Course Description:
This course explores the ways in which animal lives intersect with human societies, including the evolution of social, cultural, scientific, and religious attitudes toward animals. From early philosophical ideas to the contemporary animal rights movement, we will reflect on human/animal relationships and consider a variety of ethical debates about animals in society, such as the eating of animals, animal experimentation, zoos, hunting, ownership, and legal status.

Course Goals:
- Gain knowledge of a broad range of contemporary issues about the relationships between animals and the human world
- Examine how social interactions between humans and animals shape human identity, institutions, and culture
- Understand sociological, historical, economic, religious, philosophical, legal, and public policy issues regarding the treatment of animals
- Relate animal issues to other social struggles of race, gender, class, and the environment
- Explore the history of social movements and organizations that advocate for animals
- Review and evaluate material produced by animal use industries and material produced by animal rights organizations.
- Begin to develop and articulate your own ethical perspectives regarding animals
- Conduct research on a topic regarding animals/society and present your findings to the class
- Educate others and act on the knowledge you have gained

Required Texts
- Course Reader or On-line reserved readings

Class Environment:
I invite you to join me in a commitment to actively and respectively participate to make this an interactive and dynamic space to learn. Students who bring creativity, thoughtfulness, and critical reflection to the classroom materials will do well in the class. I encourage discussions to take place within the context of critical thinking and in the spirit of understanding diverse perspectives.
It is vital that our classroom be a place where everyone feels safe to express opinions, beliefs, be themselves and explore their values. This course and this professor WILL challenge those opinions and beliefs in the spirit of critical thinking and examining life to its fullest. In order to engage in open discussion, students are asked to follow some guidelines to help create a more comfortable learning environment amidst these challenges:

1. Acknowledge that other people have experiences that we may not understand or relate to.
2. Agree not to blame others or ourselves for the misinformation they or we have learned, but to accept responsibility for not repeating misinformation after we have learned otherwise.
3. Consider that people - both the groups we study and members of our class - are doing the best they can with the current tools they have at their disposal.
4. Agree to be aware that how we conduct ourselves in the classroom affects the learning of others. (e.g.: Am I talking more than my share? Am I unwilling to share my ideas?)
5. Agree to respect any requested in-class confidentiality.
6. Be respectful in our dialogue with others.
7. Don’t engage in private conversation during lecture or group discussion, interrupt while another person is speaking, read non-course materials or use any form of electronic devices (cell phones, pagers, blackberries, portable computers, etc.).

Part of promoting respect and consensus means accepting that we in this class may choose to discuss and potentially make changes to these guidelines, or to point out when our class fails to meet this agreement. All students should feel free to begin such a discussion at any time.

Managing Your Course Participation
The golden rule of this course is to NEVER EVER miss a course meeting. It is impossible for us to learn together as a community when one or more members continually drop in and out. Missing classes or coming unprepared will compromise your grade, since the writing assignments and examinations rely on classroom materials, including lectures, discussions, guest speakers and films that are not covered in the readings. The best advice I could give you on how to succeed in this course is NEVER MISS A COURSE MEETING!!!

Attendance Policy
Attendance will be the first business of the day and will generally be taken by a short answer quiz in the first few minutes of each course meeting. The questions will be simple, designed to ascertain whether you have completed the reading. They will also form a portion of your grade. If you arrive after the reading quiz has been administered, the quiz points will not be available to you. If you leave a class early (unless for a University-sanctioned event), you will be noted as absent for the meeting. Use this as an opportunity to operate with 100% integrity. You know ahead of time when you need to be in class, so organize your life to meet this commitment. You are permitted excused absences for emergencies, illness, or University-sanctioned events. Excused absences require documentation. Please notify me ahead of time, if possible.

These guidelines were developed by Lynn Weber and published in Women's Studies Quarterly 18 (Spring/Summer 1990). Some amendments have been made.
Grading Criteria:

- Clarity of your writing (grammar, punctuation, spelling, legibility and organization).
- Be accurate and comprehensive (illustrate the terms/concepts, and include all key points).
- Demonstrate in your own words and with examples that you understand the concepts.
- Imagination and creativity in your responses (both style and content).
- Assignments turned in late will lose $\frac{1}{2}$ a grade for each day they are overdue. These points cannot be regained, even if you re-write the assignment (see below). Do not email your papers.

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Ethical Perspective Paper</td>
<td>20%</td>
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<tr>
<td>Mid-term exam</td>
<td>15%</td>
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<tr>
<td>Group Research Presentations</td>
<td>10%</td>
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<tr>
<td>Individual Research Report</td>
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<tr>
<td>Community Education/Action Component</td>
<td>10%</td>
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<tr>
<td>Reading Quizzes (all)</td>
<td>10%</td>
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<td>Attendance/Participation</td>
<td>10%</td>
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<td>Portfolio</td>
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<td>Total</td>
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1. Ethical Perspective Paper (20%)
This paper is designed to improve your reading, critical thinking, and writing abilities. You should reflect on at least 2 of the ethical theories read and discussed thus far in class. In this paper, take the opportunity to comment on those ideas that resonated with you, as well as those you disagreed with and why. Be sure to end the paper by outlining your own ethical perspective, and questions that still remain for you.

