

ID 300A: Animals and Society

General Education Competency Area: Integrative Seminar in Ethics and Values
Tuesdays and Thursdays, 10:30-11:45, MLH 130
Fall 2022

“Some people talk to animals. Not many listen though. That's the problem.”

— A.A. Milne, *Winnie-the-Pooh*

“And the fox said to the little prince: men have forgotten this truth, but you must not forget it.

You become responsible, forever, for what you have tamed.”

— Antoine de Saint-Exupery, *The Little Prince*

“You don't have to choose between being scientific and being compassionate.”

— Robert M. Sapolsky, *Behave: The Biology of Humans at Our Best and Worst*

Instructor Information

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Office hours: Tuesdays and Thursdays, noon-1:00 (and by appointment other days/times) in my office or on Zoom.

(Zoom link for office hours: <https://lcsc.zoom.us/j/84258147040>)

Course Summary

This course is an introduction to the interdisciplinary study of relationships between humans and non-human animals and the ethical dimensions of such relationships. Drawing on the works of philosophers, social and natural scientists, and legal scholars, students will learn about the roles, treatment, and moral standing of animals and the competing values that have shaped human-animal relationships in past and present societies. By the end of the course, students will have a more nuanced understanding of the complexities involved in human-animal relationships and be able to apply key concepts and ethical perspectives in articulating potential solutions to problems associated with these relationships.

Course Format

This class is a seminar-style, text-based class. It means that you will be an active participant in our class sessions, during which we will be discussing the assigned readings (as well as videos and images some weeks). I will structure our class time together by posing questions and making observations that will help us zero in on key points from the readings, and although I will sometimes do what are effectively mini-lectures to elaborate key takeaways and how they are linked, this is not a standard, lecture-based course. You should expect to participate in every class session, whether in small-group discussions or in our ongoing, larger class discussions, and some weeks you will serve as a discussion leader.

To help you prepare for our class sessions, I will post weekly modules in Canvas by Monday afternoons/early evenings that will contain Powerpoint slides that will guide our class sessions, film clips that we'll be watching in class (some weeks), links to timely articles and/or relevant websites (some weeks), and the weekly class preparation assignments, the latter of which will be posted by Friday afternoons the week before they are due. I strongly encourage you to review the Powerpoint slides *before* class so that you can anticipate our class discussions and prepare for them by thinking about key points from the readings and jotting down your initial thoughts in response to the specific questions you'll encounter in the slides.

In addition to reviewing the materials in the weekly modules and doing the weekly class preparation assignments, you are, of course, expected to complete the assigned readings *before* class.

Time Requirements

In higher education, the standard time requirements for credit hours are as follows: for every 1 credit hour, students are to complete one hour of class time and two hours of time outside of class on required coursework (reading, writing papers, studying, etc.), for a total of three hours, on average, per week, per credit hour. This means that **for a three-credit class such as this one, the time requirement per week is nine hours** (just under three hours in class and six hours spent on coursework outside of class). Because these are averages, you will not spend exactly six hours on coursework outside of class every week. For example, during Week 1, you may spend only a couple of hours outside of class reviewing this syllabus, but then during Weeks 3-5, you may spend 8 or more hours on coursework outside of class because you will not only be reading the assigned chapters for those weeks but also working on a weekly assignment and also getting ready for the first exam by then. What this all comes down to is that you should expect to spend considerable time outside of class on reading, writing, studying, etc., so be sure to plan your weekly schedule accordingly.

General Education Learning Outcomes

This is an interdisciplinary course designed to help you integrate knowledge and skills learned in other General Education courses with new material related to ethics and values in order to further develop your critical thinking, writing, speaking, and problem-solving skills. By the end of this course, you should be able to:

- i. Evaluate concepts and perspectives from multiple disciplines related to ethics and values.
- ii. Analyze how individuals/societies shape or are shaped by ethics and values.
- iii. Demonstrate self-reflection, broadened perspective, and respect for diverse viewpoints by exploring issues related to ethics and values.
- iv. Integrate and apply accumulated knowledge to develop strategies or positions that address issues of ethics and values.

