted for full credit. Exceptions will be made on a case by case basis and only in emergency situations. If you know that you are going to be absent because of a personal matter or Bellarmine activity please ensure that class work is turned in before hand or on time.

Attendance Policy: The University requires students who will be absent from class while representing the University to inform their instructors in two steps. During the first week of the course, students must meet with each instructor to discuss the attendance policy and arrangements for absences related to University-sponsored events. Second, students must provide the instructor with a signed Student Absentee Notification Form, available via the student portal on the University intranet, at the earliest possible opportunity, but not later than the week prior to the anticipated absence. The Student Absentee Notification Form does not serve as an excused absence from class. Your instructor has the final say about excused and unexcused absences and it is the student’s responsibility to know and abide by the instructor’s policy.

Since this class is discussion based, and your input is vital to the learning process of all, attendance is mandatory. As such, students will be granted two excused absences, **if the professor is notified before class and approves the absence**. This policy will be deviated from only in cases of true emergencies, which will be determined by the professor and school policy. The student’s participation grade will drop ten points with the third absence. The student will **forfeit** receiving a participation credit for this course with the fourth absence. This policy will be stringently adhered to; therefore, it is prudent that you attend every class. Please be on time. Class begins promptly and tardiness will influence your participation grade.

Severe Weather: Refer to the current student handbook for details regarding changes in schedule due to bad weather. Faculty will arrange class schedules to meet course objectives in the event classes will be cancelled.

Academic Honesty: *I strongly endorse and will follow the academic honesty policy as published in Bellarmine’s Catalog 2005-2007 (pp. 55-56) and in the 2006-2007 Student Handbook (pp. 17-20); both documents are available online via the student portal on the University’s intranet. Students must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems or information. Definitions of each of these forms of academic dishonesty are provided in the academic honesty section of the 2006-2007 Student Handbook. All detected instances of academic dishonesty will be reported to the Provost, and sanctions will be imposed as dictated by the policy. Penalties range from failing an assignment or test to dismissal from the University, depending, in part, on the student’s previous record of academic dishonesty. On the second offense during a student’s academic career, as a minimum additional*

penalty, the Provost will immediately suspend the student for the semester in which the most recent offense took place. On the third offense, the Provost will immediately dismiss the student from the University.

*****In THIS particular course, a ZERO will be given for work evidencing any academic dishonesty. Nor will you be allowed to make up the assignment in any way.**

Academic Resource Center (ARC): Bellarmine University is committed to providing services and programs that assist all students in further developing their learning and study skills and in reaching their academic goals. Students needing or wanting additional and/or specialized assistance related to study techniques, writing, time management, tutoring, test-taking strategies, etc., should seek out the resources of the ARC, located on the A-level of the W.L. Lyons Brown Library. Call 452-8071 for more information.

Disability Services: *Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Disability Services Coordinator. Please do not request accommodations directly from the professor. The Disability Services Coordinator is located in the Counseling Center (Bonaventure 00), phone 452-8480.*

Public Folder/Blackboard Information: Assignments, course documents (when available), and the syllabus are listed on blackboard.

Changes in syllabus: The professor reserves the right to change the syllabus, as deemed necessary. Please note that I will make announcements only once concerning these changes. If you must miss a class, please check with your classmates to determine if any changes have occurred. It is solely your responsibility to ensure that you are aware of changes and adjustments to the schedule once announced in class.

Tentative Reading Schedule and course outline

M Jan 7	Introductions; review syllabus View <u>When Dogs Smile and Chimpanzees Cry</u> and complete questions packet (available on reserve in the library) due Jan 14
W Jan 9	The Species Boundary: discussion of guided reading and movie Boundaries between culture and nature; History of domestication Assignment: "Cruelty and Kindness to Brute Creation" Andreas-Holger Maehle article in reading packet found in the library GR #1
M Jan 14	Review Movie questions; tour of library (tentative)
W Jan 16	History of Domestication discussion of readings and movie Guided Reading #1 due Assignment: History of Animals Power point presentation
M Jan 21	No class due to Dr. Martin Luther King Jr Holiday
W Jan 23	History of Domesticated Animals Power point Presentations due 10 points Assign: "The Cruelty of Progress" Harbolt; <u>All My Patients ...</u> Camuti
M Jan 28	Concern for Animals in History Assigned reading: Serpell "Working Out the Beast" pp 38-49 on reserve GR #2
W Jan 30	History of Veterinary Medicine Assigned reading: Brewer "The Care of Captive Animals" (reading packet) Guided reading # 3 <u>The Dreaded Comparison</u> by Marjorie Spiegel (skim; on reserve in library)

