**GSST 147: Feminist Animal Studies**

**Spring, 2019**

R 1:10-4

INTN 2043

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INTS 2033A

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**Course Description**

This course examines the complex relationships between human and non-human animals from a feminist perspective. The course introduces students to the core contributions of feminist scholars to the field of animal studies. We will examine the social construction of non-human animals and the human/animal boundary from critical and feminist perspectives with particular attention to issues of non-human animal sentience and animal rights. We will explore the connections between patriarchy, anthroparchy, white supremacy, settler colonialism, and capitalism, and will consider how animal studies provides important insights into systems of inequality that enable some forms of life to thrive and others to suffer.

**Course Goals**

We will work together to:

* Develop an understanding of core ideas within the field of feminist animal studies;
* Explore the relationship between the exploitation of animals and of people;
* Analyze the connections between speciesism and human “-isms,” including sexism and racism;
* Recognize the structural and cultural practices that contribute to the dominant human view of animals as a resource for human exploitation;
* Understand the particular salience of animal studies for feminist activists and theorists;
* Practice engaging with ideas that are unfamiliar or even unsettling with an open mind;
* Engage in active and collaborative learning;
* Refine skills in active reading, critical thinking, and verbal and written expression.

**Course Materials**

There is one required book for this course, which is available new and used through Amazon.com and which is available for 24-hour loan on reserve at the UC Rivera library:

Gillespie, Kathryn. 2018. *The Cow with Ear Tag #1389.* Chicago: University of Chicago

Press.

All other readings are available as PDF files on our course iLearn site.

**Graded Components**

Your grade will be comprised of several components, each of which is worth a set number of points. Details on each component can be found below. The total number of points for the course is 100. It is your responsibility to monitor your progress on iLearn, where grades will be posted as we complete various activities.

Course project progress report and bibliography: 5 points

Questions for Katharine Gillespie: 5 points

Course project paper: 25 points

 Participation: 20 points

 Mid-term take-home: 20 points

 Final take-home: 25 points

**Evaluation of Student Progress**

***Course Project:***

Each student will engage in original research examining the relationships between human animals and a specific non-human animal species using a feminist lens. About half way through the quarter, students will submit a progress report with a bibliography including at least three scholarly sources.

***Mid-term and Final Tests****:*

Students will complete two assessments of understanding of course material through take-home tests. Each test will be made available on iLearn about ten days before the deadline and will involve responding to a series of short essay questions. You can expect to write about 8 double-spaced pages for each test, and will need to have completed assigned readings to respond to the questions.

***Participation:***

This is a seminar-style class in which attendance and engagement are critical not just for your own learning experience, but for that of your peers, as well. Please arrive to class on time and prepared to discuss the readings assigned for the week. Such preparation requires active reading—including notetaking on the readings. Please note that your participation points are based on participation, not attendance alone. This means that you come to class engaged and prepared, ready to discuss material and interact with me and your peers.

Because we meet only once per week, missing even a single class meeting means you will be missing a lot. I expect you to be here each week. Should you unavoidably miss a class, please provide me with written and specific verification from a relevant professional (e.g., doctor, religious leader, funeral home director, etc.) to explain your absence. Vacation plans, conflicts with work, romantic crises, minor ailments, oversleeping, and speeding tickets are NOT legitimate excuses for missing class. Class absences will seriously jeopardize your grade in the course. If a circumstance arises that makes it difficult for you to attend each class, please see me immediately so that we can determine whether and how you can complete the course.