Course-specific Learning Outcomes

This course is designed to help you gain knowledge and develop skills that will aid you in becoming a critical thinker, a successful student, and an informed, engaged member of society. Specifically, in this course you will do the following, which are linked to the above General Education learning outcomes as noted in parentheses:

- gain an understanding of the philosophical and scientific basis for different ethical positions regarding the treatment of non-human animals (i, ii, iii, iv)
- discuss the socio-cultural and ethical dimensions of human-animal relationships in an informed manner (ii, iii, iv)
- develop critical and analytical thinking skills through engagement with scholarly works and in-class discussions (i, ii, iii, iv)
- write well-organized, evidence-based assignments, exam essays, and a paper that demonstrate (1) an understanding of key social scientific and philosophical principles/concepts and their application to real-world issues and (2) the ability to synthesize information from a variety of sources (i, ii, iii, iv)

Overall Goal

I want you to learn something new in this class. Sounds simple, right? Well, in my experience, this isn't always such an easy task. We all have so many taken-for-granted assumptions about how the world works, what constitutes reality, why people behave in certain ways, etc., that it is sometimes difficult for us to recognize when what we've "always known" is keeping us from learning more. I think that all of us—teachers and students alike—need to continually challenge ourselves to learn more about the world in which we live. I believe the way to accomplish this is by questioning popular interpretations of social phenomena, seeking out credible information that will help us answer our questions, and

understanding that we can always learn more about any given topic. You should do well in this course if you approach the material with this in mind.

My Philosophy of Learning

My philosophy of learning derives from my more basic approach to life, which can be summed up in two words: *be curious*. The mark of an active mind is *curiosity*, a genuine desire to learn more about whatever it is you're actively studying as well as the myriad of other things that cross your path or your mind during a given day. Curiosity has driven my own academic pursuits since I was an undergraduate, and that, in turn, influences how I teach and how I hope you will approach the learning process in this class. In emphasizing this quality, curiosity, I am implicitly (and now explicitly) revealing that I think learning works best as a self-motivated, internally driven process. Interestingly, this is at odds with how we (meaning the larger enterprise of formal education) tend to approach teaching and learning in the United States, in that through the process of grading, calculating GPAs, awarding scholarships, etc., we use external rewards to motivate students. I would encourage you to reflect on this and consider the degree to which your own motivation for learning and, in turn, your academic behaviors are driven by internal versus external motivations. You're probably driven by a mix of both, which is understandable given our more general cultural orientation, but I'd encourage you to try to focus on the internal motivations a bit more. In doing so, you will likely notice a perceptual shift in how your approach your schoolwork. For example, instead of *having* to read a chapter, you might find yourself being *interested in* reading a chapter in order to learn more about a given topic, or instead of cramming the night before an exam, you may begin periodically reviewing your notes and thinking about how the new concepts you're learning can be applied to your own life, what you see in the news, etc. If you approach this class in this way, you will begin to see the world around you through a philosophical and sociological lens, which will undoubtedly spur further curiosity, likely beyond the bounds of what we cover in this class, and that's exactly the point: from this semester forward, you will be even more curious about the world and the animals that inhabit it, which will hopefully lead to further learning throughout your life.

Required Readings

Reading is the cornerstone of your college experience. Our class dynamic and your learning depend on your active engagement with the assigned readings. What does "active engagement" entail? If you're like me, it means you may have to read certain passages several times to fully understand them, and you will definitely want to jot down notes (important points, your own insights, questions, etc.) as you read. It also requires that you block off several hours of your weekly schedule for reading for this class so that you can read entire chapters/articles in an uninterrupted fashion, rather than bits and pieces in between all of the other things on your daily to-do list. Finally, it involves consciously thinking about key points from earlier readings as you encounter new ones in subsequent readings, integrating various insights as we move through the semester. When you actively engage with readings, you are building your knowledge, changing your understanding of the world, and forging new neural connections in your brain. What an amazing process we undertake when we read with such purpose!

The following required books are available at the LCSC Bookstore and from various booksellers online:

Armstrong, Susan, and Richard Botzler. 2008. *The Animal Ethics Reader*, 2nd Edition. New York: Routledge. **Be sure to get the 2nd edition— the other editions have different readings.**

DeMello, Margo. 2020. *Animals and Society: An Introduction to Human-Animal Studies*, 2nd Edition. New York: Columbia University Press.

