

**University of Colorado**  
Department of Sociology  
Spring 2011

**Animals and Society**  
SOCY 4017-001  
TR 11-12:15 HLMS 252

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### **What is this course about?**

Consider this: In the aftermath of Hurricane Katrina, thousands of dogs, cats, and other animals kept as pets were abandoned in the Gulf Region. According to estimates, over 15,000 animals were rescued from the homes and streets of New Orleans. The rescue effort involved millions of dollars and the labor of countless people. The number of animals who died is unknown, but estimates place it in the thousands. Although most Americans know about the fate of dogs and cats after Katrina, few know about the 8,000 animals at Louisiana State University's Health Sciences Center School of Medicine who also died. Those who did not drown immediately or starve in the weeks to come were eventually euthanized. Why do few people know about these animals? Because most of them were rats and mice used in research, who are not defined as "animals" under the federal Animal Welfare Act. In short, while a "pet" rat (or mouse, dog, cat) would be rescued in a disaster, the rats used in research are valued only as "tools," and most can be replaced. At the same time, a wild rat or mouse foraging for food in the aftermath would be considered a "pest" to be trapped or poisoned. Same species, but regarded in different ways. The same animal can be a pet, a pest, or a tool. What makes this possible?

In this course, you will have the opportunity to explore this, and other questions about the roles of animals in society. Non-human animals are so closely involved in human society that it is hard to imagine "society" without them. They figure heavily in our language, food, clothing, family structure, economy, education, entertainment, science, and recreation. The ways we use animals produce ambivalent and contradictory attitudes toward them. How do we come to consider some species (dogs and cats) family members, while others (cows, pigs, and chickens) are commodities? What can we learn about society and ourselves by investigating how we regard and treat animals?

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

This course will enable you to:

- examine the various ways we humans regard other animals;
- challenge conventional representations of non-human animals with evidence that many species rely on cognition and emotion;
- explore the philosophical, moral, and legal status of animals;
- develop your thinking abilities along with the knowledge and understanding that result from their use in the study of hard questions and complex issues.

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

To fulfill these goals, you must take responsibility for your own learning and participate as an active learner. You must agree to do a considerable amount of reading, thinking, speaking, listening, and writing. You must obtain the course text, which is available at the CU Bookstore:

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

I have posted additional required readings on CU Learn.

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

Diagnostic Assessment: You will have an ungraded diagnostic assessment in class after reading the Introduction to the course text (Jan 13). This will use multiple-choice questions to assess your prior knowledge, reading comprehension, grasp of the concepts in the text, and study skills. The assessment will be scored, but your score will not be part of your final grade. It will provide a rough predictor of your ability to succeed in the course. Students who perform poorly on the assessment should see Tracy or me immediately rather than risk falling behind.

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

- 0: You did not submit a response
- 1: Your response indicates little understanding of the material
- 2: Your response demonstrates a partial understanding of the material
- 3: Your response demonstrates a competent understanding of the material

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

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

Case-based Scenarios: In this assignment, you will develop the skills needed to explore an animal-related question that accompanies each of the three units in the text. These will be graded on a 100-point scale. You will write three case-based scenario papers. The scenarios are given below.

Your papers should be 4-5 double-spaced pages of content (not including your references), with 12 pt. font, and 1-inch margins. You must include a minimum of four scholarly sources. The reference lists at the end of the Introduction in *Between the Species* and following the introductions to each unit provide a starting point. You will find other useful resources in the major journals in the field, *Society & Animals* and *Anthrozoös*. Use ASA style for formatting references (see CU Learn). You must submit a checklist with your paper (download from CU Learn). You must have your paper peer-reviewed (I will assign reviewers). Your reviewer will make comments directly on your paper following guidelines for his/her review (also on CU Learn). Reviewers will put their names on the marked-up drafts and return them to you. You will then consider his/her feedback in revising your paper. You will compose a memo (no more than a page) explaining how you have incorporated the feedback into your paper, or stating the reasons why you disagree with his or her comments. You will submit the reviewed draft and your memo with your final paper. In other words, each submission will include two drafts of your paper (a final draft and one signed by your reviewer and marked with his/her feedback), your checklist, and a short memo explaining how you have incorporated your reviewer's feedback into the final draft. Reviewers will receive points toward the final grade for completing a review, so you must submit the draft with the reviewer's name.

