

SOAN 140: ANIMALS & SOCIETY
Fall 2019
Monday, Wednesday, Friday, 2A Schedule
MW 9:50-11:00am; F 9:40-10:40am
Leighton Hall, Room 236

Professor: Emily Bowman (she/her/hers)
E-Mail: ebowman@carleton.edu
Office: Leighton Hall, Room 229
Office Phone: 507.222.4738
Office Hours: MW 3:00-4:30pm; Th 1:30-2:30pm and by appointment

COURSE DESCRIPTION

Other-than-human animals are an overwhelming presence in our collective and individual lives, yet they are often taken for granted by us human animals. We share our social and cultural environments with a wide variety of animals and for a wide variety of purposes. We domesticate animals and use them for food, clothing, entertainment, and transportation. We hunt them for subsistence and sport. We worship, sacrifice, display, vilify, cherish, and study them. Clearly, our attitudes about non-human animals are ambivalent. In this course, we will explore questions regarding the intersection of the lives of human and non-human animals from a sociological perspective. Questions we will examine include:

- Why do we love some animals to the point of considering them family members, but vilify and even eat others?
- Are “pets”— like the dog currently sleeping by my side— monsters of dependence created by human oppression, or do pets and people co-exist interdependently?
- Is human perception and treatment of non-human animals related in significant ways to such enduring social problems as racism, sexism, and violence against vulnerable groups?

These are difficult questions. Our aim in this course is not to come to a consensus, but rather to consider a variety of perspectives and develop our own logical and evidence-based arguments regarding these matters.

Beyond examining the relationship between non-human animals and human society, in this course we will also focus on developing and honing our reading, writing, critical thinking, group discussion, and oral presentation skills.

COURSE GOALS

The Department of Sociology and Anthropology has specified six student learning outcomes (SLOs) that we want students to acquire. In this course, we will focus on the following three:

- Applying sociological theory to analyze socio-cultural phenomena
 - Articulating the complexity of contemporary socio-cultural phenomena in their many dimensions
 - Drawing upon your understanding of historical and contemporary socio-cultural phenomena to engage the world
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REQUIRED TEXTS

- Hal Herzog, *Some We Love, Some We Hate, Some We Eat* (ISBN: 9780061730856)
- David Nibert, *Animal Oppression & Human Violence* (ISBN: 9780231151894)

Additional required readings will be posted on Moodle.

COURSE REQUIREMENTS

MEET & GREET: In order for us to get to know each other, you will be required to meet briefly with me within the first two weeks of class. You will sign up for an appointment with me on Moodle. If you absolutely cannot make any of the times listed, it is *your* responsibility to email me so that we can arrange an alternatively scheduled appointment. You do not need to prepare in any way for this meeting; it simply gives us a chance to become acquainted with each other. This informal “meet and greet” session is worth 1% of your final grade.

READINGS: You are expected to complete all assigned readings *before* the class for which they are scheduled. One of the goals of this course is to sharpen our active reading skills. Some of the readings may be difficult to comprehend. You will likely not do well in the course if you read only to “finish” each assignment. Instead, I challenge you to read with the purpose of “understanding” each document. This may mean that you will read an assigned text, or parts of it, multiple times. As you read, you may find it useful to consider the following questions: (a) What is the author trying to explain? (b) What is her/his/their main argument? (c) What are the strengths and weaknesses of this argument? (d) What points along the way does the author make? (e) What evidence does the author use in his/her/their explanation? (f) Why is this text important? (g) How does this text relate to others you’ve read for this course? How does it relate to material from other courses you’ve taken? (h) How do the abstract ideas the author is illustrating apply to the current social world?