There are also online readings listed in the Course Schedule at the end of this syllabus, which you can find in the "Readings" module in Canvas (they are listed in alphabetical order by authors' last names in that module). **These are also required readings.** I may add additional brief online readings to the weekly modules in Canvas as we proceed through the semester. **You should always bring the books and any other readings (printed or electronic copies) with you to class, because we will directly reference them in our class discussions.**

Assignments and Grading

Class Preparation Assignments – 25% Most weeks you will complete a relatively brief writing assignment (typically 2-3 paragraphs) in preparation for class that will ask you to summarize, reflect on, and/or apply what you are learning from the readings. The instructions will be posted in Canvas on Friday afternoons. ***These assignments are due by 10:00 a.m. on Tuesdays or Thursdays, depending on the week.*** The day they are due each week will be noted in the instructions when they are posted. There will be approximately 10 of these assignments, and your lowest grade will be dropped. **Note:** During weeks you are serving as a discussion leader (see next assignment category), you will not submit a class preparation assignment. (I will enter a zero in the gradebook for those weeks, but those zeros will be dropped.)

Discussion Leadership – 15% Three times during the semester, you will be a designated discussion leader along with several of your classmates, which means you will help to facilitate our in-class discussion of the week's readings. You will do this by taking a particularly active role in the discussion in class and also by turning in a written assignment that includes (1) two key quotes from two different assigned readings, with a brief explanation of why those particular quotes are so compelling/interesting to you and how they relate to the authors' main points, and (2) at least one question for discussion on the week's readings. You will turn in this assignment by 4:00 p.m. on Wednesday during the weeks you are assigned to be a discussion leader. More specific instructions for these assignments and more generally how to fulfill your role as a discussion leader will be posted in Canvas and discussed in class.

First Exam - 20% The first exam will consist of fill-in-the blank, brief answer, multiple choice, true/false, and/or essay questions on material covered in the readings, lectures, slides, videos, and class discussions during Weeks 1-6.

Second Exam - 20% The second exam will follow the same general format as the first exam and test your understanding of material covered during Weeks 7-13 as well as your ability to integrate and apply important concepts and insights from previously covered material. In other words, the second exam is somewhat cumulative.

Final Paper - 20% For the final paper, you will analyze/interpret a particular type of human-animal relationship, discuss the ethical issues at play, and take an informed position on the problem/issue at stake. You will formulate your argument using specific concepts and perspectives from the assigned course readings and in the process demonstrate your end-of-semester mastery of the course material. You will also integrate several outside sources of information. More specific instructions for this paper will be discussed in class and posted in Canvas.

Extra credit – 2% You can earn extra credit by completing the Indiana University Plagiarism Tutorials and successfully passing a Certification Test. This is where you will find the tutorials and complete instructions for how to take a test: <https://plagiarism.iu.edu/index.html>. You can earn this extra credit by forwarding your certification email from Indiana University to me (leearles@lcsc.edu) by the end of Week 4 (Friday, Sept. 16).

LCSC's grading scale, based on the percentage earned at the end of the semester:

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

Keeping track of your grade and reviewing graded assignments:

All grades will be posted on Canvas. Weekly assignments typically will be graded within one week of when they are due, and exams will also be graded within approximately one week.

For all written assignments, always be sure to review the grading rubric and any comments I provide, both of which you can view on the Grades page in Canvas. The rubrics and my comments are intended to help you continually improve throughout the semester. If you ever have any questions about a grade, you can address your concerns to me in writing (via email) with reference to the instructions and rubric for the assignment *within one week* of when the grades for that assignment are posted.

Important notes:

Keep in mind that this is a text- and discussion-based class, so active engagement with the readings, participation in class, and good note taking are key to your success.

Review sheets will be posted in advance of each exam, and prior to that, the weekly Powerpoint slides will be good guides to what will be covered on the exams.

Exams are open-note and open-book, but they will be timed, so you must be well prepared for them and pace yourself while taking them in order to do well. Their intended purpose is to make sure you understand the assigned readings, lectures, videos, etc. In order to do this, you need to fully engage with those course materials, taking notes as you read, listen, and watch. This will provide you with solid reference material for the exams.

You may not consult with anyone or utilize outside sources of information while taking exams; your answers must be yours alone based on your understanding of the course readings and other material.

Evaluation criteria:

The weekly **class preparation assignments** will be graded on a 5-point scale according to the degree to which your response to the question(s) posed illustrates that you are engaging with the course readings; taking time to write a thoughtful, well-written response; using terminology correctly; and making connections between/among key points/concepts in the readings.

Your **discussion leadership** grades will be based on both the associated assignment you turn in for the week (the key quotes and discussion question briefly described above) and your activity in class during the weeks you are serving as a leader (how readily you speak up and help explain key points from the readings).