#### Unit 1: Animal, Self, and Society

Choose a species of animal *other than dog or cat*. Research and describe the role of that species in society. Discuss what the animal's role teaches us about ourselves in terms of various sociological concepts, such as race, class, gender, norms and culture, deviance and conformity, power and inequality, or social institutions.

- Draft to peer reviewer: Feb 1
- Peer reviewer returns draft to you: Feb 8
- Final draft due: Feb 10

#### Unit 2: Animals in Institutions

You are part of an international committee charged with developing a plan to feed the world humanely. Consider the world's population, the land mass, and the need for protein. Develop a plan to feed the world without harming other animals and explain why your plan would be effective.

- Draft to peer reviewer: Mar 8
- Peer reviewer returns draft to you: Mar 15
- Final draft due: Mar 17

#### Unit 3: The Changing Status and Perception of Animals

You are in charge of resolving a human-animal conflict. You must meet with individuals and groups with varying interests at stake, and you must consider the welfare of the animals involved, who cannot speak for themselves. Describe the conflict, create a role for yourself, and develop a plan to address the conflict that considers all stakeholders.

- Draft to peer reviewer: Apr 12
- Peer reviewer returns draft to you: Apr 14
- Final draft due: Apr 19

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

Reviewing: Each student will review a classmate's paper for each unit. Guidelines for reviewing are on CU Learn. When reviewing, you *must* write your name on the draft of your classmate's paper, along with your feedback based on the guidelines. Reviewers will receive points as follows:

- 1: Poor
- 2: Not yet competent
- 3: Competent
- 4: Excellent

Group work: You will sometimes work together during class in small groups. In these instances, you will be evaluated on your individual contributions to the group. To assess your contributions, each group member will turn in a slip of paper listing the members of his or her group and dividing points in proportion to each member's contribution. I will base grades for individual contributions on the group members' evaluations. For example, on a hypothetical 10-point project, I might give just 1 point to a student whose contributions were judged by the group as 10 percent or less. Group work might be done in conjunction with individual writing assignments, which would be graded separately. For example, I might ask you to respond to a question individually in writing (as in #2 above), and then get into groups to discuss. In this case, you would receive a 0-3 score on the writing and separate points for contribution to the group.

Final exam: Optional. If you are happy with your grade once you have completed all other course requirements, you do not have to take the final. To be clear, if on the last day of classes, your points total 423 or more (94% of 450), you can choose not to take the final and still receive an A. If your points total 360 (80% of 450) and you are OK receiving a B, you can opt out of the final. Students who would like the chance to receive the extra points can take the final exam, which will involve written answers to self-chosen questions (choose two out of a list of four). The final exam is scheduled for Monday, May 2, from 1:30-4:30 p.m.

Your final grade will come from 500 possible points:

Composing & Answering questions	63 points
Homework	50 points
Case-based papers	300 points
Reviewing	12 points
Group work	25 points
Final exam	50 points

#### Final Grade Scale

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

## **Course policies**

Attend class regularly. Absences will affect your grade. If you must miss a class, first contact a classmate for notes. After you have copied and reviewed the notes, see Tracy or me for additional clarification of the material if needed. If you really want to annoy me, ask me if you missed anything important when you were absent. You are responsible for keeping current with the course.

If you have an event that has been scheduled prior to the start of the semester that will cause you to miss class or a deadline, you must notify me by **January 27** to discuss alternate grading options. I will not consider options for anyone who waits longer than this to contact me.

