

ANIMAL RIGHTS IN RELIGION, FILM & LITERATURE

Catharine Randall

Winter Term 2013
REL 37 (10A)
Open to all students
Dist: TMV. WCult: W.

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Office hours: Tuesdays and Thursdays 9:30-10:00 and 12:00-12:30

Note: This course will satisfy one of the three electives required for the Ethics Institute minor requirement.

COURSE DESCRIPTION: This interdisciplinary, interfaith course looks at issues of ethics and religion in our environment as they are illustrated through the circumstances of flora and fauna today. Animal rights are discussed; animal advocacy is encouraged as part of the enduring heritage of the great teachings of many religions. Several films, fiction and nonfiction, and an ethics reader.

This is a seminar. Please come to class thoughtfully prepared to discuss.

Your choices for readings and reports will be divided into categories. You choose three from three different categories. One report will be oral (10 minutes each); two will be written (5 pages each). The text is a religion and ethics text. Many of the readings belong to the discussion disciplines of art, literature, film, religion, culture and so on. You need to summarize your choice and also show what it contributes, through its particular disciplinary perspective, to the discussion on animal rights and values.

We may have an activist visit and/or vegetarian meal that we prepare together. I welcome your suggestions and your assistance on organizing this option.

CLASS FORMAT: Normally, summary and discussion of assigned reading; presentations; "newsdesk" advocacy talks.*

* The second part of each class will be your advocacy opportunity ("Newsdesk"). Each week, scan the *New York Times*, the Internet, and any other reliable source to find information about what is going on in terms of the treatment of your animal. Bring copies of articles to share with all class members. Summarize article content in 5 minutes or less. Then we'll discuss the articles of most interest.

GRADING: 10% and 10% = 20% two written reports. Hand them in any time before March 1.

- 10% oral report. You are responsible for signing up on the schedule to present these throughout the semester—NOT all stacked up at the end of the term!
- 25% participation (including questions on other students' interview projects and Newsdesk*)
- 20% interview with environmental/animal rights activist (Greenpeace, Sierra Club, ASPCA), veterinarian, or related practitioner; report to the class: 15-20 minutes with feedback. Please make use of visuals, websites, other material you've obtained from your interviewee.
- 25% final essay—10-page paper integrating spiritual/ethical values perspective. This paper should build on the interview presented in class. The focus will be developed between the time that the interview is conducted and the final paper is written. Paper *must* be approved by professor prior to presentation. The paper should have both a theoretical and a practical component, and should take into consideration questions raised at the time that the interview is presented in class. The paper should begin by identifying one key issue, problem or concern arising from the interview (and/or this class). Research should be oriented toward recent-release publications addressing this key issue. The paper should both provide an overview of work already done in the field, as well as offer several suggestions as to how the problem might be solved. The interviewee may be consulted again, if such guidance would be helpful. Finally, the paper needs to take a stand as a "position paper." That stance should be clearly identified: e.g., is this a Buddhist approach? A socio-critical approach? An advocacy approach? What is the author's perspective on the problem? A bibliography should accompany the paper.

REQUIRED TEXTS:

- The Animal Ethics Reader*, 2nd ed. Susan Armstrong and Richard Botzler, eds. New York: Routledge, 2008. ISBN 978-0-415-77539-7.
- Sabatier, Paul. *The Life of St. Francis* [available free on the web].
- Eckhart, Meister. *Selected Writings*. Translated by Oliver Davies. New York: Penguin, 1994. ISBN 0140433430.
- Pollan, Michael. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin, 2007). ISBN 978-0-14-303858-0.
- Scully, Matthew. *Dominion: The Power of Man, the Suffering of Animals, and the Call to Mercy*. St. Martin's Press, 2002. ISBN 0-312-31973-8.
- Sewell, Anna. *Black Beauty*. Penguin Classics, 2008. ISBN 978-0-141-32103-5.
- Singer, Peter. *Animal Liberation: The Definitive Classic of the Animal Movement*. New York: HarperCollins, 2002. ISBN 0-06-001157-2.

