

Two-legged and Four-legged – Examining our Relationships with Animals.

Humans use animals for companionship, entertainment, sports, research, food, clothing, and much more. This series of courses will lead us to examine our own relationships with animals, and help us to clarify our values, ethics and responsibilities toward the non-humans with whom we share our planet.

USEM 101 – Companion Animals

Probably our closest relationships with other species are the relationships we have with our companion animals. As much as our society values companion animals, there are still many controversies surrounding how we interact with our furry and feathered companions. Through varied and challenging reading, discussions and intensive writing, we will examine issues of living with animals, including the pet care industry, breeding, overpopulation, animal abuse and neglect, health and well-being of both humans and animals, and much more.

USEM 102 – Captive and Domesticated Animals

Humans have complicated relationships with animals. Sometimes we treat them as members of our families. Sometimes we eat them, wear their skins, or use them to experiment on. Sometimes we use animals to entertain us. This quarter, we will examine historic and current practices around raising animals for food and clothing. We will also consider a variety of animal-testing conundrums. Finally, we will consider animals used for entertainment. Students will learn about various animal-related issues and develop their own informed opinions about the ethics and morality associated with these issues through challenging reading, videos, research. Students will present research findings through writing and oral presentations.

USEM 103 – Animals in the Wild

Even when animals live wild, they are not free from the affects of humans. We catch fish to eat, we hunt for meat and sport, we capture wild animals for display in zoos and aquariums, or to keep as pets or subjects of experiments. We alter lives of animals by our very existence. In this quarter, we will delve into issues of sharing the planet with animals, and question our own rights and responsibilities in relation to our non-human neighbors. Challenging reading, research, videos and research form the basis for class discussions. Students will write academic, researched papers and present their findings in oral presentations.

**Topic: Two-legged and Four-legged: Examining our Relationships with Animals.
Dee Perez, Instructor**

Recommended Readings for the course series

Nonfiction:

Animal Liberation
Peter Singer

The Animal Ethics Reader
Susan J. Armstrong, and Richard G. Boler, eds.

Dominion: The Power of Man, the Suffering of Animals, and Call to Mercy
Matthew Scully

Animal Rights: Current Debate and New Directions
Cass R. Sunstein and Martha C. Nussbaum, eds.

Why Animals Matter: The Case for Animal Protection
Erin E. Williams and Margo Demello

Striking at the Roots: A Practical Guide to Animal Activism
Mark Hawthorne

Making A Killing: The Political Economy of Animal Rights
Bob Torres

Animals in Translation
Temple Grandin

Animals Make us Human
Temple Grandin

The Dog Who Loved Too Much: Tales, Treatment and the Psychology of Dogs
Dr. Nicholas Dodman

The Pig Who Sang to the Moon: The Emotional World of Farm Animals
Jeffrey Moussaieff Masson

When Elephants Weep: The Emotional Lives of Animals
Jeffrey Moussaieff Masson

Rattling the Cage: Toward Legal Rights for Animals
Steven M. Wise

How Dogs Think: What the World Looks Like to Them and Why They Act the Way They Do
Stanley Coren

Inside of a Dog: What Dogs See, Smell and Know
Alexandra Horowitz

Killing Tradition: Inside Hunting and Animal Rights Controversies
Simon J. Bronner

The Hidden Life of Dogs
Elizabeth Marshall Thomas

Mind of the Raven
Bernd Heinrich

The Spell of the Sensuous: Perception and Language in a More-than-human World
David Abrams

Women and Nature: The Roaring Inside Her
Susan Griffen

Some We Love, Some We Hate, Some We Eat
Hal Herzog

New Age/Paranormal:

Straight From the Horses Mouth: How to Talk to Animals and Get Answers
Amelia Kinkade

Psychic Animals: A Fascinating Investigation of Paranormal Behavior
Dennis Bardens

Fiction:

These can't be used for research purposes, but if you love animals, these are wonderful, big-hearted, emotional stories.

