



Topics in Animal Studies: Keeping Animals¹

ANST-UA 600 - Spring 2017

We interact with nonhuman animals in a great variety of ways, including many captive settings. We live with animals, share space with them, exert control upon them, and keep them in many different sorts of places and contexts, from our houses to circuses, from zoos to wildlife reserves, from farms to labs, from streets to parks. These relationships range from domestication, use, control or defense to peaceful coexistence, protection, companionship or friendship. The course aims to investigate the intricacies of these many ways of *keeping animals* both from empirical and ethical standpoints, and the underlying ethics of captivity (of both humans and nonhumans). Do animals have moral standing? Do they have an interest in freedom? Are there relevant distinctions among the animals that we keep? What are good justifications for keeping them captive? The materials draw from social and natural sciences, arts and humanities, and philosophy.

Time: W 5:00-7:30pm – **Place:** 25W4, C-18

Instructor: Nicolas Delon

Email: nd746@nyu.edu

Office: 285 Mercer, 10th floor, #1006

Office hours: Book a slot here goo.gl/Otl38l or email to make an appointment

The **required textbook** for this class is **Lori Gruen, *The Ethics of Captivity*** (Oxford 2014). Available at the NYU Bookstore, in the course reserve at Bobst, and **ONLINE** via NYU libraries. Further readings will be made available online during the semester.

¹ **IMPORTANT:** this syllabus is subject to change without notice before the start semester. You will be notified of further updates during the semester. Please check for updated versions on NYU Classes.

Grading

The course is meant to foster careful reading and analysis of both empirical and philosophical subjects, drawing from the resources, concepts and methods of many disciplines. You will be assessed on the basis of your demonstrated capacity to engage with arguments, verify assertions, research facts, unpack implicit assumptions, and critically examine your own views. These skills can only be achieved with your collaboration, including active participation and timely submission of assignments. The grading criteria are: structure, organization and coherence; grasp and use of references and course materials; critical skills; clarity in writing.

- **Tests** (40%): 2 quizzes (multiple-choice questions) (20% total) and a take-home exam (short essay questions) (20%). Tests cover all course materials up until test day. No finals.
- **Collaborative project** (20%): group oral presentation and a personal 1,000 word description of your contribution. Projects will be assigned early in the semester. We will discuss the projects, requirements and presentations in class.

Small groups (3-4 max) will give a 15-20 minute presentation investigating and discussing (the accuracy, importance, and impact of) a recent debate in the press, the media, or the literature surrounding an issue addressed in class; OR an advocacy campaign, whether from a government agency, a public health actor, a private company, activists, or a nonprofit. Groups will meet mid-course in class and will present their project to the rest of the class; feedback is encouraged. Mid-course meeting(s) will not be graded but are mandatory. Criteria of assessment mirror those for papers with oral presentation substituted for writing. Creative, innovative, multimedia formats are encouraged.

- **Paper** (20%): one 2,000-word take-home paper on a topic of your choice, either not discussed in class or that you would like to explore further or from a different perspective.

You can submit outlines and early drafts in advance. Your grade will depend in part on your ability to incorporate feedback. I will gladly answer methodological questions (either briefly by email or more substantially during office hours). Students can choose their own topic but need to consult with me and have it approved early on, or they can choose one of the suggested prompts.

Recommended: Jim Pryor's guides to philosophical terms and methods, reading philosophy, and writing a philosophy paper, available here:

<http://www.jimpryor.net/teaching/vocab/index.html>

<http://www.jimpryor.net/teaching/guidelines/reading.html>

<http://www.jimpryor.net/teaching/guidelines/writing.html>

Criteria of assessment:

Structure, organization, coherence (25%).

Grasp of references and course materials: how you locate and report theses, arguments and concepts used in the texts (25%).

Critical skills and originality: grasp of criticisms made by others and ability to formulate personal criticisms based on valid arguments and accurate facts (25%).

Writing: grammar, spelling, clarity, terminological accuracy (25%).

