

ENVI 380 | STS 379
Fall 2023

Animals and Society

Time: Wednesday 1:10-3:50 pm
Location: Hopkins Hall 105
Instructor: Professor Laura Martin
Email: LJM4@williams.edu



A macaque looking into the mirror of a motorbike in Jaipur in Rajasthan. Dominique Faget/AFP via Getty Images

Course Description

How do humans and animals shape each other's lives? People encounter animals in farms, laboratories, zoos, wildernesses, and backyards, on purpose and by chance. They treat animals as family members, entertainment, food, vectors of disease, and objects of scientific wonder. Drawing on the works of biologists, philosophers, and feminist science and technology studies scholars, this seminar will examine our relationships with animals and help clarify our responsibilities to them. We will ask: What are the social and environmental consequences of consuming animals? Should humans swim with dolphins, feed manatees, use gene-editing to create species that can survive climate change? Should moral standing depend upon the ability to communicate or the ability to experience emotions like grief and joy? What can animal models tell us about human health and society, and when is animal otherness too large a gap to bridge? What might human violence toward animals tell us about sexism, racism, or capitalism, and what will human-animal relationships look like in the future?

Required Texts

The course packet is available for pick-up at the Center for Environmental Studies.

- Nancy Langston, *Climate Ghosts: Migratory Species in the Anthropocene* (Brandeis University Press, 2021)
- Donna Haraway, *When Species Meet* (University of Minnesota Press, 2007)
- Sabrina Imbler, *How Far the Light Reaches: A Life in Ten Sea Creatures* (Little, Brown and Company, 2022)
- Irus Braverman, *Settling Nature: The Conservation Regime in Palestine-Israel* (University of Minnesota Press, 2023)
- Ben Goldfarb, *Crossings: How Road Ecology Is Shaping the Future of Our Planet* (W.W. Norton & Co., 2023)
- Bethany Brookshire, *Pests: How Humans Create Animal Villains* (Ecco, 2022)
- Laura Martin, *Wild by Design: The Rise of Ecological Restoration* (Harvard University Press, 2022)

Course Organization

This class meets once per week for 2 hours and 40 minutes, with a break mid-period. Class time will include facilitated discussions and student presentations. Please bring the day's **readings** and your **notes** to each class session.

Readings listed on the schedule below must be completed before each class meeting. Come prepared to talk about each reading in detail, hard copy in hand.

Please dedicate one notebook in which to keep reading, discussion, and activity notes. You will be called upon to speak from these notes.

Office Hours

To sign up to visit office hours, please email me. Come to office hours with questions about writing, readings, the environmental studies program, or just to chat.

Importance of Flexibility

While I will largely hew to the syllabus, I might make changes to reading assignments as our discussion evolves. I promise not to significantly increase your load and to give you advance notice when I do change assignments.

Writing Conventions

- Use direct quotes only when necessary (see quotation handout)
- Always include your name, date, and assignment prompt
- Number pages
- Double spaced, Times New Roman size 12
- Use Chicago style for citations

Assessment

Students must complete all course assignments in order to pass the course. Each component of your final score is briefly described in this syllabus and more detailed guidelines will be distributed in class. The course grading system coincides with the Williams College system of grades, where A=excellent; B=good; C=fair; D=passing; and E=failing.

<u>Assignment</u>	<u>Percent of final grade</u>
Participation	25%
Annotated bibliography	25%
Case study essay	20%
Case study presentation	30%

Participation

Participation encompasses in-class writing assignments and active, regular contributions to class discussions. Class discussions are a collaborative process. Participation that falls within the “A” range shows me that you are keeping up with the work, thinking through the issues that each set of texts raises, and able to pose questions that take our conversation in new and worthwhile directions. It also shows your willingness to listen, to consider other students’ points of view, and to respond to them respectfully.

Case Study

During the semester you will deliver a presentation on a case study of your choice. Further instructions will be distributed in class.

Policies

Contact

I use email regularly to make announcements, clarify points from lecture, and draw your attention to events and news items. You are expected to check your email daily. Email is also the best way to get in touch with me, and I reply during normal business hours.

Lectures and discussion sections may not be recorded without my explicit permission.