Optional Field Trip to be arranged: Marsh-Billing Rockefeller Farm, Woodstock: Walk of farm facility and presentation "Spirituality and the Environment" by guide

SCHEDULE OF CLASSES:

Week 1, class 1: Introduction. Theriophily (philosophical perspective on worth of animals). Assigned Reading: Part Four of *Animal Ethics*, "Religious Perspectives": pp. 281-297; Scully,

Dominion, ch. 1, “The Things that Are”

Class 2: Dominion Theology. Andrew Linzey: what one practical thing can we choose to do by the end of the term to bring about God’s Holy Mountain (Isaiah)?

Assigned Reading: Part Four of *Animal Ethics*, “Animals for Food”: pp. 219-280; *Dominion*, ch. 6, “Deliver me from my Necessities”

Week 2, Class 1: Sign up for article presentations. Discussion of assigned readings from “Animals for Food” and “Deliver me from my Necessities”. Issue of Anthropomorphism
A.R. Scully, *Dominion*; Singer, *Animal Liberation* (pt. 1)

Class 2: Film: "Seabiscuit" as example of anthropomorphism.
A.R. *Black Beauty*

Week 3, Class 1: Discussion of film “Seabiscuit” and *Black Beauty* in relation to the film. Can animals evoke a “higher self” in us? Discussion of *Black Beauty* (called the "Uncle Tom's Cabin" of animal rights). Formation of the ASPCA. Our relationships with Domesticated Animals. Animals as vehicles for understanding social context. ? Article presentation

A.R. Part Nine in *Animal Ethics*, “Animal Companions”: pp. 543-583; *Dominion*, ch. 5, “The Laws”

Class 2: Discussion of “Animal Companions” readings and “The Laws”
A.R. Part Seven in *Animal Ethics*, “Ethics and Wildlife”: pp. 439-489.
Assignment: *The Omnivore's Dilemma*

Week 4, Class 1: Film: “The Cove”
Article presentation

A.R. Part Eight, *Animal Ethics*, “Zoos and Aquariums”: pp. 497-534

Class 2 “Instinct or Altruism? Discussion of “The Cove” and documented dolphin altruism. Discussion of reading on “Ethics and Wildlife”. Discussion of pt. 1, *The Omnivore's Dilemma*; A.R. *Dominion*, ch. 4 “Riches of the Sea”

Week 5, Class 1: Discussion of “Riches of the Sea”. Confinement Issues. “Natural habitat” issues. Discussion of “zoos and aquariums” readings in context of zoo experience. Discussion of second part of *The Omnivore's Dilemma*
Article presentation

A.R. *Dominion*, ch. 3, “Matters of Consequence”. Out-of-class viewing of *Food, Inc.*
Write a three-page paper talking about the issues raised in *Food, Inc.* as they illustrate *The Omnivore's Dilemma*.

Class 2: Film: Documentary: *The Madonna of the Mills*
A.R. Part Six in *Animal Ethics*, “Animals and Biotechnology”: pp. 371-432

Week 6, Class 1: Discussion of *The Madonna of the Mills* Paradoxical involvement of

Menonites in puppy-mill phenomenon. Discussion of “Animals and Biotechnology” readings and “Matters of Consequence.” Sharing of perspective papers on *Food, Inc.*

Article presentation _____

A.R. Part Three in *Animal Ethics*, “Primates and Cetaceans”: pp. 151-210; *Dominion*, ch. 7, “Nature and Nature’s God”

Class 2: Discussion of “Primates and Cetaceans” readings, “Nature and Nature’s God”

Article presentation _____

Article presentation _____

A.R. *Dominion*, ch. 2, “The Shooting Field”

Week 7, Class 1: Film: “Grizzly Man”

A.R. Part Two in *Animal Ethics*, “Animal Capacities: Pain, Emotion, Consciousness”: pp. 71-142; *Dominion*, ch. 8 “Justice and Mercy”

Class 2: Discussion of *Grizzly Man*. Discussion of “Animal Capacities” and “Justice and Mercy,” “The Shooting Field.” What right (if any) do we have to tamper with what is “Wild”? Coyote hunts in Rye, New York and Central Park and mustang round-ups out West, wolf shoots in Alaska’...