**Course Policies**

* Late submission of tests or papers can only be arranged with written documentation of a legitimate conflict. Please expect to lose 4 points for each day a test or paper is late, beginning at the time specified for submission.
* Please note that late arrivals and early departures count as absences. We will take a break mid-way through each session; if possible, please avoid leaving the classroom other than during our break.
* Both feminism broadly and feminist animal studies stress the importance of accessing our human capacities for empathy. It’s hard to empathize with someone if you aren’t paying attention to them. To that end, this classroom is a LIMITED ELECTRONICS ZONE. You may use a laptop or tablet to reference course readings and your reading notes during our discussions. However, you should refrain from using cell phones or using your computer for non-course-related activity. This is done to reduce distractions for *all* students. Students who violate this policy may be asked to leave the classroom and will be considered absent for that day.
* I will post updates and materials via iLearn. It is YOUR responsibility to have an email address linked to iLearn and to read and respond as needed to iLearn posts.
* UCR is committed to providing equitable access to learning opportunities for all students. The Student Disability Resource Center is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the SDRC to arrange a confidential discussion regarding equitable access and reasonable accommodations. Remember, accommodations are your legal right! In the same vein as the University’s commitment to equal educational access, I am dedicated to cultivating a classroom environment and exercising instruction that is as accessible as possible to all students. I invite you to discuss your unique learning needs with me if you would like to do so to see if I may also assist in supporting your learning. Student Disability Resource Center, 125 Costo Hall, phone: (951) 827-4538, sdrc@ucr.edu https://sdrc.ucr.edu/
* Students who violate university standards of integrity are subject to disciplinary sanctions, including failure in the course and suspension from the university. Since dishonesty in any form harms the individual, other students, and the university, I strictly enforce policies on academic integrity. I expect that you will familiarize yourself with UCR’s Standards of Student Conduct, available on line at [http://conduct.ucr.edu/Policies/Grounds+for+Discipline.htm](http://conduct.ucr.edu/Policies/Grounds%2Bfor%2BDiscipline.htm). Lying, cheating, and/or plagiarizing may result in an F in the course, as well as in disciplinary action through the university.
* Incomplete grades are available only in exceptional circumstances and only if a student has completed more than half of the required material with a grade of C or higher.

**Classroom Climate**

This class is likely to challenge some of our foundational beliefs about non-human animals, human animals, and feminism. As we work through these challenges, the classroom should be a respectful learning environment for all of us. This does not mean we will always all feel comfortable. Debate and disagreement are central to active and critical learning. However, please be advised that all students are expected behave respectfully towards each other and differing points of view. Our collective goal is to engage in meaningful and productive discussion and debate without demeaning or belittling one other or one other’s ideas. Students who are disruptive, distracting, or disrespectful may be asked to leave. I encourage you to “stay with the trouble” (in the words of one of the authors we will be reading this quarter, Donna Haraway) and examine discomfort when it arises.

Some elements of the course, including course readings and videos, may be disturbing to you. We will read about and see graphic images of violence against non-human animals and sometimes also against human animals, including descriptions of slaughter, caging, butchering, and rape. I encourage you to work through feelings of discomfort, disgust, fear, shame, and/or other feelings that arise for you. Why do you find something we are reading/watching/talking about shocking? How does this image or language challenge your thinking? Where do your feelings come from? Some of our readings specifically compare violence against non-human animals to violence against women and people of color. If any element of the course is causing you increased or unusual emotional distress, please consult with me outside of class and if needed seek support at the Counseling Center or other relevant student services (e.g., Women’s Resource Center, LGBT Resource Center) or resources (friends, family members, therapist, etc.).

**Course Website**

Our course website can be found through iLearn. It is your responsibility to make sure you can access iLearn with a compatible browser and an Internet connection and that the e-mail address linked to iLearn is your current e-mail address. I may occasionally tinker with our reading plan, and will send relevant announcements about course changes and activities via iLearn.

**Course Schedule**

April 4: Introduction and Overview

* Waldau, Paul. 2013. Introduction to *Animal Studies* [recommended]

April 11: Seeing Animals

* Gillespie, Kathryn. 2016. “Witnessing Animal Others: Bearing Witness, Grief, and the Political Function of Emotion.” *Hypatia* 31 (3): 572-588.
* Dave, Naisargi N. 2014. “Witness: Humans, Animals, and the Politics of Becoming.” *Cultural Anthropology* 29(3): 433-456.
* Haraway, Donna. 2008. “Crittercam: Compounding Eyes in Naturecultures.” Chapter 9 in *When Species Meet*. Minneapolis: University of Minnesota Press.
* Taylor, Sunaura. 2017. “Ableism and Animals.” Pages 58-81 in *Beasts of Burden: Animal and Disability Liberation*. New York: New Press.

