

**The University of Texas at San Antonio
Department of Political Science and Geography**

Animals and Society

GRG 4953, Course #17518
Tuesday/Thursday 9:30-10:45
Room: MH 3.02.24

Instructor

Sharon Wilcox Adams

Office: MS 3.03.45

Office Hours: Tues/Thurs 10:45-12:00 and by appointment

Please see below for guidelines on contacting me.

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Animals pervade the landscapes and spaces both occupied and utilized by human societies and those that are not. Animals figure into the ways that humans physically construct and understand the world in often complex and conflicting ways. This course examines a variety of human-animal relationships, and the myriad of economic, political, social, cultural and spatial pressures shaping and shaped in part by these relations. This course employs metaphorical and material constructions of space in order to critically examine these networks between humans and animals. This includes physical and symbolic places where these interactions occur, creating sites where human-animal boundaries are negotiated and articulated. These discourses are ongoing and ever-changing through space and time, continuously altering perceptions of, and interactions with, these boundaries.

Course Expectations

This course will include both lecture and discussion, and students are expected to be on time and to participate fully. This includes completing all readings, turning in all assignments on time, participating in discussions, and regular attendance. Missing class without a valid excuse will have a negative impact on your grade. This course is comprised of both “low stakes” and “high stakes” assignments that will assist students in taking a critical approach to the theoretical and empirical content, as well as to learn express their ideas and perspectives more effectively through writing.

Students will be expected to:

- 🐾 Identify the ways in which animals “appear” in society.
- 🐾 Critically examine how human-animal relationships are defined relative to larger entrenched anthropomorphic and anthropocentric perspectives.
- 🐾 Contextualize specific human-animal relationships and boundaries within larger social, cultural, economic, and political contexts.
- 🐾 Articulate how relationships between animals and humans participate in the production of place.

Grading

Participation (Attendance, in-class activities, and free writing)	150 points
Animals in the News	100 points
Reading Responses	100 points
Leading In-Class Discussion	75 points
PORTFOLIO 1: Citation and Ethics	5 points
PORTFOLIO 2: Identifying Resources (in class)	5 points
PORTFOLIO 3: Free Writes (in class)	10 points
PORTFOLIO 4: Research Paper Proposal/Thesis Statement	10 points
PORTFOLIO 5: Annotated Bibliography	25 points
PORTFOLIO 6: Outline/ Rough Draft	20 points
Research Paper (8-10 pages)	400 points
Research Presentation	100 points
Total	1000 points

The following scale will be used to determine your final letter grade.

A	900-1000	(Unusual Excellence)
B	800-899	(Distinctly Above Average)
C	700-799	(Average)
D	600-699	(Below Average)
F	599 and below	

Pass/Fail Grades

60% and above- Pass

Mid-term Grades (as required by your program)

70% or below will receive warning

I will also report midterm grades for freshman (per UTSA policy) and all students whose academic programs and athletic departments require notice.

Assignments

Late assignments are not accepted. Extreme situations should be raised immediately with the instructor.

1. *Participation:* **Class attendance and participation are mandatory.** There will be unannounced exercises in class drawing from the readings of the week. Some of these exercises will be turned in for credit, others will be graded for content. **COME TO CLASS PREPARED!**

2. *Animals in the News:* Students are asked to bring in an **average of one article** from a major news source **each week** where animals figure prominently, for a total of **TEN (10)** over the course of the semester. These should be at least one full page in length (double spaced). Students should write a response to the article, including **critical reflection** and drawing **connections between these current events and larger issues discussed in class.** Students are invited to present their articles in class every few weeks in order to stimulate discussion.

3. *Reading Responses:* Students will write a **brief critical response** to assigned course readings (marked with a 🍷 symbol on the course schedule). These should be **at least** one full page in length (double spaced). Students should turn in **TEN (10)** of these over the course of the semester, and are **due the day that the reading is discussed in class.**

4. *Leading In-Class Discussion:* Each student will be assigned one class day where they will be responsible for **presenting a summary and critique** of the assigned reading. Students will also generate a **list of discussion questions** and **lead in-class discussion** for the day.

5. *Research Portfolio:* There is no assumption that students will know how to conduct a major research project at the start of this class. The portfolio is intended to guide students through the process of crafting a properly researched, cited, and structured paper.

6. *Research Paper:* The **final paper will be 8-10 double-spaced pages** on a topic of the student's own choice (the topic must be approved by the instructor) that explores the relationships between humans and animals. More detailed instructions will be given in class.