The grading of **exams** is straightforward with regard to multiple choice, true/false, and fill-in-the-blank questions—answers are either correct or incorrect. Short answers and essays on the exams will be graded according to the correctness and thoroughness of your answer, the degree to which your answer reflects engagement with the assigned readings, and the clarity of your writing.

The **final paper** is a formal piece of writing. It will be graded according to the thoroughness with which you have addressed the question(s) posed; the extent to which you offer a thoughtful, logically consistent, evidence-based analysis/ interpretation; the extent to which you have integrated course readings as well as your own sources; and the clarity/coherence and technical quality of your writing (i.e., how well-written and organized your paper is).

***Note:** I use points-based rubrics in Canvas for grading the class preparation assignments, discussion leadership, and final paper. The rubrics align with the criteria outlined here for each of these assignment types, and you will be able to view them prior to doing each assignment.

Attendance and Engagement

I believe very strongly in the benefits of regular attendance and a high level of engagement with the course material. **You will not do well in this course if you do not attend class on a regular basis, thoroughly engage with the readings, and periodically review your notes.** You also need to check into Canvas regularly in order to read any announcements or other important information I've posted, preview (and review) the Powerpoint slides for the week, and also, of course, submit the weekly class preparation assignments and discussion leadership assignments. As previously noted, **previewing the Powerpoint slides I post each week on Mondays will help you anticipate the sorts of key points/questions we'll be discussing in class, which will, in turn, help you be better prepared for active participation.**

If you happen to miss a day of class for *non-health-related* and otherwise routine reasons, please do not email me asking what you missed. Instead, it is your responsibility to stay abreast of the material we're covering by following along with the course schedule (on the last few pages of this syllabus), completing the required readings for the week noted therein, and reviewing the Powerpoint slides and any other information posted on Canvas for the day(s) you were absent. I also strongly suggest getting notes from a classmate for any class session you miss.

With regard to missing class for *health-related reasons or emergencies*, first and foremost, please do not come to class if you are feeling unwell. If you wake up one day with a sore throat, a cough, unusual fatigue, etc., you should not attend class. Instead, refer to the course schedule and materials posted on Canvas (Powerpoint slides, videos, etc.) to keep up with what we're covering for that day. ***In such instances, if you are only missing one day of class, you do not need to contact me, unless you are scheduled to serve as a discussion leader*** (although you certainly can if you would like to let me know why you are missing class). I trust that you can keep up with what we're doing, get notes from a classmate, and then return to class when you're feeling back to normal. **However, if you would like assistance with getting notes for the day you've missed (again, if it's for a health-related reason or emergency), please let me know, and I will assist you in connecting with a classmate who can share their notes.**

If you face a more serious illness or hardship at any point in the semester (a family emergency, a prolonged illness, etc.) **that will result in you missing multiple, consecutive days of class, then I definitely do want to hear from you and will assist you in getting notes for the days you have missed.**

Bottom line: Come to class prepared and ready to engage in a discussion of the readings—unless you're sick, in which case, stay home! If you miss class for health-related or other serious reasons (affecting you, a family member, a pet, etc.), I'm happy to assist you in getting notes for any days of class you miss.

Expectations for Classroom Behavior

In coming to class, you are agreeing to abide by the following basic norms of courtesy and respect for others, which are aimed at providing a productive learning environment for all students:

- **Arrive on time, and do not leave early for arbitrary reasons.** If you know that you need to arrive late or leave class early one day for a legitimate, unavoidable reason, let me know before class (via email or in-person at the start of class), but this should not be a regular occurrence.
- **Do not begin putting away your notes and shuffling things around as the class period nears its end.**
- **Do not chat with your neighbors during lectures;** it is *very* distracting for everyone.
- **Interact with your fellow classmates and me respectfully,** which involves being attentive when others are speaking, thoughtfully considering different points of view, and couching your points in a constructive manner.

- **Turn off cell phones before class starts.** If you are a parent or otherwise need to be available for family members for health or safety reasons, please put your phone on vibrate mode, and then if you need to take an important, time-sensitive call or text, you can discreetly leave the classroom to do so.
- **Don't read or respond to text messages during class.** Keep your phone in your backpack or purse while you are in class unless you are using it to access one of the required readings. Out of sight, out of mind, right?
- **Finally, abstain from internet use in class except to access digital versions of the assigned readings.** Despite the fact that that cute person you're enamored with has just messaged you, please do not read or respond to emails/messages in class. Similarly, if there is something you want to google, make a note of it to do after class. Laptops and tablets may be used for note-taking purposes, but even then, I recommend against using them in that way, because there is evidence that the physical act of writing helps you learn better than typing does. See for yourself: <https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>

Bottom line: *Be engaged in the present moment and be considerate of those around you.* It's a way of being that will serve you well in a variety of professional and personal settings throughout your life.

