Animals in Human Society: 
Inequality, Conflict, and Social Justice 
Environmental Studies 146 
Fall 2016

Professor: David N. Pellow 
Office: Bren 4304 (on the Laboratory floor, 4L) 
Mailbox: Environmental Studies Program, 4312 Bren Hall (go to front desk) 
E-mail: pellow@es.ucsb.edu 
Main Environmental Studies Office Phone: (805) 893-2968 
Office Hours: Tuesdays and Thursdays 1-2pm or by appointment 
Class Meets: Tuesday and Thursday: 11:00 am - 12:15pm Girvetz Hall 2123

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, or creative project.

**Required Texts:**

Linda Kalof and Amy Fitzgerald. 2007. *The Animals Reader: The Essential Classic and
Contemporary Writings*. Bloomsbury Academic.

David Nibert. 2013. *Animal Oppression & Human Violence: Domesecration, Capitalism,
and Global Conflict*. Columbia University Press.

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

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%
- Midterm Test ....................................................................................... 30%
- Final Test ............................................................................................ 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 three 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, or films 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.

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 focused on animal-human 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.

Creative Project: The goal of the CP 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, a film, dramatic theatrical sketches, a short novel or short story, 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.
Midterm Test: The midterm exam will be a take home essay test requiring the use of course readings, lectures, discussions, and films to answer questions.

Final Test: 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.

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

Week 1 (Sept. 22): Introduction to the Course
See GauchoSpace for First Assignment, due in-class on Tuesday, September 27th.
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Week 2 (Sept. 27 & 29) Animals as Philosophical and Ethical Subjects, and as Thinkers
Readings: Kalof and Fitzgerald: Prologue, Editorial Introduction, and pp. 3-48 (Aristotle, Jeremy Bentham, Marjorie Spiegel, Peter Singer, Tom Regan, Martha Nussbaum, and Gilles Deleuze and Felix Guattari); Chapters 9, 10, 12, and 13 (Descartes, Sanders and Arluke, Masson and McCarthy, and Schaik et al)

Week 3 (Oct. 4 & 6): Animals as Pets, Food, Spectacle, Sport, and Symbols
Readings: Kalof and Fitzgerald: Chapters 17, 18, 21, 24-30
(Plutarch, Mason and Finelli, Pliny the Elder, Malamud, Cartmill, Berger, Levi-Strauss, Sax, Baker, and Burt)

Week 4 (Oct 11 & 13): Animal Oppression and Human Violence, I
Readings: Nibert, Introduction and Chapters 1-4

Week 5 (Oct. 18 & 20): Animal Oppression and Human Violence, II
Readings: Nibert, Chapters 5-9
Midterm Test assigned October 20
Final Project proposals due October 20

Week 6 (Oct. 25 & 27): Animals and Race, Class, and Gender Politics, I
Readings: Kalof and Fitzgerald: Chapters 19, 22, 23
(Adams, Marvin, Evans et al)
Claire Jean Kim, “Animals, Nature, and the Races of Man” (available on GauchoSpace)
Midterm Test due October 27

Week 7 (Nov. 1 & 3): Animals and Race, Class, and Gender Politics, II
Readings: Greta Gaard, “Toward a Queer Ecofeminism” (available on GauchoSpace)
Otto Santa Anna, “Like an Animal I was Treated: Anti-Immigrant Metaphor in U.S. Public Discourse” (available on GauchoSpace)
Karen Davis, “A Tale of Two Holocausts” (available on GauchoSpace)

Week 8 (Nov. 8 & 10): Animal Welfare, Animal Rights, Animal Liberation, I
Readings: Jasper and Nelkin, Chapters 1-3
Claire Jean Kim, “Makah Whaling on the (non) Ecological Indian”
Francesco Asano: “Anti-Blackness in the U.S. Animal Rights Movement” (available on GauchoSpace)
Week 9 (Nov. 15 & 17): Animal Welfare, Animal Rights, Animal Liberation, II
Readings: Justin Goodman and Clinton Sanders, “In Favor of Tipping the Balance: Animal Rights Activists in Defense of Residential Picketing” (available on GauchoSpace)

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

Week 10 (Nov. 22 & 24): Student Reports and Reflections

November 24th is Thanksgiving holiday, so no class

Week 11 (Nov. 29 & Dec. 1) Student Reports and Reflections
Final Test assigned, November 29

Final Projects due on December 1 by 1:45pm in the Environmental Studies Main Office (4312 Bren Hall).

Final Test due on Wednesday, December 7, 2016 at 12 noon in the Environmental Studies main office (4312 Bren Hall).