Purpose and Rationale
This course introduces students to the theoretical and historical foundations of scholarly treatments of human-animal relations, variously known as animal studies, human-animal studies, or critical animal studies. We will examine and interrogate the scholarly evidence concerning the dynamic historical and contemporary relationships between humans and the more-than-human world, and raise fundamental questions about the consequences and implications for the wellbeing of humans, nonhumans, and ecosystems. We will consider the ways in which human and nonhuman forces interact, collide, collaborate and are indeed inseparable. Students will be expected to master a range of theories and concepts related to the subject matter. Questions we will pursue include: how are the boundaries between humans and nonhuman animals constructed and why does this matter? How do humans and nonhumans work together and why are they so often in conflict? What is the relationship between social hierarchies within human society and myriad impacts on more than human species and ecosystems? Is there a connection between our treatment of animals and our treatment of marginalized human groups? How do we as individuals and groups contribute to these collaborations and conflicts, and how might we be a part of solutions? How shall we (and, some would ask, should we) rethink, rebuild and recast our relationships with other animals? Students will be exposed to key concepts, theories, and perspectives from the social sciences, the environmental humanities, history, philosophy, anthropology, ethics, and law and science.

Studying the relationship between human society and the nonhuman world is fundamentally an ethical issue and a matter of shared responsibility because it reveals the ways that our everyday activities and the public policies our elected officials enact have real consequences for the health of humans, nonhuman species, and the ecosystems upon which we depend. We will consider and debate evidence and perspectives from scholarly studies on this matter with an eye toward inculcating the importance of students acting as historical agents of change in the quest for improvements in knowledge, scholarship, and action toward more sustainable animal-human relationships. In that regard, the class will place particular emphasis on connecting knowledge and practice by requiring students to 1) complete writing assignments and in-class exercises that demonstrate an understanding of the links between the articulation and application of theories and major intellectual ideas in the fields of environmental studies and human/animal studies; and 2) complete a
major class project that allows you the freedom to apply your knowledge in the form of a term paper, a community engagement activity, strategy paper, or artistic project.

**Required Texts:**


All books are available at the University bookstore. There are several readings on GauchoSpace as well (GS).

This syllabus, all assignments, a number of articles (required reading), and other important course information are all available on the course GauchoSpace site. Note: GauchoSpace will be used for posting course information and messages, discussion forums, and readings. Most assignments will be turned in via GauchoSpace as well.

**Evaluation:**

- Participation and attendance…………………………………………10%
- Pop Quizzes (3) ..............................................................................10%
- Test I ...................................................................................................30%
- Test II .................................................................................................30%
- Final Project .......................................................................................20%

As the above figures indicate, a significant portion of your grade is based on participation and attendance. The class participation grade will be calculated based on your regular involvement in class. You are responsible for staying abreast of the reading materials each week so that you can fully participate. Please read all materials for the week before the first class meeting (Tuesday). The professor will facilitate class participation, clarify questions you may have about class materials, and evaluate your participation. **Note: you must complete all course requirements in order to earn a passing grade for the course.**

**Quizzes** will be administered from time to time during class lectures. As always, pop quizzes are intended to provide a motivation for you to stay abreast of the readings and lectures. They are also a means of encouraging your attendance.
Final Project. Below are four options for your Final Project. You must choose one.

Analytical Paper: This assignment will require you to (1) bring to life a topic related to animal studies or human-animal relations with your own voice and analysis of primary and/or secondary sources and (2) draw on concepts and theories used in class and the readings. Specifically, you will be expected to produce an original review and analysis of work that others have done on a topic of your choosing. This can include an examination of: A) scholarly writings from the social sciences, humanities, or sciences or B) literary fiction, art, music, films or other media relevant to your topic. Your grade will be based on analytical depth, supporting evidence, creativity, and indication of time and effort devoted to the project. Length of analytical paper: 12-15 double-spaced pages (not including bibliography). Further details concerning this assignment will be made available by week 3.