- Create a cover-page listing the following items:
  1. Your own creative title for the paper
  2. Your full name
  3. The course name and number
  4. The professor's full name, and
  5. The date the paper is submitted
- Paper length is 5 pages minimum, 6 pages maximum.
- Every paragraph starts with one (only one) tab/indent
- Do not place ANY empty lines between paragraphs.
- Double-space your text. Do NOT use one-and-a-half or other spacing!
- Create page numbers
- Font size: 12-point only, Font style: "Times New Roman" only
- Other than the text and page number, place no other information on your pages (for example, do not repeat the title, your name or any other data)
- All margins, top, bottom, right and left must be of 1.00 inch length.
- Staple your paper in the upper left-hand corner
2. Midterm In-Class Exam (15%)
The exam will consist of short answer and essay questions covering material from readings, films, lectures, and discussions.

4. Group Research Presentations & Individual Research Reports (Written Report=10%, Presentation=10%)
Each of you will participate in a group research project & presentation with up to 5 of your classmates. Groups will be organized according to general interest areas (see below), and then you will decide by consensus what your role in the specific investigation will be. Your group will prepare a class presentation to report on your discoveries, share information, and discuss your experiences (you will have opportunities to meet w/your group during class—see class schedule). Your grade for this group project presentation will be based on both your individual effort and the group's accomplishments as a whole.

Each student will write an individual research report, based on the specific research you conducted, your findings, and a summary of what you learned during the course of this project. Format for the paper is: 3 page minimum/4 page maximum, 12 pt font, Times New Roman, Double-spaced, 1 inch margins. In the top right corner, type (single-space) ONLY your name, Animals & Society-Prof. Gaarder, and Individual Research Report. This should make only 3 lines across the top of the paper.

Research Areas (you can explore topics beyond those listed below...check w/me about your idea)
1. Animals as Food & Clothing
   - organic/"free range" farms, meat, eggs, dairy, fishing, trapping, foie gras, fur, leather, wool, biotechnology as it relates to animal food production

2. Animals as Experimental Subjects
   - medical, cosmetics, cleaning products, military, dissection, biotechnology (organ harvest/transplants)

3. Animals as Companions (or workers)
   - domestication, companion animals, pet stores, shelters, pounds, declawing/debarking, service animals (police dogs, seizure alert dogs, seeing eye dogs), pet shows/competitions

4. Animals as Entertainment
   - zoos, aquariums, rodeos, circuses, horseracing, dogfighting, bullfighting

5. Animals & the Law/The Animal Rights Movement
   - existing legislation, anticruelty statutes, Humane Slaughter Act, proposed "animal rights" legislation, local laws, animal rights groups (who are they/what do they do)

6. Community Education/Action Component (10%) 
This is your opportunity to educate and/or act on the knowledge you have gained. You may work alone or with others (e.g., your research group) to educate the community (UMD community or the larger Duluth community) on some topic of animals & society. For instance, you might create a collage, art project, or poster to display in a hallway case at UMD. You could create and distribute brochures, or do tabling in Kirby or a community location. You can write letters to the editor or write a column for the newspaper. A second option is to volunteer in some capacity on behalf of animals. This might involve the local humane society, pound, wildlife organization, etc. You may conduct your community education/action component at any time during the semester, but you must REPORT on what you did by May 14 (last class mtg), and provide some form of documentation of your work (proof of volunteerism, photographs, paper copies...).
7. Reading Quizzes (10%)
Quizzes given at the beginning of most class meetings are designed to assess your general comprehension of the material. There are no make-ups on quizzes. I will drop your two lowest quiz scores from your final total.

8. Participation & Attendance (10%)
Your regular attendance and meaningful participation in our class discussions.

9. Portfolio (15%): Your portfolio will consist of a number of formal and informal projects/writings you will do over the semester. I encourage you to use this portfolio throughout the semester to reflect upon recurring themes discussed in class. Try to make regular entries rather than waiting until the last minute. The grade for the portfolio includes the organization, substance, and creativity of the portfolio as a whole. Entries in your portfolio can take any form you wish, including drawings, stories, artwork, poetry, music, or “journal” entries. Entries do not need to be typed (unless your handwriting is difficult to read) and may pertain to any topic about Animals & Society that interests you. For example, you might clip out a newspaper article and reflect on it. You might talk to a family member, friend, or co-worker about topics from class, and report on their reactions and questions. Did you see a recent movie to reflect on? Whatever you choose, your portfolio should contain the following items:

- Table of Contents
- Ethical Perspectives Paper (this will already have comments and a grade recorded)
- Any in-class writings we have done
- 2 entries on any guest speakers or films we watched in class
- 3 additional entries of your choosing (see ideas above)
- A description of your Community Education/Action Component & any supporting materials from the project (e.g., pamphlets, posters, letter to the editor)
- A final reflection on the class
- Remember that your entries do not need to be in written form! Be creative!