Water for Elephants
Sara Gruen

The Art of Racing in the Rain
Garth Stein

Hannah's Dream
Diane Hammond

The Story of Edgar Sawtelle
David Wroblewski

Dewey: the Small-town Library Cat who Touched the World
Vicky Myron

Oryx and Crake – and-- The Year of the Flood
Margaret Atwood

Charlotte's Web
E.B. White

Black Beauty
Anna Sewell

Island of the Blue Dolphins
Scott O'Dell

Watership Down

Richard Adams

Animal Farm
George Orwell

Overall Course Goals:

All USEM courses introduce students to college-level writing, speaking, critical thinking and research. We will work with these skills in the context of human relationships with animals.

During the course, students will be expected to . . .

- read challenging texts, and come to class ready to discuss and present various positions on complex issues.
- write organized persuasive and argumentative essays with focused claims and well-developed support.
- evaluate, integrate and correctly document outside sources
- learn rhetorical strategies appropriate for various audiences
- consistently display control of standard academic English.

Class Format:

Classes will encompass all forms of learning: some lecture, a lot of reading, class discussion, writing (both formal and informal), and critical thinking as you practice claim/support, summary, analysis, and synthesis. The class time will go quickly, so come prepared with the work that has been assigned and be ready to engage in class discussions and activities.

Blackboard Site:

All course materials will be accessible via Blackboard. You can access Blackboard at <http://courses.sou.edu>. Course announcements will also be posted; it is important for you to monitor our Bb site.

Course Requirements:

Participation: A seminar class is all about thoughtful, relevant discussion. We learn by talking to each other, listening to each other and contributing to the academic discourse. I expect every student to engage in this discourse. Obviously, you have to be in class to participate in it, and I do take attendance just to keep track of everyone. Excellent participation can result in a higher grade. Lack of participation will result in a lower grade.

Student Responsibilities: Knowing that students often need to juggle school, work, family, and other obligations, you need to know that I do not second-guess your priorities, and I do not think less of any student who chooses to devote more time and effort to one of these other obligations rather than to an assignment or the course as a whole. I respect the maturity of students who establish their priorities, make difficult choices, and *accept the consequences* of those decisions. *Do note that your grade is based solely on my professional assessment of the quantity and quality of your work, not on your effort, situation, or on my opinion of you as an individual.*

Assignments:

The following assignments are required in order to pass this course. Failure to complete *any* item listed here at a C- level will result in your having to retake the class.

Short Writing Assignments (25% of final grade): You will write several short (1-3 pages) writing samples that reflect your critical thinking, critical reading, and comprehension skills. These may take the form of in-class writing assignments, critical thinking responses (CTRs) to a text or video, summary of a text, response to videos or guest speakers, journal note-taking, etc. Some of these might require peer reviewing and peer editing and revising. I will give you the assignments either in class or through Blackboard. All rough drafts, research, and editing materials must be submitted with your final (Instructor's) draft in order to receive credit and points (unless told otherwise). These writing assignments will be evaluated in various ways that will be clearly indicated beforehand. Revised writing samples will be placed in your final Presentation Portfolio.

One Argument Essay (using sources) (30% of final grade): This essays will require pre-writing, drafting, editing, and revising for the final Presentation Portfolio. There will be some requirements and specific directions about the writing process and about research and documentation. The emphasis will be on developing written communication skills and making a claim and supporting it.

Oral Presentations (10% of final grade): Most of the oral presentations in this class will be delivered to the class informally. For example, you will interview and introduce a classmate to the class the first day. Some informal oral presentations may be delivered as part of a group and counts towards your class participation grade.

Daily Assignments (25% of final grade): These include journal notes, brief writing assignments, quizzes, in-class tasks and activities, homework, timely and appropriate Blackboard discussion participation, as well as notes and outlines for presentations, essays, some CTRs, some summaries, and other assignments throughout the quarter. *All work is due at the beginning of the class period* (unless told otherwise). On some occasions, assignments will be submitted to the Instructor via Blackboard (not e-mail). *Only e-mail me an assignment if I have specifically asked you to do so* (Word attachments only). Plan to print out all your work, staple or paperclip multiple pages together, include drafts, if asked, and submit on time. Late assignments won't be accepted, so plan ahead.

