

**CHID 480 B Syllabus: Animals, Ethics and Food:
Deconstructing Dominant Discourse**

Instructor: Katie Gillespie
Email: katieag@u.washington.edu
Class Schedule: Mon/ Wed 10:30am-12:20pm
Meets in: Benson Hall Room 203

Katie's Office Hours
by appointment

Students enrolled in this course should gain a better understanding of the workings of the U.S. food system (at both an industrial and small scale) and the experience of animals within this system. Using animals in the food system as a case study, this course will explore notions of power and difference, ethics and responsibility, and creativity in reimagining the status quo. This course will push the boundaries of how we think about difference and discrimination and recognize the intersections between human and animal oppression.

Course Description/Goals:

Doublethink means the power of holding two contradictory beliefs in one's mind simultaneously, and accepting both of them [...] the process has to be conscious, or it would not be carried out with sufficient precision, but it also has to be unconscious, or it would bring with it a feeling of falsity and hence of guilt (Orwell 1963).

In this advanced seminar, students will have the opportunity to explore the place of animals in the United States food system through various lenses. An interdisciplinary exploration of animals in the food system pushes us to encounter in the course issues of emotion and intellect, living and dying, discrimination and oppression, and the discourses that run as undercurrents throughout these issues. Most of all, drawing on an interdisciplinary body of work from both scholars and activists, we will introduce creative possibilities for pushing new boundaries in how we think about ethics and farmed animals in our private and public lives.

Week one of the course introduces students to thinking about how discourses are constructed about animals as food in the United States. This is a major theme throughout the course, and we will utilize Cathy B. Glenn's 'doublespeak' and George Orwell's 'doublethink' to provide a frame for thinking through what work discourse does to obscure the current relationship between humans and animals in the food system.

The first part of the course is dedicated to understanding the way animals live and die. Beginning with the industrialization of the food system is integral to understanding the experience of farmed animals. As a response to the industrialization of animal agriculture, alternative producers have gained more popularity in recent food localization and organics movements. Contemporary ethologists and animal

behaviorists are contributing to a growing body of work on animal emotion and intellect that helps us to understand their lives more fully. Students will be encouraged to engage in conversations that explore questions such as: What do we gain from trying to understand and respect animals' intellectual and emotional lives? How have notions of place and space in the industrialization of agriculture affected consumers' understanding of the implications for animals of this kind of system? In alternative animal agriculture, how alternative is alternative?

This course focuses on animals' experience, but it also engages with important academic debates about the relationship between animal oppression in the food system and human experiences. Geographer Joni Seager (2003) asks us to consider 'species' alongside 'race,' 'class,' 'gender,' and 'sexuality,' as significant sites of oppression. How can studying familiar (or not-so-familiar) histories of discrimination and oppression help to inform an understanding of animals? How can dialogues about animals interrogate intersections among various sites of oppression?

Finally, this course synthesizes what we learn throughout the quarter about animal lives and deaths, emotion and intellect, and discrimination and oppression in order to push the conversation further and in order to rethink discourse. We will take a field trip to a local animal sanctuary where students will have the opportunity to meet and interact with the animals we have learned about throughout the course. This final portion investigates ways to re-imagine our relationship to the animals we eat. What can we do with this information, and how can we grow as scholars and global citizens by taking seriously the plight of animals in the food system? What new possibilities emerge for animals and for humans?

Course Requirements:

1. Required Texts:

- Course Reader available on Catalyst page and at Rams Copy and Print on the Ave
- *Eating Animals*, Jonathan Safran Foer
- *The Pig Who Sang to the Moon: The Emotional World of Farm Animals*, Jeffrey Moussaieff Masson
- *Every Twelve Seconds: Industrialized Slaughter and the Politics of Sight*, Timothy Pachirat
- *An American Trilog: Death, Slavery, and Dominion on the Banks of the Cape Fear River*, Steven Wise.
- *Making A Killing: The Political Economy of Animal Rights*, Bob Torres

- #### 2. Students are **required to attend a field trip** to Pigs Peace Sanctuary on Saturday October 20, 2012, leaving the UW at 1pm, returning between 5 and 6pm.

