This course considers the implications of the roles of animals in human societies—both on humans and on nonhuman animals. We will examine human-animal interactions in historical context as well as contemporary social constructions of animals and the human/animal boundary. We will consider several domains in which humans and animals interact, such as the use of animals in commerce, scientific research, and pet-keeping. We will also examine links between animal cruelty and human-on-human violence, and how the abuse of animals may reflect or even contribute to systems of oppression and inequality among humans. Finally, this course will explore shifting attitudes, norms, and practices toward animals, and the emergence of the animal protection movement.

**REQUIRED COURSE MATERIALS:**

3. There will be additional **readings/film clips/photo essays on Blackboard AND full-length films at O’Neil Media Course Reserves.**
   a. The course blackboard site can be accessed at cms.bc.edu. Readings and links to short videos, news articles, and photo essays will be arranged in dated folders on the homepage. (E.g., the readings for January 21 can be found in the folder labeled with that date.) Blackboard items are listed as “BB” on the course schedule.
   b. You can find the link for the films on reserve at the BC libraries homepage; look for the “Course Reserves” link. Note that to access our reserves you must enter the course section as *well* as the course number. That is, search for the reserves under “SC360.01” not “SC360.”

**COURSE EXPECTATIONS AND EVALUATION:**

This is a reading and participation intensive course. You should do the readings and view any films/news clips/photo essays by the date under which they are listed. Come ready to discuss the readings. (I reserve the right to make changes to the syllabus provided I give you fair and ample warning.) If you miss class, you are responsible for getting notes from a classmate. Missing three classes will constitute failing the course. A doctor, school administrator, or other certified official
must verify an absence in order for it to be excused. You will be evaluated in the following four areas:

1. Participation (15%)
2. Class Presentation (25%)
3. Weekly Responses (32%)
4. Final Paper (28%)

**Participation (15%):** This includes contributing to class discussions, respecting the views of others, and doing a brief presentation of your final paper at the end of the semester. You may also boost your participation grade by emailing me 2-3 thoughtful discussion questions by 8 A.M. on the day of class. Students are encouraged to critique all the assigned readings and to dissect the debates within them. Note that we will be reading arguments by scholars with a range of views, and some topics may be provocative or even controversial. It is entirely likely that students will have differing viewpoints, and some students may feel passionately about some of these subjects. While I encourage debate and a vibrant exchange of ideas, it is critical to remember that you are always expected to treat other classmates with respect and compassion. If you disagree with a fellow student, focus your critical comments on students’ arguments—never on the student themselves.

**Weekly Responses (32%):** Weekly responses are due via email to the professor by 8 A.M. the day of class. Response papers should be between 500 and 1,000 words (roughly equivalent to 1.5–3 pages double-spaced, Times New Roman, 12-pt font, 1” margins). Each response must touch on at least FOUR of the assigned items for that week. Responses can take any of the following forms: summaries; critiques; questions (e.g., “I don’t understand what this author means by X”); musings on how the readings connect to things in the world or other readings; or a combination of some or all of these. Responses will be worth 4 points each and the four lowest scores will be dropped (4 points * 8 responses = 32 points total). Papers received after 8am will receive a 5% deduction for each additional hour they are late.

**Class Presentation (25%):** In small groups, you will lead one class presentation and discussion based on the day’s assigned readings. You can plan to do some summary, but also be sure to incorporate discussion. The more discussion and interaction you foster, the better! You are encouraged to include outside material, but this is not required. Class presentations can take a variety of forms and can incorporate a range of presentation aids (e.g., video; photos/artwork; lecture; poetry; news articles; posters; handouts; demonstration items such as a bull hook, faux fur, typical small animal laboratory cage; organizational pamphlets, etc.). Plan to leave about 20 minutes at the end of class to allow the professor to highlight key points.

I will try to match you up with your topic/day of choice as best I can. To help me do this, by 11:59 PM this Friday, January 17 please email me your top 5 choices (#1 being your top choice; available dates are Feb 4 through April 15) AND tell me if you have a preference as to being in a group of two or three. Please note that if I do not receive this information from you I will not be able to take your preferences into account!! Your presentation grade will be assessed on an individual basis with the following rubric:
Is the class session well-organized?
Relates material to previous readings 1 2 3 4 5
Provides internal summaries and transitions 1 2 3 4 5
Maintains continuity in the discussion/presentation 1 2 3 4 5
Summarizes main points at end of presentation 1 2 3 4 5
Paces class session appropriately 1 2 3 4 5

How is the content presented?
Presentation aids are useful 1 2 3 4 5
Presents background information for ideas 1 2 3 4 5
Explains difficult terms and concepts 1 2 3 4 5
Integrates readings and discussion/presentation 1 2 3 4 5
Helps clarify material 1 2 3 4 5