READING RESPONSES (or “Q&Qs”): During the term, you must complete and submit **6** reading responses via Moodle. Any day on which reading is “due” is an opportunity to complete a reading response. At minimum, each of your responses should contain at least one quote from the day’s readings and at least one discussion question. Hence, I sometimes refer to these as “Q&Qs.” In your response, you will thus type at least one meaningful quote from the readings (being sure to cite the author and page number) as well as a written explanation of why you selected that quote. You will additionally include at least one question you would like to pursue in discussion with your classmates and, again, explain why you think that is a worthwhile discussion question for us to consider. In preparing to complete your responses, you might find it helpful as you read to consider the following: (a) What is/are the key point(s) of the reading(s)?; (b) Did the readings spark an “aha” moment?/ What did you find most interesting or surprising?; (c) What did you find most confusing?; (d) How did this reading relate to other texts you’ve read in this course or in other courses? A good response will not only allow you to show your engagement with the reading material, but will also prepare you to contribute to an active class discussion. Your response should go beyond statements such as “I enjoyed reading this” or “This was boring.” Instead, you should make an argument which means you are likely to find it helpful to cite specific statements or page numbers from the assigned readings to back up your assertions. You might find it helpful to consider your opinion about the validity/depth of the authors’ arguments; whether the authors’ arguments convinced you and why or why not; the similarities/differences between the assigned readings and other course materials; and/or how your own personal experiences align with or contradict the authors’ statements. Your response should address more than one section of the day’s assigned readings. Responding to only one part of the assigned readings gives your readers the impression that you have failed to fully complete the assigned readings. Although your response can be informal, it should be free from grammar and spelling errors, so be sure to re-read and edit before you submit it. Late responses will *not* be accepted. All reading responses must be posted to Moodle by **11:59pm** the day before the reading is due. Reading responses will be counted late, and therefore not accepted, if you fail to follow these procedures. Each of your reading responses should be a minimum of 200 words, but you may go well beyond this minimum level should you like/need to do so. I will provide you with informal feedback from time to time on the quality of your responses. [Reading responses will be scored according to the following scale: excellent (+), good (), needs improvement (-), missing (0).] Please make an appointment to speak with me if you would like more feedback on your reading responses. In total, your reading responses are worth 12% of your final grade.

ENGAGEMENT: The success of this course depends, in large part, on YOU! Each student brings unique experiences and perspectives to class and classes are made better when such experiences and perspectives are shared. Thus, I expect you to attend *all* class sessions. I also expect you to arrive on time, and not leave early. Furthermore, you are expected to come to class prepared to share your thoughts, ask questions, generate ideas, and discuss the assigned readings. If you absolutely must miss a class be sure to contact one of your classmates to get caught up on what you missed. If you miss more than three class sessions during the term, you will forfeit your engagement grade in its entirety. In short, your personal success in this course demands your attendance and engaged participation. The engagement grade in this course reflects a range of productive activity including: participating in discussion, asking questions, contributing to small-group work, and sharing materials relevant to course topics. Your engagement is worth 10% of your final grade.

ANIMAL INTERACTION LOG & ESSAY: Your first assignment in the course will provide you with an opportunity to reflect on your relationships and interactions with non-human animals. Completing this assignment will hopefully increase your awareness of your use/treatment of animals, while also priming your thinking regarding later course topics. For this assignment, you are to choose one day during the first week and a half of class (9/19-9/25) and record all interactions you have with non-human animals. You should keep track of these interactions in a log. Once you have recorded your interactions, you will then write a brief essay (no more than 750 words) in which you reflect on your experiences. What did you learn about your interactions with non-human animals? [You will receive a more detailed assignment sheet on the second day of class.] You will submit both your log and your essay via Moodle. This assignment is worth 6% of your final grade.

MINI-ETHNOGRAPHY PROJECT: This project asks you to begin to use your sociological research skills. You will conduct ethnographic and/or participant observation at either the Minnesota Zoo in Apple Valley, the Reptile Amphibian Discovery Zoo in Owatonna, or some other publicly available site approved in advance by me. You are required to spend at least two hours at your chosen location. During your observations you will write detailed notes without using electronic recording devices. A key element in conducting this research is to do no harm in the field. Please remember that you represent Carleton College. Do nothing that is harmful to yourself or to anyone else, including humans and non-humans. Do nothing that is illegal. If anyone asks you why you are present at the site and/or taking notes, be honest and tell them that you are an observer as part of a college course and that you are observing and analyzing the site for a course assignment. You will be required to include your fieldnotes when you turn in the final draft of your paper. You will turn in both your original hand-written notes (or a copy of these) plus the typed transcriptions of those notes. This is important; you will not be eligible to receive full credit for the paper if you do not turn in your fieldnotes. As part of the project, you are also required to complete a peer review process—to read a paper written by a class colleague and to provide feedback on that paper. I will provide you with guidelines for this review so you have a better idea of how to approach your critique. Should you fail to return a review paper on time, a full letter grade will be deducted from your final grade for the project. [You will receive more detailed information about this assignment in week 3 or 4.] Your mini-ethnography project is worth 18% of your final grade.

