

## *The Lives of Animals*

### Fall 2017 Course Outline

Mon 4:00-5:30pm MacCorry Hall Room D216

Wed 2:30-4:00pm Ellis Hall Room 333

Instructor: Dr. Alice J. Hovorka  
Office: M-C E304 and BioSci 3134  
Email: [alice.hovorka@queensu.ca](mailto:alice.hovorka@queensu.ca)

Teaching Assistant: Sean Patterson [[sean.patterson@queensu.ca](mailto:sean.patterson@queensu.ca)]  
Instructor-in-Training: Sandra McCubbin [[sandra.mccubbin@queensu.ca](mailto:sandra.mccubbin@queensu.ca)]

### Description

Animals are so central to human affairs and tied up with our visions of progress and the good life that we are unable to fully see them. As scholar John Berger (1980) writes, "Everywhere animals disappear". This contradiction of centrality and disappearance necessitates a need and willingness to take animals seriously. This course fosters in-depth understanding and appreciation of animal lives. We will explore the lives of animals through the following questions: (i) How do humans define, place, and encounter nonhuman animals? (ii) What are the implications for the everyday lives of animals (and humans)? (iii) What ethical and moral issues arise from these human-animal relations?

### Learning Outcomes

By the end of the semester you will be able to:

- Describe major scholarly perspectives and debates related to animal ethics
- Summarize key issues related to animals and their lives in particular spaces
- Interpret animal lives via geographical frame of defining, placing, encountering, and assessing
- Articulate evidence-informed opinions about the roles, spaces, and values of animals in society

### Approach

The course approach is based on three elements. First, *breadth of perspectives* whereby you engage with a wide range of topics and opinions. Second, *critical engagement* whereby you prepare for class by reading the assigned texts in-depth and applying them thoughtfully in our activities and discussions. Third, *active learning* whereby you explore animal lives via class activities, discussions, guest lectures, films, and field trips with opportunities to voice your own experiences and opinions.

It is important for all of us in the course to create an inclusive, respectful, positive, and enjoyable learning environment. Please be respectful of fellow classmates and instructors by allowing all of us the right to voice our opinions without fear of ridicule, and by refraining from judgemental and/or objectionable (ethnic, gender, racial, homophobic, speciesist, etc.) comments, especially directed at a classmate. Also recognize that we may differ in our perspectives on and approaches to engaging with animals – be mindful that we are here to learn from one another and to challenge one another, respectfully and positively, on our viewpoints and assumptions.

Class attendance is expected, particularly given the experiential nature of course materials and activities, as well as time/energy generously offered by guests and those coordinating field visits. When attending class sessions, it is expected that you will offer your full, undivided attention to exploring course materials, listening to lectures, and participating in discussions and activities. Technology can be distracting to those around you so use your mobile devices and laptops in ways that are mindful of your fellow students and instructors.

## Schedule & Readings

<i>Animal Foundations</i>	
Sept 11 MCD216	<b>Course Introduction</b>
Sept 13 Ellis 333	<b>Animal Ethics</b>
Sept 18 MCD216	<b>Animal Ethics</b>  READ: Aristotle (nd), Bentham (1781), Donovan (1996), Nussbaum (2006), Regan (1997), Singer (1987), Spiegel (1997)
Sept 20 Ellis 333	<b>Animal Geographies</b>
Sept 25 MCD216	<b>Animal Geographies</b>  READ: Gillespie & Collard (2015); Jones (2000); Philo & Wilbert (2000); Urbanik (2012)
Sept 27 Ellis 333	<b>Assignment #1 Workshop</b>  PREPARE: Write draft essay and bring to class
<b>Assignment #1: Reflective Essay on Animal Ethics (15%) Deadline Friday September 29<sup>th</sup> 2017 (OnQ submission by 5pm)</b>	
<i>Animal Spaces</i>	
Oct 2 MCD216	<b>Parks &amp; Protected Areas</b>  READ: Chambers & Main (2014); Dempsey (2010)
Oct 4 Ellis 333	<b>Parks &amp; Protected Areas</b>
Oct 9	THANKSGIVING – NO CLASS TODAY
Oct 11 Ellis 333	<b>Laboratories</b>  READ: Birke (1994); Birke (2003) WATCH: <i>Safe Haven for Chimps</i> (2017)
Oct 16 MCD216	<b>Classrooms</b>  READ: Pedersen (2011); Solot & Arluke (1997) PREPARE: Qs for guest Dr. Helena Pedersen
Oct 18 Ellis 333	<b>Zoos</b>  READ: Anderson (1995); Bear (2011) WATCH: <i>Blackfish</i> (2013)