Strategy Paper: This assignment gives you the opportunity to have a direct impact on an organization working on animal welfare/rights, human-animal conflicts, or related challenge. Your charge is to write a strategy document that offers guidance, advice, and direction to an organization (non-governmental, business, or government agency) that will advance their goals, offering new ideas, tactics, strategy, and direction that you believe will increase their impact and improve outcomes. This paper is totally unsolicited advice but you are expected to send it to a staff member, manager, or director of the organization of your choice at the end of the quarter. You are free to choose whatever organization you like and you must base your writing on careful and detailed research on the organization, their past and current work, and on the specific issue you are focused on. For example, you could write a strategy document advising the Humane League, the Santa Barbara Zoo, Santa Barbara Animal Services, or Tyson Foods on how to address improved animal welfare goals in their operations. Length of strategy paper: 12-15 double-spaced pages (not including bibliography).

Community Engagement Project: The goals of the CEP are (1) to ensure that your education is multifaceted and that your overall understanding of theoretical concepts related to the course material deepens and expands, and (2) to offer you the opportunity to practice community building and leadership that go beyond the classroom. You will be required to spend time volunteering for a relevant organization on campus or in the Santa Barbara County area working on a range of tasks assigned by that organization in consultation with the instructor. Another option would be to launch your own group or organization focused on human-more-than-human animal relations. You could create a petition drive, a letter writing campaign, a social media or marketing campaign etc. You will be asked to reflect on your experiences in written form. Questions you might reflect on could include: what are the opportunities and limitations that grassroots organizations experience when confronting human-animal relations?; how can universities and grassroots organizations better address problems of human-animal relations?; to what extent is your understanding of the course shaped by your experience working with a grassroots organization?; how has this experience helped you critique and question
academic concepts and theories concerning animal studies?; how has the reading and in-class experience assisted you in offering productive critiques of the organization you have worked with? Length of CEP paper: 12-15 double-spaced pages.

Artistic Project: The goal of the Artistic Project is to have you engage ideas and materials from the class in an original, innovative fashion that allows you to creatively express your interpretations of and reactions to the subject matter. This can involve a range of approaches, including but not limited to: composing songs, poetry or spoken word, producing a film, dramatic theatrical sketches, writing a short novel or short story, creating a board game, painting, photography, a blog or website, etc. The idea is to move beyond the traditional boundaries and requirements of a typical written class assignment while encouraging you to express your views on the topic in an informed, constructive, and imaginative way.

Test I: Test I will be a take home essay test requiring the use of course readings, lectures, discussions, and films to answer questions.

Test II: This will be a take home essay test requiring the use of course readings, lectures, discussions, and films to answer questions.

Technology: Unless you have documented special needs that require the use of a computer in the classroom, I do not allow computer usage during class time, other than my own. I know that many students like to take notes on their laptops and electronic notebooks and tablets, etc., but the availability of chat functions, email, and the web have compromised this otherwise noble pursuit. Furthermore, all other electronic products with a screen of any size should be turned off during class at all times (cell phones, PDAs, iPads, and any other hand held device). Usage of such devices during class time will be grounds for your removal. Instead, please bring a paper notebook, ballpoint pen, and the week’s reading materials (yes, bring the book or printout or electronic version—for use during discussions only), and take lots of notes – it is the best way to keep up with, and absorb all the readings, lectures, discussions, and films. It helps you to remember and to think. Studies have shown that note taking is even better than an energy drink to keep your mind alert! If you read them closely, the words, images, and meanings from the course readings will stay with you forever. If you are ever unclear or confused about any of the instructor’s policies, class materials, subject matter, or assignments, please visit me after class or during office hours for assistance.

Academic Integrity vs. Misconduct: It is expected that all UCSB students will support the ideal of academic integrity and that you will be responsible for the integrity of your work. The strictest disciplinary action will be pursued in all instances of academic misconduct. Academic misconduct includes (among other things): cheating on assignments or tests;
plagiarizing any part of work done by someone else; and submitting the same (or substantially similar) work for two courses without the professor’s consent. For more information, see the Office of Judicial Affairs page on “Academic Integrity”: http://judicialaffairs.sa.ucsb.edu/AcademicIntegrity.aspx

Ground Rules: The number one ground rule to which we will all adhere is to engage in respectful and considerate discussion and debate in the classroom. By the very nature of the course topic, there will likely be a wide range of opinions among students, many of which may be rooted in your personal and perhaps painful experiences. This is what a good classroom environment is supposed to do: stimulate you to think for yourselves and raise critical questions. However, if you feel the need to do this in a manner that offends and insults your peers or otherwise disrupts the learning process, you should find somewhere else to engage in such behavior. Abusive and harsh language will not be tolerated in this classroom. We are all responsible for keeping discrimination, harassment, and intimidation out of the classroom.

