

Writing about Human and Non-human Animals

ENC 1145 Section 3322

Fall 2013, MWF 7 (1:55 pm - 2:45 pm) in MAT 0051

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Office Hours: MF 6 (12:50 pm -1:40 pm) and by appointment.

Course Description

This course will address some of the primary intersections of animal studies, media studies, and composition, among other fields of inquiry. Given the rise of animal studies and animal rights activism in the last few decades, this course is ideally positioned to engage students along several sociocultural, political, and ethical axes, addressing questions like: what are some of the legislative and cultural differences in our understanding of the word "animal"? How are animals represented in popular culture? How do we circulate different epistemological understandings of animals, and to what end? Students will be asked to review excerpts from a broad range of texts, some of which will include theoretical, historical, literary, and popular points of view. As a course that will satisfy the University's Writing Requirement, this class is designed to work with these ideas in tandem with writing practicums. To that end, students will be asked to contribute to a course wiki, to present a media project to the class, and to complete a midterm and a final essay as we move through different texts and ways of exploring animal *ontos*.

Student Learning Outcomes

On completion of the course, students will have learned and demonstrated their ability to:

- Identify, describe, and discuss the major themes of a literary work.
- Understand, apply, and critique theoretical concepts.
- Write a well-organized and developed argument that synthesizes academic research and provides appropriately formatted citations.
- Collaborate with peers to design and create multimedia databases, projects, and presentations.

Required Texts

- Margo DeMello, *Animals and Society: An Introduction to Human-Animal Studies*. Columbia University Press, 2012. ISBN 978-0-231-15295-2
- Brian K. Vaughan and Niko Henrichon, *Pride of Baghdad*. Vertigo, 2006. ISBN 978-1-4012-0315-3
- Cary Wolfe, *Zoontologies: The Question of the Animal*. University of Minnesota Press, 2003. ISBN 978-0-8166-4106-2
- J. M. Coetzee, *The Lives of Animals*. Princeton University Press, 2001. ISBN 978-0-6910-7089-6
- H. G. Wells, *The Island of Dr. Moreau*. Penguin Classics, 2005. ISBN 978-0-141-44102-3
- Olaf Stapledon, *Odd John and Sirius*. Dover Publications, 1944. ISBN 0-486-21133-9
- Vilém Flusser and Louis Bee, *Vampyroteuthis Infernalis*. University of Minnesota Press, 2012. ISBN 978-0-8166-7822-8
- Grant Morrison and Frank Quitely, *We3*. Vertigo, 2004. ISBN 978-1-4012-3067-8
- George Orwell, *Animal Farm*. Signet, ISBN 978-0-451-52634-2

All other readings will be made available on Sakai

Assignments

All essays and wiki entries must be submitted on ELS and the wiki respectively before midnight of the day they are listed as due (see course reading schedule). Essays should be uploaded either as Microsoft Word documents (.doc or .docx) or in Rich Text Format (.rtf) to the appropriate assignment box. Please title your files with your last name, first initial, and the title of the assignment (see below). All assignments should be written following Modern Language Association (MLA) formatting guidelines. Final drafts should be polished and presented in a professional manner along with the appropriate citations and a works cited page.

- **Rhetorical Analysis Essay** (300 points) - 2000 words

Select a work we have examined in the course and perform a rhetorical analysis of the piece.

Write an essay that makes a claim concerning what and how the piece argues about either what it means to be an animal or the relationship between humans and other animal species. Be sure to include research and evidence to support your argument.

- **Synthesis Essay** (300 points) - 2000 words

Choose two works from the course that you found compelling and write an argumentative essay comparing how they address either what it means to be an animal or the relationship between humans and animals. Be sure to answer the following questions: In what ways are these two works similar? In what ways do they differ? Overall, what can we learn about human conceptions of animals by looking at these two pieces alongside one another that we could not learn from either one alone? Be sure to include research and evidence to support your claims.

- **Wiki Entries** (8 @ 25 points each) - 250 words each

The course wiki will be a collaborative effort in which you are responsible for contributing a total of eight entries. These entries should work towards creating a database of key terms, annotated bibliographic entries, and relevant links, making the wiki a useful resource to consult during the essay writing process.

- **Group Media Presentation** (100 points)

Over the course of the semester, you will be required to participate in a group presentation directed to the class on an assigned text. The presentation should provide an overview of the sociohistorical background during which the text was originally published, as well as highlight some of the major criticisms of the work and its cultural influences.

- **Preparation, Participation, and Engagement** (100 points)

You are responsible for attending all of our class sessions and for completing the course readings and assignments prior to the day they are listed below (see course attendance policy and reading schedule) unless otherwise indicated by the instructor. On days that the instructor lectures or your peers are presenting their work, you are expected to listen intently and are encouraged to ask questions and contribute helpful comments. During discussion periods, you should be respectful of and attentive to the ideas and readings of your peers, as well as offer your own thoughtful examinations. Discussions should be an open, engaging, and enjoyable dialogue in which the class listens and responds to one another with courtesy and care. Above all, be mindful of how you comport yourself and what you contribute to the course so that we can ensure that this class is productive for both you and your peers. Unannounced **reading quizzes** will be administered as deemed necessary by the instructor.