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

Be courteous in class. Arrive on time. Do not text during class. Turn phones off before the start of class. Refrain from sleeping, holding conversations, reading newspapers, or doing work for other classes. Respect everyone in the learning environment.

I do not allow laptops in class. If you are required to use a laptop because of a disability, please provide documentation within the first two weeks of class.

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

Check CU Learn and your CU email account regularly for announcements relevant to the class. To send Tracy or me an email, you must put SOCY4017 in the subject line of your message. This can be followed by other information (e.g., SOCY4017 paper question) but your message must start with SOCY4017. Tracy and I will read and respond to email sent from this class only Monday through Thursday, 9-5, and Friday 9-12.

You must submit all assignments in class. Tracy and I will neither accept nor acknowledge work submitted via email or left under our office doors.

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

If you receive a grade that you believe is incorrect or unfair and would like it reconsidered, you must submit 1) your graded assignment, and 2) a typed memo, no more than one page in length, explaining why you believe the grade you received does not accurately reflect the quality of your work, given the requirements of the assignment. Either Tracy or I will inform you of the decision within a week of receiving these items. Please note that if you ask us to reevaluate your work, your new grade may be lower than the original.

Keep copies of all graded course work until you receive your final grade. In the case of an incorrect or missing grade, it is your responsibility to provide graded work to request a change.

## Reading schedule

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

	DATE	READING ASSIGNMENT
WEEK 1	T Jan 11	Introduction to the course
	R Jan 13	Introduction (ix-xxvii)
WEEK 2	T Jan 18	1 & 2
	R Jan 20	3
WEEK 3	T Jan 25	4 & *Nash
	R Jan 27	5 & *Irvine(1)
WEEK 4	T Feb 1	6
	R Feb 3	7 & *Brown; *Griffith <i>et al.</i>
WEEK 5	T Feb 8	8 & 9
	R Feb 10	10 & *Atwood-Harvey
WEEK 6	T Feb 15	11
	R Feb 17	12
WEEK 7	T Feb 22	13 & *Scarce
	R Feb 24	14 & 15 (note: skip 16)
WEEK 8	T Mar 1	*Irvine(2)
	R Mar 3	17-19
WEEK 9	T Mar 8	20 & *Evans, <i>et al.</i>
	R Mar 10	21, 22, & *Jamieson
WEEK 10	T Mar 15	23 & *Herzog, <i>et. al</i>
	R Mar 17	24 & 25
WEEK 11	T Mar 22	Spring break
	R Mar 24	
WEEK 12	T Mar 29	26 & *Arluke
	R Mar 31	27 & *Strimple
WEEK 13	T Apr 5	28 & *Sanders
	R Apr 7	*Bekoff(1) & *Pennisi
WEEK 14	T Apr 12	29
	R Apr 14	30
WEEK 15	T Apr 19	*Bekoff(2)
	R Apr 21	31
WEEK 16	T Apr 26	32 & 33
	R Apr 28	34 & 35

## **Relevant CU Policies**

### **Disabilities**

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services within the first two weeks of class so that we can address your needs. Disability Services determines accommodations based on *documented* disabilities. Contact: 303-492-8671, Willard 322, and <http://www.Colorado.EDU/disabilityservices>.

### **Classroom Behavior**

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty members have the professional responsibility to treat all students with understanding, dignity, and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and [http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student\\_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code)

### **Academic Integrity**

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). For other information on the Honor Code, see <http://www.colorado.edu/policies/honor.html> and <http://www.colorado.edu/academics/honorcode/>

### **Religious Observances**

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please notify me early in the semester if religious observance will cause you to miss a class, test, or assignment. See full details at [http://www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html)

### **Discrimination and Harassment**

The University of Colorado at Boulder policies on Discrimination and Harassment (<http://www.colorado.edu/policies/discrimination.html>) Sexual Harassment, and Amorous Relationships apply to all students, staff, and faculty. Any student who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. For information about the ODH and the campus resources available to assist individuals regarding discrimination or harassment, see <http://www.colorado.edu/odh>