Policy on Make-ups and Late Assignments

The following policies are aimed at treating everyone equitably with regard to course expectations and due dates:

- ***Make-up exams will be allowed in rare circumstances*** for students with legitimate reasons (for example, LCSC-sanctioned absences*) who make arrangements with me in advance. Emergency situations** and serious illnesses*** are extenuating circumstances that can also warrant an exam make-up, but in all but the direst cases, ***you need to contact me prior to when the exam is due in order for me to consider a make-up.***
- ***Final papers received within 12 hours of the due date/time will be accepted without penalty.*** Beyond that, except for in extenuating circumstances, papers not submitted within 12 hours of the due date/time will receive an automatic half-letter-grade (5%) deduction for every additional 12 hours they are late. For example, if you turn in your paper after noon on the date it is due but before midnight, there is no penalty; however, if you turn it in after midnight but before noon that next day, 5% will be deducted, and if you turn it in after noon that day (i.e., more than 24 hours after it was due), 10% will be deducted, and so on, up until **10:00 a.m. on Friday, Dec 16, which is the final deadline for the papers; I cannot accept them after that point.** If you think you have an extenuating circumstance that merits waiving the lateness deductions outlined here, you must contact me ***before the paper is due.*** I will handle such claims on a case-by-case basis.
- ***The weekly class preparation assignments cannot be turned in late.*** Their purpose is to help you prepare for class discussions, so doing them after the fact defeats that purpose. That said, ***your lowest grade will be dropped, which is meant to account for any and all reasons why you might miss one.***
- ***Discussion leadership can only be rescheduled in cases of illness or emergencies, and in all but the most trying circumstances, you must contact me by Monday afternoon of the week(s) you are scheduled to be a discussion leader in order to reschedule.***

*LCSC-sanctioned excused absences include required absences related to NAIA sports participation, ROTC, ASLSC officer responsibilities, etc. **You must notify me by email in advance of an exam availability period if you have an LCSC-sanctioned absence that will affect your ability to take it within that scheduled timeframe.** If you ever need to submit a class preparation assignment while you are out of town, you will simply submit it on Canvas like everyone else.

**Emergencies are serious, unforeseen medical or personal situations affecting you, a family member, a pet, etc., that require immediate attention. If you face an emergency situation during the semester, please attend to it, and then notify me as soon as you are able, and we will work together to figure out appropriate accommodations.

*****Serious, extended illnesses:** If you come down with a serious physical or psychological illness during the semester that may prevent you from taking an exam, submitting class preparation assignments for more than one week, and/or serving as a discussion leader during your scheduled weeks, let me know as soon as possible, and we will work together to figure out appropriate accommodations. (Providing medical documentation is helpful but not always necessary, depending on the illness/issue.)

Academic Integrity

All of your written work, ideas expressed therein, and exam answers must be your own work. Following standard practice for academic writing, you will, of course, be asked to integrate and cite insights and occasional key quotes from the assigned readings, but you must do this in an original way (i.e., you must think about the material *yourself* and synthesize the material *yourself*) and not rely on summary sources of information such as Wikipedia or any of the variety of websites that you might google to look up information. **The point of taking a college class is for you to grapple with the assigned readings and other course materials and demonstrate that you have gained an independent understanding of them.**

With the preceding points squarely in mind, any instance of plagiarism, cheating, or other form of academic dishonesty will not be tolerated. **If you plagiarize or otherwise cheat on an exam, essay, or assignment, you will automatically receive a zero** on that exam/essay/assignment, which will lower your overall grade substantially, and, depending on the seriousness of the offense, I may also report the incident to the Vice President of Student Affairs, which will result in a formal sanction. I also reserve the right to assign you **a failing grade for the entire course** in especially egregious cases, such as copying full sentences directly from a website, the assigned readings, another student's paper, or other sources and presenting them as your own. Also, **you should never share your written work (a draft of an assignment/paper, a paper written for a previous class, etc.) with another student** except in the context of a formal peer review initiated by an instructor, **and you are not allowed to consult with anyone (fellow students, roommates, etc.) while taking exams.**

