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Module Introduction

This is a 15 credit module taught in the spring term.

1. Content

The relationship between humans and other animals has received increased scholarly attention since the turn of the 21st century culminating in sociological study groups in the United Kingdom, United States, Australia, and elsewhere in the 2010s. In the shadow of climate change, increasing concerns with human health crises related to animal-based diets and zoonotic diseases, and ethical concerns with the treatment of Nonhuman Animals used for food, medicine, clothing, and companionship, the sociological field of animal studies only grows in importance to the discipline, the public, and policymakers.

The study of Nonhuman Animals is also sociologically relevant given the prominence of Nonhuman Animals in both the material foundations and the ideological underpinnings of human societies. Leading economic modes of production which have shaped human society have been and continue to be animal-based. This structural arrangement not only creates dramatic consequences for Nonhuman Animals, but also relate to enduring sociological areas of inquiry including socialization, progress and development, poverty, racism, sexism, environmental quality, and social movements. In short, animality as a category relates to the social construction of humanness and also poses an important yet overlooked case study in structural oppression as it relates to Nonhuman Animals themselves.

This course will begin with an overview of the social constructedness of 'animal' and 'human' as well as the historical relationships between humans and other animals. This course will also examine the conditions of Nonhuman Animals in contemporary societies. Lastly, we will examine how our current relationships with other animals (both material and ideological) relate to human-experienced inequalities.

2. Intended Subject Specific Learning Outcomes

On successfully completing this module you will be able to:

- Think critically and sociologically about human relationships with other animals
- Recognize intersections with Nonhuman Animals and other oppressed human groups
- Develop skills in understanding and evaluating current policies, social movements, and societal values pertaining to other animals

3. Intended Generic Learning Outcomes

On successfully completing this module you will be able to:

- Improve your oral communication skills through participation in seminars
- Refine your written communication skills, including the structuring of an original argument, through the writing of one 1,500-word essay

- Critically consider your relationship with other animals through the writing of one 1,500-word auto-ethnography
- Develop the ability to read closely and critically, and to apply a range of critical terms to literary texts;
- Hone your ability to think critically about sociological concepts
- Understand how to apply theory to analysis
- Demonstrate library-based study skills

Assessment and Feedback

4. Assessment

a) General

Assessment	Deadline
1,500 Word Auto-ethnography (50%)	Monday February 12, 2024
1,500 Word Essay (50%)	Thursday April 4, 2024

b) Seminar Participation

Students are expected to attend all seminars and participate regularly in each session. Should a student need to miss a seminar, they should alert the module leader prior to their absence, or, in the case of an emergency, within a timely manner as appropriate. Quality participation in seminar requires lecture attendance and a thorough reading of assigned materials prior to the seminar meeting.

c) Auto-ethnography

At mid-term, students will be required to present submit one typed essay critically analyzing their personal relationship with other animals. The project is worth 50% of the module assessment and will be 1,500 words. See Appendix for instructions and assessment criteria.

d) Essay

At the end of the semester, students will be required to present submit one typed essay in response to one of several possible prompts. The essay is worth 50% of the module assessment and will be 1,500 words. See Appendix for full instructions, essay questions, and assessment criteria.

e) Inclusive Module Design

Alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

- i) Accessible resources and curriculum
- ii) Learning, teaching and assessment methods

f) Reassessment Methods

100% essay

5. Return of Coursework

All feedback will be available online via Moodle.

Coursework will be marked within three working weeks of the submission deadline. However, on occasions, due to unforeseen circumstances, this may not be possible in the event of this the Module Convenor will inform you if there is to be any delay. Emails will be sent to alert students of feedback availability. In addition to individual feedback, the convenor will offer general feedback to the class.

Please read the feedback carefully as the markers' comments provide useful guidance on ways your work could be improved for your exam. Feel free to contact your module convenor if you would like the marker to clarify or elaborate these comments.

6. Submission of Coursework

All coursework for this module must be submitted online via Moodle (Turnitin) by 3pm on the day of the deadline as a Word or PDF document. Apple documents are not an accepted format by the Turnitin system.

Work not submitted by the deadline will be classed as a Non-Submission.

Coursework submission inboxes are located within the activities section of the Moodle pages for the module.

We do not require hard copies.

If you encounter any technical problems when making your submission please contact the computer helpdesk (01227 824999) or follow this link to the Universities E-Learning Page: <https://www.kent.ac.uk/elearning/turnitin/index.html?tab=information-for-students>

Minor Concessions

Extensions or Late Submissions are known as Minor Concessions and will only be granted in exceptional circumstances. The grounds on which minor concessions are approved can include medical, personal and/or accidental factors that make it difficult for the deadline to be met.

Requests without supporting evidence will not be authorised.

Requests for coursework extensions must be submitted as early as possible. Requests can be made through Kent Vision or through the LSSJ UG Student Support:

lssjugstudenthelp@kent.ac.uk.

Late Submissions

In rare circumstances, late submissions may be an option where you have been unable to apply for a Minor Concession in advance (i.e. where you have failed to submit work, resulting in being awarded a mark of zero). The grounds for late submissions will be the same as when applying for an extension.

Requests without supporting evidence will not be authorised. Requests can be made through Kent Vision or through the LSSJ UG Student Support: lssjugstudenthelp@kent.ac.uk.

The SSPSSR Student Support Team are bound by University guidelines, therefore we cannot guarantee your request will be approved.

Return of Coursework/Receiving Feedback

All feedback will be available online via Moodle.

Coursework will be marked within three working weeks of the submission deadline. In the event that this may not be possible due to unforeseen circumstances, the Module Convenor will notify you.

Please read the feedback carefully as the markers comments provide valuable guidance on how to improve your work for future submissions. If you would like the marker to clarify or elaborate on the feedback, please do contact them directly.

Academic Support

7. Additional resources

There is a wide range of support available for SSPSSR students such as the [Student Learning Advisory Service](#) (for resources and workshops), the [Assignment Survival Kit](#), and the [Academic Integrity website](#).

8. School and University Policy on Avoiding Plagiarism

What is Plagiarism?