April 18: What a Nice Piece of Meat! Feminism & Anthropatriarchy I

* Adams, Carol J. 2010. “The Rape of Animals, the Butchering of Women.” From *The Sexual Politics of Meat*. London: Bloomsbury.
* Calvo, Erika. 2008. “‘Most Farmers Prefer Blondes:’ The Dynamics of Anthroparchy in Animals’ Becoming Meat.” *Journal for Critical Animal Studies* 6(1); 32-45.
* Kheel, Marti. 2004. “Vegetarianism and Ecofeminism: Toppling Patriarchy with a Fork.” In Steve F. Sapontzis (ed.), *Food for Thought: The Debate Over Eating Meat*, 327-341. Amherst, NY: Prometheus Books.
* Kemmerer, Lisa. 2011. “Factory Farming and Females.” In *Sister Species: Women, Animals, and Social Justice*, edited by Lisa Kemmerer and Carol J. Adams*.* Urbana-Champagne: University of Illinois Press.

April 25: What a Nice Piece of Meat! Feminism & Anthropatriarchy II

* Adams, Carol J. 2010. “Masked Violence, Muted Voices.” From *The Sexual Politics of Meat*. London: Bloomsbury.
* Adams, Carol J. 2010. “For a Feminist-Vegetarian Critical Theory” and “Destabilizing Patriarchal Consumption.” From *The Sexual Politics of Meat*. London: Bloomsbury.
* Dunham, Delicia. 2010. “On Being Black and Vegan.” In *Sistah Vegan,* edited by A. Breeze Harper. Brooklyn: Lantern.
* Moore, Thea. 2010. “To Eat or Not To Eat.” In *Sistah Vegan,* edited by A. Breeze Harper. Brooklyn: Lantern.

May 2: Intersections of Race, Class, Gender & Sexuality

* Deckha, Maneesha. 2002. “Towards a Postcolonial Posthumanist Feminist Theory.” *Hypatia* 27(3): 527-545.
* Kim, Claire Jean. 2015. *Dangerous Crossings: Race, Species, and Nature in a Multicultural Age.* (selections)
* Course project progress report & preliminary bibliography due at the start of class

May 9: Animal Personhood and Commodification

* Nast, Heidi. 2006. “Loving…Whatever: Alienation, Neoliberalism, and Pet-Loving in the 21st Century.” *ACME* 5 (2): 300-326.
* Rasmussen, Claire. 2017. “Nonhuman Legal Personhood.” Pages 299-315 in *Gender: Animals*, edited by Juno Salazar Parreñas. Farmington, MI: Cengage.
* Siebert, Charles. “Should a Chimp Be Able to Sue Its Owner?” *New York Times* April 23, 2014.
* Take-home test #1 due by 5pm on Friday, May 10 via email as WORD documents only to katja@ucr.edu AND uploaded to SafeAssign.

May 16: Inside Industrial Animal Agriculture

* Gillespie, Kathryn. *The Cow with Ear Tag #1389.* Chapters 1-5.

May 23: Inside Industrial Animal Agriculture

* Gillespie, Kathryn. *The Cow with Ear Tag #1389.* Chapters 6-10.
* Submit TWO thoughtful questions for Prof. Katharine Gillespie to Prof. Guenther via email by 5pm, Monday, May 20th.

May 30: Feminism and Anti-Speciesism

* Solomon, Daniel Allen. 2017. “Laboratory Animals.” Pages 85-101 in *Gender: Animals*, edited by Juno Salazar Parreñas. Farmington, MI: Cengage.
* Terry, Jennifer. 2000. “‘Unnatural Acts’: The Scientific Fascination with Queer Animals.” *Gay and Lesbian Quarterly* 6(2): 151-193.
* Blue, Gwendolyn and Melanie Rock. 2011. “Trans-Biopolitics: Complexity in Interspecies Relations.” *Health* 15: 353-368.

June 6

* Gaarder, Emily, 2011. “Where the Boys Aren’t: The Predominance of Women in Animal Rights Activism.” *Feminist Formations* 23(2): 54-76.
* Drew, Ain. “On Being a Sistah at PETA.” In *Sister Vegan,* edited by A. Breeze Harper. Brooklyn: Lantern.
* Potts and Armstrong. 2018. “Vegan.” Pages 395-409 in *Critical Terms for Animal Studies*, edited by Lori Gruen. Chicago: University of Chicago Press.
* Lauren Ornelas. 2011. “An Appetite for Justice.” *Sister Species.*
* Course project paper due at the start of class today

Exam week

* Second take-home test due by 5pm on Wednesday, June 12th via email as a WORD document to katja@ucr.edu AND via Safe Assign.