3. Success in the course is dependent upon attendance and participation in all seminar meetings. One goal of the course is to create an environment where all students (even those who tend to be on the quiet side) feel comfortable contributing to the discussion. In order to participate fully and be a dynamic member of the classroom community, it is imperative that the readings be completed prior to our seminar meetings.
4. Success in the course is also dependent on the timely completion of the **required assignments**:
 - a. **1-2 page 'think piece'** (*due October 1*): What is your relationship to animals in the food system? Do 'doublespeak' and 'doublethink' help you to understand your relationship to animals in the food system more fully? If so, how? If not, explain why these two notions are not applicable.
 - b. **Journal/Free-write** (*checked October 29th and November 26th*): Students should keep a journal (in a notebook, blog, or otherwise) detailing reactions/responses to the course material. These responses have no length requirement or limit and can be written in an informal style, but students should write **at least 2 entries per week** if not more and be prepared for Katie to read them twice throughout the quarter (on the due dates listed). Entries should engage specifically with points of interest in the readings, in class discussion, etc. and should involve some critical thinking.
 - c. **Research Pitch** (*Week 4*): Students need to meet with Katie one-on-one to discuss proposed research project. Preparation for check-in: Students should describe the topic chosen for the research project and let Katie know whether they plan to choose Option 1 or Option 2 (see below). How will the research be conducted? What format will the final project take? Who will be interviewed? How will the project contribute to the current body of knowledge on the subject? Bring a list of **at least 5** relevant potential sources.
 - d. **Final Project** (*See below for due dates*): Students will choose a topic related to animals in the food system and develop a final project on that topic. There are **two options**:

OPTION 1: Research Paper: Option 1 is to complete a 15 page research paper on a related topic of their choosing. For the paper, students will need to conduct at least **2 interviews** to inform their research. Additionally, students should utilize academic sources to support their research.

If you choose the research paper option, it will be submitted in 3 phases:

 1. **Phase 1:** 5 page introduction and literature review (*due Friday October 26th by 5pm*): Introduce the topic and situate it in the current literature on the subject. This will most likely require outside reading and research on the current body of work on the subject. Explain what's been done on the subject, what has not

been done, and how this research you're doing will fill the gap. How will it help us to think differently about _____?

2. **PHASE 2:** 10 pages total (5 pages revised phase 1 and 5 new pages of your findings) (*due November 16th by 5pm*): Revise the phase 1 assignment with comments from instructor. Write 5 new pages detailing your findings on the subject (from your reading and interviewing).
3. **PHASE 3:** 15 pages total (10 pages revised phases 1 & 2 and 5 new pages of theory/conclusions) (*due Friday December 7th by 5pm*): How do your findings speak to the current literature on the subject? What theoretical and empirical conclusions can you make about the subject that might make us think differently? What further research would you propose to develop knowledge on the topic?

OPTION 2: Design Your Own Project: This option is a self-designed project and could involve making a short film, doing a podcast, doing a photography or art project related to animals in the food industry or any other creative project. This option must involve a written essay component accompanying the project. During the 'research pitch,' students should talk with Katie to develop a plan for what form the project will take, what readings will help to think about this project, and what will be turned into Katie for the Phase 1, Phase 2, Phase 3 deadlines (see deadlines under research paper option).

Grading

- Class Participation 30%
- Think Piece 10%
- Research Check-in 10%
- Journal 20%
- Final Project 30%

Course Schedule:

Part I: Understanding Animal Lives

Week 1: Introduction to the Course, Understanding Discourse

Monday September 24, 2012:

- Introductions
- In class, watch *Food, Inc.*

Wednesday September 26, 2012:

- Glenn, Cathy B. (2004). "Constructing Consumables and Consent: A Critical Analysis of Factory Farm Industry Discourse," *Journal of Communication Inquiry* (28) 63-81.
- Gillespie, Peter (2011). "On 'doublethink' in the context of 1984's Four Sacred Principles of Ingsoc."

Week 2: Agricultural Histories & The Status Quo

Monday October 1, 2012:

DUE IN CLASS: 1-2 PAGE THINK PIECE

- Berry, Wendell (1997). "Living in the Future: The "Modern" Agricultural Ideal." In *The Unsettling of America: Culture & Agriculture*, 51-79. San Francisco: Sierra Club Books.
- Weis, Tony (2007). "The temperate grain-livestock complex." In *The Global Food Economy: The Battle for the Future of Farming*, 47-88. London: Zed Books.

Wednesday October 3, 2012:

- Joy, Melanie (2010). *Why We Love Dogs, Eat Pigs, and Wear Cows*, Conari Press. Read Chapter 2 ("Carnism, Ideology and the Status Quo").
- Dunayer, Joan (2004). "Preface on Language" and "Speciesism Defined." In *Speciesism*, Derwood Maryland: Ryce Publishing, pp xi-5.

Week 3: Eating Animals

Monday October 8, 2012

- Safran-Foer, Jonathan (2009). *Eating Animals*. Little, Brown and Company. Pages 1-199

Wednesday October 10, 2012

- Safran-Foer, Jonathan (2009). *Eating Animals*. Little, Brown and Company, Pages 201-267.
- In Class: Talk by Katie on dairy

Week 4: Animals' Emotional Lives

Monday October 15, 2012:

- Bekoff, Marc (2000). "Animal Emotions: Exploring Passionate Natures," *BioScience*, 50 (10): 861-870.