Oct 23 MCD216	<b>Zoos</b> PREPARE: An argument based on zoo pros/cons
Oct 25 Ellis 333	<b>Assignment #2 Workshop</b> PREPARE: Write draft film analysis and bring to class
<b>Assignment #2: Documentary Film Analysis (25%) Deadline Friday October 27<sup>th</sup> 2017 (OnQ submission by 5pm)</b>	
Oct 30 MCD216	<b>Homes</b> READ: Nast (2008); Nicholas (2011); Tuan (1984) WATCH: <i>Pedigree Dogs Exposed</i> (2008)
Nov 1 Ellis333	<b>Homes</b>
Nov 6 MCD216	<b>Work</b> READ: Coulter (2016); Vitztum & Urbanik (2016)
Nov 8 Ellis 333	<b>Work</b>
Nov 13 MCD216	<b>Farms</b> READ: Gillespie (2014); Gunderson (2015); Risan (2011); Weis (2013) WATCH: <i>Peaceable Kingdom</i> (2009)
Nov 15 Ellis 333	<b>Farms</b> PREPARE: Complete animal welfare and consumption survey and bring to class
Nov 20 MCD216	<b>Kitchens</b> READ: Joy (2010); Neo (2015)
Nov 22 Ellis 333	<b>Assignment #3 Workshop</b> PREPARE: Write draft group essay and bring to class
<b>Assignment #3: Group Research Paper on Animal Spaces, Beastly Places (25%) Deadline Friday November 24<sup>th</sup> 2017 (OnQ submission by 5pm)</b>	

<i>Animal Reflections</i>	
Nov 27 MCD216	<b>Animal Geography Manifesto</b>  READ: Bekoff (2008)
Nov 29 Ellis 33	<b>Course Conclusion</b>  DISTRIBUTE: Take-Home Exam assignment
<b>Assignment #4: Take-Home Exam (35%)</b> <b>Distributed in class Wednesday November 29<sup>th</sup> 2017</b> <b>Deadline Friday December 15<sup>th</sup> 2017 (OnQ submission by 5pm)</b>	

### Readings & Videos

Required readings (as PDFs) and videos (as links) are available via OnQ. While the majority of required readings and videos are noted on the schedule above, other course materials and tasks will be assigned during the semester. Recommended readings have been placed on three-hour library course reserve, including *The Animal Ethics Reader* (2008) and *The Animals Reader* (2007).

### Field Trips

We will take a number of field trips throughout the semester as we explore the lives of animals in 'real' everyday spaces. These field trips are voluntary and offered at minimal cost where possible. You are welcome to participate in all, some or none of the field trips based on your interests and/or availability. It is possible that some of the field trips may not suit everyone's schedule given that scheduling depends upon the availability of our human and animal hosts in the various locales. Further organizational and logistic details will be provided in September as field trips are confirmed.

### Assignments & Assessment

There are three assignments in this course and a final take-home exam, preparations for which will require a sustained effort throughout the semester and in-depth engagement with course materials. Detailed assignment guidelines and assessment criteria will be distributed during the semester. A general overview the course assignments is as follows:

#### **Assignment #1: Reflective Essay on Animal Ethics (15% of final grade due Fri Sept 29<sup>th</sup> 2017)**

The purpose of this assignment is to learn about major scholarly perspectives related to human use of and interactions with animals, as well as for you to reflect upon your own position within ethical debates. You are required to complete the Animal Ethics Dilemma profile and print out your results ([aedilemma.net/home](http://aedilemma.net/home)), which you will submit with the assignment. You will then discuss your ethical stance in light of your profile results and the animal ethics readings assigned for the course (during week two of the course). Your reflective essay should be no longer than 750 words.

