Catalog Description:

Prerequisite: acceptance to the University Honors Program, or consent of instructor and Honors Director. How and when did animals come to be distinguished from humans? What other kinds of relationships to/with animals might we develop? What does the representation of animals in cultural productions suggest about the world views of the producers and consumers of those productions? This course engages with these and other related questions through in-depth study of the interdisciplinary field of Critical Animal Studies. Students engage with key articles, films, and books in Critical Animal Studies, and produce their own creative and critical projects in response. Discussion-based seminar. (Offered as needed.) 3 credits.

Course Learning Outcomes:

Students will

- understand what the most significant issues, texts, and authors are in the interdisciplinary field of Critical Animal Studies, in keeping with Honors Program Learning Outcome a’s call for developing a starting point for intellectual exploration (see below)
- learn to engage with scholarly work in Critical Animal Studies orally, in writing, and using New Media, in keeping with Honors Program Learning Outcome d’s emphasis on the development of effective communication skills (see below)
- develop nuanced critical and creative interdisciplinary analyses of a variety of cultural artifacts through the application of terminology, perspectives, and texts from the field of Critical Animal Studies, in keeping with Honors Program Learning Outcome b’s on focus on analysis and synthesis and Honors Program Learning Outcome c’s attention to the application of interdisciplinary understandings (see below)

Honors Program Learning Outcomes:

Upon completing a course in the University Honors Program students will have:

a. Obtained a starting point for integrative exploration of the development of cultures and intellectual achievements through a variety of disciplinary and interdisciplinary perspectives;

b. Sharpened their ability to critically analyze and synthesize a broad range of knowledge through the study of primary texts and through engagement in active learning with fellow students, faculty, and texts (broadly understood);
c. Understood how to apply more integrative and interdisciplinary forms of understanding in the advancement of knowledge and in addressing complex challenges shaping the world;
d. Developed effective communication skills, specifically in the areas of written and oral exposition and analysis.

GE Learning Outcomes:
- Artistic Inquiry: Composes critical or creative works that embody or analyze an artistic form
- Ethical/Values Inquiry: Articulates how values and ethics inform human understanding, structures, and behavior
- Written Inquiry: Provides students an intensive course in academic writing at the first-year or intermediate level according to demonstrated competence, with attention to media-based composing and delivery. All GE WI courses are rhetorically based, focusing on the ways language is used to negotiate social, educational and intellectual relationships in various contexts, to a range of audiences.

Content:
This course immerses students in the new, inter-disciplinary, exciting, and rapidly expanding field known as Critical Animal Studies. The word "critical" here indicates a desire to distinguish this new work from traditional "animals rights" discourses and activism.

How and when did animals come to be distinguished from people? What other kinds of relationship to/with animals might we develop? What does the representation of animals in cultural productions suggest about the world views of the producers and consumers of those productions? In order to engage these and other questions, students will read work by some of the major Critical Animal Studies scholars, compare these theoretical texts with animal studies themes in films and literature, and produce their own critical and creative analyses of and responses to these texts, as well as their own original "animal studies" texts. This is a discussion-based class, and students are expected to participate actively in all seminar discussions. Other course requirements including careful critical reading of all assigned texts, leading a class discussion with a colleague, keeping a reading blog, and developing a research-based critical or creative culminating final project.

Current Required Texts:
Books:
- Albee, Edward. The Goat, or Who is Sylvia?
- Berger, John. Why Look at Animals?
- Haraway, Donna. The Companion Species Manifesto
- Swift, Jonathan. Gulliver's Travels

Articles:
- Ahuja, Neel. "Postcolonial Critique in a Multispecies World"
- Armbruster, Karla. "Into the Wild: Response, Respect, and the Human Control of Canine Sexuality and Reproduction"
- Benston, Kimberly W. "Experimenting at the Threshold: Sacrifice, Anthropomorphism, and the Aims of (Critical) Animal Studies"
- Berns, Gregory. "Dogs are People, Too"
- Braidotti, Rosi. "Animals, Anomalies, and Inorganic Others"
- Dekoven, Marianne. "Why Animals Now?"
- Griffin, Susan M. "Understudies: Miming the Human"
- Heise, Ursula K. "The Android and the Animal"
- McHugh, Susan. "Literary Animal Agents"
- Rothvels, Nigel. "Zoos, the Academy, and Captivity"
- Wolfe, Cary. "Human, All Too Human"

Films:
- Cote, Denis, dir. Bestiaire.
- Penn, Sean, dir. Into the Wild.

Instructional strategies:
1. Seminar-style discussion will be a central component of the course. Students are expected to read all texts carefully and critically and to engage in vigorous class discussions about the texts and the issues they raise.
2. Regular writing will be an important vehicle by which students demonstrate and reflect on their engagement with the readings and their own growing understanding of the field of Critical Animal Studies (see Scholarly Blog below).
3. Student-facilitated discussion of selected texts (see Collaborative Discussion Leaders below).
4. Students will also engage in independent outside research. They will get feedback on drafts of their work from colleagues and from the instructor so that they may revise their work based on that feedback. (See Final Project below).

Methods of Evaluation:
1. Scholarly Blog:
   a. Students will keep a "Critical Animal Studies" reading blog throughout the semester.
   b. Students will reflect on the readings and on their growing understanding of the field of critical animal studies, and respond to classmates' blog posts.
   c. The instructor will also respond to student blog posts, provide each student with a mid-semester prose evaluation of their blogs-in-progress, and assign letter grades to the blogs at the end of the semester.
2. Collaborative Discussion Leaders:
   a. Pairs of students will take turns leading class discussions of assigned texts throughout the semester. Discussion leaders will research their assigned author and text ahead of time, and prepare questions and discussion points for class members.
b. The instructor will assign each presentation pair a letter grade after the discussion, accompanied by a prose evaluation of the pair's performance.
c. The instructor will also discuss the strengths and weaknesses of discussion leaders' performance in class in order to enable improvement in the discussion protocol over the course of the semester. For this reason, discussion leaders in the latter part of the semester will be held to a higher standard than those assigned dates early in the semester.

3. Final Project:
   a. Each student will develop a substantial, research-based critical or creative final project in any medium or genre that addresses an issue or text in the field of Critical Animal Studies in depth using independent research
   b. Students will receive feedback on drafts of their final projects from the instructor and from colleagues during whole-class peer workshops
   c. The instructor will assign a letter grade for and provide a prose evaluation of each final project.
   d. Students will be encouraged to present final projects at the Student Research and Creative Activities Fair

Chapman University Academic Integrity Policy:
The course syllabus should include the following statement:
Chapman University is a community of scholars which emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated anywhere in the university

Students with Disabilities Policy:
The course syllabus should include the following statement:
In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the term. The University, through the Center for Academic Success, will work with the appropriate faculty member who is asked to provide the accommodations for a student in determining what accommodations are suitable based on the documentation and the individual student needs. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

Equity and Diversity:
Chapman University is committed to ensuring equality and valuing diversity. Students and professors are reminded to show respect at all times as outlined in Chapman’s Harassment and Discrimination Policy: http://tinyurl.com/CUHarassment-Discrimination. Any violations of this policy should be discussed with the professor, the Dean of Students and/or otherwise reported in accordance with this policy.

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