GROUP PRESENTATION: One of the drawbacks of collegiate courses is that there never seems to be enough time to cover everything related to the course topic. Moreover, the topics considered are also generally selected by instructors rather than by the students who comprise the course! In hope of mitigating these dilemmas (at least a bit), there is one required group project in the course. You and your groupmates will be assigned one day during week 9 or 10 for which you will essentially design and lead a mini-class session that focuses on some specific subtopic of your choice that relates to “animals & society” that we have *NOT* discussed in class. You will work in groups of roughly 4-6 students (depending upon the ultimate total number of students in the course). I will assign each student to a group. Your group will thus (a) choose a particular theme or issue you would like the class to discuss, (b) assign at least one non-traditional “text” (e.g., a meme, a YouTube video, a webpage, etc.) and at least one more traditional text (e.g., an article published in a scholarly journal, a book chapter, etc.), (c) craft and pose discussion questions to help your classmates as they examine the texts in preparation for class, and (d) equally participate as a group during your roughly 25 minutes of leading the class in exploring the topic you selected. Your grade will be based on evaluations made by not only your instructor but also your classmates and groupmates. [You will receive more detailed information about this assignment closer to the midterm point.] Your group presentation grade is worth 15% of your final grade.

EXAMS: There will be two exams in this course: a midterm and a final. Exams serve to help you discover any confusion you may have with course material. They also serve to indicate to me how much time and effort you have devoted to your coursework. In short, exams allow you to show off all of your hard work! These exams will consist of short answer and/or essay questions. The midterm exam will take place during our class time on Monday, October 14th. The final exam, which is quasi-cumulative, will be a take-home exam. Each exam is worth 19% of your final grade.

Please note: Missed in-class exams or take-home exams submitted late will result in a zero for that exam. Make-up exams will *not* be given, except in what I determine to be an extreme, documented circumstance. (Sleeping through an alarm or failing to set an alarm is *not* an extreme circumstance.) If you cannot make an in-class exam, you must contact me *prior* to the exam. Failure to do so will mean that you will not be able to take a make-up exam. Should an emergency come up the day of an in-class exam, you must e-mail me or call and leave a message with Tammi Shintre at 507.222.4108 *before* the exam period. No early exams will be given! Please be sure to plan your travel schedule accordingly.

COURSE GRADING

Meet & Greet	1%	[Complete during first 2 weeks]
Animal Interaction Log & Paper	6%	[Due Thursday, 9/26- 4:59pm]
Reading Responses	12%	[Ongoing— Complete 6 during term]
Midterm Exam (in class)	19%	[In Class— Monday, 10/14]
Mini-ethnography Project	18%	[Final draft due Tuesday, 11/5- 4:59pm]
Group Presentation	15%	[In Class—Weeks 9 & 10]
Final Exam (take home)	19%	[Due Monday, 11/25 by 5:00pm]
Engagement	10%	[Ongoing]

WHAT THE GRADES MEAN

A= Work that goes beyond the requirements of the assignment by adding new insight, creativity, and/or particularly thoughtful analysis. Demonstrates a comprehensive command of the course material, an exceptional ability to apply concepts to the real world, and a superior ability to organize and express ideas.

B= Work that adequately meets the requirements of the assignment. Demonstrates a solid command of the course material, an ability to apply concepts to the real world with only minor problems, and good organization and expression of ideas.

C= Work that partially meets the requirements of the assignment. Demonstrates acceptable command of the course material, a basic ability to apply concepts to the real world with some gaps and problems, and moderate skill in the organization and expression of ideas.

D= Work that marginally meets the requirements of the assignment. Demonstrates little command of the course material, a minimal attempt to apply concepts to the real world, and limited ability to organize and express ideas.

F= Work that does not meet the requirements of the assignment. Demonstrates no command of the course material, unable to appropriately or consistently apply concepts to the real world, and insufficiently organizes and expresses ideas.

ACADEMIC INTEGRITY

If you have not already done so, please familiarize yourself with the Carleton College Academic Integrity Policy: <http://apps.carleton.edu/campus/doc/integrity/>. In line with Carleton's policy, it is assumed that a student is the author of all coursework submitted by that student. Please refer to Carleton's full policy for additional information and/or see me if you have questions.

ACADEMIC SUPPORT SERVICES

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES: Carleton College is committed to providing equitable access to learning opportunities for all students. The Disability Services office (Henry House, 107 Union Street) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, vision, hearing, mobility, or speech impairments), please contact disability@carleton.edu or call Jan Foley, Student Accessibility Specialist (507.222.4464) or Chris Dallager, Director of Disability Services (507.222.5250) to arrange a confidential discussion regarding equitable access and reasonable accommodations. Please note I will make reasonable accommodations only after I have received official notification.

