# Course Change Proposal

**Form A**

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Academic Organization (Department): SOC</th>
<th>Date: 10 March 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSIS</td>
<td></td>
<td>Submitted by: Kevin Wehr</td>
</tr>
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<tr>
<th>Type of Course Proposal:</th>
<th>Department Chair: Jud Landis</th>
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**New X Change Deletion**

<table>
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<tr>
<th>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <em>X</em> No <em>X</em></th>
</tr>
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<tbody>
<tr>
<td>For Catalog Copy: Yes <em>X</em> No</td>
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<tr>
<td>CCE (Extension): Yes <em>X</em> No <em>X</em></td>
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</tbody>
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**This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):**

If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.

<table>
<thead>
<tr>
<th>Yes <em>X</em> No</th>
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**Change to:**

<table>
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<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.): Soc 139</th>
<th>Title: Animals in Society</th>
<th>Units: 3</th>
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**JUSTIFICATION:**

The sub-discipline of "animals and society" is an up-and-coming field of investigation and teaching within Sociology. The subsection of the American Sociological Society has over 300 members engaged in a wide variety of teaching and research. This field of inquiry, however, is not currently represented in the catalog of course offerings. This course will fill a gap in the Sociology Department's curriculum, and offer additional intellectual diversity to Sociology Majors and General Education students.

**NEW COURSE DESCRIPTION:** (Not to exceed 80 words, and language should conform to catalog copy. See [http://www.csus.edu/umanual/acad.htm - Guidelines for Catalog Course Description](http://www.csus.edu/umanual/acad.htm - Guidelines for Catalog Course Description))

Examines social relationships between humans and animals (as pets, companions, workers, entertainers, and as food. Analyzes the representations of animals. Studies our relationships with animals both on the level of social groups and as individuals. Applies sociological approaches to the study of human-animal relationships, including the social movements around animal rights.

**Note:**

**Prerequisite:**

| Enforced at Registration: Yes _X_ No |
|-----------------------------|----------------------------------|

**Corequisite:**

| Enforced at Registration: Yes _X_ No |
|------------------------------------|----------------------------------|

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<tr>
<th>Graded: Letter <em>X</em> Credit/No Credit</th>
<th>Instructor Approval Required? Yes <em>X</em> No</th>
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<tbody>
<tr>
<td>Course Classification: Lecture</td>
<td>Title for CMS: Animals and Society</td>
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**Cross Listed?**

| Yes _X_ No |

If yes, do they meet together and fulfill the same requirement, and what is the other course.

**How Many Times Can This Course be Taken for Credit? 1**

| Can the course be taken for Credit more than once during the same term? Yes _X_ No |
|------------------------------------------|----------------------------------|

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FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: "Students will be able to: 1), 2), etc." See the example at http://www.csus.edu/acaf/example.htm

Students will be able to: 1) develop a familiarity with the theories and methods of the social sciences in understanding the importance of animals in society as well as individual human relationships with animals, 2) to enhance understandings of the role and function of animals in major social institutions, to explore the roles of individuals and social groups in shaping experience, and 3) to provide perspectives on human-animal relationships from other cultures and backgrounds, including the contributions of non-Western cultures, women, and ethnic groups.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

**READING RESPONSE PAPERS** (one every other week, 7 total) [Addresses learning outcomes 1, 2, and 3]

The reading response papers are designed for students to respond to the readings and lectures in a concise format of two pages. They are to include relevant material from the readings. Papers will be graded based on the critical insight offered, on mastery of the material, and on creativity of presentation. Reading response papers will be turned in via sacCT. The reading response component will constitute 25% of the final grade.

**QUIZZES** (one per week, 14 total) [Addresses learning outcomes 1, 2, and 3]

Each student is required to take a quiz on sacCT before class on Monday. The quiz will always be short (5 to 10 minutes will be ample to complete the questions), and will always focus only on the readings. Students who do not complete the quiz before class will fail that quiz. The quiz will be locked out at midnight on Sunday. The quiz component will constitute 25% of the final grade.