Article presentation _____

Article presentation _____

A.R. W. S.Mervin (new American’s Poet Laureate): “Lemuel’s Lament” (handout on Blackboard); *The Life of St. Francis*

Week 8, Class 1: Discussion of W. S.Mervin, “Lemuel’s Lament.” Homo Homini Lupus (Man is a Wolf to . . .). Do we distort nature’s model? Is man also a wolf to Nature? (the James Watt model). St. Francis and the Wolf of Gubbio.

Article presentation _____

Article presentation _____

A.R. work on your interviews!

Class 2: Film “Wild Horses and Renegades”

A.R. Part Ten in *Animal Ethics*, “Animal Law/Animal Activism,” pp. 589-633; also view website www.theamericanwildhorse.com

Week 9, Class 1 Discussion of Mustang and of “Wild Horse, Wild Ride” (or “Buck”)” Wild Horse” website

Discussion of “Animal Law/Animal Activism” readings. How does Advocacy differ from Activism? Which might you choose?

Article presentation _____

A.R. Part Five in *Animal Ethics*, “Animal Experimentation”: pp. 303-363

Class 2: Discussion of “Animal Experimentation” readings. Cloning and biotechnology: the Dolly issue and chimeras.

What other models are proposed, might we envision, for treating animals, the environment, ourselves and others, differently?

Article presentation _____

A.R. Part One in *Animal Ethics*, "Theories of Animal Ethics": pp. 19-61; Selected sermons of Meister Eckhard

Week 10, Class 1: God's Holy Mountain (Isaiah): How can we restore harmony in our relationships with animals, nature and ourselves? What has our investigation taught us? How have animals spoken, offered us models, advice, warnings? Review of "Theories of Animal Ethics" readings. Discussion of Meister Eckhart.

A.R. be sure to have your interview done and ready to present!

Class 2: Final Class: Presentations of Student interviews and critiques; final papers due

REPORT SELECTIONS:

Your choices are not limited to this list. You may suggest another source to the professor.

Religion/Spirituality:

Kowaleski, Gary. *The Bible According to Noah: Theology as if Animals Mattered*. (New York: Lantern Books, 2001). ISBN 1-930051-32-8

The Bible (The Book of Job; Isaiah, et. al.)

Kohanov, Linda, *The Tao of Equus*

Pacelle, Wayne, *The Bond: Our Kinship with Animals, Our call to Defend Them*

Kaufman, Stephen. *Good News for all Creation: Vegetarianism as Christian Stewardship*

Tuttle, Will. *World Peace Diet: Eating for Spiritual Health and Social Harmony*

Linzey, Andrew, and Dorothy Yamamoto, *Animals on the Agenda* (Chicago: University of Illinois Press, 1998). ISBN 0-252-06761-4

Animal Studies/Activism:

Meloy, Ellen. *Eating Stone: Imagination and the Loss of the Wild*. New York: Vintage, 2005. ISBN 10-4000-3177-x [this would be good during the Wildness unit]

Turner, Jack. *The Abstract Wild*. (Tucson: The University of Arizona Press, 1996). ISBN 0-8165-1699-5 [I hope someone will present on this during our "Wildness" unit]

Amory, Cleveland, *Man Kind?: Our Incredible War on Wildlife* (New York: Harper and Row, 1974).

