

INTL2910 – Topics in Global Studies: Science and Politics of Animal Rights

B Term 2018 / T & F 3:00 – 4:50
Olin Hall 223

Professor: William San Martín
Preferred Pronouns: He, Him, His
Email: wsanmartin@wpi.edu

Office Hours: T & F: 1:30-2:30 or by appointment
Office: SL 008

Course Description:

Global concern for animal rights has increased markedly over the last few decades. This course examines how the history, science, and politics of human-animal relations can inform current debates on the ethics and policies of animal protection. We will interrogate how social movements and environmental awareness have expanded processes of democratization across species. We will pay particular attention to 1) how cultural, economic, and political values have shaped the status of non-human animals around the world; 2) international dimensions of scientific production and of animal protection movements; and 3) the tensions between social justice and animal rights in democracies around the world.

Course Policies & Format:

- All students are expected to do the required weekly reading which will form the basis for classroom discussion.
- Students are expected to think and engage critically, communicate their thoughts and questions effectively, and participate in a collaborative community of learning. Please see participation rubric below.
- By 11:00pm on Mondays, each student must post on the Canvas discussion board 1) one question about the readings for next day, and 2) one quote (including reference) that could be used to answer that question.
- Group reports are due by 11:00pm the day before class. All students are expected to read all group reports before class discussions.
- Plagiarism will result in disciplinary action. For details on what constitutes plagiarism and academic integrity please visit: <https://www.wpi.edu/about/policies/academic-integrity>
- Laptops are allowed but for only classroom purposes.

Participation Rubric:

Class Participation	Excellent	Good	Acceptable	Unacceptable
Answering Questions	Nearly all classes; answers directly refer to materials under consideration, & reflect a careful reading of material.	Most classes; answers indirectly refer to materials, or refer to them in a general manner.	Some classes; answers connected to general discussion if not to specific materials.	Never answer questions
Posing Questions	Nearly all classes; poses questions that are connected to a careful reading of materials.	Most classes; poses questions broadly connected to class materials.	Some classes; poses questions about assignments or materials.	Never poses questions
Responding to Peer Observations	Nearly all classes; engages comments of peers with questions or responses addressed to peer; respectful disagreement.	Most classes; engages discussion with class in general by posing or answering questions; respectful disagreement.	Some classes; asks related questions, supplies additional related observations; engage respectfully.	Disrespectfully responses or failure to respond to peer comments.
Attendance	Never missed a class meeting.	One missed class meeting.	Two missed class meetings.	Three or more missed class meetings.
Extra-Classroom Participation	Engages online & after class discussion; poses questions.	Asks or answers questions online.	Completes mandatory online assignments	Incomplete online assignments; ignores online discussion.

Requirements & Grading:

Participation: 20%

Midterm Paper (1000-1300 Words): 20%

Final Paper (1000-1300 Words): 20%

Digital Communication Project (Based on Final Paper): 20%

Group Reports (4): 20%

- Group Reports include 400 – 800 words each
- At least one individual meeting to discuss paper II and digital communication projects is required

Writing Center:

Located on the second floor of Salisbury Labs (SL 233), the Writing Center is a valuable resource for helping you improve as a writer. Writing Center tutors are your peers (other undergraduate and graduate students at WPI) who are experienced writers themselves and who enjoy helping others tackle writing challenges. Although a single tutoring session should never be seen as a quick fix for any writing difficulty, these sessions can help you identify your strengths and weaknesses, and teach you strategies for organizing, revising, and editing your course papers, projects, and presentations. Writing Center services are free and open to all WPI students in all classes, and

tutors will happily work with you at any stage of the writing process (early brainstorming, revising a draft, polishing sentences in a final draft). Visit the Writing Center website <wpi.edu/+writing> to make a 45 minute appointment.

Office of Disability Services:

The Office of Disability Services (ODS) coordinates accommodation service and provides advocacy and support to assist students with documented physical, learning, sensory, psychological, developmental, and other disabilities in achieving their full potential. The office strives to foster an environment that supports and encourages self-advocacy, independence, and personal growth. Visit <https://www.wpi.edu/student-experience/resources/disability-services> for more information

Course Schedule

Week 1. Animal Rights Today: Assessing the Debate

- Oct. 23: No assigned readings
- Oct. 26: -DeGrazia, D. 2002. *Animal Rights: A Very Short Introduction*. Oxford University Press.