* A hard-covered plastic 3-ring binder works well as a portfolio holder. I have recycled ones in my office for your use. Please don't use plastic sheet inserts to separate your portfolio entries *

Course Schedule:
Tu, 1/22 Class Introductions

I. A HISTORY OF THOUGHT ABOUT ANIMALS

Th, 1/24 Course Reader, “From Aristotle to Darwin” by Angus Taylor

Tu, 1/29 Singer, Chap. 5 (pp 186-212) & Animals Reader, Chap 9 (Descartes)

Film: Inside the Animal Mind: Are Animals Intelligent?
Tu, 2/5  
**Course Reader,** “Rights, Interests, Desires and Beliefs” by R.J. Frey, “The Case for Strong Animal Rights” by Tom Regan, & **Animals Reader,** Chap 5 (Regan)  
*Film:* Are Animals Intelligent? (part 2)

Th, 2/7  

Tu, 2/12  
**Scully,** Intro & Chap 1

Th, 2/14  
**Ethical Perspectives Paper Due**  
*Film:* Inside the Animal Mind: Do Animals Have Emotions?

II. PERSPECTIVES ON ANIMAL-HUMAN RELATIONSHIPS

Tu, 2/19  
**Animals Reader,** Chap 11 (Bekoff) & Chap 12 (Masson & McCarthy)  
*Film:* Do Animals Have Emotions? (con’t)

Th, 2/21  
**Scully,** Chap 2

Tu, 2/26  
**Scully,** part of Chap 3 (pp 102-140)  
**GROUP MTGS**

Th, 2/28  
**Scully,** Chap 4 & part of Chap 5 (pp 235-246)

Tu, 3/4  
**Scully,** Chap 6 & **Course Reader,** “Animal Agriculture: Myths & Facts” by Animal Agriculture Alliance

Th, 3/6  
**Scully,** Chap 8  
**GROUP MTGS**

III. CONNECTING ANIMAL ISSUES TO OTHER SOCIAL PROBLEMS

Tu, 3/11  
**Course Reader,** “Sexist Words, Speciesist Words” by Joan Dunayer & **Animals Reader,** Chap 3 (Spiegel)

Th, 3/13  
**Animals Reader,** Chap 19 (Adams) & Chap 20 (Nibert)  
**GROUP MTGS**

3/17-3/21  
Spring Break

Tu, 3/25  
**Course Reader,** “Battered Women & Their Companion Animals” by Clifton Flynn  
**Exam Review**

Th, 3/27  
**In-class Exam**
IV. DEBATES ON SPECIFIC ANIMAL ISSUES

Tu, 4/8  Singer, Chaps 3-4
       Film: The Peaceable Kingdom
       GROUP MTGS

Th, 4/10 GROUP 1 Presentations (Animals as Food & Clothing)
       Film: The Peaceable Kingdom (con't)

Tu, 4/15 Singer, Chap 2 & Course Reader, "Animal Experimentation is Justified" by AMA
       GROUP 2 Presentations (Animals as Experimental Subjects)

Th, 4/17 Animals Reader, Chap 16, Yi-Fu Tuan
       GROUP 3 Presentations (Animals as Companions/Workers)

Tu, 4/22 Guest Speakers

Th, 4/24 Course Reader, "Against Zoos" by Dale Jamieson & Animals Reader, Chap 23, Evans et al.
       GROUP 4 Presentations (Animals as Entertainment)

Tu, 4/29 Film: Lolita: Slave to Entertainment

Th, 5/1 GROUP 5 Presentations (Animals & the Law/The Animal Rights Movement)
       Film: The Witness

Tu, 5/8 Film: The Witness
       * Individual Research Reports Due *

Wed, 5/14 Meet from 8am-9:55am: CLASS PARTY & GROUP REFLECTION!
       Hand in portfolios and discuss the Community Education/Action Components that
       everyone has worked on.
       * Portfolios & Community Education/Action Components Due *
UMD SUPPORT SERVICES- FREE for all UMD students

Writing: You can receive tutoring services at the Solon Campus Center for writing needs. Call 726-6246 or visit their website at (www.d.umn.edu/tutoring/) for times.

Disabilities: Students with disabilities are encouraged to contact Disability Services & Resources to discuss their needs for accommodation (www.d.umn.edu/access/), and inform me as soon as possible so I can adjust relevant course materials or assignments to meet your needs.

Counseling: Call 726-8155 for an appointment or visit (www.d.umn.edu/hlthserv/counseling)

When should you seek counseling? Consider seeking counseling if you are:...Searching for ways to cope with college life, having conflicts with roommates, co-workers, friends, feeling lonely, inadequate, or having trouble "fitting in", questioning the course of romantic relationships, concerned about your sexuality, dealing with difficult family situations, feeling tense, stressed, anxious, irritable, or uncertain, experiencing a lack of motivation or ability to concentrate, concerned about alcohol or drug use, dealing with eating problems, experiencing difficulty grieving about a loss, experiencing sexual harassment or other kinds of discrimination, dealing with a crisis such as sexual assault or rape, recovering from sexual or physical abuse or incest (excerpt from the UMD counseling website).