**EXAMS** (midterm and final) [Addresses learning outcomes 1, 2, and 3]

The midterm and final exams will cover readings, lectures, and class discussions. They will consist of multiple-choice questions, short answer questions, and at least one essay question. Each exam will constitute 25% of the final grade.

**CLASS PARTICIPATION** [Addresses learning outcomes 1, 2, and 3]

Though difficult to measure, class participation in discussion is required. Participation entails a) showing up, b) active listening, and c) offering comments (at least occasionally, hopefully on a regular basis). Students will be graded up for more participation, but will also be graded down for reading in class, doing homework in class, emailing or text messaging, or otherwise being "non-present." Final grades will be assessed based on the standard grade scale: A=90-100; B=80-89; C=70-79; D=60-69; F=<60.

**For whom is this course being developed?**

- Majors in the Dept. _X_  
- Majors of other Depts _X_  
- Minors in the Dept _X_  
- General Education _X_  
- Other _X_  

If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes _X_  

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). _None_

**The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.**

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

**Signatures:**

- **Department Chair:** [Signature]  
  **Date:** 4/21/09

- **College Dean or Associate Dean:** [Signature]  
  **Date:** 4/22/09

- **CPSP (for school personnel courses ONLY):** [Signature]  
  **Date:**

- **Associate Vice President and Dean for Academic Programs:**

**Distribution:** Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

9/10/2008
Sociology 139 Animals and Society
pets, companions, workers, entertainers, food

Kevin Wehr
453d Amador 278.4277
Open hours 2-3 M/W
kwehr@csus.edu
www.csus.edu/soc/kwehr

Course Catalog Description: Examines social relationships between humans and animals (as pets, companions, workers, entertainers, and as food). Analyzes the representations of animals. Studies our relationships with animals both on the level of social groups and as individuals. Applies sociological approaches to the study of human-animal relationships, including the social movements around animal rights.

This is a General Education course in the area D2: Learning Objectives: develop a familiarity with the theories and methods of the social sciences in understanding the importance of animals in society as well as individual human relationships with animals; to enhance understandings of the role and function of animals in major social institutions, to explore the roles of individuals and social groups in shaping experience; and to provide perspectives on human-animal relationships from other cultures and backgrounds, including the contributions of non-Western cultures, women, and ethnic groups.

This course is about the social relations between animals, that is between human animals and other-than-human animals. Animals are an overwhelming presence in our lives, and yet we largely take them for granted. We do not often think about the many and varied roles that animals play in our lives—they are our pets, our companions, they work in service of people, they entertain us, and they fuel us as our food. They have become a part of our language, our families, our economy, and our leisure time. American’s attitudes and behavior towards nonhuman animals are often contradictory: some species we treat as children (e.g., dogs), others we eat (e.g., cows). In other cultures, the patterns are different. In China, for example, dogs are dumplings; in India, cows are sacred. This course will examine the many roles of animals in human society. It will examine how animals are socially constructed, it will analyze the representations of non-human animals, and study our relationships with animals both on the level of social groups and as individuals. We will apply sociological approaches to the study of human-animal relationships, from political-economic approaches, to cultural analyses, to social-psychological understandings. Finally, we will explore the social movement around animal rights. The course will ask students to examine the world with a critical eye from both a theoretical and empirical point of view: questioning assumptions and thinking creatively about analysis and explanation. Students will be evaluated based on several paper assignments, written class discussion responses, and weekly quizzes.

There are four required texts, available at the Hornet Bookstore, and one required reader, available online on sacCT. A copy of the reader and the text will also be on reserve at University Library. Please do not hesitate to contact me with any special needs that you might have, including, but not limited to accommodation in regards to ability or impairment.
Required Texts:
- Course reader (sacCT online).
- Peter Singer Animal Liberation. Ecco, 2002
- Leslie Irvine If You Tame Me: Understanding our connection with animals. Temple UP 2004
- Eric Schlosser Fast Food Nation. Perennial, 2002

Recommended Texts
- Matthew Scully Dominion: The power of man, the suffering of animals, and the call to action.
- Best and Nocella (eds) Terrorists or Freedom Fighters?: Reflections on the liberation of animals.

