



Animals and Society

SOC 4150/5150 (Section 2)

Summer 2007 - June 4th to July 3rd

Dr. Angela Mertig

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Course meets:

Todd Hall 212

MTWTh 12:50 - 3:10 pm

Office:

Todd Hall 328

904-8349

Office Hours:

MTWTh 3:15-4:15 pm

& by appointment

COURSE OVERVIEW:

Non-human animals have played important, often unrecognized, roles throughout the history of human society. Even so, sociology, as the study of society and its component parts, has typically viewed other animals as part of the environmental back-drop that could be safely ignored. Recently, however, sociological and other disciplinary recognition of animals in society has grown. Not only have sociologists gained greater appreciation for social impacts on animals (and their environments), but they have increasingly come to see that other animals are social agents as well. This course is devoted to exploring many of the ways that non-human animals and humans interact in sociologically meaningful ways.

This course is of necessity more interdisciplinary in focus than many other courses. Not only does the topic matter lend itself to including information from outside the field of sociology (e.g., biology, philosophy), but sociology's recent recognition of the import of animals in society means that a great deal of sociological research is yet to be done.

The class will be run as both a lecture and seminar course; while I will present lecture material, please be prepared to participate in discussion of class material. As always, feel free to disagree with the readings, videos and discussions.

READINGS:

Available from the bookstore:

Kalof, Linda and Amy Fitzgerald. 2007. The Animals Reader: The Essential Classic and Contemporary Writings. New York: Berg.

→ Referred to as **Text** in the class schedule.

Additional readings are available to download from the course homepage on WebCT (in Adobe Acrobat Reader/PDF format). The source for each reading is listed on the class schedule on the day for which it should be read. The readings parallel my presentations and we will spend some time each day discussing them.

EVALUATION PROCEDURES:

	Undergraduates (4150)	Graduate Students (5150)	Grading Scale
Class Participation	10%	10%	A = 90-100
Animal Interaction Log and Essay	20%	20%	B+=87-89 B = 83-86
Qualitative Research Notes and Essay	20%	20%	B- = 80-82 C+ = 77-79
Guest Lecture / Discussion leader	--	20%	C = 73-76 C- = 70-72
Review of Guest Lecture/ Discussion	20%	--	D+ = 67-69 D = 63-66
Take-home final exam (~8-10 pages)	30%	30%	D- = 60-62 F = <60
	100%	100%	

Attendance/participation:

Class participation will count for 10% of your grade. Attend class and participate in your education. Ask questions. Be critical; think. Bring relevant outside material to class. Attendance will be noted and can help improve your final grade.

Animal Interaction Log and Essay:

- Objectives: 1) to increase student awareness of animal use/treatment; 2) to provide an opportunity for students to reflect on their relationships with animals; and 3) to allow students to explore how issues covered in class apply outside the classroom.
- Estimated length of essay: 2-3 pages
- You are to pick one day during the first week of the course (June 4th through June 10th) to keep track of all of your direct interactions with animals. You should write these in a log - such a log might look like this (feel free to add additional information/columns):

DATE: _____

Time:	Action/Event:	Feelings:	Others' Actions:

AND SO ON...

- Prepare a brief essay discussing your experience and the log. What did you learn about your interactions with animals? How easy/difficult was it to keep track of this information? How did you feel doing this assignment? Did doing the assignment alter your behavior with regard to animals?
- Materials to turn in: Your animal interaction log and the essay.

Qualitative Research Notes and Essay:

- Objectives: 1) to provide an opportunity for students to conduct qualitative social research; and 2) to allow students to explore how issues covered in class apply outside the classroom.
- Estimated length of essay: 2-3 pages
- Overview: You will conduct field observation of people interacting with other animals in some way and/or qualitative interviews of people who interact with other animals as a part of their job.
- The "research" should be roughly equivalent to about one hour of data collection—i.e., two $\frac{1}{2}$ hour interviews or 1 hour of observation or a combination thereof.
- If you choose field observation, your goal is to learn more about how people interact with other animals on a day-to-day basis by conscientiously observing their behavior. You will need to take extensive notes on what you observe. Your notes are your data.
- If you choose interviews, your goal is to find out, from the perspective of the people you interview, how they feel about working with other animals (and related issues). You will need to set up a time to meet with your chosen individual(s) at a location where there will be no (or minimal) interruptions. You will also need to prepare a loose set of questions that you will ask them about their working with other animals. If you would like, I can give you feedback on your questions ahead of time. You will need to take extensive notes on your interview(s). Your notes are your data.
- Prepare a brief essay discussing:
 - What did you learn about human-animal relationships. Use your notes to back up your points (i.e., if you did an interview, use quotes from the interview).
 - How was your overall experience? How did you find people to observe or interview? How did you feel conducting the research? Do you think your method led you to different conclusions than what you might have gotten with a different approach?
 - Did you learn other things related to course material?
- Materials to turn in: Your notes and your essay.