- M Feb 4 The History of Veterinary Medicine
Guest speaker Dr. Kennedy from Jefferson Animal Hospital (related questions due)
Assigned reading: "Four Days in my Life as a Veterinarian" Jorgensen (reading packet)
- W Feb 6 Animal Rights and Welfare
Assigned: Armstrong #83 pp 563-572 Guided Reading #6
- M Feb 11 Animals in Research and Foods
Assigned: Webquest due Sunday by midnight
Due: In depth jigsaw reading assignment; Partnered presentation (rubrics available in class)
- W Feb 13 Modern Animal Rights presentations
Assigned: Topics for In-depth study; collect readings
- M Feb 18 Research methods (class will meet in library)
First draft of bibliography due; 5 selected readings related to research topic
Assigned reading "The Fox" by Mary J Hufford (reading packet)
Assignment: Scrapbook/Powerpoint of Animal in Popular Culture
- W Feb 20
- M Feb 25 Animals and Culture: Discussion of urban legends and folk motifs
"The Legend of Gellert"
Assignment Due: Video Scrapbook due
QUIZ #2
- W Feb 27 Animals and entertainment: Blood sports
Assigned: The Moral and Conceptual Universe of Cockfighters"
Viewing "Out of the Pit" Guided viewing sheet
Proposal for final papers and final bibliography due
- M March 3-
W March 5 Spring Break NO CLASS
- M March 10 Horse in History: Hollywood, racing, rodeos, and riding; discussion of Anna Sewell's Black Beauty
Assigned Armstrong pp 484-496
W March 12 Animals and Science: Guest Speaker Pam Rogers from HSUS (tentative)
"Change after a lifetime" John Gluck article on reserve; Armstrong #40 and 41
pp 247-261
- M March 17 Animals and Science
Armstrong #43 pp 145-151; #26 pp 166-172
Assigned: Singer and Frey pp 17-33 Animals...Rights" on reserve in Harnacks'
Animal Rights: Opposing Viewpoints
Viewing "Unnecessary Fuss"
First draft of Opposing Viewpoints papers due
- W March 19 A History of Pet keeping
Reading packet: Harriet Ritvo pp 82-115 (on reserve)
- M March 24 A History of Pet keeping
Guest Speaker: Linda Laun, trainer (questions due)

- W March 26 Pet keeping: pet overpopulation
Ritvo pp 167-202 on reserve
- M March 31 Animals and Social Justice: Therapy and assistance animals
Armstrong # 76, 77, 78 pp 520-533; Friedmann “Health Benefits of Pet Ownership”
- W April 2 Field trip to MAS; Assigned: Albert and Bulcroft “Pets, Families, and the Life Course”
- M April 7 Animals as Food
Assigned: Dudley pp 53-63; Armstrong # 33 pp 209-215
- W April 9 Animals and Social Justice: Violence against animals
Assigned: Adams “Bringing Peace Home” (reading packet)
Reading packet Lockwood “The Tangled Web of Animal Abuse”
Final draft of Opposing Viewpoints Papers due
- M April 14 Animals and Social Justice: The “Link”
Assigned: American Humane “Exploring the Link;” Kaufmann “Relevance of Cultural Competence” 260-270
Reflective Papers due, Service Learning hours due
- W April 16 Animals and Social Justice: The “Link”
Armstrong pp 45-49
Guided Reading #8 (optional extra credit)

M April 21

W April 23

Finals

Guided Reading

Bibliographic information (use MLA style):

What else can you find out about this author?

What is the author trying to say in this article?

Summarize this article in a bulleted list using only one or two words for each:

What words, phrases or passages did you encounter that were unclear or totally confusing?

Identify two ideas that made you stop and think

Name something in this article that reminds you of something else you know

Imagine you have to teach your dog what this article was about. How would you explain it to her?