Is the presenter credible?
Appears well-prepared 1 2 3 4 5
Understands the material 1 2 3 4 5
Is able to admit insufficient knowledge 1 2 3 4 5
Speaks audibly 1 2 3 4 5
Communicates enthusiasm 1 2 3 4 5

How is presenter’s rapport with classmates?
Encourages participation 1 2 3 4 5
Responds constructively to classmates 1 2 3 4 5
Treats classmates respectfully 1 2 3 4 5
Recognizes when others are confused 1 2 3 4 5
Shows respect for others’ viewpoints 1 2 3 4 5

Final Paper (28%): In lieu of a final examination, you will be responsible for writing a term paper on any topic within the field of Animals & Society that you would like to examine more closely. Final papers are due at 3 P.M. on April 29 (the last day of class) and should be double-spaced, Times New Roman, 12-pt font, 1” margins, and 10–15 pages in length. You must submit a proposed topic and tentative reference list by March 18. Additional instructions and suggestions will be discussed before this date. The last two days of class will be dedicated to short (about 10 minutes each) student presentations of their term papers.

DISABILITY SERVICES:
If you are a student with a documented disability seeking reasonable accommodations in this course, please contact Kathy Duggan, (617) 552-8093, dugganka@bc.edu, at the Connors Family Learning Center regarding learning disabilities and ADHD, or Paulette Durrett, (617) 552-3470, paulette.durrett@bc.edu, in the Disability Services Office regarding all other types of disabilities, including temporary disabilities. Advance notice and appropriate documentation are required for accommodations.

ACADEMIC INTEGRITY:
Cheating, plagiarism and fabrication of information or citations are considered extremely serious offenses, both by me and the university, and will result in automatic course failure. As it is your obligation to be fully aware of the Boston College policies on academic honesty, please take a few moments to familiarize yourself with them at www.bc.edu/integrity.
COURSE SCHEDULE

January 14    Introduction to Human-Animal Studies

January 21    Animal Emotions, Intelligence, and Reflexivity

  - Taylor: “Introduction”
  - Balcombe: Chapters 1 through 9
  - BB: View video accompanying the above article (2.5 minutes) (Link on Blackboard)

January 28    Historical, Comparative, and Sociological Perspectives

  - BB: DeMello, “The Domestication of Animals”

February 4    The Human-Animal Bond

  - Taylor: Ch. 1 “The Human-Animal Bond”
  - O’Neill Film Reserve: Shelter Me: Improving Lives One Shelter Pet at a Time (57 min)

February 11   Wildlife, Conservation, and Hunting

  - BB: DeMello, “Animals ‘in the Wild’ and in Human Societies”
February 18  Animals as Pets

- BB: DeMello, “The Pet Animal”
- [Optional] Film: Parrot Confidential (55 min) (Link on Blackboard; available for streaming on PBS website)

February 25  Animals as Food


March 4  NO CLASS – SPRING BREAK
March 11    Animals in Entertainment, Sport, and Spectacle

- BB: Pliny the Elder, “Combats of Elephants.” 75–79 A.D.
- O’Neill Film Reserve: *Blackfish* (83 minutes)
- [Optional] View video clip (3 min): “Apps for Apes—Zoo Orangutans using iPads for Enrichment.” 2013. (Link on Blackboard)

March 18    Animals and Science

- Taylor: Pp. 79–90 (“Working with/for Animals—In the Laboratory”)
- BB: DeMello, “Animals and Science”

March 25    Criminology and Deviance

- Taylor: Ch. 5 “Human- and Animal-Directed Violence”
- O’Neill Film Reserve: *The Elephant in the Living Room* (96 min) [HINT: Think about if and how the subjects explored in this film relate to deviance and/or crime. E.g., to what extent should exotic pet keeping be considered deviant? Criminal?]

**April 1**  
**Interlinked Oppressions**

- BB: DeMello, “Human Oppression and Animal Suffering”
- O’Neill Film Reserve: *Mine* (94 min)

**April 8**  
**Animals as Symbols and Representing Animals**

- Taylor: Ch. 3 “Representing Animals”
- BB: DeMello, “Animals in Human Thought”
- BB: DeMello, “Animals in Literature”
- BB: Smith-Harris, “There’s Not Enough Room to Swing a Dead Cat and There’s No Use Flogging a Dead Horse.” 2004. *ReVision.*
- BB: View photos and read artist’s statement: Miru, “The Pig That Therefore I Am.” (Link on Blackboard)
- BB: View photos and read artist’s statement: Leshko, “Elderly Animals” (Link on Blackboard)

**April 15**  
**The Animal Protection Movement**

- Taylor: Ch. 6 “Protecting Animals”
- BB: Scully, “The Case for Compassionate Conservatism—for Animals”

**April 22**  
**Project Presentations**

**April 29**  
**Project Presentations / Final Papers Due at 3:00 PM!**