TECHNOLOGICAL RESOURCES FOR STUDENTS WITH DISABILITIES: The Assistive Technologies program brings together academic and technological resources to complement student classroom and computing needs, particularly in support of students with physical or learning disabilities. Accessibility features include text-to-speech (Kurzweil), speech-to-text (Dragon) software, and audio recording Smartpens. If you would like to know more, contact aztechs@carleton.edu or visit go.carleton.edu/aztech.

COURSE MATERIALS ASSISTANCE: I recognize the potential financial burden of course materials and travel costs. If you are in need of assistance to cover course expenses, please speak with me.

LIBRARY ASSISTANCE: Ask a librarian for help with your research in this class. You can drop by the library's Research/IT desk to ask any question you have, at any point in your process, or chat with a librarian online 24/7. Librarians help students find and evaluate articles, books, websites, statistics, data, government documents, and more. For more information on hours and librarians, visit the Gould Library website at go.carleton.edu/library.

WRITING ASSISTANCE: The Writing Center, located in 420 4th Libe, has peer writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours and more information can be found on the writing center website (<https://apps.carleton.edu/writingcenter/>). You can reserve specific times for conferences in 420 4th Libe by using their online appointment system. Walk-ins are welcome, too, though writers with appointments have priority.

WRITING ASSISTANCE FOR STUDENTS WHOSE FIRST LANGUAGE IS NOT ENGLISH: If you are a second language writer and believe you might benefit from working individually with a writing consultant on a regular basis this term, email Renata Fitzpatrick, Multilingual Writing Coordinator, call her at 507.222.5998, or stop by her office in 420D 4th Libe. She can arrange once- or twice-a-week meetings between you and a specific writing consultant throughout the term.

PUBLIC SPEAKING ASSISTANCE: Speech coaching is a student-staffed resource designed to assist you with class presentations, comps talks, and other speech-related events. Your coach can assist you with speech & communication skills including clarity, organization, articulation, projection, body language, eye contact, and effective use of aids (e.g., notes, PowerPoint, Keynote, etc.). Depending on your goals, your coach can also work with you on the content of the presentation: organization, voice, clarity, and, ultimately, persuasive impact. For more information, visit <https://apps.carleton.edu/campus/asc/speakeasy/>.

TIME MANAGEMENT, TEST PREPARATION, & STUDY SKILLS ASSISTANCE: Oscar Alvarez, Academic Skills Coach, is eager to help you develop learning strategies that work in the Carleton context. His goals are to heighten your awareness of your personal strengths and to offer different ways you can approach your academic work so you're more efficient and effective. For details and resources, see <https://apps.carleton.edu/campus/asc/academicsskillsconsulting/>. If you prefer to learn these skills and strategies on your own, visit the "Helpful DIY Resources" page at <https://apps.carleton.edu/campus/asc/academicsskillsconsulting/usefulresources/>.

HEALTH & WELLNESS ASSISTANCE: Carleton College urges you to make yourself—your own health and well-being—your priority throughout this ten-week term and your career here. It is important to recognize stressors you may be facing, which can be personal, emotional, physical, financial, mental, and/or academic. Sleep, exercise, and connecting with others can be strategies to help you flourish at Carleton. If you are having difficulties maintaining your well-being, feel free to contact me and/or pursue other resources, such as Student Health and Counseling (<https://apps.carleton.edu/studenthealth/>) or the Office of Health Promotion (<https://apps.carleton.edu/healthpromotion/>).

COURSE POLICIES

IN-CLASS ETIQUETTE: I would like us all to work together to create an inclusive and respectful classroom. I believe each student brings unique experiences and perspectives to class and classes are made better when such experiences and perspectives are shared. I believe our individual differences enrich and enhance our understanding of one another and of the world around us. I will strive to make this class one that welcomes diversity; I trust you will join me in welcoming the

perspectives of people of all nationalities, regions, ethnicities, races, genders, sexes, sexual orientations, religions, ages, abilities, and socioeconomic backgrounds.

USE OF ELECTRONIC DEVICES: Except when I have expressly asked you to use them and/or when we are doing a close reading of a specific text in class, I prefer that all cell phones, laptops, e-readers, pagers, mp3 players, and all other electronic devices are turned off and put away. Browsing the Internet, using social media, texting, and/or answering your phone during class is disrespectful and disruptive. Please refrain from inappropriate use of electronics. If I have to remind you more than once, I may ask you to leave class for the day. Repeated offenses will result in a full letter grade drop for your final grade. Laptops are also distracting. Educational research consistently points to negative associations between student learning and laptop use (Fried 2008, Hembrooke & Gay 2003). If you believe you need to use a laptop (or some other electronic device) during class, please arrange to meet with me privately during the first two weeks of class to discuss this policy.