I. introduction
Week 1: why study animals?

II. animals as companions
Week 2: (Hu)man’s best friend
Arluke Regarding Animals:
Irvine If You Tame Me:
sacCT: Arluke “Associate Editor’s Introduction” and Shapiro “Editor’s Introduction.” Society and Animals.
Week 3: members of the family
Arluke Regarding Animals:
Irvine If You Tame Me:
sacCT: Alger “Cat Culture, Human Culture.”

III. animals as workers
Week 4: service animals
Arluke Regarding Animals:
Irvine If You Tame Me:
Week 5: farm animals
Arluke Regarding Animals:
Irvine If You Tame Me:

IV. animals as entertainers
Week 6: the circus
Arluke Regarding Animals:
sacCT: Preece and Chamberlain “Animals in Entertainment: Zoos, Aquaria and Circuses.”
Week 7: racing and fighting
Arluke Regarding Animals:
sacCT: Evans “Dogfighting: Symbolic Expression and Validation of Masculinity.

Midterm Exam

V. animals and language
Week 8: signs, symbols and talk about animals
sacCT: Alger and Alger “Symbolic Interaction Between Humans and Felines.”

VI. animals as food
Week 9: consuming meat, consuming culture
Schlosser FFN: 1-131
Week 10: the sexual politics of meat
sacCT: Adams “sexual politics of meat.”
Week 11: hunting and nature
Arluke Regarding Animals:
sacCT: Cartmill “The Bambi Syndrome.”

VII. animal rights?
Week 12: animal rights, animal law
Arluke Regarding Animals:
Irvine If You Tame Me:
sacCT: Solot “Untangling Animal Abuse.”
Week 13: animal liberation
Singer Animal Liberation (all)

VIII. people speaking for animals: social movements
Week 14: vegetarians, vegans, and slow food
Arluke Regarding Animals:
Week 15: the animal rights movements
Arluke Regarding Animals:
sacCT: Finsen “Why Animal Rights?”
Week 16: Conclusion
Final Exam as scheduled by Space Management
COURSEWORK COMPONENTS AND FINAL GRADES

The coursework components are designed to give you credit for attending class, thinking critically about the content of lectures and readings, and expressing these thoughts coherently. Final grades will be assessed based on the standard grade scale: A=90-100; B=80-89; C=70-79; D=60-69; F<60.

READING RESPONSE PAPERS (one every other week, 6 total)

The reading response papers are designed for you to respond to the readings and lectures in a concise format of two pages. You are to include relevant material from the readings. Papers will be graded based on the critical insight offered, on mastery of the material, and on creativity of presentation. Reading response papers will be turned in via sacCT. The reading response component will constitute 25% of the final grade.

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CLASS PARTICIPATION

Though difficult to measure, class participation in discussion is required. Participation entails a) showing up, b) active listening, and c) offering comments (at least occasionally, hopefully on a regular basis). Students will be graded up for more participation, but will also be graded down for reading in class, doing homework in class, emailing or text messaging, or otherwise being “non-present.”

PLEASE NOTE:

- **There is no need to explain your absence from lecture.**
- **Papers may be turned in during lecture only: no late papers, emailed papers, papers put in my mailbox, nor under my office door.**
- **Plagiarism is a very serious issue and will be dealt with firmly.**

It is expected that you will turn in your own work. Plagiarism includes, but is not limited to, quoting or paraphrasing without citation, using another student’s work from this semester or the past, using your own work from another class (either this semester or from the past), or using quotes or full papers from the internet. If you don’t know what plagiarism is, please go to <http://www.csus.edu/admbus/umanual/UMP14150.htm> to educate yourself. Above all, please act with integrity—do not risk your academic career, it’s not worth it.