Regarding Trigger Warnings: Per the 2014 UCSB A.S. “Resolution to Mandate Warnings For Triggering Content in Academic Settings,” students are hereby informed that some course materials may include references to, descriptions of, and/or presentations of content that could conceivably trigger PTSD symptoms for persons who have experienced severe trauma. This includes rape, sexual assault, abuse, graphic violence, and kidnapping. As the instructor of record, I will do my best to warn students ahead of time if there are videos that will be shown in class that might fall within the parameters of this Resolution. Students can opt out of viewing such material with no penalty.

Resources

- The Writing Lab at the Campus Learning Assistance Services helps students with many aspects of writing, including getting started, making revisions, organizing ideas for papers, proofreading, editing, and general writing skills. To schedule an appointment, come to Student Resource Building (SRB) 3231 or visit my.sa.ucsb.edu/clas

- The Mental Health Peer Program (MHPP) is a UCSB campus resource offering guidance with regard to stress management, anxiety, depression and other related challenges. They offer a range of resources, including psychological counseling services and the Test Anxiety Program (for students experiencing mild to moderate anxiety before and/or during an exam). MHPP is located in Counseling and Psychological Services, Building 599. Phone consultations are available 24 hours: (805) 893-4411.

- Students with disabilities are encouraged to contact the Disabled Students Program to get documentation of needs and to generate suggestions for reasonable
accommodation (room 2120 Student Resources Building, phone: 805.893.2668; email: DSP.Help@sa.ucsb.edu). Requests for accommodation via Disabled Students Program will be granted.

Below is a list of additional student services available on campus. I encourage you to make use of them:

- Counseling & Psychological Services [http://caps.sa.ucsb.edu](http://caps.sa.ucsb.edu)
- Educational Opportunity Program (EOP) [http://eop.sa.ucsb.edu](http://eop.sa.ucsb.edu)
- Health and Wellness [http://wellness.sa.ucsb.edu](http://wellness.sa.ucsb.edu)
- MultiCultural Center [http://mcc.sa.ucsb.edu/](http://mcc.sa.ucsb.edu/)
- Non-Traditional Student Resource Center [http://wgse.sa.ucsb.edu/nontrad/](http://wgse.sa.ucsb.edu/nontrad/)
- Office of International Students and Scholars [http://oiss.sa.ucsb.edu](http://oiss.sa.ucsb.edu)
- Office of the Ombuds [https://ombuds.ucsb.edu/](https://ombuds.ucsb.edu/)
- Office of Student Life (OSL) [http://osl.sa.ucsb.edu/](http://osl.sa.ucsb.edu/)
- Opening New Doors to Accelerating Success (ONDAS) Center [http://www.ondas.ucsb.edu/home](http://www.ondas.ucsb.edu/home)
- Resource Center for Sexual and Gender Diversity: [http://wgse.sa.ucsb.edu/RCSGD/home](http://wgse.sa.ucsb.edu/RCSGD/home)
- Transfer Student Center (TSC) [http://transfercenter.ucsb.edu](http://transfercenter.ucsb.edu)
- UCSB Alcohol and Drug Program: [https://alcohol.sa.ucsb.edu/](https://alcohol.sa.ucsb.edu/)
- UCSB Student Health Services: [http://studenthealth.sa.ucsb.edu/](http://studenthealth.sa.ucsb.edu/)
Animals in Human Society:  
Inequality, Conflict, and Social Justice  
Environmental Studies 146  
Fall 2017

- Undergraduate Mentorship Program [http://duels.ucsb.edu/academics/academic-success/mentor](http://duels.ucsb.edu/academics/academic-success/mentor)
- Undocumented Student Services [http://www.sa.ucsb.edu/dreamscholars/home](http://www.sa.ucsb.edu/dreamscholars/home)
- Veterans’ Resource Center: [http://www.sa.ucsb.edu/veterans/home](http://www.sa.ucsb.edu/veterans/home)
- Women’s Center [http://wgse.sa.ucsb.edu/WomensCenter/home](http://wgse.sa.ucsb.edu/WomensCenter/home)

Course Schedule
[note: this schedule and its content are subject to change]

**Day 1** (Sept. 28): Introduction to the Course
See GauchoSpace for First Assignment, due in-class on Tuesday, October 3rd.