Detailed information is available on the University Academic Integrity website (<https://www.kent.ac.uk/ai/students/whatisplagiarism.html>). Plagiarism is a form of academic misconduct. Plagiarism may be committed in a number of ways, including:

- Copying another person's work or ideas. This includes copying from other students and from published or unpublished material such as books, internet sources, paper mills, computer code, designs or similar
- Submitting previously submitted or assessed work of your own without attribution
- Submitting work solicited from (or written by) others (including AI)
- Failing to adequately reference your sources
- Taking computer code, diagrams, charts or images without referencing.

Plagiarism and **duplication of material**, as defined below, are cited in the regulations as examples of breaches of General Regulation V.3:

- Plagiarism: Reproducing in any work submitted for assessment or review (for example, examination answers, essays, project reports, dissertations or theses) any material derived from work authored by another without clearly acknowledging the source
- Duplication of material: Reproducing in any submitted work any substantial amount of material used by that student in other work for assessment, either at this University or elsewhere, without acknowledging that such work has been so submitted

If you use someone else's work, you must acknowledge your original source or sources:

- in the body of your work (in-text referencing or citation) AND
- linking your citations to your list of works cited (also reference list or bibliography).

More information is available at the Academic Integrity website:

<https://www.kent.ac.uk/ai/styleguides.html>.

Learning Resources

9. Moodle

This Module has a Moodle page where you will find detailed information about the module, essay submissions, notices and more. Lecture recordings and supplementary readings will be found here.

Module Organisation

10. Organisation and Content

Week	Lecture topic
24	Introduction
25	The Social Construction of Species
26	Nonhuman Animals in Modern Society
27	Animals, Sex and Gender
28	Independent Study Week
29	Animals, Class and Colonialism
30	Animals, Race and Ethnicity
31	Animals and the Environment
32	Animal Agriculture, Alternative Food Systems, and Veganism
33	Animal Rights in Victorian England
34	Animal Rights in the 20 th and 21 st centuries
35	Course Review and Essay Preparation

Week 24: Introduction: Sociology and the Animal Turn

In our first week, we will cover the basic elements of the sociological study of Nonhuman Animals and society, human/nonhuman relations, and the rise of Critical Animal Studies in the sociological discipline. Although Nonhuman Animals are central to human food systems, ecosystems, foodways, families, and more, it was not until the 21st century that the discipline began to seriously consider these relationships. In this module, we survey the most pressing questions and contentions currently engaged in this emerging field.

Core reading:

- Peggs, K. 2012. "Sociology and Animals." Pp. 1-15, in *Animals and Sociology*. London: Palgrave Macmillan. ISBN: 978-0230292581.

Additional reading:

- Cudworth, E. 2011. *Social Lives with Other Animals*. London: Palgrave Macmillan. ISBN: 978-0230241510.
- DeMello, M. 2012. *Animals and Society: An Introduction to Human-Animal Studies*. New York, NY: Columbia University Press. ISBN: 978-0231152952.
- Irvine, L. 2004. *If You Tame Me: Understanding Our Connection with Animals*. Philadelphia, PA: Temple University Press. ISBN: 978-1592132416.
- Nibert, D. 2002. *Animal Rights, Human Rights: Entanglements of Oppression and Liberation*. New York, NY: Rowman & Littlefield. ISBN: 978-0742517769.
- Taylor, N. and R. Twine. 2015. *The Rise of Critical Animal Studies: From the Margins to the Centre*. London: Routledge. ISBN: 978-0415858571.
- Torres, B. 2006. *Making a Killing: The Political Economy of Animal Rights*. Thousand Oaks, CA: AK Press. ISBN: 978-1904859673.
- Taylor, N. 2013. *Humans, Animals, and Society*. New York, NY: Lantern Books. ISBN: 978-1590564233.
- Tovey, H. 2003. "Theorising Nature and Society in Sociology: The Invisibility of Animals." *Sociologia Ruralis* 43 (3): 196-215. DOI: 10.1111/1467-9523.00241.
- York, R. and S. Longo. 2015. "Animals in the World." *Journal of Sociology* 53 (1): 32-46. DOI: 10.1177/1440783315607387.

Week 25: The Social Construction of Species

In this module, we will examine the symbolic categories of “animal” and “species” as social constructions which normalize a human-privileging social hierarchy, define what it means to be human, and delineate social visibility. The socially constructed boundary between humans and other animals is achieved through a variety of material, cultural, and ideological means which vary across historical and regional points. This module will spotlight social psychological theories, critical media studies, and historical processes of animalization.

Core reading:

- Stewart, K. and M. Cole. 2016. “The Creation of a Killer Species: Cultural Rupture in Representations of ‘Urban Foxes’ in UK Newspapers.” Pp. 124-137, in *Critical Animal and Media Studies*, Almiron, N., M. Cole, and C. Freeman (Eds.) London: Routledge. ISBN: 978-1138842267.

Additional reading:

- Arluke, A. and C. Sanders. 1996. “The Human Point of View.” Pp. 9-40, in *Regarding Animals: Animals, Culture, and Society*. Philadelphia, PA: Temple University Press. ISBN: 978-1566394413.
- Boom, K. et al. 2012. “‘Pest’ and Resource: A Legal History of Australia’s Kangaroos.” *Animal Studies Journal* 1 (1): 17-40. URL: <https://ro.uow.edu.au/cgi/viewcontent.cgi?article=1005&context=asj>.
- Carter, B. and N. Charles. 2011. *Human and Other Animals*. London: Palgrave Macmillan. ISBN: 978-1349319695.
- Chiles, R. and A. Fitzgerald. 2016. “Why is Meat So Important in Western History and Culture?” *Agriculture and Human Values* 35 (1): 1-17. DOI: 10.1007/s10460-017-9787-7.
- Cohen, M. and Y. Otomo. 2017. *Making Milk: The Past, Present and Future of Our Primary Food*. New York, NY: Bloomsbury Academic. ISBN: 978-1350116320.
- DeMello, M. 2012. *Animals and Society: An Introduction to Human-Animal Studies*. New York, NY: Columbia University Press. ISBN: 978-0231152952.
- Herzog, H. 2010. *Some We Love, Some We Hate, Some We Eat: Why It’s So Hard to Think Straight About Animals*. New York, NY: HarperCollins. ISBN: 978-0061730863.
- Joy, M. 2011. “To Love or to Eat?” Pp. 11-21, in *Why We Love Dogs, Eat Pigs, and Wear Cows*. San Francisco, CA: Red Wheel Weiser. ISBN: 978-1590035016.
- Mason, J. 1993. *An Unnatural Order: Uncovering the Roots of Our Domination of Nature and Each Other*. New York, NY: Simon & Schuster. ISBN: 978-0671769239.
- Stewart, K. and M. Cole. 2014. *Our Children and Other Animals*. London: Ashgate. ISBN: 978-1138215719.
- Stibbe, A. 2001. “Language, Power and the Social Construction of Animals.” *Society & Animals* 9 (2): 145-161. URL: <https://www.animalsandsociety.org/wp-content/uploads/2015/11/stibbe.pdf>.
- Yates, R. 2004. *The Social Construction of Human Beings and Other Animals in Human-Nonhuman Relations*. Dissertation. University of Wales. URL: <http://e.bangor.ac.uk/10889/2/417226.pdf>.