All written assignments will be typed, double-spaced (only double-spaced, no triple, quadruple between paragraphs), 1" margins on all sides, left-side alignment only. Follow MLA guidelines for paper mechanics. Assignments are due on the date indicated when the assignment is made.

All readings and written assignment are to be completed by the day they are due. ***Late submissions will result in lost points and lowered grades.***

Participation (10% of final grade): As noted above, participation is required in a seminar class. I expect students to contribute thoughtful, relevant, articulate ideas to the discussion that help us to expand our thoughts and further the discussion. Simply talking does not cut it. Some students think that being the class clown is participating. It isn't – it's just distracting and sometime annoying. Some students think that anything they spout off in class is participating. It isn't. This is college – I expect you to rise to the challenge of critical thinking and mature discussion.

Extra Credit: I believe that all of my students should be able to master the skills of this course in order to pass the course. I don't think students should be able to earn a higher grade through extra credit, even though their skill level may not be sufficient to pass. Therefore, I do not give extra credit. Do the work that's required, and do your very best work, and you won't need to worry about extra points anyway.

Required Materials:

Two assignment folders: You will need one pocket-style folder to hand in essays and drafts for Instructor evaluation throughout the term and at the end of the term (your Best Work Portfolio). You will need another folder (or binder) to hold and organize all class handouts, research materials, and assignment drafts. So print out, photocopy, and save all research materials and rough drafts used in assignments.

An important rule in USEM is **SAVE EVERYTHING!**

A spiral-bound, college-ruled notebook: Bring to every class to take notes on the class discussion and videos, and use outside of class to make daily journal entries over the readings. It's best to keep this devoted to your USEM class only. You will be asked to hand this journal at the end of the term for evaluation as part of your final grade.

A stapler: Turn your papers in to me with all pages stapled together.

A day planner: Your 10/11 SOU Student Planner & Handbook (or other version). Bring it to class daily and record all assignment due dates and group meeting times.

Time: This course requires a fair amount of out-of-class study time. The University expects you to spend 2-3 hours in out-of-class studying for each hour you spend in class, which means that this course will require between 8 and 12 hours a week outside of our class meetings.

Please plan for this now!

Access to a computer, printer, and the internet: We will be using Blackboard (Bb) this term. You are required both to access your USEM Blackboard account and to check your SOU student e-mail daily for important class announcements and updates. You may set your SOU e-mail account to forward to an alternate e-mail account (e.g., Yahoo), but you are responsible for all information sent to your SOU e-mail account. As an SOU student, all computer labs are open to you, so you don't have to own your own computer. Please read the "Guide to Student Computing at SOU" for relevant information on computing services. In order to save on textbook costs, most of our readings are online documents that need to be downloaded and printed out, so the tradeoff is some cost in paper and printer ink. If you are printing from home, please buy a ream of printer paper and a backup cartridge (black ink) to last you through the quarter. If you print through the campus labs, be prepared for printing fees.

Course Grading:

All assignments will be worth a certain number of points. You will earn points for your assignments. At the end of the quarter the number of points you earned will be a percentage of the number of points possible. Letter grades will be based on the following percentages:

A = 93-100	B = 83-86	C = 73-76	D = 63-66
A-= 90-92	B-= 80-82	C-= 70-72	D-= 60-62
B+= 87-89	C+= 77-79	D+= 67-69	F = 59 & below

Please feel free to talk discuss your grade with me at any time during the quarter.

Take note: I do not give incompletes, so plan on completing the course requirements or dropping by the appropriate deadline.

SOU's Strands, Goals, and Proficiencies:

As you progress through your academic career, you will gain disciplinary knowledge in your major and general knowledge in various fields and skill areas that define a liberal arts and science education. SOU's University Studies program incorporates 10 **Strands** that reflect the values of the general educational curriculum of SOU's liberal arts and sciences educational program.

University Seminar focuses primarily on the four **Foundational Strands**: **Strand A**: *Communication*; **Strand B**: *Critical thinking*; **Strand C**: *Information literacy*; **Strand D**: *Quantitative and inductive and deductive reasoning*. Throughout the three terms of University Seminar, you will work to gain proficiency in those Foundational Strands.