**Week 1** (Oct. 3 & 5) Animals as Philosophical and Ethical Subjects, and as Thinkers
Readings: Aristotle, “The History of Animals” (GS)
René Descartes, “From the Letters of 1646 and 1649” (GS)
Jeremy Bentham, “Principles of Morals and Legislation” (GS)
Gary Francione, “Challenging Peter Singer’s Paternity Claim”  
Shawn Klein, “The Problem of Animal Rights”  
Tom Regan, “The Rights of Humans and Other Animals” (GS)
Martha Nussbaum, “The Moral Status of Animals” (GS)

**Week 2** (Oct. 10 & 12): Animals, Morality, Culture, and Environmental Ethics
Readings: Pliny the Elder, “Combats of Elephants” (GS)
Jim Mason and Mary Finelli, “Brave New Farm?” (GS)
Jeffrey Masson and Susan McCarthy, “Grief, Sadness, and the Bones of Elephants” (GS)
Van Schaik et al, “Orangutan Cultures and the Evolution of Material Cultures” (GS)
Thomas Birch, “Moral Considerability and Universal Consideration.” (GS)

**Week 3** (Oct. 17 & 19): *Animal Oppression and Human Violence, I*
Readings: David Nibert, *Animal Oppression and Human Violence*, Introduction and Chapters 1-4

**Week 4** (Oct. 24 & 26): *Animal Oppression and Human Violence, II*
Readings: David Nibert, *Animal Oppression and Human Violence*, Chapters 5-9
*Test I assigned October 24*
*Final Project proposals due October 24*

**Week 5** (Oct. 31 & Nov. 2): *Animals and Race, Class, and Gender Politics, I*
Readings: Claire Jean Kim, *Dangerous Crossings*, Chapter 1-4
*Test I due October 31*

**Week 6** (Nov. 7 & 9): *Animals and Race, Class, and Gender Politics, II*
Readings: Claire Jean Kim, *Dangerous Crossings*, Chapter 5-9

**Week 7** (Nov. 14 & 16): *Animals, Gender, Race, Citizenship, Ability, and Religion*
Readings: Otto Santa Anna, “Like an Animal I was Treated”: Anti-Immigrant Metaphor in U.S. Public Discourse” (GS)
Karen Davis, “A Tale of Two Holocausts” (GS)
Marcus Rediker, “You’ll Never Be As Radical as this 18th Century Quaker Dwarf” (GS)
Carol Adams, “The Sexual Politics of Meat” (GS)
Rhonda Evans et al, “Dog fighting: Symbolic Expression and Validation of Masculinity.” (GS)
Sunaura Taylor, “Strange but True”; “What is Disability”; “Animal Crips” (GS)
Week 8 (Nov. 21): Movements for Animal Welfare, Rights, and Liberation
November 23rd is Thanksgiving holiday, so no class on that date

Readings: James Jasper and Dorothy Nelkin, Chapters 1-3 (GS)

Justin Goodman and Clinton Sanders, “In Favor of Tipping the Balance: Animal Rights Activists in Defense of Residential Picketing” (GS)

Steven Best and Richard Kahn, “Trial by Fire: The SHAC7, Globalization, and the Future of Democracy” (GS)

Francesco Asano: “Anti-Blackness in the U.S. Animal Rights Movement” (GS)

Week 9 (Nov. 28 & 30): Student Reports and Reflections
Test II assigned, Monday November 27th

Week 10 (December 5 & 7) Student Reports and Reflections
Test II Due Monday December 4th

Final Projects due on December 11th by 5pm in the Environmental Studies Main Office (4312 Bren Hall) or on GauchoSpace if it is in digital/electronic form.