Week 26: Nonhuman Animals in Modern Society

This module will examine the current experiences of Nonhuman Animals with a sociological examination of historical progress, the great social shift to modernity and capitalism, and more recent trends in postmodern thought. Due to physical and cultural barriers which work to normalize speciesism and invisibilize most Nonhuman Animal life and death, many humans know very little about the everyday lives and struggles of other animals. This module will survey the condition of Nonhuman Animals in food systems, pet-keeping, entertainment industries, scientific study, and so on.

Core reading:

- Nibert, D. 2003. 'Humans and Other Animals: Sociology's Moral and Intellectual Challenge.' *International Journal of Sociology and Social Policy* 23 (3): 4-25. DOI: 10.1108/01443330310790237.

Additional reading:

- Chen, P. 2016. *Animal Welfare in Australia*. Sydney: Sydney University Press. ISBN: 978-1743324738.
- Corbey, R. and A. Lanjouw. 2014. *The Politics of Species*. London: Cambridge University Press. ISBN: 978-1107434875.
- DeMello, M. 2012. "Display, Performance, and Sport" and "Animals and Science." Pp. 99-118 and pp. 171-178, in *Animals and Society: An Introduction to Human-Animal Studies*, 1st ed. New York, NY: Columbia University Press. ISBN: 978-0231152952.
- Foer, J. 2011. *Eating Animals*. New York, NY: Penguin. ISBN: 978-0141031934.
- Irvine, L. and L. Cilia. 2017. "More-than-Human Families: Pets, People, and Practices in Multispecies Households." *Sociology Compass* 11 (2): e12455. DOI: 10.1111/soc4.12455.
- Nibert, D. 2002. *Animal Rights, Human Rights: Entanglements of Oppression and Liberation*. New York, NY: Rowman & Littlefield. ISBN: 978-0742517769.
- Robbins, J. 2012. *Diet for a New America: How Your Food Choices Affect Your Health, Your Happiness, and the Future of Life on Earth*. Tiburon, CA: H.J. Kramer. ISBN: 978-0913299548.
- Rollin, B. 2006. *Animal Rights and Human Morality*. 3rd edition. Amherst, New York: Prometheus Books. ISBN: 978-1591024217.
- Singer, P. 2015. "Down on the Factory Farm...Or What Happened to Your Dinner When It Was Still an Animal." Chapter 3, in *Animal Liberation*. The Bodley Head Ltd. ISBN: 978-1847923844.
- Wilkie, R. 2010. *Livestock/Deadstock: Working with Farm Animals from Birth to Slaughter*. Philadelphia, PA: Temple University Press. ISBN: 978-1592136483.

Week 27: Animals, Sex and Gender

Nonhuman Animals have been foundational to the social construction of gender in human societies. For instance, masculinity is frequently informed by its oppressive relationship with other animals, while femininity is entangled with animality. These intersections also surface in advocacy on behalf of other animals, with women dominating anti-speciesist efforts and vegan/vegetarian demographics. Furthermore, human gender constructions are employed to shape the life outcomes of other animals. Dairy cows, for instance, are exploited based on their capacity to produce breastmilk and gendered notions surrounding the mystiques of maternity and caring consumption.

Core reading:

- Wrenn, C. L. 2017. "Toward a Vegan Feminist Theory of the State." Pp. 201-230, in *Animal Oppression and Capitalism*, edited by D. Nibert. Santa Barbara, CA: Praeger Press. ISBN: 0231151888.

Additional reading:

- Adams, C. 2000. *The Sexual Politics of Meat*. New York, NY: Bloomsbury. ISBN: 1501364405.
- Adams, C. 2015. *The Pornography of Meat*. New York, NY: Lantern Books. ISBN: 9781590565100.
- Adams, C. and J. Donovan. 1995. *Animals and Women: Feminist Theoretical Explorations*. Durham, NC: Duke University Press. ISBN: 0822316676.
- Adams, C. and L. Gruen. 2014. *Ecofeminism: Feminist Intersections with Other Animals and the Earth*. New York, NY: Bloomsbury. ISBN: 1628928034.
- Fraiman, S. 2012. "Pussy Panic versus Liking Animals: Tracking Gender in Animal Studies." *Critical Inquiry* 39: 89-115. DOI: 10.1086/668051.
- Gaard, G. 1993. *Ecofeminism: Women, Animals, Nature*. Philadelphia, PA: Temple University Press. ISBN: 0877229899.
- Gaarder, E. 2011. *Women and the Animal Rights Movement*. New Brunswick, NJ: Rutgers University Press. ISBN: 081354968X.
- Gambert, I. and T. Linné. 2018. "From Rice Eaters to Soy Boys: Race, Gender, and Tropes of 'Plant Food Masculinity.'" *Animal Studies Journal* 7 (2): 129-179. URL: <https://ro.uow.edu.au/asj/vol7/iss2/8/>.
- Greenebaum, J. and B. Dexter. 2018. "Vegan Men and Hybrid Masculinity." *Journal of Gender Studies* 27 (6): 637-648. DOI: 10.1080/09589236.2017.1287064.
- Wrenn, C. 2018. "Pussy Grabs Back: Bestialized Sexual Politics and Intersectional Failure in Protest Posters for the 2017 Women's March." *Feminist Media Studies* 19 (6): 803-821. DOI: 10.1080/14680777.2018.1465107.

