



Animals and Society

SOCY 4017
Fall 2017

Professor Leslie Irvine

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Ketchum Hall 311

Office hours:

[Click to schedule](#)

Here to help

Teaching Assistant:

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Course synopsis

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, and recreation. This semester, we will cover a range of topics, many of them controversial. Although this is a sociology course, the field of human-animal studies is interdisciplinary. Therefore, many of the readings come from areas other than sociology, but we will always emphasize their sociological relevance.

Course goals

Upon successful completion of this course, you will have gained the skills and knowledge to:

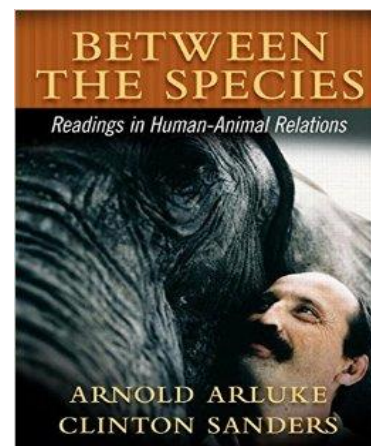
- account for the shifting roles and statuses of animals in society and their social, cultural, and ethical consequences;
- use key perspectives and concepts in the field of human–animal studies;
- understand the importance of considering non-human animals in analyses of social issues;
- analyze the 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.

Course requirements

1. Obtain this book:

Arluke, Arnold, and Clinton Sanders (eds.). 2009. *Between the Species: Readings in Human-Animal Relations*. Boston: Pearson Education.

Note This book is out of print and CU's bookstore has only a limited number of copies available. Please use amazon, chegg, or other options to rent or buy the book. You can also read the copy on two-hour reserve in Norlin Library. In addition, you will find PDF versions of the first few chapters on D2L so that you can keep up while obtaining the book.



2. Complete all assigned reading by the dates listed on the schedule below. This course requires you to do a considerable amount of reading. You are accountable for all content assigned even though we will not review each reading in detail during class. In some cases, we will discuss the material extensively, but more often, the reading will provide a platform for considering related issues.

3. Complete the work required for the grade you want to earn according to the table below. You will find prompts, instructions, and scoring rubrics on D2L.

To earn a grade of:	Assignments (3)	Online Quizzes (10)	Critical Reflections (8)	Contributions in class (discussion and activities)	Research paper (required only if seeking A or B grade)
A	Complete all 3 at a level of Mastery	Pass at least 9	Complete all 8 at Mastery or Proficiency levels	Make regular contributions demonstrating Mastery or Proficiency	Demonstrate Mastery
B	Complete all 3 at Proficiency or Mastery	Pass at least 8	Complete at least 7 at Proficiency level	Make regular contributions demonstrating Proficiency	Demonstrate Proficiency
C	Complete 2 at Proficiency level	Pass at least 7	Complete at least 6 at Proficiency level	N/A	N/A
D	Complete 2 at Developing level	Pass at least 6	N/A	N/A	N/A

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

Plus or minus grades

- To earn a “plus” grade: Meet requirements for both Quizzes and Assignments for the desired letter, **plus** meet the standards for Critical Reflections for the next level up. 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 required number of Critical Reflections. The category not met must meet the requirements for the next lower letter, and only one category can fail to be met.

Examples:

- A student who attains Proficiency on all 3 Assignments and passes 8 Quizzes but meets expectations for Proficiency on only 6 Critical Reflections would get a B-.
- A student who attains Proficiency on all 3 Assignments and passes 8 Quizzes AND demonstrates Proficiency or Mastery on all 8 Critical Reflections would get a B+.
- A student who attains Proficiency on 2 Assignments, passes 7 Quizzes, and demonstrates Proficiency or Mastery on 8 Critical Reflections would get a C+.
- A student who attains Proficiency on 2 Assignments, passes 7 Quizzes, but demonstrates Proficiency on only 5 Critical Reflections would get a C-.
- A student who attains Mastery on all 3 Assignments, passes all 8 Reading Quizzes, and demonstrates Proficiency on 8 Critical Reflections but attains only Proficiency on the research paper would get an A-.