Honor Code

Please re-acquaint yourself with the college Honor Code (<http://sites.williams.edu/honor-system/>). I have re-printed a useful section here:

If a student is unsure how the Honor Code applies in a particular situation, it is ultimately the student's responsibility to find out from his or her professor how the Honor Code applies in that situation. An open and highly individualized system can last only as long as both the students and the faculty work together to create a true academic community.

In all written material, including ungraded assignments and drafts, students are expected to avoid the possibility of even unintentional plagiarism by acknowledging the sources of their work. Careful observance of accepted standards of reference and attribution is required. The basic rules are summarized below. Students are further advised to consult a recognized style manual to learn how to acknowledge sources correctly.

The basic rules of attribution for all academic assignments, including homework, require that:

1. A direct quotation (whether a single word, phrase, sentence, paragraph, or series of paragraphs) must always be identified by quotation marks, by indenting and single spacing, or by reduced type size of the quoted material, and a note must be used to state the exact source.
2. A paraphrase of the work of another must be acknowledged as such by a note stating the source.
3. Indebtedness to the specific ideas of others, or the summarizing of several pages, even though expressed in different words, must be acknowledged by a note stating the source.
4. In every instance, the use of another student's laboratory reports, computer programs, or other material must be acknowledged by a note.
5. Even the use of a student's own previous or concurrent work must be acknowledged; thus, a student must obtain the prior permission of both the previous and current instructors before submitting all or part of the same paper in more than one course.

Williams takes charges of cheating and plagiarism very seriously, and either can result in your dismissal. Cheating is taking advantage of the work of others. Plagiarism is representing the work of others as your own without giving appropriate credit. If you are uncertain how the

Honor Code applies to your work in this course – or if you are unsure how to distinguish between legitimate collaboration with your colleagues and academic dishonesty – please ask me.

Resources

Students with disabilities of any kind who may need accommodations for this course are encouraged to contact Dr. GL Wallace (Director of Accessible Education) at 413-597-4672.

Students experiencing mental or physical health challenges that are significantly affecting their academic work or well-being are encouraged to contact me and to speak with a dean so we can help you find the right resources. The deans can be reached at 413-597-4171.

As a Williams student, you can use the free tutoring services provided by the Peer Academic Support network. Step-by-step instructions for scheduling tutoring sessions are on the Peer Tutoring Program webpage (<http://academic-resources.williams.edu/peer-tutor-program/>).

The Writing Workshop (<http://writing-programs.williams.edu/writing-workshop/>) is available to all students free of charge. Drop in sessions are located in the foyer of Stetson-Sawyer library. You can also schedule hour-long appointments through the online scheduler. The Writing Workshop also offers a Writing Partner service to support students who may need more attention and guidance than can be provided within a regular Writing Workshop session.

Tath Haver is the library liaison for environmental studies and is also available to provide guidance. He can be reached at th13@williams.edu.

Schedule

09/13

What is an Animal?

- Brian Resnick and Javier Zarracina, “All Life on Earth, in One Staggering Chart,” *Vox*, 15 August 2018, <https://www.vox.com/science-and-health/2018/5/29/17386112/all-life-on-earth-chart-weight-plants-animals-pnas>
- Hidden Brain, “Our Animal Instincts” (50 minutes; <https://hiddenbrain.org/podcast/our-animal-instincts/>)
- Kari Weil, “Difference,” in *Critical Terms for Animal Studies*, ed. Lori Gruen (University of Chicago Press, 2018): 112-124.
- Davey Alba, “Those Cute Cats Online? They Help Spread Misinformation,” *The New York Times*, 1 December 2021, <https://www.nytimes.com/2021/12/01/technology/misinformation-cute-cats-online.html>

09/20

Animals as Ethical Subjects

- Peter Singer, “Animal Liberation or Animal Rights?” *The Monist* 70 (1987): 3-14.
- Bonnie Steinbock, “Speciesism and the Idea of Equality,” *Philosophy* 53 (1978): 247-256.
- Sue Donaldson, “Animals and Citizenship,” *Minding Nature* 13.2 (2020): 22-27.