Week 28: Animals, Class and Colonialism

Some scholars have argued that the category of “animal” has been essential to the otherizing process associated with colonialism and class hierarchies. Colonized and lower classed persons across the world have been likened to animals to justify their subjugation. Prior to colonization and the class system, it is believed that the cultural boundary between humans and other animals was more permeable and less fixed. Other scholars have further underscored the vital role of other animals by emphasizing how speciesist economies (such as the ‘fur’ trade and animal agriculture) have been the driving force to colonial and capitalist expansion. In addition to these topics, this module will also examine how power and status inform human relations with other animals, such as consumption patterns. Lower classed persons and colonized “others” continue to be controlled and manipulated by the dominant classes with regard to animal-based food and foodways.

Core reading:

- Wrenn, C. 2024. “Animalizing Appalachia: Sociology, Speciesism, and Classism.” *Journal of Appalachian Studies*. Forthcoming.

Additional reading:

- Alloun, E. 2019. “Veganwashing Israel’s Dirty Laundry? Animal Politics and Nationalism in Palestine-Israel.” *Journal of Intercultural Studies* 41 (1): 24-41. DOI: 10.1080/07256868.2019.1617254.
- Alves, A. 2017. “Giving Voice to Sentience: Nonhuman Animals and the Spanish Empire, 1492–1826.” *The Pakistan Journal of Historical Studies* 1 (2): 1-33. DOI: 10.2979/pjhs.1.2.01.
- Charles, N. and C. Wolkowitz. 2023. “ ‘Basically He’s a Pet, Not a Working Dog’: Theorising What Therapy Dogs Do in the Workplace.” *Work, Employment and Society*. [Online first](#). DOI: 10.1080/09644016.2021.1933842
- Cohen, M. and Y. Otomo. 2017. *Making Milk: The Past, Present and Future of Our Primary Food*. New York, NY: Bloomsbury Academic. ISBN: 9781350029965.
- Cowie, H. 2014. *Exhibiting Animals in Nineteenth-Century Britain: Empathy, Education, Entertainment*. London: Palgrave Macmillan. ISBN: 978-1-137-38444-7.
- Dalziell, J. and D. Wadiwel. 2017. “Live Exports, Animal Advocacy, Race and ‘Animal Nationalism.’” Pp. 73-89, in *Meat Culture*, edited by A. Potts. Leiden: Brill. DOI: 10.1163/9789004325852_005.
- Davis, J. 2013. “Cockfight Nationalism: Blood Sport and the Moral Politics of American Empire and Nation Building.” *American Quarterly* 65 (3): 549-574. DOI: 10.1353/aq.2013.0035.
- Davis, J. 2015. *Gospel of Kindness: Animal Welfare and the Making of Modern America*. Oxford: Oxford University Press. ISBN: 978-0199733156.
- Deckha, M. 2020. “Veganism, Dairy, and Decolonization.” *Journal of Human Rights and the Environment* 11 (2): 244-267. DOI: <https://doi.org/10.4337/jhre.2020.02.05>.
- Deckha, M. 2013. “Welfarist and Imperial: The Contributions of Anticruelty Laws to Civilization Discourse.” *American Quarterly* 65 (3): 515-548. DOI: 10.1353/aq.2013.0033.

- Dunn, K. 2019. "Kaimangatanga: Maori Perspectives on Veganism and Plant-based Kai." *Animal Studies Journal* 8 (1): 42-65. URL: <https://ro.uow.edu.au/asj/vol8/iss1/4/>.
- Few, M. and Z. Tortoici. 2013. *Centering Animals in Latin American History*. Durham, NC: Duke University Press. ISBN: 9780822353973.
- Foster, J. and B. Clark. 2018. "Marx and Alienated Speciesism." *Monthly Review*, 70 (7). Available from: <https://monthlyreview.org/2018/12/01/marx-and-alienated-speciesism/>
- Gaard, G. 2013. "Toward a Feminist Postcolonial Milk Studies." *American Quarterly* 65 (3): 595-618. DOI: 10.1353/aq.2013.0040.
- Hribal, J. 2003. "'Animals are Part of the Working Class': A Challenge to Labor History." *Labor History* 44 (4): 435-453. DOI: 10.1080/0023656032000170069.
- Loughnan, S., N. Haslam, R. Sutton, and B. Spencer. 2014. "Dehumanization and Social Class: Animality in the Stereotypes of 'White Trash,' 'Chavs,' and 'Bogans.'" *Social Psychology* 45 (1): 54-61. DOI: <https://doi.org/10.1027/1864-9335/a000159>.
- Robinson, M. 2010. "Veganism and Mi'kmaq Legends: Feminist Natives Do Eat Tofu." *The Scavenger*, November 13. Available from: <http://www.thescavenger.net/social-justice-sp-24912/animals/504-indigenous-veganism-feminist-natives-do-eat-tofu-237794.html>
- Saha, J. 2017. "Colonizing Elephants: Animal Agency, Undead Capital and Imperial Science in British Burma." *British Journal for the History of Science* 2: 169-189. DOI: 10.1017/bjt.2017.6.
- Wrenn, C. L. 2015. "Human Supremacy, Post-Speciesist Ideology, and the Case for Anti-Colonialist Veganism." Pp. 55-70, in *Animals in Human Society*, edited by D. L. Moorehead. Lanham, MD: University Press of America/Hamilton Books.

Week 30: Animals, Race and Ethnicity

As with classism and colonialism, animality has been central to the social construction of racial caste systems as well. Globally, projects of racialization have entailed animalization, such that human persons of colour are symbolically (and sometimes literally) treated as animals. Likewise, Nonhuman Animals as “nonhumans” are often racialized. For both humans and other animals, this racialization has serious consequences for their life outcomes. This module will highlight these processes as they have transpired in white-dominant nations such as the United States, the United Kingdom, and Ireland.

Core reading:

- Ko, A. and S. Ko. 2017. “By ‘Human,’ Everybody Just Means ‘White.’” Pp. 20-27, in *Aphro-Isms: Essays on Pop Culture, Feminism, and Black Veganism from Two Sisters*. New York, NY: Lantern. ISBN: 978-1590565551.