The best approach for avoiding academic dishonesty is to carefully read the assigned chapters/articles, give them some thought, and then put ideas into *your own words* in a way that demonstrates that you understand the material, and, when appropriate, cite key ideas and instances of paraphrasing, and occasionally include especially relevant direct quotes from others, properly noted with quotation marks around exact phrasing and introduced with a signal phrase or in some other way. **For a review of how to properly integrate information from the assigned readings in your writing, reference the "Writing Resources" section of the "Important Course Resources" module in Canvas. It contains several articles and guides, including the Purdue OWL APA in-text citation style guide and a link to the Indiana University Plagiarism Tutorials, which you can complete for extra credit (as noted above under "Assignments and Grading").**

If you have any questions about what is meant by the terms "academic dishonesty" or "plagiarism," please ask me for an explanation or clarification. As the old saying goes, ignorance of the law (or basic concept and policy in this case) is no excuse. Please do not jeopardize your academic future by engaging in such foolish behavior.

Finally, another key aspect of academic integrity has to do with the final grade you earn in the class. Final grades are based on the total points you earn throughout the semester on graded assignments as well as any extra credit you may earn, as detailed in the "Assignments and Grading" section of this syllabus. **Under no circumstances should you ask for extra points to be awarded or for additional extra credit opportunities at the end of the semester because your final grade is not as high as you were hoping that it would be** (for the purposes of scholarships, sports eligibility, or any other reason). Doing so would be asking me to treat you differently than I treat your classmates, which would be unfair to them and therefore ethically problematic. If you ever have any questions about your grades on particular assignments and/or believe that I have made a grading error, you can address your concerns to me, in writing (via email), within one week of when an assignment has been graded. Any such questions or concerns should be specific and reference the grading criteria (and rubric, if applicable) for the assignment. If warranted, we will then meet to discuss your concerns/questions in order to clarify how the assignment was graded.

Documented Accessibility Needs

If you have a documented need for accommodations to ensure accessibility, please let me know during the first two weeks of the semester, and we will work together to ensure appropriate accommodations.

Audio/Video Recording

Photographing or audio/videorecording of this class is prohibited. We cover sensitive topics in this course, and everyone should feel free to discuss such topics in an open manner without fear that their words will be taken out of context. Recording by students, even for seemingly benign note-taking purposes, has the potential to diminish the classroom experience. If you have trouble listening and taking notes at the same time, we can find a solution through a combination of practice/skill-building on your part and supplemental notes from another student if necessary. Also, Powerpoint slides will be posted on Canvas, so you can always reference those as needed.

Contacting Me and Office Hours

If you have questions about the course material or would like to further discuss any of the topics we are covering, please come chat with me during my office hours, **Tuesdays and Thursdays, noon-1:00**. Office hours are specifically for students, so don't be shy about using them – they're meant for you! If you would like to schedule a specific meeting time during those office hours, send me an email a day or two in advance, and I'll pencil you in for your preferred time. Otherwise, you can simply drop by my office, Spalding Hall 222.

If you prefer to meet on Zoom, please email me a couple of hours in advance, so I know you want to meet that way, and I'll be happy to hop on Zoom during my office hour. Here is the link to use: <https://lscs.zoom.us/j/84258147040>. When you click on that link, you will enter a virtual waiting room at first, and I will then let you into the virtual meeting space as soon as I can (it may be a few minutes if I'm already meeting with another student).

If you cannot meet during my regular office hours, I'm happy to set up an appointment with you for a different time. You can chat with me after class to set up an alternative time or simply email me such a request.

If you need to contact me for quick questions or to relay information to me outside of office hours or class time, the best way to reach me is via email at learles@lscs.edu. (Please note, *this is not an lmail address*. Your email may automatically enter an lmail address when you start typing my name or address, but make sure you are actually sending your email to my lscs.edu address. Otherwise, I may not receive it.) I check email on weekdays before 5 p.m. and will typically respond within 24-48 hours. If your question/issue requires more than a brief response, I may request that we schedule a meeting to discuss things further. Also, this should go without saying, but when emailing me (or any of your other professors) be sure to compose your email as you would to any other professional contact. Include a subject line, a proper salutation (e.g., "Dear Prof. Earles"), and use good writing. **All this being said, please use email sparingly.** After all, for most basic questions about the class, you can likely find the answers in this syllabus or catch me right after class to chat.