7. *Research Presentation:* Students will present a **10 minute presentation** on their research project. These presentations should include the use of audio/visual aids or utilize other handouts to better engage the class with their topic.

Students with Disabilities

Any student with a **documented disability** who requires academic accommodations (including note takers, alternative print formats, etc.) should contact Disability Services at MS 2.03.18, 458-4157) as soon as possible to request an official letter outlining authorized accommodations.

Qualified students must make an appointment to meet with me outside of class time to discuss these accommodations, so that I can do all I can to help. This appointment must be made within the first two weeks of class. The responsibility of obtaining necessary documentation and informing the instructor through the proper channels rests entirely with the student. Please note that there are **no tests or exams in this course**, so accommodations of this nature will likely not be necessary.

Writing Center

The Judith G. Gardner Center for Writing Excellence (<http://www.utsa.edu/twc>) provides individual, professional advice on all aspects of writing for students. You may also feel free to schedule an appointment to meet with the Instructor outside of class for additional guidance.

Academic Integrity

Students are expected to adhere to the UTSA Code of Student Conduct (<https://www.utsa.edu/infoguide/appendices/b.html>). The UTSA Information Bulletin states “Academic or scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designated to give unfair advantage to a student, or the attempt to commit such acts. Academic dishonesty is a violation of the Student Code of Conduct and is addressed in Appendix B., Sec. 203 of this bulletin.” Every student should be aware of what constitutes plagiarism, and we will take the time to review this in class as well. **Academic dishonesty will lead automatically to failing grade for the course, and the student can be subjected to further disciplinary actions in accordance with applicable provisions of the Student Code of Conduct and related University Regulations.**

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. We all have the professional responsibility to treat one another with understanding, dignity, and respect. The Instructor’s responsibility is to guide classroom discussion and to set reasonable limits on the manner in which opinions are expressed. Please remember that 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.

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 make appropriate changes to my records. Students who fail to adhere to such behavioral standards may be subject to discipline.

Please TURN OFF your cell phones before the start of class. If you are talking on your phone, texting, listening to your iPod, surfing the web, Facebooking, Tweeting, etc. during class you will not receive credit for attendance that day.

Course materials may be presented through readings, activities in class, discussion, video, lecture, and guest lecture. This course will focus on controversial topics. Some of the materials may depict animal suffering. This is not intended simply to give you nightmares. Rather, it is a way to help you fully understand the often hidden reality of how we use animals in modern societies. This may elicit feelings of frustration, sadness, and anger; however, I intend for this course to be a forum to acknowledge and confront realities, and perhaps generate ideas and actions that individuals can put into practice improve the treatment of animals.

Contacting the Instructor

The best way to reach me is by email/Blackboard. Please give me 24 hours to respond to your emails (and 48 hours over the weekend, as I am frequently traveling from Friday to Sunday.) My office is a shared office, and dialing 458-5610 will ring to the office, but instead of voicemail, it will forward to the front desk in the Department. This is not a good way to reach me except during office hours. Rather, if you have a pressing concern, please call me on my cell phone, 240-888-3821. Please remember that I reside in Austin, and the only days I will be on the UTSA campus are Tuesday and Thursday.

Please remember to sign your emails, first and last name, and reference which course you are in (this will help avoid confusion on my part!)

Course Materials:

Required Texts

Burt, J. 2002. *Animals in Film*. Reaktion Books.

Jans, N. 2005. *The Grizzly Maze: Timothy Treadwell's Fatal Obsession with Alaskan Bears*. New York: Plume.

Kalof, L. and A. Fitzgerald, eds. 2007. *The Animals Reader*. New York: Berg Press.

Mighetto, L. 1991. *Wild Animals and American Environmental Ethics*. U. of Arizona Press.

Pick ONE:

Grogan, J. 2005. *Marley & Me: Life and Love with the World's Worst Dog*. New York: William Morrow Publishers.

OR

Myron, V. 2008. *Dewey: The Small-Town Library Cat Who Touched the World*. New York: Grand Central Publishing.

Pick ONE from the following volumes on the Reaktion Animal Series (choose ONLY from these volumes.) These books are widely available on Amazon.com.
(Learn more about the series www.press.uchicago.edu/ucp/books/series/RB-A.html)

Copeland, M. 2003.
Cockroach.

Stott, R. 2004. *Oyster.*

Michalski, K. 2010. *Spider.*

Young, P. 2004. *Tortoise.*

Sleigh, C. 2004. *Ant.*

Macdonald, H. 2006.
Falcon.