Additional reading:

- Boisseron, B. 2018. *Afro-Dog: Blackness and the Animal Question*. New York, NY: Columbia University Press. ISBN: 978-0231186643.
- Corbey, R. 2013. “Race and Species in the Post-World War II United Nations Discourse on Human Rights.” Pp. 67-76, in *The Politics of Species*, edited by R. Corbey and A. Lanjouw. London: Cambridge University Press. DOI: 10.1017/CBO9781139506755.008.
- Harper, B. 2010. *Sistah Vegan: Black Female Vegans Speak on Food, Identity, Health, and Society*. Brooklyn, NY: Lantern. ISBN: 978-1590561454.
- Harper, B. 2010. “Race as a ‘Feeble Matter’ in Veganism: Interrogating Whiteness, Geopolitical Privilege, and Consumption Philosophy of ‘Cruelty-Free’ Products.” *Journal for Critical Animal Studies* 8 (3): 5-27.
- Fielder, B. 2013. “Animal Humanism: Race, Species, and Affective Kinship in Nineteenth-Century Abolitionism.” *American Quarterly* 65 (3): 487-514. DOI: 10.1353/aq.2013.0047.
- Glick, M. 2013. “Animal Instincts: Race, Criminality, and the Reversal of the ‘Human.’” *American Quarterly* 65 (3): 639-659. DOI: 10.1353/aq.2013.0046.
- Johnson, L. 2018. “Introduction: Fugitive Humanism in African America.” Pp. 1-36, in *Race Matters, Animal Matters*. New York, NY: Routledge. ISBN: 978-1138954540.
- Stănescu, V. 2018. “‘White Power Milk’: Milk, Dietary Racism, and the ‘Alt-Right.’” *Animal Studies Journal* 7 (2): 103-128. URL: <https://ro.uow.edu.au/asj/vol7/iss2/7/>.
- Suzuki, Y. 2017. *The Nature of Whiteness: Race, Animals, and Nations in Zimbabwe*. Seattle, WA: University of Washington Press. ISBN: 978-0295999531.

Week 31: Animals and the Environment

Although Nonhuman Animals are stereotypically associated with “nature,” environmental studies frequently invisibilize their role in current climate change concerns. Frequently, only charismatic free-living species such as tigers and polar bears are considered, while the vast majority of the world’s sentient life goes ignored or is otherwise objectified as “natural resources.” The critical role that animal agriculture plays in the climate change crisis also remains underappreciated. This module will explore human relations with other animals as it impacts climate change as well as free-living nonhuman communities impacted by environmental degradation. Human/nonhuman relations in urban environments will be discussed as well.

Core reading:

- Bristow, E. and A. Fitzgerald. 2011. “Global Climate Change and the Industrial Animal Agriculture Link: The Construction of Risk.” *Society & Animals* 19: 205-224. DOI: 10.1163/156853011X578893.

Additional reading:

- Almiron, N., M. Rodrigo-Alsina, and Jose Moreno. 2021. “Manufacturing Ignorance: Think Tanks, Climate Change and the Animal-Based Diet.” *Environmental Politics* 31 (4): 576-597. DOI: <https://doi.org/10.1080/09644016.2021.1933842>
- Clark, J. 2012. “Ecological Biopower, Environmental Violence against Animals and the ‘Greening’ of the Factory Farm.” *Journal for Critical Animal Studies* 10 (4): 109-129. URL: <http://www.criticalanimalstudies.org/wp-content/uploads/2012/12/JCAS-Volume-10-Issue-4-2012.pdf>.
- Cole, M. 2016. “Getting (Green) Beef: Anti-Vegan Rhetoric and the Legitimizing of Eco-Friendly Oppression.” Pp. 107-123, in *Critical Animal and Media Studies*, edited by N. Almiron et al. New York, NY: Routledge. ISBN: 978-1138842267.
- Douglas, L. and D. Veríssimo. 2013. “Flagships or Battleships: Deconstructing the Relationship between Social Conflict and Conservation Flagship Species.” *Environment and Society* 4 (1): 98-116. DOI: 10.3167/ares.2013.040107.
- Fitzgerald, A. and D. Pellow. 2014. “Ecological Defense for Animal Liberation: A Holistic Understanding of the World.” Pp. 28-50, in *Defining Critical Animal Studies*, edited by A. Nocella et al. New York, NY: Peter Lang. ISBN: 978-1433121371.
- Fitzgerald, A. 2019. *Animal Advocacy and Environmentalism*. Polity Press.
- Gaard, G. 1993. *Ecofeminism: Women, Animals, Nature*. Philadelphia, PA: Temple University Press. ISBN: 978-0877229889.
- Munro, L. 2004. “Animals, ‘Nature’ and Human Interests.” Pp. 61-76, in *Controversies in Environmental Sociology*, edited by R. White. London: Cambridge University Press. DOI: 10.1017/CBO9780511804434.005.
- Pellow, D. 2014. *Total Liberation: The Power and Promise of Animal Rights and the Radical Earth Movement*. University of Minnesota Press.
- Stretesky, P. et al. “The Treadmill of Animal Abuse.” Pp. 106-128, in *The Treadmill of Crime: Political Economy and Green Criminology*. London: Routledge.
- Twine, R. 2023. “Where Are the Nonhuman Animals in the Sociology of Climate Change?” *Society & Animals* 31: 105-130. DOI:10.1163/15685306-bja10025

Week 32: Animal Agriculture, Alternative Food Systems, and Veganism

As was discussed in previous modules, animal agriculture is a major social institution in the modern age which bears critical consequences for human consumption, nonhuman welfare, environmental sustainability, public health, and more. This module will unpack the politics of animal agriculture, its global expansion, and efforts to combat it. In particular, alternative food systems, including veganism, will be critiqued as possible, if imperfect, solutions to the many social problems raised by industrial animal farming.

Core reading:

- Greenebaum, J. 2016. "Questioning the Concept of Vegan Privilege." *Humanity & Society* 41 (3): 355-372. DOI: 10.1177/0160597616640308.