Note: Assignment word counts do not include footnotes, endnotes, and works cited pages

Course Policies

- *Attendance* is mandatory. You are, however, allowed up to three unexcused absences. Missing more than the allotted three class periods will result in a full letter grade drop for every subsequent absence thereafter. Upon missing six class periods, you will automatically fail the course. Absences related to university-sponsored organizations or events, religious holidays, family emergencies, and health issues are considered excused provided that the instructor receives official documentation regarding the absence. Additionally, tardiness will not be tolerated. For every three class periods that you arrive late, you will incur one absence that will count towards your allotted three unexcused absences.
- *Grading* for this course will be rigorous. Assignments that exhibit a disregard for spelling, grammar, formatting and citation guidelines, instructions, or a general carelessness in the writing will not receive a passing grade.

The writing assignments for this course are designed to meet the minimum requirements of the University Writing Requirement credit. To satisfy this requirement, every assignment's word count must be fulfilled. Submitted assignments short of the minimum word count will receive zero credit.

Grading Scale:

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

You must pass this course with a "C" or better to satisfy the CLAS requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6). You must turn in all papers totaling a minimum of 6,000 words to receive credit for writing 6,000 words.

NOTE: a grade of "C-" will not confer credit for the University Writing Requirement or the CLAS Composition (C) requirement.

Additional Policies

- The Disability Resource Center in the Dean of Students Office provides information and support regarding accommodations for students with disabilities. For more information, see: <http://www.dso.ufl.edu/drc/>
- UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. For more about UF policies regarding harassment, see: <http://www.dso.ufl.edu/sccr/sexual/>
- All students must abide by the Student Honor Code. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, see: <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

Course Schedule

Unit 1: Theorizing Animals

Week 1 (8/21):

- W** Course Overview
- F** Margo DeMello, *Animals and Society*- Ch. 1: Human-Animal Studies, pp. 3-28
Wiki Workshop

Week 2 (8/26):

- M** Margo DeMello, *Animals and Society*- Ch. 2: Animal-Human Borders, pp. 32-55
- W** Margo DeMello, *Animals and Society*-Ch. 16: Animals in Literature & Film, pp. 325-341
Drop/Add Ends (11:59 pm)
- F** John Berger, *Why Look at Animals?*
Wiki Entry 1 Due

Week 3 (9/2):

- M** **Labor Day - No Class**
- W** Margo DeMello, *Animals and Society*- Ch. 6: Display Performance, & Sport, pp. 99-122
- F** Brian K. Vaughan and Niko Henrichon, *Pride of Baghdad*
Wiki Entry 2 Due

Week 4 (9/9):

- M** Cary Wolfe, *Zoontologies* - Introduction and "In the Shadow of Wittgenstein's Lion: Language, Ethics, and the Question of the Animal"
- W** Jacques Derrida, "And Say the Animal Responded" from *Zoontologies*
- F** Steven Spielberg, *Jurassic Park*
Wiki Entry 3 Due

Week 5 (9/16):

- M** Steven Spielberg, *Jurassic Park*
Ursula K. Heise, "From Extinction to Electronics: Dead Frogs, Live Dinosaurs, and Electric Sheep from *Zoontologies*"
- W** J. M. Coetzee, "The Lives of Animals"
Presentation 1 Due
- F** J. M. Coetzee, "The Lives of Animals"
Wiki Entry 4 Due

Unit 2: Studying Animals

Week 6 (9/23):

M Margo DeMello, *Animals and Society*-Ch. 9: Animals and Science, pp. 170-193
Charles Darwin, *The Origin of Species* (excerpts)

W H. G. Wells, *The Island of Dr. Moreau*
Presentation 2 Due

F H. G. Wells, *The Island of Dr. Moreau*
Wiki Entry 5 Due

Week 7 (9/30):

M Olaf Stapledon, *Sirius*
Presentation 3 Due

W Olaf Stapledon, *Sirius*

F Olaf Stapledon, *Sirius*

Week 8 (10/7):

M Donna Haraway, "A Cyborg Manifesto"

W Grant Morrison and Frank Quitely, *We3*

F Vilém Flusser and Louis Bee, *Vampyroteuthis Infernalis*
Presentation 4 Due
Wiki Entry 6 Due

Week 9 (10/14):

M Vilém Flusser and Louis Bee, *Vampyroteuthis Infernalis*

W Peer Review

F **Rhetorical Analysis Essay Due**

Unit3: Becoming Animals

Week 10 (10/21):

M Margo DeMello - Ch. 13: Human Oppression and Animal Suffering, pp. 256-276

W Might & Delight, *Shelter*

F Might & Delight, *Shelter*
Steve Baker, "Sloughing the Human" from *Zoontologies*
Wiki Entry 7 Due

Week 11 (10/28):

M George Orwell, *Animal Farm*
Presentation 5 Due

W George Orwell, *Animal Farm*

F George Orwell, *Animal Farm*
Wiki Entry 8 Due

Week 12 (11/4):

M Nintendo, *Animal Crossing*

W Nintendo, *Animal Crossing*

F **Homecoming - No Class**

Week 13 (11/11):

M **Veterans Day - No Class**

W John Landis, *An American Werewolf in Paris*

F John Landis, *An American Werewolf in Paris*

Week 14 (11/18):

M Franklin J. Schaffner, *Planet of the Apes*

W Franklin J. Schaffner, *Planet of the Apes*

F Conferences

Week 15 (11/25)

M Conferences

W **Thanksgiving Break-No Class**

F **Thanksgiving Break-No Class**

Week 16 (12/2)

M Peer Review

W Course Wrap-up
Synthesis Essay Due