Guest Lecture/Discussion Leader (graduate students only):

- Objectives: 1) to provide an opportunity for graduate students to explore additional topics that have not been covered in class or that they wish to cover in greater detail; 2) to allow students to learn from each other; and 3) to give graduate students practice in preparing and presenting lectures, and in leading discussions.
- Estimated length of presentation: one hour. Two students can work together to cover an entire (~2 hour) course period.
- While I have listed particular topics on the syllabus, you can also suggest different topics to cover. I will discuss this with each of you individually at the beginning of the course.

Continued...

- You should present a thorough background on the selected topic and any groups involved.
- If you would like, you can choose a reading(s) for students to complete prior to your presentation (let me know a few days ahead of time so I can prepare copies).
- Your performance will be reviewed by the undergraduate students (see below).
- Materials to turn in: PowerPoint presentations, lecture notes, or other materials used.

Review of Guest Lecture/Discussion (undergraduate students only):

- Objectives: 1) to provide an opportunity for students to evaluate and review the work of others; and 2) to allow students to learn from each other.
- Estimated length of review: 2-3 pages
- During the third week of the course, graduate students will be responsible for presenting/discussing course content. Of the four class days for which graduate students are in charge, pick one day for which you will provide a review. Your task is to prepare a paper that outlines what was presented/discussed and evaluates various aspects of how material was presented (e.g., was it organized well, was it accessible to people unfamiliar with the topic, was the delivery smooth).
- To ensure that all four days are covered, I will ask that people commit to reviewing specific days in advance.
- Materials to turn in: Your review paper.

Take home final exam:

- Objectives: 1) to evaluate student understanding of course material; 2) to evaluate student ability to analyze and synthesize information; and 3) to evaluate and provide an opportunity to improve writing skills.
- Estimated length of exam: 5-8 pages
- There are two questions below that reflect material covered in this course. You are to answer one of the questions for the final exam.
- Students will need to draw on and appropriately cite resources from the class. Additional materials may be used, but, please remember: this is an exam, so you will need to address information and materials covered in class.
- Papers will be graded on the degree to which they adequately and creatively respond to the question, organizational clarity, indications of having done the readings and thought about issues presented there and in class, and use of proper grammar and spelling.

QUESTIONS FOR TAKE HOME FINAL EXAM:

- ① Over time, interaction between humans/society and non-human animals has changed in many ways and remained relatively the same in others. Using materials from the course, discuss several ways that human/non-human animal interaction has changed over time and discuss several ways that it has remained relatively consistent. Based on your discussion, how do you think human/societal interactions with other animals will change in the future? Defend your response.

- ② Sociology, like society, has typically viewed non-human animals as having no agency in their interaction with people or each other (in other words, animals are assumed to behave purely on instinct and to have little impact on social interaction apart from how humans interpret them). Use materials from the course to discuss how this point of view can be challenged. Several actors in society (e.g., some scholars, animal rights activists) have been increasingly arguing that animals have agency or, at a minimum, that other animals should be treated with respect. How and why has this "change" in the view of animals come about? What kind of impact will it have?

IMPORTANT UNIVERSITY AND CLASS POLICIES:

Family Educational Rights and Privacy Act (FERPA):

FERPA mandates that I cannot disclose your academic progress to anyone (other than you) without your explicit written permission. Because of this, I cannot discuss your grade or anything else about your class performance over the phone or email. Similarly, I cannot post grades outside my door. Any discussion about your class performance must be in person.

Reasonable Accommodations for Students with Disabilities:

If you have a disability that may require assistance or accommodations, or if you have any questions related to any accommodation for testing, note taking, reading, etc., please speak with me as soon as possible. You may also contact the Office of Disabled Student Services (898-2783) with questions about such services.

Tennessee Education Lottery Scholarship (TELS):

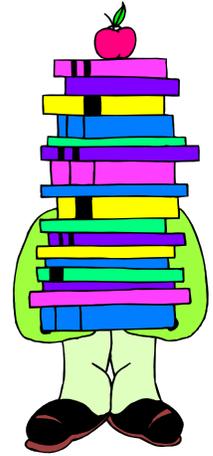
To retain Tennessee Education Lottery Scholarship eligibility, you must earn a cumulative TELS GPA of 2.75 after 24 attempted hours and a cumulative TELS GPA of 3.0 thereafter. A grade of C, D, F, or I in this class may negatively impact TELS eligibility. Dropping a class after 14 days may also impact eligibility; if you withdraw from this class and it results in an enrollment status of less than full time, you may lose eligibility for your lottery scholarship.