#### **Assignment #2: Documentary Film Analysis (25% of final grade due Fri Oct 27<sup>th</sup> 2017)**

The purpose of this assignment is to learn about a particular animal and to analyse how it is represented in a documentary film. You will choose one of the assigned films from *The Nature of Things* website ([www.cbc.ca/natureofthings/episodes/](http://www.cbc.ca/natureofthings/episodes/)). You will summarize the animal's characteristics, behaviours, interactions with others, as well as assess the spatial context in which it lives, its connections to humans, and the broader issues impacting it. You will analyze how the film represents the animal and what this representation reveals about human attitudes towards animals and human-animal interactions in contemporary society.

You should discuss the ways in which the documentary film challenges or expands on themes raised in course readings and other materials. Your film analysis should be no longer than 1000 words.

**Assignment #3: Research Essay Exploring Animal Spaces  
(25% of final grade due on Fri Nov 24<sup>th</sup> 2017)**

The purpose of this assignment is to explore the spaces in which animals live, the circumstances and experiences these spaces offer them, and what these spaces tell us about how humans relate to and interact with animals. You will undertake original field research to consider these issues. In groups of four or five, you will draw together your individual observations of a particular 'animal space' and negotiate a central argument analyzing human-animal spatial relations as informed by course materials. Student groups must be registered and spaces must be discussed with and confirmed by the instructor by November 1<sup>st</sup> 2017. Your group research essay should be no longer than 1500 words and must also include copies of the observation notes made by each group member. Please note that all of your group members will receive the same grade for this assignment.

**Assignment #4: Final Take-Home Exam  
(35% of final grade distributed on Nov 29<sup>th</sup> and due on Fri Dec 15<sup>th</sup> 2017)**

The final take-home exam is based primarily on the scholarly readings assigned throughout the course. You will draw on class lectures, films, activities, discussions, assignments, and personal experiences during the course to demonstrate your understanding of animal geography ideas/concepts and animal ethics debates.

**Grading Method**

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

**Queen's Official Grade Conversion Scale**

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

**Late Penalties**

Unless an extension is discussed well ahead of the due date, late penalties of 5%/earned grade/day (including weekends) will be assigned. Extensions will only be granted on the basis of valid medical or personal reasons with relevant documentation or permissions accompanying the request. Late assignments will not be accepted once graded assignments have been returned officially to the class at large unless circumstances permit and alternative arrangements have been made.

**Communication**

All course materials (e.g. readings, videos, assignment guidelines, and announcements, etc.) will be posted via OnQ. It is your responsibility as students to keep abreast of course materials and relevant communication through this means. As instructor, I can be reached via email to set up a meeting to discuss course-related issues. Please note that I respond to emails during regular business days and hours (Monday to Friday from 8am-5pm) and I do my best to offer a timely turnaround.

### **Academic Integrity Statement**

Academic Integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

### **Accessibility Statement**

Queen's is committed to an inclusive campus community with accessible goods, services, and facilities that respect the dignity and independence of persons with disabilities. Course materials are available in an accessible format or with appropriate communication supports upon request. Please contact the instructor ([alice.hovorka@queensu.ca](mailto:alice.hovorka@queensu.ca)) should you have any questions or concerns.

### **Accommodations Statement**

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

### **Academic Consideration for Students with Extenuating Circumstances Statement**

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/ExtenuatingCircumstancesPolicyFinal.pdf>) was approved in April, 2017. Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. The Faculty of Arts and Science is developing a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances, which will be posted on the Faculty of Arts and Science website in Fall 2017.