Singer, Peter. *Animal Liberation*

Legal Studies:

Regan, Tom. *The Case for Animal Rights*. Berkeley: University of California Press, 2004. ISBN 0-520-24386-2 [I hope someone will present on this when we are discussing the very controversial ideas of Peter Singer]

Sunstein, Cass and Martha Nussbaum, *Animal Rights: Current Debates and New Directions*. New York: Oxford University Press, 2004. ISBN 0-19-530510-8

Wise, Steven. *Rattling the Cage: Toward Legal Rights for Animals*. (New York: Perseus, 2000). ISBN 0-7382-0437-4

Scruton, Roger. *Animal Rights and Wrongs*.

Non-fiction:

Rivas, Mim Eichler. *Beautiful Jim Key: The Lost History of the World's Horse*. (New York: Harper, 2006). ISBN 978-0-06-056704-0

_____, *The Zookeeper's Wife*

Schlosser, Eric. *Fast Food Nation*

Culture Studies:

Stuart, Tristram. *The Bloodless Revolution: A Cultural History of Vegetarianism from 1600 to Modern Times* (New York: Norton, 2006). ISBN 978-0-393-33064-9

Joy, Melanie. *Why we Love Dogs, Eat Pigs and Wear Cows An Introduction to Carnism*

Baur, Gene. *Farm Sanctuary: Changing Hearts and Minds about Animals and Food*

Fiction/animal stories:

Mickle, Shelly. *Barbaro* (Aladdin Books, 2007). ISBN 1-416-4865-1

Amory, Cleveland, *The Cat Who Came for Christmas* (New York: Penguin, 1987). ISBN 0-14-011342-8

Gruen, Sara. *Water for Elephants*. 2010

Gruen, Sara. *Ape House*

Sinclair, Upton. *The Jungle*

Glaispell, Susan, "A Jury of Her Peers"

Johnston, Devin. *Creaturely, and other Essays* (Turtle Point Press). ISBN 978-1-933527-22-2
The Story of Edgar Sawtelle

Children's literature:

Burford, Sheila. *The Incredible Journey*. Random House. ISBN 0440413249

Rawlings, Marjorie Kinnan. *The Yearling*. (New York: Simon and Schuster, 1988). ISBN 0020449315

White. E. B. *Charlotte's Web*. ISBN: 0-06-44055-7

Williams, Margery. *The Velveteen Rabbit*. 1922. ISBN 0-385-07725-4

Poetry:

Oliver, Mary. *House of Light: Poems* (Boston: Beacon Press, 1990). ISBN 0-8070-6811-x.

Art/Film:

The Wild Parrots of Telegraph Hill (documentary, 2005)

Buck (documentary)

Secretariat

Winged Migration (documentary)

Fly Away Home

Free Willy

The Whale Rider

The Cave of Forgotten Dreams (documentary)

Dumbo

Bambi

Queen of the Sun: What are Bees Telling Us? (documentary, 2011)

Nenette: A Film about an Orangutan, 2010
One Lucky Elephant (documentary, 2011)
The Temple Grandin Story (PBS documentary, 2010)

Science:

Budiansky, Stephen, *If a Lion Could Talk: Animal Intelligence and the Evolution of Consciousness* (New York: Free Press, 1998).
Budiansky, *The Nature of Horses*
Moussaieff Masson, Jeffrey. *When Elephants Weep: The Emotional Lives of Animals*. (Delta, 1995).

Music/Dance:

The Lion King
Aaron Copeland, *The Red Pony*
Cirque du Soleil productions

Food/Vegetarian/Locavore:

Alice Waters, *Chez Panisse Cookbook*
The Future of Food (two-part documentary)

Students with disabilities enrolled in this course and who may need disability-related classroom accommodations are encouraged to make an appointment to see me before the end of the second week of the term. All discussions will remain confidential, although the Student Accessibility Services office may be consulted to discuss appropriate implementation of any accommodation requested.

Student Accessibility Services (<http://www.dartmouth.edu/~accessibility/facstaff/>)