Week 2. The Place of Politics, Archives, and History

- Oct. 30: -Singer, P. 1975. *Animal Liberation*. HarperCollins. [Chapter 1: All Animals Are Equal ...]
- Sanbonmatsu, J., 2011. *Critical Theory and Animal Liberation*. Rowman & Littlefield. [Introduction]
- Nussbaum, Martha C. Introduction: What are animal rights? In Sunstein, Cass R., and Nussbaum, Martha C. (Eds). 2005. *Animal Rights: Current Debates and New Directions*. Oxford University Press.
- Nov. 2: -Groups pick one of the following:
- Boggs, C. 2011. Corporate Power, Ecological Crisis, and Animal Rights. In Sanbonmatsu, J., 2011. *Critical Theory and Animal Liberation*. Rowman & Littlefield.
- Tortorici, Z. 2018. *Sins against Nature: Sex and Archives in Colonial New Spain*. Duke University Press. [Chapter 4: To Deaden the Memory: Bestiality and Animal Erasure]
- Singer, P. 1975. *Animal Liberation*. HarperCollins. [Chapter 5: Man's Dominion]

Class does not meet this day: Groups must watch and discuss one of the films listed on Canvas. Full transcript of the discussion must be posted on the Canvas discussion board by Monday 11:00pm.

Groups submit Report I

Week 3. Exhibition: Modernity and Global Otherness

Nov. 6: - Rothfels, N. 2002. *Savages and Beasts. The Birth of the Modern Zoo*. The Johns Hopkins University Press. [Introduction: Entering the Gates + Chapter 1: Gardens of History + Conclusion: When Animals Speak]

- Groups nominate additional reading for Friday

Nov. 9: - S. Pooley. 2013. No Tears for the Crocodile: investigating calls for the extermination of the Nile crocodile in Zululand, South Africa, to c.1958. In W. Beinart, K. Middleton, S. Pooley (ed.s), *Wild Things: Nature and the Social Imagination*. White Horse Press.

Groups pick one of the following:

- Rothfels, N. 2002. *Savages and Beasts. The Birth of the Modern Zoo*. The Johns Hopkins University Press. [Chapter 2: Catching Animals + Chapter 3: “Fabulous Animals”: Showing People + Chapter 4: Paradise]

-Miller, I. 2013. *The Nature of the Beasts: Empire and Exhibition at the Tokyo Imperial Zoo*. University of California Press. [Introduction: Japan’s Ecological Modernity + Chapter 1: Japan’s Animal Kingdom + Chapter 6: Pandas in the Anthropocene + Epilogue: The Sorrows of Ecological Modernity]

-Armstrong, S. J. and Botzler, R. G. 2017. *The Animal Ethics Reader*. Routledge. [Part Eight: Zoos and Aquariums]

Groups submit Report II

Week 4. Experimentation: Biotech and Biomedical Research

Nov. 13: No assigned readings

Midterm Paper due

Groups nominate additional reading for Friday

Nov. 16: Groups pick one of the following:

-Rader, K. 2004. *Making Mice. Standardizing Animals for American Biomedical Research, 1900-1955*. Princeton University Press.
[Introduction: Why Mice?]

- Orland, B. 2003. Turbo-Cows: Producing a Competitive Animal in the Nineteenth and Early Twentieth Centuries. In Schrepfer, S. and Scranton, P. (Eds.) *Industrializing Organisms: Introducing Evolutionary History*. Routledge.

- Tiago Saraiva. 2016. *Fascist Pigs: Technoscientific Organisms and the History of Fascism*. MIT Press [Chapter 4: Pigs: The Bodenständig Scientific Community in Nazi Germany]

-Funes-Monzote, R. 2016. The Rise and Fall of Dairy Cows in Socialist Cuba. *Global Environment* 9.

