

**Animals and Society**  
SOCY 4017    Spring 2019    HUMN 135

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**Your Professor:**

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**What is this course about?** Animals matter for human existence in so many ways that it is hard to imagine the entity we call “society” without them. They figure heavily in our language, food, clothing, family structure, economy, education, entertainment, science, recreation, and other areas of social life. This semester, we’ll investigate a range of topics, many of them controversial. Although this is a sociology course, the field of human-animal studies is interdisciplinary. You’ll find that many of the readings come from outside of sociology, but we’ll always emphasize their sociological relevance.

**What can you expect to learn in this course?** Upon successful completion, you will have gained the skills and knowledge to:

- account for the shifting roles and statuses of animals in society and their social, cultural, and ethical consequences;
- use key perspectives and concepts in the field of human–animal studies;
- understand the importance of considering animals in analyses of social issues;
- analyze the norms and structures organizing human-animal relations;
- analyze the boundaries drawn between humans and animals and review their consequences; and
- critically assess the social, cultural, and ethical consequences of human-animal relations.

**What are the class policies?** You know how to behave in class. Here are some basic ground rules worth mentioning:

- Please arrive on time and plan to stay for the entire class. Avoid scheduling appointments during class time.
- If you miss a class, first contact a classmate to catch up and get notes. Then arrange to see Jessica or me for clarification of the material if needed.
- An absence counts as “excused” only in one of two ways. You cannot make up work missed for reasons other than these.
  1. If an event scheduled prior to the start of the semester (such as a religious observance, NCAA or Collegiate Sports Club meet, travel for a wedding, family reunion, or conference) will cause you to miss a class or a deadline, please notify me by **January 31**. We can discuss options for making up missed work individually. I will not consider make-up options for anyone who notifies me after this date.
  2. If documentable medical, veterinary, or legal circumstances, such as illness, death of a family member, or a court date cause you to miss class, notify me by email at your earliest opportunity. Then, submit documentation in the class immediately following the one you missed. I will provide an alternate assignment or a new deadline.
- If you become concerned about your grade in this course, see Jessica or me as soon as possible to discuss strategies for improvement. Don’t wait until the end of the semester.
- Please see D2L for the full list of CU policies (Disabilities, Academic Integrity, etc.)

**How will you earn a grade in this course?** Your grade will reflect your scores from online reading quizzes, written assignments, Critical Reflections on the material, contributions in class, and, if you want to earn an A or a B, a research paper. In this class, you complete the work required for the grade you want to earn according to the table. You'll find prompts, instructions, and rubrics on D2L.

<b>To earn this grade:</b>	<b>Assignments</b> (3)	<b>Online Quizzes</b> (8)  70% = Passing	<b>Critical Reflections</b> (5)	<b>Contributions in class</b> (discussion and response cards)	<b>Research paper</b> (required <i>only</i> if seeking A or B grade)
<b>A</b>	Reach <b>Mastery</b> or <b>Proficiency</b> on all 3	Pass at least 7	Reach <b>Mastery</b> on all 5	Make regular contributions demonstrating <b>Mastery</b> or <b>Proficiency</b>	Demonstrate <b>Mastery</b>
<b>B</b>	Reach <b>Mastery</b> on at least 2	Pass at least 6	Reach <b>Mastery</b> on at least 4	Make regular contributions demonstrating <b>Proficiency</b>	Demonstrate <b>Proficiency</b>
<b>C</b>	Reach <b>Proficiency</b> on at least 2	Pass at least 5	Reach <b>Proficiency</b> on at least 3	N/A	N/A
<b>D</b>	Reach <b>Developing</b> level on at least 2	Pass at least 4	N/A	N/A	N/A

For an **F**: Fail to meet the D requirements

**What about plus or minus grades?** To see how this works, check out the examples on D2L.

- To earn a “plus” grade: Meet requirements for both Quizzes and Assignments for the desired letter, **plus** meet the standards for the next level up on one of the other categories (Critical Reflections, Research Paper, or contributions). Note: CU does not award a grade of A+.
- To earn a “minus” grade: Meet requirements for Quizzes and Assignments for the desired letter **except** for **exactly one** of the other categories (Critical Reflections, Research Paper, or contributions). The category not met must meet the requirements for the next lower letter, and only one category can fail to be met.

**You get tokens for do-overs or extensions! What? How does this work?** You automatically have two virtual “tokens” that you can cash in for one of the following:

- A do-over on a **Critical Reflection** or an **Assignment** that received a “Developing” or “Inadequate” mark. You must meet with Jessica or me if you want to revise your work, and you must submit the revision within two weeks of receiving the original mark.
- A 24-hour extension for an **Assignment**. *You don't need permission for this. Just submit within the 24-hour window.*

You can use your tokens for one of each of the above, or use both for do-overs or extensions. Note that you can use tokens only on Assignments or Critical Reflections (not Reading Quizzes and not on the research paper).