Tokens for do-overs or extensions

Each student automatically has two virtual “tokens” at the beginning of the semester. You can cash your tokens 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 Professor Irvine if you want to revise your work.
- A 24-hour extension for an **Assignment**. You do not need to notify Professor Irvine 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. You can use tokens **only** on Assignments or Critical Reflections (not Reading Quizzes and not on the research paper).

Course policies

Absenteeism, lateness, and poor communication skills will affect your grade negatively.

• *In class*

Please arrive on time and plan to stay for the entire class. Avoid scheduling appointments during class time. Kindly inform me if circumstances require you to leave the room regularly during class.

- *Absences and missed assignments*

You must keep current with the course. If you miss a class, first contact a classmate to catch up and get notes. Then arrange to see Jenna or Professor Irvine for clarification of the material if needed.

An absence counts as “excused” **only** in one of two ways:

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, you must notify Professor Irvine by **September 12**. 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.

You cannot make up work missed for reasons other than the two stated above.

- *Class-related communication*

Check D2L and your CU email account regularly for announcements relevant to the class. Note that email is the official means of communication for the University community (see policy [here](#)). Consistent with this, you must use your CU email (*not gmail or another provider*) for class-related matters. I will read and respond to email Monday through Thursday, 9-5, and Friday 9-12. If I do not respond to your message within 24 hours (except for weekends), please resend it.

- *Grade-related matters*

If you become concerned about your grade in this course, see Professor Irvine as soon as possible to discuss strategies for improvement. **Do not** wait until the end of the semester.

Make back-up copies of *all* your work. In the case of an incorrect or missing grade, it is your responsibility to provide graded work to request a change.

If you receive a grade that you consider incorrect or unfair, and you have discussed possibilities for using a token to revise, where applicable, please submit a one-page typed memo explaining why you believe the grade you received does not accurately reflect the quality of your work, given the requirements of the assignment. Submit this memo to Professor Irvine within one week of receiving the grade. You will receive a decision within a week of submitting the memo. Note that if you ask to have your work reevaluated, your new grade may be lower than the original.

Course schedule

NOTES: **BtS** refers to the course text. **RQ**=Reading Quiz. **CR**=Critical Reflection.

Deadline to complete RQs is noon on the designated date.

Assignments are due on Fridays so that you have the benefit of the discussions in the previous day's class. Submit on D2L by 5 PM (Mountain Time).

DATE	TOPIC	READ or WATCH	WHAT'S DUE
TUE 8/29	Introduction to the course		
THU 8/31	Introduction to Human-Animal Studies	BtS Introduction	
UNIT 1: ANIMAL, SELF, AND SOCIETY			
Thinking with Animals			
TUE 9/5	How and Why We Think with Animals	BtS Part One intro BtS 1 VIDEO	RQ1
THU 9/7	Animals and Social Problems	BtS 2 Jerolmack , Colin. 2008. "How Pigeons became Rats: The Cultural-Spatial Logic of Problem Animals." <i>Social Problems</i> 55(1): 72-94.	CR1
TUE 9/12	Animals and Racialization	BtS 3 Barracough , Laura. 2014. "'Horse Tripping': Animal Welfare Laws and the Production of Ethnic Mexican Illegality." <i>Ethnic and Racial Studies</i> 37(11): 2110-2128.	RQ2
THU 9/14	Animals and Cultural Representation	Irvine, Leslie, and Arnold Arluke. 2017. "Flamingos and Gender Ideology in Advertising." Pp. 277- 295 in <i>Flamingos: Behavior, Biology, and Relationship with Humans</i> , edited by M. Anderson. Hauppauge NY: Nova Science. Sax , Boria. 2001. <i>The Mythical Zoo</i> . Denver: ABC-CLIO. (excerpt)	CR2