Additional reading:

- Asher, K. and E. Cherry. 2015. "Home is Where the Food Is: Barriers to Vegetarianism and Veganism in the Domestic Sphere." *Journal for Critical Animal Studies* 13 (1): 66-91. URL: <http://journalforcriticalanimalstudies.org/jcas-volume-13-issue-1-december-2015/>.
- Cudworth, E. 2011. *Social Lives with Other Animals: Tales of Sex, Death and Love*. New York, NY: Palgrave Macmillan. ISBN: 978-0230241510.
- Fry, J., B. Stodden, A. Brace, and L. Laestadius. 2022. "A Tale of Two Urgent Food System Challenges: Comparative Analysis of Approaches to Reduce High-Meat Diets and Wasted Food as Covered in U.S. Newspapers." *Sustainability* 14 (19): 12083. DOI: 10.3390/su141912083.
- Harper, B. 2010. "Race as a 'Feeble Matter' in Veganism: Interrogating Whiteness, Geopolitical Privilege, and Consumption Philosophy of 'Cruelty-Free' Products." *Journal for Critical Animal Studies* 8 (3): 5-27. URL: <http://www.criticalanimalstudies.org/wp-content/uploads/2009/09/JCAS-Special-Issue-Women-of-Color-November-3-FINAL-2010.pdf>.
- Lee, C. 2022. "Racist Animal Agriculture." *The City University of New York Law Review* 25 (2): 200-240. Available from: <https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1544&context=clr>
- Pellow, D. 2014. *Total Liberation: The Power and Promise of Animal Rights and the Radical Earth Movement*. Minneapolis: University of Minnesota Press.
- Potts, A. Ed. 2016. "What is Meat Culture?" Pp. 1-30, in *Meat Culture*. Leiden: Brill. ISBN: 978-9004325845.
- Simon, D. 2013. *Meatonomics*. San Francisco, CA: Coneri Press. ISBN: 978-1573246200.
- Singer, P. and J. Mason. 2006. *The Way We Eat and Why Our Food Choices Matter*. Emmaus, PA: Rodale Books. ISBN: 978-1594866876.
- Stuart, T. 2007. *The Bloodless Revolution: A Cultural History of Vegetarianism from 1600 to Modern Times*. London: W. W. Norton & Company. ISBN: 978-0393330649.
- Weis, T. 2013. *The Ecological Hoofprint: The Global Burden of Industrial Livestock*. New York, NY: Zed Books. ISBN: 978-1780320977.
- Wright, L. 2015. *The Vegan Studies Project*. Athens, GA: University of Georgia Press. ISBN: 978-0820348551.

Week 33: Animal Rights Activism in Victorian England

While humans have been resisting speciesism for many centuries, it would not be until the 19th Century that animal advocacy would come into its own in response to significant social changes, such as urbanization, industrialization, and scientific advancement. Other countries have contributed to this project and will be briefly surveyed in this module, but the heart of the modern anti-speciesist movement can be found in Victorian England. This module will consider the issues facing activists of this time, how these issues relate to larger sociological issues concerning classical theorists, and how activists strategized for change.

Core “reading”:

- Rowe, M. and A. Lockwood. 2022. “Episode #1: Origins.” *Martin’s Act @ 200*. Culture & Animals Foundation. Available from: <https://chart2050.org/audio-documentary/ep-1-origins/>.
- Rowe, M. and A. Lockwood. 2022. “Episode #2: Passage of Martin’s Act.” *Martin’s Act @ 200*. Culture & Animals Foundation. Available from: <https://chart2050.org/audio-documentary/ep-2-passage-of-act/>.

Additional reading:

- Cowie, H. 2014. *Exhibiting Animals in Nineteenth-Century Britain: Empathy, Education, Entertainment*. London: Palgrave Macmillan. ISBN: 978-1137384430.
- Donald, D. 2019. *Women Against Cruelty: Protection of Animals in Nineteenth-Century Britain*. London: Manchester University Press. ISBN: 978-1526115423.
- Foster, J. and B. Clark. 2018. “Marx and Alienated Speciesism.” *Monthly Review*, 70 (7). URL: <https://monthlyreview.org/2018/12/01/marx-and-alienated-speciesism/>
- Kean, H. 1998. “Radicals, Methodists and the Law for Animals in the Streets.” Pp. 13-38, in *Animal Rights: Political and Social Change in Britain since 1800*. London: Reaktion Books. ISBN: 978-1861890146.
- Kean, H. 1995. “The ‘Smooth Cool Men of Science’: The Feminist and Socialist Response to Vivisection.” *History Workshop Journal* 40: 16-38. DOI: 10.1093/hwj/40.1.16.
- Ryder, R. 2000. “Victorian Consolidation.” Pp. 99-124, in *Animal Revolution: Changing Attitudes Towards Speciesism*. Berg. ISBN: 978-1859733301.
- Stuart, T. 2007. *The Bloodless Revolution: A Cultural History of Vegetarianism from 1600 to Modern Times*. London: W. W. Norton & Company. ISBN: W. W. Norton & Company.

Week 34: Animal Rights Activism in the 20th and 21st Centuries

The United Kingdom can also be credited for spearheading the 2nd wave of Nonhuman Animal rights activism, beginning with the academic works of Ruth Harrison, Peter Singer, and Richard Ryder. The world's first vegan society also emerged in England in 1944. This module will examine the contemporary economies, politics, and culture of mid-20th century England and America as they informed activism on behalf of other animals. In addition to this origin story, this module will also survey anti-speciesism as it is currently transpiring in the 21st century across the world as well as colonialist tensions that persist between the West and other nations as they negotiate social change in the global system.

Core reading:

- Wrenn, C. 2020. "Theories of Collective Mobilization," Pp. 33-47, in *Piecemeal Protest: Animal Rights in the Age of Nonprofits*. Ann Arbor, MI: University of Michigan Press. ISBN: 978-0472131679.