Williams, P. 2009. *Snail.*

Schweid, R. 2009. *Eel.*

Sax, B. 2004. *Crow.*

King, 2011. *Lobster.*

Van Dooren, T. 2011.
Vulture.

Preston, C. 2006. *Bee.*

Coates, P. 2006. *Salmon*

Stutesman, D. 2004. *Snake.*

Owen, J. 2011. *Trout.*

The Following Readings are Available on E-Reserve through the Library:

Selected chapters from Wolch, J. and J. Emel, eds. 1998. *Animal Geographies*. New York: Verso Press.

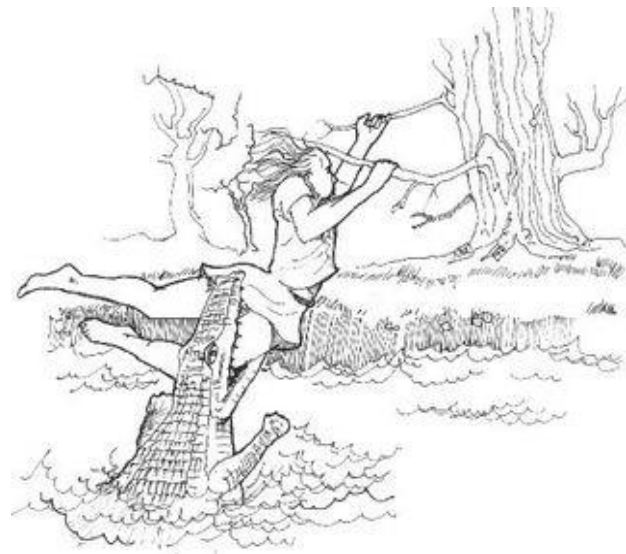
Selected chapters in Philo, C. and C. Wilbert. 2000. *Animal Spaces, Beastly Places*. London: Routledge. (An electronic copy of this book is available through the library website.)

Davis, M. 1999. Maneaters of the Sierra Madre. Chapter in *Ecology of Fear*. Vintage Books.

Haraway, D. 2005. Chicken for shock and awe: war on words. In: Latour, Bruno and Peter Weibel *Making things public. Atmospheres of democracy*. Cambridge, The MIT Press.

Herzog, H. 2010. The Importance of Being Cute. Chapter in: *Some We Love, Some We Hate, Some We Eat: Why It's So Hard to Think Straight About Animals*. New York: Harper.

Murdoch, J. 2003. Editorial: Circle of Concern.
Geoforum 34: 287-289.



Documents and Web Links for the Following Readings are Available on Blackboard:

Bartlett, T. and S. Smallwood. 2004. Four Academic Plagiarists You've Never Heard Of: How Many More Are Out There? December 17.

Carey, B. 2011. Emotional Power Broker of the Modern Family. The New York Times.

Deitz, J. 2011. Are Horses Too Young for the Triple Crown? The New York Times. May 17.

McBryde Johnson, H. 2003. Unspeakable Conversations. February 16.

McKinley, J.C. Jr. 2008. Dogfighting Subculture Is Taking Hold in Texas. New York Times. December 6.

Pacelle, W. 2003. Stacking the Hunt. The New York Times. December 09.

Plumwood, V. 1999. Being Prey. The Ultimate Journey: Traveler's Tales.

Siebert, C. 2006. Are we driving elephants crazy? The New York Times Magazine.

Siebert, C. 2010. The Animal-Cruelty Syndrome. The New York Times Magazine.

Slackman, M. 2011. A Stuffed Polar Bear Won't Do. The New York Times. April 12.

Thomas, K. 2008. Another Elite Eventing Rider Is Injured; Two Horses Are Euthanized. New York Times. April 29.



All reading assignments noted in italics
Written Responses may be submitted for all readings with the 📌 symbol

Week 1: Introduction and Expectations

August 25 Placing Animals; Animals in Place

How and why do we study Animals? What is/are “Animal Studies?”

What are “Animal Geographies?”