- Bekoff, Marc (2007). "Hard Questions: Answering Skeptics and Addressing Uncertainty in Science" *The Emotional Lives of Animals*. Novato, CA: New World Library.
- Masson, Jeffrey Moussaieff (2003). *The Pig Who Sang to the Moon: The Emotional World of Farm Animals*. New York: Ballantine Books. Read "**Preface**" and "**Introduction: A Good Life**"
- **In class, viewing of *The Emotional World of Farm Animals***

Wednesday October 17, 2012:

- Masson, Jeffrey (2003) *The Pig Who Sang to the Moon: The Emotional World of Farm Animals*. **Chapter 6** ("The Nature of Happiness"), **plus one chapter** (To be assigned in class).
- Wemelsfelder, Françoise (2003). "Lives of Quiet Desperation." In *The Animal Ethics Reader*, edited by Susan J. Armstrong and Richard G. Botzler. London: Routledge.

Part II: Considering Animal Deaths

Week 5: Slaughter and the Politics of Sight

Monday October 22, 2012:

- Pachirat, Timothy (2012). *Every Twelve Seconds: Industrialized Slaughter and the Politics of Sight*

Wednesday October 24, 2012:

- Pachirat, Timothy (2012). *Every Twelve Seconds: Industrialized Slaughter and the Politics of Sight*
- IN CLASS: 'Humane Slaughter' presentation by Katie

DUE BY FRIDAY OCTOBER 26th at 5pm RESEARCH PROJECT PHASE 1

Part III: Intersections of Discrimination and Oppression

Week 6: Recalling Histories of Discrimination and Oppression

Monday October 29, 2012:

DUE IN CLASS: JOURNAL CHECK-IN

- Wise, Steven M. (2009). *An American Trilogy: Death, Slavery, & Dominion on the Banks of the Cape Fear River*. Da Capo Press, pp. 1-171.

Wednesday October 31, 2012:

- Wise, Steven M. (2009). *An American Trilogy: Death, Slavery, & Dominion on the Banks of the Cape Fear River*. Da Capo Press, pp. 173-227.

Week 7: Marxism, Social Anarchism and Thinking about Activism

Monday November 5, 2012:

- Torres, Bob (2007). *Making A Killing: The Political Economy of Animal Rights*, Oakland: AK Press.

Wednesday November 7, 2012:

- Potter, Will. (2011). "Naming Names" *Green is the New Red*. City Lights, pp. 63-92.
- In class, viewing of *If a Tree Falls*

Week 8: Intersectionality and Social Justice

Monday November 12, 2012:

- **NO CLASS**

Wednesday November 14, 2012:

- Adams, Carol J. (2000). "The Rape of Animals, the Butchering of Women" *The Sexual Politics of Meat*. Continuum Books. pp. 50-73.
- Donovan, Josephine (2006). "Caring to Dialogue: Feminism and Treatment of Animals." In *The Feminist Care Tradition in Animal Ethics*, 360-369. New York: Columbia University Press.
- Harper, A. Breeze (2010). "The Birth of the Sistah Vegan Project" pp xiii-xix; "Social Justice Beliefs and Addiction to Uncompassionate Consumption" pp. 20-41. *Sistah Vegan*. Lantern Books.
- Hribal, Jason (2003). "Animals are Part of the Working Class" *Labor History*. 44 (4).

DUE BY FRIDAY November 16th at 5pm RESEARCH PROJECT PHASE 2

Part IV: Reimagining Futures for Farmed Animals

Week 9: Resistance, Abolitionism & Sanctuary

Monday November 19, 2012:

- Francione, Gary (2004) “Animals—Property or Persons?” *Rutgers School of Law Faculty Papers*.
- St. Clair, Jeffrey. “Let Us Now Praise Infamous Animals” *Fear of the Animal Planet: The Hidden History of Animal Resistance*. CounterPunch: 1-18.
- Hribal, Jason. “Prologue: A Message from Tatiana” *Fear of the Animal Planet: The Hidden History of Animal Resistance*. CounterPunch: 21-30.

Wednesday November 21, 2012

- Read through the websites of Animal Place <http://www.animalplace.org>, Farm Sanctuary <http://www.farmsanctuary.org>, Pigs Peace Sanctuary <http://www.pigspeace.org>,
- In class, watch *Peaceable Kingdom: The Journey Home*

Week 10: Final Project Presentations

Monday November 26, 2012:

DUE IN CLASS: JOURNAL

- Final Project Presentations

Wednesday November 28, 2012:

Week 11: Final Project Presentations

Monday December 3, 2012:

- Final Project Presentations

Wednesday December 5, 2012:

- Final Project Presentations

DUE BY FRIDAY December 7th at 5pm RESEARCH PROJECT PHASE 3