09/27

Animal and Human Minds

- Jeffrey Moussaieff Masson and Susan McCarthy, “Grief, Sadness, and the Bones of Elephants,” from *When Elephants Weep: The Emotional Lives of Animals* (New York: Delta, 1995).
- Ross Andersen, “A Journey into The Animal Mind,” *The Atlantic*, March 2019.
- Carolyn Wilke, “Is this Octopus Having a Nightmare?,” *New York Times*, 25 May 2023, <https://www.nytimes.com/2023/05/25/science/octopus-nightmare-dream.html>
- Marlowe Starling, “It Rocks in the Tree Tops, but Is That Bird Making Music?” *The New York Times*, 6 June 2023
- Corinne Purtill, “When Pigs Cry: Tool Decodes the Emotional Lives of Swine,” *The New York Times*, 9 March 2022.

10/04

Eating Meat

- Carol J. Adams, excerpt from *The Sexual Politics of Meat: A Feminist-Vegetarian Critical Theory* (New York: Continuum, 1990).
- Michael Grabell, “Exploitation and Abuse at the Chicken Plant,” *The New Yorker*, 8 May 2017.
- Excerpt from Aph Ko and Syl Ko, *Aphro-ism: Essays on Pop Culture, Feminism, and Black Veganism from Two Sisters* (Lantern Publishing, 2017): 20-27, 50-55, 70-75.
- Michael Specter, “The Extremist: The Woman Behind the Most Successful Radical Group in America,” *The New Yorker*, April 2003.

10/11

Oppression, Race, and State Power

- Claire Jean Kim, “Abolition,” in *Critical Terms for Animal Studies*, ed. Lori Gruen (University of Chicago Press, 2018): 15-32.
- Jessica Wang, “Dogs and the Making of the American State: Voluntary Association, State Power, and the Politics of Animal Control in New York City, 1850-1920,” *The Journal of American History* 98 (2012): 998-1024.
- Claire Jean Kim, “The Optic of Cruelty: Challenging Chinatown’s Live Animal Markets,” in *Dangerous Crossings: Race, Species, and Nature in a Multicultural Age* (Cambridge University Press, 2015): 63-100.

10/18

Pets / Companion Species

- Karin Brulliard and Scott Clement, “How Many Americans Have Pets? An Investigation of Fuzzy Statistics,” *The Washington Post*, 31 January 2019, <https://www.washingtonpost.com/science/2019/01/31/how-many-americans-have-pets-an-investigation-into-fuzzy-statistics/>
- James Serpell, “The Emergence of Modern Pet-keeping” *Anthrozoös* 1 (1987): 166-174.
- Yi-Fu Tuan, “Animal Pets: Cruelty and Affection,” excerpt from *Dominance and Affection: The Making of Pets* (New Haven: Yale University Press, 1984).
- Donna Haraway, *When Species Meet* (University of Minnesota Press, 2007)

10/25

Queer Survival and Care

- Sabrina Imbler, *How Far the Light Reaches: A Life in Ten Sea Creatures* (Little, Brown and Company, 2022)

11/01

Climate Changes

☐ Nancy Langston, *Climate Ghosts: Migratory Species in the Anthropocene* (Brandeis University Press, 2021)

11/08

Pests

☐ Bethany Brookshire, *Pests: How Humans Create Animal Villains* (Ecco, 2022)

11/15

Nature and Settler Colonialism

☐ Laura Martin, “Uncle Sam’s Reservations,” in *Wild by Design: The Rise of Ecological Restoration* (Harvard University Press, 2022): 19-41.

☐ Irus Braverman, “Introduction” and “Occupying Nature: The Wild West Bank and Wadi Qana Nature Reserve,” in *Settling Nature: The Conservation Regime in Palestine-Israel* (University of Minnesota Press, 2023): 1-22, 163-204.

Week of 11/22

No meeting – Thanksgiving Break

11/29

Co-existence

☐ Rodolfo Dirzo *et al.*, “Defaunation in the Anthropocene,” *Science* 345 (2014): 401-406.

☐ Ben Goldfarb, *Crossings: How Road Ecology Is Shaping the Future of Our Planet* (W.W. Norton & Co., 2023)

12/06

The Future of Biodiversity / Consent

☐ Emma Marris, “Assisted Migration,” in *The Rambunctious Garden: Saving Nature in a Post-wild World* (Bloomsbury, 2011): 73-97.

☐ Emily Anthes, “Why Did the Chicken Cross the Barn? To Sign Up for the Scientific Study,” *The New York Times*, 22 November 2022