- Groups submit Report III

Groups nominate additional reading for Tuesday

Week 5. Eating: Violence and Invisibility

Nov. 20: -Pachirat, T. 2011. *Every Twelve Seconds. Industrialized Slaughter and the Politics of Sight*. Yale University Press. [Chapter 3: Kill Floor]

Groups pick one of the following:

-Singer, P. 1975. *Animal Liberation*. HarperCollins. [Chapter 3: Down on the Factory Farm ...]

- Carruthers, J. 2008. Wilding the farm or farming the wild"? The evolution of scientific game ranching in South Africa from the 1960s to the present, *Transactions of the Royal Society of South Africa*, 63:2, 160-181.

-Grandin, T. 2017. Thinking Like Animals + A Major Change. In Armstrong, S. J. and Botzler, R. G. 2017. *The Animal Ethics Reader*. Routledge.

Week 6. Ethology: Politics of Cognition

Nov. 27: Panksepp, J. 1998. *Affective Neuroscience: The Foundations of Human and Animal Emotions*. Oxford University Press. [Part I: Conceptual Background + Affective Neuroscience: History and Major Concepts]

Groups nominate additional reading for Friday

Nov. 30: Groups pick one of the following:

-Despret, V. 2016. *What Would Animals Say if We Asked the Right Questions?* University of Minnesota Press. [C for Corporeal: Is it all right to urinate in front of animals?]

- Pack, Adam. 2015. *Experimental Studies of Dolphin Cognitive Abilities.*
+ Au et al. *Visions of the Future.* In Herzing, D. and Johnson, C. (Eds.) *Dolphin Communication and Cognition. Past, Present, and Future.* MIT Press.

- Panksepp, J. 2010. *Affective neuroscience of the emotional BrainMind: evolutionary perspectives and implications for understanding depression.* *Dialogues Clin. Neurosci.* 12, 533–545.

Draft Final Paper and Digital Communication Project Due

Week 7. Human/Nature Rights: Democratization Across Species

Dec. 4: -Johnson II, P. D., and Nagy, K. (Eds.) 2013. *Trash Animals. How we live with nature's filthy, feral, invasive, and unwanted species.* University of Minnesota Press [Introduction]

-Haraway, D. 2016. *The Companion Species Manifesto. Dogs, People, and Significant Otherness.* In Haraway, D. *Manifestly Haraway.* University of Minnesota Press.

-Pellow, D. 2014. *Total Liberation. The Power and Promise of Animal Rights and the Radical Earth Movement.* University of Minnesota Press. [Chapter 5: The Green Scare: State Repression of Liberation Movements]

Groups nominate additional reading for Friday

Recommended:

Singer, P. 1975. *Animal Liberation.* HarperCollins. [Chapter 6: Speciesism Today ...]

Dec. 7: Groups pick one of the following:

- Home, C., Bhatnagar, Y. V. and Vanak, A. T. (2018), *Canine Conundrum: domestic dogs as an invasive species and their impacts on wildlife in India.* *Anim Conserv*, 21: 275-282. + Vanak, A. T. and Home,

C. (2018), Unpacking the 'canine conundrum'. *Anim Conserv*, 21: 289-290.

-Pooley, S. 2014, Invasion of the Crocodiles, In McCalman, I. and Frawley, J. (Eds.) *Rethinking Invasion Ecologies from the Environmental Humanities*. Routledge.

- Shapiro, B. 2015. *How to Clone a Mammoth: The Science of De-Extinction*. Princeton University Press. [Prologue and Chapter 1: Reversing Extinction.]

-Derby. L. 2013. Trujillo, the Goat: Of Beasts, Men, and Politics in the Dominican Republic. In Few, M. and Tortorici, Z. (Eds.) *Centering Animals in Latin American History*. Duke University Press.

-Twardek, W., Peiman, K., Gallagher, A. J., and Cooke, S. 2017. Fido, Fluffy, and wildlife conservation: The environmental consequences of domesticated animals. *Environ. Rev.* 25: 381-395.

Groups submit Report IV

Week 8: The place of Rights in Conservation and Social Justice

Dec. 11: No assigned readings
Dec. 14: Final project presentations