Course Schedule

This course schedule is subject to change, depending on our progress in covering the material and/or external events beyond our control. Any changes will be announced in class or on Canvas. It is your responsibility to know what is announced in class, whether or not you are present at the time. Please get in the habit of checking Canvas a few times a week, because if I ever have some sort of time-sensitive announcement to make, that's how I'll communicate with you.

Your active engagement with each week's assigned readings is key to your success in this class. The readings for each week are listed here and include chapters in DeMello's book, chapters in the reader by Armstrong and Botzler (noted below as "A&B" and then by chapter number and author's last name), and readings that are posted on Canvas (also noted by the authors' last names). **The readings listed for each day should be completed prior to class that day** so that

you are able to engage in informed discussions about the readings with your fellow classmates and respond to any questions that I might ask you about the material. **Also, be sure to bring the assigned readings to class with you** (the two books and printouts or digital versions of the readings on Canvas).

Remember that you can (and should) preview/review each week's Powerpoint slides, which will be posted in Canvas by Monday afternoons (or early evenings at the latest).

Also remember that the weekly class preparation assignments are due by 10:00 a.m. on Tuesdays or Thursdays, depending on the week. The prompts for those assignments and their due days/dates will be posted by Friday afternoons (for the following week).

The **dates for the exams and due date for the final paper** are noted below, and the **discussion-leader groups are also noted for their respective weeks.** (Membership in these groups will be assigned in class during Week 1 or 2.)

Week 1 (8/23, 8/25): Introduction to the course

Readings: This syllabus, and then begin reading for next week.

Week 2 (8/30, 9/1): Why study the relationship(s) between humans and non-human animals?

Readings: Tuesday: DeMello: Ch. 1, "Human-Animal Studies" (excluding "Coming to Animal Studies")
Canvas: Bruni, "According Animals Dignity"

Thursday: Canvas: Paul and Elder, "The Miniature Guide to Understanding the Foundations of Ethical Reasoning" (only need to read pp. 2-13)

Week 3 (9/6, 9/8): Spiritual kin, wild beasts, and cuddly pets: The social construction of animals

Readings: Tuesday: DeMello: Ch. 2, "Animal-Human Borders"
DeMello: Ch. 3, "The Social Construction of Animals"
Canvas: Zhang, "Why We Think Cats are Psychopaths"
(Recommended: A&B: "General Introduction – Animal Ethics: [...]")

Thursday: Canvas: Gleeson, "All hail the rise of cat men, an antidote to toxic masculinity,"
and Geher, "Why We Have Cats"
DeMello: Ch. 5, "The Domestication of Animals"

Discussion leaders: Group 1 (key quotes and discussion question due by Wednesday at 4 p.m.)

Week 4 (9/13, 9/15): How do animals think, and what do they feel? Non-human sentience, cognition, and emotion

Readings: Tuesday: DeMello: Ch. 17, "Animal Behavior Studies and Ethology"
Canvas: Coren, "Dogs Prefer Advice from People Who Actually Have the Answers," and "Are Dogs Capable of Deceiving Us?"
A&B: Ch. 13 (Dawkins)

Thursday: A&B: Chs. 9 (Smuts) and 20 (Gomez)

Discussion leaders: Group 2 (key quotes and discussion question due by Wednesday at 4 p.m.)

**Week 5 (9/20, 9/22): Non-human sentience, cognition, and emotion (continued) and
The moral standing of animals: Competing philosophical perspectives on animal rights,
animal welfare, and human responsibilities**

Readings: Tuesday: A&B: Ch. 23 (Simmonds)

Canvas: DeGrazia, "Self-awareness in Animals," and Stelling, "Do lobsters and other invertebrates feel pain?"

Thursday: DeMello: Ch. 18, "The Moral Status of Animals"

A&B: "Introduction to Part I" and Chs. 1 (Regan), 2 (Cohen), and 4 (Singer)

Discussion leaders: Group 3 (key quotes and discussion question due by Wednesday at 4 p.m.)

Week 6 (9/27, 9/29): The moral standing of animals (continued) and FIRST EXAM

Readings: Tuesday: A&B: Ch. 5 (Donovan)

Thursday: Catch up and review

Exam taken on Canvas between noon on Thursday and midnight on Sunday, 10/2

Week 7 (10/4, 10/6): Animals in the wild: Hunting and conservation

Readings: Tuesday: DeMello: Ch. 4, "Animals 'in the Wild' and in Human Societies"

Canvas: "'Carnivore cleansing' is damaging ecosystems, scientists warn"

A&B: Ch. 57 (Callicott)

Thursday: A&B: Chs. 58 (Clement) and 59 (Leopold)

Discussion leaders: Group 1 (key quotes and discussion question due by Wednesday at 4 p.m.)