Additional reading:

- Abbey, R. 2022. "Veganism and Australia's Animal Justice Party." *New Political Science* 44 (2): 309-323. DOI: 10.1080/07393148.2022.2053475.
- Beers, D. 2006. *For the Prevention of Cruelty: The History and Legacy of Animal Rights Activism in the United States*. Athens: Swallow Press. ISBN: 978-0804010863.
- Cherry, E. 2016. *Culture and Activism: Animal Rights in France and the United States*. New York, NY: Routledge. ISBN: 978-1472476746.
- Jasper, J. 1991. "The Birth of a Movement." Pp. 26-41, in *The Animal Rights Crusade: The Growth of a Moral Protest*. The Free Press. ISBN: 978-0029161951.
- Potter, W. 2011. *Green is the New Red: An Insider's Account of a Social Movement Under Siege*. San Francisco, CA: City Lights Publishers. ISBN: 978-0872865389.
- Regan, T. 2004. *The Case for Animal Rights*. The University of California Press. ISBN: 978-0520243866.
- Torres, B. 2006. *Making a Killing: The Political Economy of Animal Rights*. Thousand Oaks, CA: AK Press. ISBN: 978-1904859673.
- Winograd, N. 2009. *Redemption: The Myth of Pet Overpopulation and the No Kill Revolution in America*. Almaden Books. ISBN: 978-0979074301.
- Wrenn, C. 2016. *A Rational Approach to Animal Rights*. London: Palgrave Macmillan. ISBN: 978-1349552672.
- Villaneuva, G. 2018. *A Transnational History of the Australian Animal Movement, 1970-2015*. London: Palgrave Macmillan. ISBN: 978-3319873480.

Week 35: Course Review and Essay Preparation

This final week will be utilized to review key concepts and theories covered in the module. We will also cover study techniques and other topics related to the upcoming essay. Students are encouraged to come prepared with any questions or concerns (or to email in advance) to best utilize this shared time. Any special topics of interest not previously covered in the module can also be covered during this time at the request of the class.

Appendix I: Auto-ethnography Procedural Requirement

Other Animals and Me: Auto-ethnography Assignment

Nonhuman Animals are deeply entangled with many areas of human society from the grand scale to the personal level. In this assignment, students will consider how their day-to-day life is impacted by Nonhuman Animals and, conversely, how their human day-to-day life impacts other animals in the world. To do this, the student is invited to compose an auto-ethnography that critically examines their personal life as it is influenced by relationships with other animals.

All submissions must be in a Microsoft Word document and include approximately 1,500 words of text including a bibliography. This text should not simply describe but rather provide a critical analysis of the observations included. Citations are expected (4-6 academic, peer-reviewed sources), and they must be substantially engaged. This auto-ethnography is designed to encourage a deep engagement with required and supplementary readings covered in the first, foundational weeks of the class. Therefore, no independent research should be engaged, and all citations must all derive from module materials.

In the analysis, students should consider how sociologists understand our relationship with other animals. In doing this, they will consider how their own lived experience supports or challenges the academic literature. Students should also think structurally as is good practice in sociology. This means asking how the everyday is shaped by larger social systems and institutions. For instance, if you had cow's milk (or plant milk!) for breakfast, why do you think you made that choice? You might consider the influence of government nutritional guidelines, the food industry, advertisements, culture, norms, values, the social construction of taste, etc.

Some suggestions for analysis include but are not limited to:

- Mealtimes
- Interactions with or observations of free-living animals
- Interactions with companion animals
- Animals in entertainment (video games, books, music, etc.)
- Feelings about other animals (excitement about meeting a dog, apathy toward pigeons, discomfort with meat, etc.)
- Emotional life (how do animals impact your well-being?)
- Clothing (vegan or nonvegan footwear, jackets, etc.)
- Hygiene (vegan or nonvegan cosmetics, toiletry items, animal-based vitamins, etc.)

- Observations about the experiences of other animals interacted with

The ethnography should conclude with a paragraph that reflects on how the project itself has caused you to consider (or reconsider) your relationships with other animals.

Students are invited to be creative in their approach. Students might consider analyzing a single day, a week, a month, or more in their life. Photographs (or any other artifacts that can be embedded in the word document) are welcome.

The format is flexible, but students might consult methodology books or articles on auto-ethnographies available through the library for more inspiration on how to compose the assignment.

Submission Checklist

Introduction

- General overview of your approach/plan of action
- Clear statement of paper's intention is present
- "So what" of your paper is evident
- 5-6 sentences

Body of paper

- Informal exploration of your relationship with other animals is systematically recorded
- Auto-ethnographic approaches to sociological questions have been consulted to guide format of your paper
- Analysis of observations is sociological
- Structural analysis is present
- 4-6 academic, peer-reviewed sources from the module to date are referenced
- 3-4 paragraphs

Conclusion

- Personal reflections are included
- The sociological import of your project is highlighted
- 5-8 sentences

Bibliography

- All references used are on topic or add substantially to argument
- Sources come from the first 4 weeks of class material; No outside sources
- All sources are peer-reviewed and academic
- Most, if not all, of the sources are sociological
- Format is consistent
- Free of errors (do not skip this section when you proofread)

Format

- Uses headings and subheadings as appropriate
- Double-spaced, 12 pt. Times New Roman
- Page numbers, bottom right
- Avoid over-repetition, including information intended for the bibliography in the essay body, superfluous headings or footers, and other distractions which pad your word count
- Free of spelling and grammar errors
- Flow and tone are appropriate
- Writing style is academic, not newsy/bloggy
- Colloquial language avoided
- Ample **transitions** are included
- No sweeping statements and generalizations without citation to back it up
- No fluff or filler (especially in your introduction!)
- Counterarguments to your position(s) have been accounted for and are fairly represented
- Your position(s) is/are based in evidence, not personal opinion or conjecture
- Quotes are used **very sparingly if at all**; **sandwich technique** is used
- Paper is 1,500 words including bibliography (if you need the full 1,500 words and wish to exclude your bibliography from the wordcount, that's fine)
- Paragraphs are 4-12 sentences; any more or less should be edited

Before you submit, did you...

- Clarify any questions or confusions with your Module Convener?
- Verify that all sources are peer-reviewed and relevant?
- Avoided websites, non-academic sources, and non-discipline-specific reference materials (**this includes dictionaries and encyclopaedias**)?
- Considered counterarguments?
- Scanned the paper to make sure the "so what" is consistent?
- Reviewed the readings for the finer points?
- Really pay attention to good, solid, meaningful transitions?**
- Proofread?
- Avoided quotes except where absolutely necessary?
- Note the word count?
- Run spell check and grammar check?
- Backed up your work in a safe location?**
- Visited the Student Learning Advisory Service ([SLAS](#)) as appropriate?