Close Relationships

TUE 9/19	Pets and the Human-Animal Bond	Serpell , James A. "The Human-Animal Bond." Pp. 81-97 in <i>The Oxford Handbook of Animal Studies</i> , edited by L. Kalof. New York: Oxford University Press. Grier , Katherine C. 1999. "Childhood socialization and companion animals: United States, 1820-1870." <i>Society & Animals</i> 7(2): 95-120.	
THU 9/21	Pets as Friends and Family	<i>BtS</i> 5 Irvine , Leslie, and Laurent Cilia. 2017. "More-Than-Human Families: Pets, People, and Practices in Multi-Species Households." <i>Sociology Compass</i> 11:E12455.	RQ3
TUE 9/26	"Doing" Gender with Pets	<i>BtS</i> 6 Arluke , Arnold, and Lauren Rolfe. 2013. Pp. 78-94 in <i>The Photographed Cat: Picturing Human-Feline Ties, 1890-1940</i> . Syracuse: Syracuse University Press.	CR3
THU 9/28	Research Seminar	Meet in library today	
TUE 10/3	Race/Ethnic Diversity and the Human-Animal Bond	<i>BtS</i> 7 Risley-Curtiss , Christina, Lynn C. Holley, and Shapard Wolf. 2006. "The Animal-Human Bond and Ethnic Diversity." <i>Social Work</i> 51(3): 257-268.	

Wild(life) Encounters

THU 10/5	Living with Wildlife: Zoöpolis	<i>BtS</i> 12 Thomson , Melanie S. 2007. "Placing the Wild in the City: 'Thinking With' Melbourne's Bats." <i>Society & Animals</i> 15(1):79-95.	RQ4
TUE 10/10	Wildlife Tourism	<i>BtS</i> 11 Desmond , Jane C. 2017. "Staging Privilege, Proximity, and 'Extreme Animal Tourism'." Pp. 506-524 in <i>The Oxford Handbook of Animal Studies</i> , edited by L. Kalof. New York: Oxford University Press.	CR4

THU 10/12	Contested Terrain: Human/Wildlife Conflict	BtS 13 Scarce , Rik. 1998. "What do Wolves Mean? Conflicting Social Constructions of Canis lupus in 'Bordertown'." <i>Human Dimensions of Wildlife</i> 3(3):26-45 VIDEO	
The Dark Side			
TUE 10/17	Considering Animal Abuse	BtS 8 BtS 9	RQ5
THU 10/19	Entangled Victimization: Domestic Violence	BtS 10 Atwood-Harvey , Dana. 2007. "From Touchstone to Tombstone: Children's Experiences with the Abuse of Their Beloved Pets." <i>Humanity & Society</i> 31(4): 379-400.	
FRI 10/20			Assignment 2
UNIT 2: ANIMALS IN INSTITUTIONS			
Science			
TUE 10/24	Animals in Laboratories	BtS 14 BtS 15 Birke , Lynda. 2003. "Who--or What--Are the Rats (and Mice) in the Laboratory." <i>Society & Animals</i> 11(3):207-224.	RQ6
Agriculture			
THU 10/26	The Animal Industrial Complex	BtS 17 VIDEO	CR5
TUE 10/31	To Eat or Not to Eat Animals?	BtS 19 Loughnan Steve, Brock Bastian, and Nick Haslam. 2014. "The Psychology of Eating Animals." <i>Current Directions in Psychological Science</i> 23(2): 104-108.	RQ7
"Sport" and "Education"			
THU 11/2	Sport, Masculinity, and Meaning	BtS 20	

[Evans](#), Rhonda, DeAnn K. Gauthier, and Craig J. Forsyth. 1998. "Dogfighting: Symbolic Expression and Validation of Masculinity." *Sex Roles* 39(11): 825-838.