Week 8 (10/11, 10/13): Animals in the wild: Hunting and conservation (continued)

Readings: Tuesday: A&B: Ch. 61 (Gunn)

Canvas: Cruise, "Is Trophy Hunting Helping Save African Elephants?"

Thursday: A & B: Ch. 60 (Kheel)

Canvas: Cahoone, "Hunting as a Moral Good"

Discussion leaders: Group 2 (key quotes and discussion question due by Wednesday at 4 p.m.)

Week 9 (10/18, 10/20): Animals as entertainment: The case of orcas (and other delphinids)

Readings: Tuesday: DeMello: Ch. 6, "Display, Performance, and Sport"

A&B: Chs. 22 (Whitehead et al.), 64 (Eaton), 66 (Jamieson), and 67 (Hutchins et al.)

Thursday: Canvas: Zimmerman, "Tilikum, SeaWorld's Most Famous Killer Whale, Dies," and Gammon, "After a half century in captivity, Tokitae the performing orca could finally go home"

Discussion leaders: Group 3 (key quotes and discussion question due by Wednesday at 4 p.m.)

Week 10 (10/25, 10/27): Animals as food in industrialized societies: Factory farms and alternatives

Readings: Tuesday: DeMello: Ch. 7, "The Making and Consumption of Meat"

Canvas: Pew Report, "Putting Meat on the Table: Industrial Farm Animal Production [...]," and Kristoff, "Opinion: Abusing Chickens We Eat"

A&B: Chs. 31 (Rollin) and 32 (Rachels)

Thursday: A&B: Chs. 30 (Davis), 34 (George), and 26 (Grandin)

Discussion leaders: Group 1 (key quotes and discussion question due by Wednesday at 4 p.m.)

Week 11 (11/1, 11/3): Animals as pets: Companion animals

Readings: Tuesday: DeMello: Ch. 8, "The Pet Animal"

Canvas: Carey, "Emotional Power Broker of the Modern Family" and Jacobson, "The Invisible Burden of Caring for a Sick Pet"

Thursday: A&B: Chs. 70 (Lorenz) and 71 (Rollin and Rollin)

Todd, "How to Make the World Better for Cats"

Discussion leaders: Group 2 (key quotes and discussion question due by Wednesday at 4 p.m.)

Week 12 (11/8, 11/10): Shelter, rescue, and veterinary work and Animal abuse

Readings: Tuesday: DeMello: Ch. 11, "Working with Animals"

A&B: Chs. 78 (Leigh and Geyer) and 77 (Palmer)

Canvas: Spitznagel, "What is Burden Transfer?" and NPR, "Veterinarians are Killing Themselves. An Online Group is There to Listen and Help"

Thursday: DeMello: Ch. 12, "Violence to Animals"

Discussion leaders: Group 3 (key quotes and discussion question due by Wednesday at 4 p.m.)

Week 13 (11/15, 11/17): Animal abuse (continued) and SECOND EXAM

Readings: Tuesday: Canvas: Siebert, "The Animal-Cruelty Syndrome"
A&B: Ch. 75 (Garbarino)

Thursday: Catch up and review

Exam taken on Canvas between Thursday at noon and midnight on Sunday, 11/20

****Thanksgiving Break (11/21-11/25)****

Week 14 (11/29, 12/1): Protecting animals: The animal rights/welfare/protection movement

Readings: Tuesday: DeMello: Ch. 19, "The Animal Protection Movement"
A&B: Chs. 83 (Jamison et al.) and 84 (Regan)

Thursday: A&B: Chs. 85 (Dillard) and 87 (Singer)

Week 15 (12/6, 12/8): Course wrap-up: What have we learned this semester?

Readings: Tuesday: DeMello, Ch. 20, "The Future of the Human-Animal Relationship"

Thursday: Review Final Paper instructions

Finals Week (12/12-12/16)

****FINAL PAPER due Tuesday, 12/13, by noon***

Coronavirus-related Caveat

If I contract COVID (or another contagious illness) this semester but have relatively mild symptoms, we may hold one or more class sessions on Zoom in order to keep pace with the course schedule. However, if I am ever too ill to hold class, we may have to slightly modify the course schedule to account for missing a day (or more) of class. I will announce any such changes on Canvas, so please log in regularly to check for any announcements in this regard.