Appendix II: Essay Procedural Requirements

Essay Questions

Answer only *one* of the following:

1. Critically analyse the work of a classic or contemporary sociological theorist as it relates to human relations with other animals.
2. Critically consider the role of Nonhuman Animals in work—are they best considered laborers or commodities?
3. How does critical race theory inform our relationship with other animals?
4. What are the leading strengths and weaknesses of the modern animal rights movement?
5. What is the role of veganism in a just and sustainable food system?

Submission Checklist

Introduction

- General overview of topic including its intersectional nature
- Clear statement of paper's intention is present
- "So what" of your topic (in sociological sense) is evident
- Dominant theory to be used is outlined
- 5-12 sentences

Body of Essay

- Explain the dominant theory in first paragraph
- Any supporting arguments, theorists, or theories are also presented to round out the dialogue throughout body
- Suggestion of three main subtopics to respond to essay question
- Has logical organization
- Superfluous subtopics are removed
- Is not an article/book summary dump; any research or theories applied are *synthesized* and *organized* by topic
- Reader is regularly reminded of "so what" when new subtopics are introduced
- Transitions are especially tended to
- Research cited is sufficiently sociological

Conclusion

- Your ultimate response to the essay question is reiterated
- "So what" of your research is highlighted

- Major findings from your research are summarized
- Main theory you are using is revisited
- Your main findings are clearly stated
- Issues, limitations, remaining conflicts (related to theory or intervention) are addressed
- Future research or areas of interest are highlighted
- Between 5-12 sentences

Bibliography

- All references used are on topic or add substantially to argument
- References that are not peer-reviewed are kept to a minimum and are not used in place of evidence
- Most, if not all, of the sources are sociological
- Format is consistent
- Free of errors (do not skip this section when you proofread)

Format

- Uses headings and subheadings as appropriate
- Double-spaced, 12 pt. Times New Roman
- Page numbers, bottom right
- Avoid over-repetition, including information intended for the bibliography in the essay body, superfluous headings or footers, and other distractions which pad your word count
- Free of spelling and grammar errors
- Flow and tone are appropriate
- Writing style is academic, not newsy/bloggy
- Colloquial language avoided
- Ample transitions are included
- No sweeping statements and generalizations without citation to back it up
- No fluff or filler (especially in your introduction!)
- Counterarguments to your position(s) have been accounted for and are fairly represented
- Your position(s) is/are based in evidence, not personal opinion or conjecture
- Quotes are used very sparingly if at all; [sandwich technique](#) is used
- Paper is 1,500 words including bibliography (if you need the full 1,500 words and wish to exclude your bibliography from the wordcount, that's fine)
- Paragraphs are 4-12 sentences; any more or less should be edited

Before you submit, did you...

- Clarify any questions or confusions with your Module Convener?
- Verify that all sources are peer-reviewed and relevant?
- Avoided, as much as possible, websites, non-academic sources, and non-discipline-specific reference materials (including dictionaries and encyclopaedias)?

- Considered counterarguments?
- Scanned the paper to make sure the “so what” is consistent?
- Reviewed the readings for the finer points?
- Conducted outside reading and research to strengthen your argument?
- Really pay attention to good, solid, meaningful transitions?
- Proofread?
- Avoided quotes except where absolutely necessary?
- Note the word count?
- Run spell check and grammar check?
- Backed up your work in a safe location?**
- Visited the Student Learning Advisory Service ([SLAS](#)) as appropriate?

Appendix III: Assessment Criteria

First Class (70+)

- Presents an informed and sustained argument
- Provides a direct answer to the question
- Evidence of extensive reading
- Sound and comprehensive understanding of relevant concepts and perspectives
- Evidence of independent thought and analysis
- Structure clearly reflects and enhances argument
- Clear, unambiguous writing
- Scholarly, well-organised treatment of references, bibliography, etc.

Upper Second Class (60%-69%)

- Displays an ability to think critically about the question
- Makes a good attempt at analysing the question; essentially relevant and covers whole question
- Evidence of a wide range of reading
- Good basic structure to the discussion and points of argument
- Cites relevant evidence
- Demonstrates basic grasp of relevant concepts and perspectives
- Uses a good range of relevant sources
- Consistent analysis; sound argument; sensible use of evidence

Lower Second Class (50-59%)

- The essay is completely structured and informed, but is largely descriptive
- Provides an answer to the question that is satisfactory in most respects
- Some lack of focus or incompleteness
- Evidence of adequate reading
- Recognises relevant issues
- Correct description of concepts and perspectives
- Limited argument and range of views covered
- Some points of analysis introduced

- Correct citation of references
- Use of relevant sources

Third Class (40-49%)

- Contains some relevant information but also some noticeable mistakes, inconsistencies, and structural weaknesses
- Partial answer, only moderately directed to question
- Meets the criteria and requirements of the assignment
- Provides a rudimentary answer to the question posed
- Superficial; limited evidence of reading
- Adequate basic description of relevant concepts
- Largely descriptive; Argument and analysis limited and largely rehearsed uncritically from reading
- Some references cited and bibliography correct, although insufficient in breadth
- Poor presentation

Fail (30-39%)

- Does not meet the criteria and requirements of the assignment
- Does not attempt to answer the question
- Limited evidence of reading
- Frequent referencing errors
- Misconceptions and basic errors in discussion of material
- Poorly developed argument
- Problems with legibility
- Poorly structured and difficult to follow

Clear Fail (29% and Below)

- Displays a very poor knowledge of relevant material
- Lacking structure and difficult to follow
- Serious misconceptions and basic errors in discussion of material
- No references

Appendix IV: Potential Careers

- Academia
- Charities (fundraising, marketing and design, research, social media, computer tech, speaking, event organization, etc.)
- Sanctuaries & shelters
- Arts (film, photography, writing, painting, etc.)
- Cooking and food development
- Technology development
- Journalism
- Fashion
- Government or Politics
- Veterinary
- Wildlife conservation
- National parks and conservation areas
- High-paying jobs that allow you to donate