- **Responses** (10%): each student will closely analyze the readings scheduled for one class and post a 1-page outline/comment on NYU Classes at least 24h before class; other students are required to post brief responses online (not graded).
- **Attendance and participation** (10%): Missing more than one class without permission will negatively impact your grade (*email me in advance and bring a note to class*). You must arrive on time, consult with me promptly to make up for missed assignments, and you are solely responsible for catching up with missed materials and information. **Active participation** is critical (weekly discussion on course website and class participation). Class activities (debates, policy-making, advocacy, journalism simulations) will be organized. Students will be assessed according to their demonstrated capacity to engage with arguments, verify assertions, research facts, unpack implicit assumptions, and critically examine their own positions. Students must come prepared with their copies of the weekly readings and textbook, personal notes and questions.
- **Extra credit (details TBA)** – a 1,000 word book review of Irus Braverman, *Wild Life* OR David Grazian, *American Zoo* OR Kimberley Smith, *Governing Animals*.

Grading scale: Your final letter grades will be computed according to the following scale. Grades that fall exactly on the upper threshold are awarded the higher grade:

94-100 A	73<77 C
90<94 A-	70<73 C-
87<90 B+	67<70 D+
83<87 B	63<67 D
80<83 B-	60<63 D-
77<80 C+	0 <60 F

Policies

- **Laptops** use is tolerated *exclusively* for note taking. Please disable your internet connection during class time. They will be banned for everyone if they cause any distraction. **Cell phones** must be on silent and left in your bag.
- If you need **special accommodations regarding attendance and assignments**, I am happy to assist, but please let me know *in advance*.
- **Disability Disclosure Statement**

Academic accommodations are available to any student with a chronic, psychological, visual, mobility, learning disability, or who is deaf or hard of hearing. Students should please register with the Moses Center for Students with Disabilities at [212-998-4980](tel:212-998-4980).

NYU's Henry and Lucy Moses Center for Students with Disabilities

726 Broadway, 2nd Floor, New York, NY 10003-6675

Telephone: [212-998-4980](tel:212-998-4980) - Voice/TTY Fax: [212-995-4114](tel:212-995-4114) - Web site: <http://www.nyu.edu/csd>

- **Plagiarism** and other forms of academic dishonesty will be checked for and may result in failure for the class and referral to an academic dean. They include: copying fragments from any source without quotes or references; not citing every source used in your papers; citing internet information without proper citation; presenting someone else's work as your own; or copying verbatim from any source. See NYU CAS policy on Academic Integrity: <http://cas.nyu.edu/page/ug.academicintegrity>.
- **Late Papers/Extensions:** Out of fairness to other students, extensions are only granted in exceptional circumstances **and** if requested **at least a week in advance**. Otherwise late papers will lose 10 grade points (/100) per day.

Provisional weekly schedule

All readings are mandatory and available on NYU Classes, online via NYU libraries or in the textbook.

Introduction: Welcome! (1/25)

The New Yorker, Killing Animals at the Zoo
[see link on NYU classes]

Animals, cognition, ethics (2/1)

Gruen, 'Why animals matter'
DeGrazia, 'The harms of confinement, suffering and death'
Jones, 'Science, sentience, animal welfare'

The ethics of captivity (2/8)

Textbook, chapter 10
Gruen, 'Dilemmas of captivity'

Zoos and entertainment (2/15) - QUIZ 1

Textbook, chapter 14
Jamieson, 'Against Zoos'
Grazian, *American Zoo* (selections)
Braverman, *Zooland* (selections)

Domestication (2/22)

DeMello, 'The domestication of animals'
Ingold, 'From trust to domination'
Serpell, 'Of pigs and pets'

Legal rights and personhood (3/1)

SCREENING: Unlocking the Cage

Wise, 'One step at a time'
Textbook, chapter 2

EXAM DUE ; class activity (3/8)

3/13-19 Spring recess

Farming (3/22)

Wolfson & Sullivan, 'Foxes in the hen house'
Gruen, 'Eating animals'
Pollan, 'The ethics of eating meat'

Sanctuaries (3/29) – CLASS CANCELLED – QUIZ 2 rescheduled -> 4/5

Textbook, chapters 6 and 13
Donaldson & Kymlicka, 'Farmed animal sanctuaries: The heart of the movement'

Companion animals (4/5) – QUIZ 2

Serpell, 'Pet keeping and animal domestication'
Textbook, chapters 1 and 9
Herzog, 'Pet-o-philia'

Laboratories (4/12) – PAPER DUE

Textbook, chapter 11
Herzog, 'The moral status of mice'

Sports (w/ Brendan Parent) (4/19)

Readings TBA
+ Group projects workshop

Urban animals (4/26)

Jerolmack, *The Global Pigeon* (selections)
Angelo & Jerolmack, 'Nature's looking-glass'
Donaldson & Kymlicka, *Zoopolis* (selections)

Group presentations (5/3)