Within each **Strand**, there are specific **Goals**, further defined by **Proficiencies**. These goals and proficiencies describe learning outcomes – the knowledge and skills that students are expected to achieve by taking these courses.

In Fall Term of University Seminar, you will work to gain proficiency in the following Foundational Goals. Each activity and assignment will help you gain skills and will allow you to show your expertise in meeting the proficiencies that more fully explain a particular goal. The following Foundational Strands and Goals show some of the areas of expertise that students are expected to demonstrate throughout the college years in their major and in University Studies courses:

A. Communication: Communicate effectively in various ways: written, oral, and visual.

- Goal 1.** Use verbal and nonverbal techniques and conventions in ways appropriate to purpose and audience, specifically the proficiencies of
- elaborating and supporting topic ideas,
 - presenting both general and specific information, and
 - targeting an audience appropriately.

Goal 2. Demonstrate inferential and evaluative comprehension of texts including literature, speeches, scripts, artifacts, music, media, and works of art, specifically the proficiencies of

- a) explaining literal meanings and identifying assumptions, and
- b) identifying and summarizing main ideas and supporting details.

Goal 3. Interpret and communicate purpose and cultural assumptions of authors, speakers, and artists, specifically the proficiency of

- a) identifying arguments.

Goal 4. Demonstrate mastery of Standard American English, specifically the proficiencies of

- b) using descriptive words and varied vocabulary, and
- c) using standard conventions of grammar, punctuation, and spelling effectively.

Goal 5. Work effectively with others in a group setting to achieve a common goal, specifically the proficiencies of

- a) paraphrasing others and demonstrating active listening and
- b) demonstrating basic rules and norms of communication.

B. Critical Thinking: Use appropriate modes of inquiry, including identifying and framing problems, investigating and supplying evidence, and conceptualizing.

Goal 1. Analyze and evaluate arguments and adequacy of evidence and support, specifically the proficiency of

- a) identifying the main conclusion of an argument.

Goal 3. Produce effective arguments, interpretations, and findings, especially the proficiency of

- a) identifying essential points of an issue or problem.

Academic Standards:

All students are required to abide by the following academic standards:

- Academic dishonesty as defined by cheating, plagiarism, or otherwise obtaining grades under false pretenses.
- Plagiarism is defined as knowingly submitting the language, ideas, thoughts, or work of another author as one's original work, or allowing one's work to be used in this fashion.

I am obligated to report any violations of the honor code to the appropriate administrative office for action. Any student who is uncertain about how his/her behavior might relate to the academic honor code should consult me at once. Ignorance is not a legitimate excuse for honor code violations.

If after review, a student is found in violation of the honor code, he or she will receive the grade of F for the course, no exceptions. Visit <http://www.sou.edu/studentrights/discipline.shtml> for detailed information.

For important information on “what” plagiarism is, see:
http://owl.english.purdue.edu/handouts/research/r_plagiar.html

Students are responsible for familiarizing themselves with student rights and responsibilities as described on SOU Student Rights web page: Available at, <http://WWW.SOU.EDU/studentrights/>

It is the policy of Southern Oregon University that discrimination on the basis of race, color, religion, sex, sexual orientation, national origin, age, marital status, or disability shall be prohibited. Neither will the University tolerate sexual misconduct or sexual harassment by students, faculty, or staff. If you feel the University policies regarding affirmative action or sexual misconduct have been violated, you are encouraged to contact the Dean of Student Affairs Office, 552.6221.

If you are in need of academic support because of a documented disability (whether it be psychiatric, learning, mobility, health-related, or sensory) you may be eligible for academic accommodations through Disability Services for students. Contact DSS. At 552.6213, or schedule an appointment in person at the ACCESS Center, Stevenson Union, lower level.

E-mail Standards:

Please conduct yourself—in class, on the phone, in meetings with me, via e-mail—as a professional adult. We have a professional relationship, and that relationship has rules of decorum. When e-mailing me, use complete sentences, proper grammar, spelling, and punctuation, and communicate professionally. This is good practice for the rest of your time at SOU, and as you enters your careers.