Academic Conduct:

When doing your work for this class you may wish (and in some instances are specifically asked) to consult other sources (including discussing assignments with other students). In all instances, you must do your own work and credit must be given where credit is due. There is no excuse for plagiarism, or for submitting another's work, ideas, or wording as your own. If you plagiarize, or otherwise cheat, on any assignment or exam you will receive a failing grade on the assignment or exam. Two instances of plagiarism will result in failure of the course. Plagiarism or other academic misconduct will be reported to the MTSU Office of Judicial Affairs and Mediation Services. Please read the following information about "using someone else's work." Any student who does not understand how to avoid plagiarism must request assistance from the instructor.

USING SOMEONE ELSE'S WORK

Writers often rely on the work of others to support their own arguments or justify their own research. However, there are rules governing how and the degree to which we are allowed to use someone else's work in this way. If we decide to use someone's ideas and/or exact words we must acknowledge the original author(s) in an appropriate manner. If we fail to do so, we fall into the trap of plagiarism, whether we are social researchers or students doing a class assignment. No ifs, ands, or buts...plagiarism is intellectual theft whether it occurs intentionally or out of sheer laziness, sloppiness or ignorance. Plagiarism is an extreme ethical violation (and will result in a failing grade!).



If you refer to or use someone else's work/ideas you must acknowledge them. Suppose you thought that an author (Mertig) makes a brilliant point about sociological analysis in some 1990 article on page 42 and you wish to point this out in support of your own ideas. You can acknowledge this author in the following manner (see style manuals, available at the library, for other ways to do this as well):

Mertig (1990: 42) then concludes that sociological research is flawed.

OR:

Most sociological analysis is atheoretical (Mertig, 1990: 42).

OR:

As Mertig (1990: 42) states: "Sociological research to date has been complicated by an over-emphasis on quantitative techniques. At the same time such research has profoundly lacked theoretical grounding."

The first two examples paraphrase what Mertig concludes without using the exact words. If you wish to use the exact words, as in the third example, not only must you acknowledge the author but you must indicate the presence of a direct quote. If the quote is short, this can be accomplished by placing quote marks around it. For longer quotes, writers usually indent and single space the entire quote (minus the quote marks) to set it apart from the rest of the text.¹ If you use the exact words of Mertig without acknowledging the author and indicating the use of exact words, you are plagiarizing!

¹ Not only should you use quoted material accurately (with correct attribution), but you should use it judiciously. You should have very important reasons for including direct quotes in a paper; do not use quoted material as purely a substitute for your own words or discussion of the material.

Whenever you use someone else's work as described above you also need to indicate, usually at the end of the paper, the full source information of that work. There is typically a section at the end of a research paper called "Bibliography" or "References Cited." The in-text citation allows the reader to identify which article (or some other source) you are referring to from your final list of references and usually a more precise page location (here, page 42).

Consult one of numerous style references in the library for further information on citing someone else's work and how to incorporate various items into a reference list. While there are several different accepted styles, it is best to choose one and be consistent (especially when you have several references in one paper). Make sure you include all of the pertinent information such as author's full name(s), date, title and source information.

For instance, here is an acceptable way to include a journal article in a list of "References Cited:"

Perrow, Charles. 1979. "Supervising Professionals." American Journal of the Professions, vol. 23, #5, 205-215.

The above example is a *full bibliographic citation* of the article by Charles Perrow. As you can see, all of the pertinent information is included in the citation, allowing the reader to locate the same article. From the reference, we know that the author is Charles Perrow. The article was published in 1979 in the American Journal of Professions, volume 23, issue #5. The article's title is "Supervising Professionals" and it starts on page 205, ending on page 215.

For additional information about avoiding plagiarism (also known as a form of "academic misconduct"), including some self-tests to see if you fully understand what it is and how to avoid it, see the following web addresses (the one from Indiana University is especially good):

MTSU: <http://www.mtsu.edu/~judaff/ainews.pdf>

<http://www.mtsu.edu/~judaff/integrity.htm>

Indiana University Bloomington: <http://education.indiana.edu/~frick/plagiarism/>

Univ. of Wisconsin-LaCrosse: <http://perth.uwlax.edu/murphylibrary/plagiarism.html>

Howard University: <http://www.howard.edu/library/Assist/Guides/Plagiarism.htm>

Penn State: <http://tlt.its.psu.edu/suggestions/cyberplag/quiz.html>

Virginia Tech: <http://athena.english.vt.edu/~IDLE/plagiarism/plagiarism1.html>

Goucher college: <http://faculty.goucher.edu/writingprogram/sgarrett/Default.html>