**One last thing about grades:** If you receive a grade that you consider incorrect or unfair, and you have discussed possibilities for using a token to revise, if applicable, submit a one-page typed memo explaining why you believe the grade you received doesn't accurately reflect the quality of your work, given the requirements of the assignment. Submit this memo to me within one week of receiving the grade. You will receive a decision within the following week. Note that if you ask to have your work reevaluated, your new grade may be lower than the original grade.

## Course Schedule

### Important to know

**RQ**=Reading Quiz. Submit by **8:30 AM** on the designated date.

**CR**=Critical Reflection. Submit by **5:00 PM** on the designated date.

**Assignments** are due on **non-class days**. *What??* This allows you to draw on the previous class. Submit on D2L by **5:00 PM** (Saturday with token).

## Welcome and Beginnings

- TUE JAN 15 Introduction to the course
- THU JAN 17 No class today
- TUE JAN 22 Concepts in Sociological Animal Studies  
Reading: Arluke and Sanders (Introduction)

## Unit 1: Animal, Self, and Society

### *Part 1: Thinking with Animals*

- THU JAN 24 How and Why We Think with Animals Ungraded RQ  
Reading: Arluke and Sanders (Introduction to Part One)  
Daston and Mitman; Watch video
- TUE JAN 29 Animals and Social Problems  
Reading: Fine and Christoforides; Jerolmack
- THU JAN 31 Animals and Racialization RQ1  
Reading: Elder, Wolch and Emel; Barraclough
- TUE FEB 5 Animals and Cultural Representation CR1  
Reading: Irvine and Arluke; Sax

### *Part 2: Close Relationships*

- THU FEB 7 Pets and the Human-Animal Bond
- Reading: Serpell; Grier
- FRI FEB 8 Assignment 1
- TUE FEB 12 Pets as Friends and Family RQ2  
Reading: Sanders; Irvine and Cilia
- THU FEB 14 "Doing" Gender with Pets  
Reading: Ramirez; Arluke and Rolfe
- TUE FEB 19 Race/Ethnic Diversity and the Human- Animal Bond  
Reading: Risley-Curtiss, et al. 1 and 2

### *Part 3 Wild(life) Encounters*

- THU FEB 21 Living with Wildlife: Zoöpolis RQ3  
Reading: Wolch; Thomson
- TUE FEB 26 Wildlife Tourism CR2  
Reading: Curtin; Desmond
- THU FEB 28 Contested Terrain: Human/Wildlife Conflict  
Reading: Granfield and Colomy; Scarce; Watch video

### *Part 4: The Dark Side*

- TUE MAR 5 Considering Animal Abuse RQ4  
Reading: Agnew; Arluke, Levin, Luke, and Ascione
- THU MAR 7 Entangled Victimization: Domestic Violence  
Reading: Flynn; Atwood-Harvey

- FRI MAR 8

Assignment 2

## Unit 2: Animals in Institutions

### *Part 1: Science*

- TUE MAR 12 Animals in Laboratories  
Reading: Phillips; Herzog; Birke

### *Part 2: Agriculture*

- THU MAR 14 The Animal Industrial Complex RQ5  
Reading: Winders and Nibert; Watch video
- TUE MAR 19 To Eat or Not to Eat Animals? CR3  
Reading: McDonald; Loughnan, Bastian and Haslam

### *Part 3: "Sport" and "Education"*

- THU MAR 21 Sport, Masculinity, and Meaning  
Reading: Evans, Gauthier, and Forsyth
- TUE MAR 26 Spring break
- THU MAR 28 Spring break
- TUE APR 2 Animals in Captivity CR4  
Reading: Beardsworth and Bryman; Malamud
- THU APR 4 Health and Welfare  
Reading: Irvine
- TUE APR 9 Veterinary Medicine  
Reading: Swabe; Atwood-Harvey
- THU APR 11 End of Life Care RQ6  
Reading: Heuberger and Pierce; Morris

## UNIT 3: THE CHANGING STATUS AND PERCEPTION OF ANIMALS

### *Part 1: Healing*

- TUE APR 16 Animals and Human Health  
Reading: Wells; Herzog
- THU APR 18 Prison Animal Programs RQ7  
Reading: Furst; Britton and Button
- FRI APR 19 Assignment 3

### *Part 2: Selfhood*

- TUE APR 23 Knowing Animal Selves  
Reading: Brandt; Irvine
- THU APR 25 Animal Emotions  
Reading: Bradshaw; Bekoff

### *Part 3: Rights*

- TUE APR 30 The Fundamental Positions RQ8  
Reading: Francione and Charlton
- THU MAY 2 Keeping it Real CR5  
Reading: Wallace
- TUE MAY 9 Research paper