LATE WORK: Get your assignments completed and submitted on time. In general, I do not accept late work and I do not give makeup exams.

INCOMPLETES: In accordance with college policies, I typically will not grant an incomplete. Students who feel they have faced extreme hardship and are therefore requesting an incomplete must submit that request in writing.

OFFICE HOURS: I am happy to meet with you! If you cannot make my scheduled office hours, please send me an e-mail to schedule an appointment (ebowman@carleton.edu). I expect your written communication to be professional. Do not expect an immediate response to email messages as I typically check email only once or twice each day.

FERPA

You should be aware of your rights regarding the privacy of your educational records. The provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974 prohibit the college from releasing grades or other information about academic standing to parents unless the student has released such information in writing. In line with FERPA restrictions, I cannot publicly post grades by student name, student identification number, or social security number without first receiving your written permission. In general I will not discuss how students are doing in class with parents or guardians.

MANDATORY REPORTING

One of my responsibilities as a faculty member at Carleton College is to help create a safe learning environment on our campus. It is my goal to create a classroom environment and working relationship in which you feel able to share information related to your life experiences in classroom discussions, written work, and one-on-one meetings. It is also my goal to keep information you share with me private to the greatest extent possible. However, as an employee of the college I am a mandatory reporter, meaning that I cannot keep all information confidential. I am required to report information regarding sexual assault or sexual misconduct. I am also required to report students who may pose a danger to themselves or others. If you want to speak confidentially about these matters, you should speak with a counselor at Student Health and Counseling at 507.222.4080 or with one of the Chaplains at 507.222.4003.

COURSE SCHEDULE

Below is the tentative course schedule. I reserve the right to alter it depending on the pace of the class. Unless instructed otherwise, you are expected to have read the assigned readings *by the beginning of class* on the date listed. Readings other than those from the Herzog and Nibert books will be posted on Moodle.

Rather than providing a complete reading schedule from the beginning, at this time I have provided specific information about readings for only the first two weeks of class. This allows us to determine when the class field trip will be and adjust the course accordingly. However, please note that I do not intend to change the major assignment deadlines.

WEEK 1

- M (09.16) **Introduction: Human Relationships with Non-Human Animals**
No Reading
Sign up for Meet & Greet Appointment on Moodle!
- W (09.18) **The Sociological Perspective & Why Animals?**
Berger, excerpts from *Invitation to Sociology*
Levi-Strauss, excerpts from *Totemism*
Herzog, *Some We Love, Some We Hate, Some We Eat*—Introduction & Chapters 1-2 (pgs. 1-65)
- F (09.20) **The Social Construction of Reality & Thinking with Animals**
Berger & Luckmann, excerpts from *The Social Construction of Reality*
Smith-Harris, “There’s Not Enough Room to Swing a Dead Cat and There’s No Sense Flogging a Dead Horse”
Stibbe, “Language, Power, and the Social Construction of Animals”

WEEK 2

- M (09.23) **Human-Animal Interaction: The Great Domestication Debate**
Serpell, “Of Pigs and Pets” from *In the Company of Animals*
- W (09.25) **The Great Domestication Debate, continued...**
Budiansky, “Civilization’s Progress: Or Who Invented the Dog?” from *The Covenant of the Wild*
Film: PBS Nature, *Dogs that Changed the World: Rise of the Dog*
- Th (09.26) **ANIMAL INTERACTION LOG & PAPER DUE! Upload PDF to the Moodle Dropbox by 4:59pm!**
- F (09.27) **The Great Domestication Debate, continued...**
Marx, “Expropriation of the Agricultural Population from the Land” from *Capital, Volume I*
Diamond, “Zebras, Unhappy Marriages, and the Anna Karenina Principle” from *Guns, Germs, & Steel*
- ...

WEEK 5

- M (10.14) **MIDTERM EXAM (In-Class)**

WEEK 7

- W (10.30) **MINI-ETHNOGRAPHY PEER REVIEW DRAFT DUE! Bring a hard copy of your draft to class!**

WEEK 8

- Tu (11.05) **MINI-ETHNOGRAPHY FINAL PAPER DUE! Upload to the Moodle Dropbox by 4:59pm!**

WEEK 10

- W (11.20) **Take Home Final Exam Prompt(s) Provided!**

WEEK 11

- M (11.25) **TAKE HOME FINAL EXAM DUE! Upload PDF to the Moodle Dropbox by 5:00pm!**