U. of Southern Miss.: <http://www.lib.usm.edu/research/plag/plagiarismtutorial.php>

University of Hong Kong: http://ec.hku.hk/plagiarism/self_test.htm

San Jose State University: <http://tutorials.sjlibrary.org/plagiarism/>

Chapman University:

<http://www1.chapman.edu/wilkinson/socsci/sociology/Faculty/Babbie/plag00.html>

CLASS SCHEDULE:

Monday	June 4	<i>Topic:</i>	Introduction to the Course Sociology and Animals
Tuesday	June 5	<i>Topic:</i> <i>Readings:</i>	Are Humans Animals? -- Biological and Evolutionary Connections • Text: Pages x-xvi and Section 2, "Animals as Reflexive Thinkers"
Wednesday	June 6	<i>Topic:</i> <i>Readings:</i>	Philosophical Arguments about Animals and Society • Text: Section 1, "Animals as Philosophical and Ethical Subjects"
Thursday	June 7	<i>Topic:</i> <i>Readings:</i>	Historical Relationships • Text: Pages 113-153
Monday	June 11	<i>Topic:</i> <i>Readings:</i> DUE:	The Roles of Animals in Society I -- Pets, Entertainers, Workers • Text: Section 4, "Animals as Spectacle and Sport" • Animal Interaction Log and Essay
Tuesday	June 12	<i>Topic:</i> <i>Readings:</i>	The Roles of Animals in Society II -- Food and Clothing • Text: Pages 154-190
Wednesday	June 13	<i>Topic:</i> <i>Readings:</i>	The Roles of Animals in Society III -- Objects in Research • Text: Section 6, "Animals as Scientific Objects"
Thursday	June 14	<i>Topic:</i> <i>Videos:</i> <i>Readings:</i>	The Roles of Animals in Society IV -- Objects to be Managed or Protected (wildlife) • Cull of the Wild • Regulated Trapping and Furbearer Management in the US <u>Available on WebCT:</u> • Decker, et al., "Evolution of People-Wildlife Relations" • Kheel, "From Heroic to Holistic Ethics: The Ecofeminist Challenge"
Monday	June 18	<i>Topic:</i> <i>Readings:</i> DUE:	Video and Discussion: Earthlings (Lecture/Discussion led by graduate students) TBA • Qualitative Research Notes and Essay
Tuesday	June 19	<i>Topic:</i> <i>Readings:</i>	Deviance and Animals -- Deviant relationships with animals -- Animal abuse and human abuse (Lecture/Discussion led by graduate students) TBA

Wednesday	June 20	<i>Topic:</i>	Social Stratification and Animals -- Speciesism, sexism and racism -- Social class differences in attitudes and behaviors toward animals (Lecture/Discussion led by graduate students)
		<i>Readings:</i>	TBA
Thursday	June 21	<i>Topic:</i>	TBA (Lecture/Discussion led by graduate students)
		<i>Readings:</i>	TBA
Monday	June 25	<i>Topic:</i>	Animals in Symbolic Culture
		<i>Readings:</i>	<ul style="list-style-type: none"> • Text: Section 5, "Animals as Symbols"
		DUE:	• Review of Guest Lecture/Discussion
Tuesday	June 26	<i>Topic:</i>	Attitudes Toward Animals
		<i>Readings:</i>	<u>Available on WebCT:</u> <ul style="list-style-type: none"> • Plous, "Psychological Mechanisms in the Human Use of Animals" • Kellert, "Attitudes, Knowledge, and Behavior Toward Wildlife Among the Industrial Superpowers: United States, Japan, and Germany"
Wednesday	June 27	<i>Topic:</i>	Social Movements and Animals -- Animal Welfare and Animal Rights
		<i>Video:</i>	Henry: One Man's Way (53 minutes)
		<i>Readings:</i>	<u>Available on WebCT:</u> <ul style="list-style-type: none"> • Jasper, "The American Animal Rights Movement" • Silverstein, "Expanding the Circle: The Evolution of Animal Rights"
Thursday	June 28	<i>Topic:</i>	Social Movements and Animals (continued)
		<i>Readings:</i>	<u>Available on WebCT:</u> <ul style="list-style-type: none"> • Peek, et al., "Gender, Gender Ideology, and Animal Rights Advocacy"
Monday	July 2	<i>Topic:</i>	Social Movements and Animals (continued)
		<i>Readings:</i>	<u>Available on WebCT:</u> <ul style="list-style-type: none"> • Scarce, chapters 7 and 13, "Eco-Warriors: Understanding the Radical Environmental Movement" • Rosebraugh, chapters 1 and 14, "Burning Rage of a Dying Planet: Speaking for the Earth Liberation Front"
Tuesday	July 3	<i>Topic:</i>	Course wrap up

Take home final exam due Friday July 6th by 5:30 pm.