Week 2: Thinking About Animals

August 30 📌 *Haraway: Chicken for shock and awe: war on words (on Blackboard)*

September 1 📌 *The Animals Reader, Prologue and Editorial Introduction*

📌 *The Animals Reader, Chapter 26: Why Look at Animals?*

📌 *The Animals Reader, Chapter 28: Animals as Tradition*

Week 3: Animals on the Landscape

September 6 📌 *Animal Geographies, Preface (E-Reserve)*

📌 *Animal Geographies, Chapter 1: Witnessing the Animal Moment (E-Reserve)*

September 8 📌 *Animal Spaces, Beastly Places, Chapter 1: Introduction (E-Book at Library)*

📌 *Animal Geographies, Chapter 3: Animals, Geography, and the City (E-Reserve)*

Week 4: Human Self, Animal Other

September 13 📌 *Animals Reader, Introduction to Section 1*

📌 *Animals Reader, Chapter 4: Animal Liberation or Animal Rights?*

📌 *Animals Reader, Chapter 5: The Rights of Humans and Other Animals*

📌 *Circle of Concern (E-Reserve)*

📌 *McBryde Johnson, Unspeakable Conversations (optional, link on Blackboard)*

September 15 📌 *Animal Geographies, Chapter 4: Le Pratique Sauvage (E-Reserve)*

📌 *The Animals Reader, Chapter 10: Speaking for Dogs*

📌 *The Animals Reader, Chapter 33: Hybrid Geographies*

Week 5: Domesticated Animals: Companion Species and Pet Keeping

September 20 📌 *Animals Reader, Chapter 16: Animal Pets: Cruelty and Affection*

📌 *Siebert: The Animal-Cruelty Syndrome (link on Blackboard)*

September 22 📌 *Herzog: The Importance of Being Cute (E-Reserve)*

📌 *Carey: Emotional Power Broker of the Modern Family (link on Blackboard)*

📌 *Marley & Me –OR- Dewey*

Week 6: Domesticated Animals: Livestock and Animal Commodities

September 27 Research Portfolio: Resources, Citation and Ethics

Bartlett and Smallwood, Four Academic Plagiarists You've Never Heard Of (Link on Blackboard)

September 29 📖 *The Animals Reader, Chapter 18: Brave New Farm?*

📖 *The Animals Reader, Chapter 19: The Sexual Politics of Meat*

Week 7: Considering Animals in San Antonio, Texas

October 4 📖 *Animal Geographies, Chapter 6: Zoopolis (E-Reserve)*

October 6 Animals on the Landscape- Student Observations

Week 8: Wildlife and Wild Animals

October 11 📖 *Wild Animals and American Environmental Ethics (Chapters 1-4)*

October 13 📖 *Wild Animals and American Environmental Ethics (Chapters 5-Epilouge)*

Week 9: Transgressive Animals, Transgressive Spaces

October 18 📖 *Animal Spaces, Beastly Places, Chapter 3: Feral Cats in the City*

📖 *Animal Spaces, Beastly Places, Chapter 7: A Wolf in the Garden*

📖 *Siebert, Are We Driving Elephants Crazy? (link on Blackboard)*

October 20 📖 *Maneaters of the Sierra Madre (E-Reserve)*

Portfolio: Paper topic Proposal Due

Week 10: Human Transgressions, Becoming Prey

October 25 Werner Herzog's "*Grizzly Man*" will be shown in class.

October 27 📖 *The Grizzly Maze*

📖 *Being Prey (on Blackboard)*

(Additional resources posted in Grizzly Man folder on Blackboard)

Week 11: Animals in Film

November 1 📖 *Animals in Film: Read entire volume*

Portfolio: Outline Due

November 3 Individual Research Paper Consultations (one on one meetings with instructor).

Week 12: Considering the Non-charismatic

November 8 📖 *Reaktion volume chosen from list above*

November 10 No class Thursday: SWAAG Meeting in Austin. Please use this time to work on your research paper assignments!

Week 13: Animals, Captivity, and Hunting

November 15 📖 *The Animals Reader, Chapter 24: Zoo Spectatorship*
📖 *Animal Spaces, Beastly Places, Chapter 12: Virtual Animals*
📖 *Slackman: A Stuffed Polar Bear Won't Do*

November 17 📖 *The Animals Reader, Chapter 25: Hunting and Humanity in Western Thought*
📖 *Animal Spaces, Beastly Places, Chapter 9: Fantastic Mr. Fox?*
📖 *Pacelle: Stacking the Hunt*

Portfolio: Annotated Bibliography Due

Week 14: Animals in Sport: Exploiting Natures?

November 22 📖 *Thomas: Another Elite Eventing Rider Is Injured (link on Blackboard)*
📖 *Deitz: Are Horses Too Young for the Triple Crown (link on Blackboard)*
📖 *McKinley: Dogfighting Subculture Is Taking Hold in Texas (Blackboard)*
Thesis workshop (in class)

November 24 Thanksgiving Break

Week 15: Research Presentations

November 29- December 1

Week 16: Research Presentations

December 6 Research Papers Due in class