Class Ground Rules:

We are always striving to create a positive and safe learning environment in University Seminar and SOU. In general, unacceptable classroom behavior includes the following:

- late work
- being unprepared (ours is a discussion class and people depend on your having done the readings and completed the assignments).
- annoying side conversations while others are speaking
- wearing headphones during class
- using a laptop computer during discussions
- displays of hostility, including sleeping during class
- repeated late coming or early leaving (including distractingly packing up books and materials before class is over)
- overly fragrant food and/or cologne and perfumes in class
- excessively noisy food
- reading newspapers, magazines, and other non-course-related materials during class
- cell phone use or ringing
- text-messaging
- and any other behavior that disrespects or disrupts a positive educational setting.

Please do not engage in behaviors that prevent other people from hearing, participating in, or concentrating on class activities. This is especially important during the video presentations when

students are trying to hear and take notes in their journals. On most days, we will have a brief break halfway through the class for you to access these technologies, if you need to. Please don't disrupt the class.

Although my usual inclination is not to publicly humiliate you, I will alert you visually or verbally that an activity is disruptive. The second warning will be an e-mail, cc'd to Dr. Mada Morgan, University Seminar Director. With a third infraction, I will drop you from the class and notify the Dean of Students.

DRAFT Class Schedule for USEM 101: Companion Animals

Date	Today's Topic - 1	Today's Topic - 2	Assignment for next class
<i>Sept. 27</i>	Welcome, syllabus, class rules	*How to Navigate Blackboard/find assignments * *Show How to do Critical Reading (Bb)	Write: personal essay Read: How Animals Think -- Time mag article
<i>Sept. 29</i>	*Turn in personal essay *USEM Evaluation Writing	*Discuss How Animals Think	Read: Academic Reading (handbook) Read: What Do Animals Need? (Grandin)
<i>Oct. 4</i>	Discussion: What is Critical Reading? What do Animals Need?	*What is an essay? Making the point and explanation in writing *Hand out articles/assignment for Writing #2	Read: the article you've been given Write: summary of the article
<i>Oct. 6</i>	What were the articles about – Presentations	What were the articles about – Presentations	Read: A Dog's Life (Grandin)
<i>Oct. 11</i>	Discussion: A Dog's Life	Finding Topics Brainstorm Topic Ideas Narrow Down Topics	Read: Academic Writing
<i>Oct. 13.</i>			
<i>Oct. 18</i>	Thesis Statements	Creating Arguments Writing Introductions	* Read: stats article *Read: Persuasive mail
<i>Oct. 20</i>	Discuss Stats article/evaluating sources	Discuss Persuasive mail	Write: Thesis Statement for your argument paper
<i>Oct. 25</i>	Off the Chain – video and discussion		*Discussion of video *CTR Assignment – Off the Chain
<i>Oct. 27</i>	Work on Paper Introductions Paper Structure		CTR over Through a Dog's Eyes Write: Your paper's introduction Read: Cats (Grandin) Read: Research Process (handbook)
<i>Nov. 1</i>	Student Conferences		
<i>Nov. 3</i>	Student Conferences		
<i>Nov. 8</i>	Discussion: Cats	* Sources and methods of citing sources	
<i>Nov. 10</i>	Paper Structure	Good paper/bad paper examples	Be working on your paper
<i>Nov. 15</i>	Work on paper problems	Work on paper problems	Be working on your paper
<i>Nov. 17</i>	Peer Reviews	Peer Reviews	Draft paper due
<i>Nov. 22</i>	Campus Closed for Thanksgiving Holiday	xxx	xxx
<i>Nov. 24</i>	Campus Closed for Thanksgiving Holiday	xxx	xxx
<i>Nov. 29</i>	Reviewed papers returned to you	Watch <i>Temple Grandin</i> video	
<i>Dec. 1</i>	TBD	TBD	
<i>Dec. 6</i>	FINAL EXAM 10 a.m. – 12 noon		Portfolios Due