TUE 11/7	Animals in Captivity	BtS 21 Malamud , Randy. 2017. "The Problem with Zoos." Pp. 395-410 in <i>The Oxford Handbook of Animal Studies</i> , edited by L. Kalof. New York: Oxford University Press.	CR7
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Health and Welfare

THU 11/9	Animal Sheltering	BtS 24 Irvine , Leslie. 2017. "Animal Sheltering." Pp. 97-112 in <i>The Oxford Handbook of Animal Studies</i> , edited by L. Kalof. New York: Oxford University Press.	
TUE 11/14	Veterinary Medicine	BtS 23 Atwood-Harvey , Dana. 2005. "Death or Declaw: Dealing with Moral Ambiguity in a Veterinary Hospital." <i>Society & Animals</i> 13(4):315-342.	CR6
THU 11/16	End of Life Care	Heuberger , Roschelle A., and Jessica Pierce. 2017. "Companion-Animal Caregiver Knowledge, Attitudes, and Beliefs Regarding End-of-Life Care." <i>Journal of Applied Animal Welfare Science</i> (online): 1-11. Morris , Patricia. 2012. "Managing Pet Owners' Guilt and Grief in Veterinary Euthanasia Encounters." <i>Journal of Contemporary Ethnography</i> 41(3): 337-365.	RQ8

TUE 11/21 **No class: Fall break**

THU 11/23 **No class: Thanksgiving**

UNIT 3: THE CHANGING STATUS AND PERCEPTION OF ANIMALS

Healing

TUE 11/28	Animals and Human Health	BtS 26 Herzog , Harold. 2011. "The Impact of Pets on Human Health and Psychological Well-Being: Fact, Fiction, or Hypothesis?" <i>Current Directions in Psychological Science</i> 20(4): 236-239.	
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THU 11/30	Prison Animal Programs	BtS 27 Britton , Dana M., and Andrea Button. 2006. "Prison Pups: Assessing the Effects of Dog Training Programs in Correctional Facilities." <i>Journal of Family Social Work</i> 9(4): 79-95.	RQ9
FRI 12/1			Assignment 3
Selfhood			
TUE 12/5	Knowing Animal Selves	BtS 29	CR7
THU 12/7	Animal Emotions	BtS 31 BtS 30 Bekoff , Marc. 2000. "Animal Emotions: Exploring Passionate Natures." <i>BioScience</i> 50(10): 861-870.	
Rights			
TUE 12/12	The Fundamental Positions	Singer , Peter. 1987. "Animal Liberation or Animal Rights?" <i>The Monist</i> 70(1):3-14. (excerpt) Regan , Tom. 1977. "The Rights of Humans and Other Animals." <i>Ethics and Behavior</i> 7(2):103-111. (excerpt)	RQ10
THU 12/14	Keeping it Real	Wallace , David Foster. 2004. "Consider the Lobster." <i>Gourmet</i> , August, 50-64.	CR8
TUE 12/19	For students aiming for A or B grades, research paper due on D2L by 5:00 PM		

RELEVANT CU POLICIES

Disabilities

If you qualify for accommodations because of a disability, please submit a letter from Disability Services **within the first two weeks** of class so that I can address your needs. Disability Services determines accommodations based on *documented* disabilities. Contact: 303-492-8671, Willard 322, and [here](#). If you have a *temporary* medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with me.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty members have the professional responsibility to treat all students with understanding, dignity, and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. Class rosters are provided to the instructor with students' legal names. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may adjust my records. See [here](#) and [here](#).

Academic Integrity

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council. Students found in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). For other information on the Honor Code, see [here](#).

Religious Observances

[Campus policy regarding religious observances](#) requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please notify me early in the semester if religious observance will cause you to miss a class, test, or assignment.

Discrimination and Harassment

Any student who believes s/he has been the subject of discrimination or harassment based on race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. For information, see [here](#).