

Sex, Gender, and Species 2111

Online Spring Course: May 1-June 12, 2023

Instructor: Dr. Jan Oakley

Email: joakley@lakeheadu.ca

Phone or text: (807) 630-3406

Office hours: Wednesdays, 2:00-3:00 EST, via

[Jan's Zoom meeting room](#) – or by appointment



Welcome to Sex, Gender, and Species!

In this course, we will examine the relationships between humans and other animals through an interspecies, intersectional lens. In particular, we will consider the ways that women, animals, and “others” have been constructed, objectified, and entangled in social and cultural practices and discourses. We will examine how the figure of the white, middle-class and able-bodied “man” has been taken as the universal human subject, and the consequences of this, as it relates to gender and species, in arenas such as philosophy, science, ethics, consumption, companionship, and entertainment. In doing so, an aim is for you to develop perspectives and responses that move beyond biological determinism, to include other species.

Guiding Questions

Some of the guiding questions we will explore in this course include:

- What are some the dominant ways in which women, animals, and “others” have been socially constructed in Western culture?
- What is speciesism, and how does it intersect with other forms of oppression, such as sexism, racism, ableism, classism, colonialism, heterosexism, and sizeism?
- What does a feminism inclusive of nonhuman animals entail?
- How do the dominant discourses of Western ethics, science, philosophy, consumption and entertainment impact animals and “others”?
- How is the figure of the white male privileged as “human,” creating hierarchical relationships in terms of sex, race, and species?
- How can we move beyond speciesist ideologies, to create new patterns of thinking and being?
- Which position(s) or standpoint(s) regarding the “place” of animals resonate most strongly with your own beliefs, values, and contexts, and why?

Course Website

Our course is online and asynchronous in format (meaning, there is no scheduled class time). All course resources, discussions, lectures, etc. can be accessed through the D2L platform at

<https://mycourselink.lakeheadu.ca/>. Please take time to familiarize yourself with our website.

We will primarily use the following sections of our course website:

- Main page/Announcements: where course updates will be posted; please check it regularly
- Content: where various course materials are posted
- Discussions: where online discussions will take place throughout the course
- Assignments: please use the Assignments function to submit course assignments #1 and #4

Course Materials

There are no texts to purchase. All weekly readings and links to videos are available online. Please see the [Course Texts by Week](#) section of this syllabus for details.

Time Management/Approach to Online Learning

This course runs from **Monday-Friday, for six consecutive weeks**. It is an intensive, compressed course, and time management is essential for you to successfully complete it. **Please plan to allocate approximately two hours to the course each day** (Monday-Friday), and possibly more, based on the given week and workload. Note that if we were meeting in person, our class time would be 6 hours per week; on top of this, there is a heavy workload of reading and viewing each week, and assignments to complete as well. Please do not procrastinate at any point in the course, and approach me immediately if you are falling behind schedule.

Contacting the Instructor

I will check my email, and the Discussion boards, once daily from Monday-Friday throughout the course. On weekends I will check email less regularly, and a response may take longer (e.g., 48 hours). Please email me at the email provided on page 1 of this syllabus. Feel free to also drop in to the regular office hour (no appointment needed; simply open the Zoom link, listed on page 1 of the syllabus, during the weekly office hour). I am also happy to schedule a Zoom meeting outside of the office hour—please contact me to arrange.

Course Assignments and Evaluation

Assignment	Due Date	Value
1. Paper: Interspecies Relations – Theoretical Concepts and Autobiographical Experiences	Monday, May 15 by 11:59 pm	30%
2. Postings/Online Participation	Weekly, throughout the course	30%
3. Creative Artifact Assignment	Individual due dates TBD (Wednesdays, weeks 3-6)	15%
4. Final Assignment: Articulating My Animal Standpoint	June 14 (or earlier) by 11:59 pm	25%

Assignment Details

1. Paper: Interspecies Relations – Theoretical Concepts & Autobiographical Experiences. Due May 15 (30%)

Drawing on the assigned texts in Week 1 and Week 2, write a paper of approximately 1200 words (around 5 pages, double-spaced, not including title page/References page) that blends your understanding of course-related theoretical concepts with reflections from your own experiences. A goal of this assignment is for you to consider how theoretical concepts and personal experiences intersect. There are two parts to this assignment:

(A) Exploration of Theoretical Concepts. The main theoretical concepts to be discussed in your paper are:

- speciesism
- an interspecies intersectional approach (meaning, an application of intersectionality theory that includes other species)
- discourses of human exceptionalism (e.g., ideologies emerging from science, medicine, religion, ethics, etc., asserting that (some) humans are most valued)

Please explain each theoretical concept and provide a brief discussion as to how it is addressed in the Week 1 and Week 2 texts. No more than half of your paper (approx. 600 words) should be devoted to this discussion.

(B) Autobiographical Experiences. In the other half of your paper, draw on one or two of the questions below to discuss your relationships with/emerging ethics toward other species. Note that this is a personal, autobiographical exploration, so please use first-person language (the “I” voice). Your autobiographical experiences may be positive, negative, and/or contradictory; insights into all areas are valuable! Here are some questions to consider (pick and choose as you see fit. You may also develop your own writing prompts that relate to your autobiographical reflection).

- Does your lived feminist/social justice analysis or orientation (if applicable) include other species? Why or why not?
- Is there a significant experience or special relationship you’ve had with another animal, either in your childhood or adulthood, that has informed your ethic toward animals? If so, what has that relationship taught you?
- Was there a time when you faced a moral dilemma involving an animal (e.g., witnessing animal cruelty, grappling with the ethics of consuming animal products, or something else)? What emotions, conflicts, and decisions did you face, and how did it shape your perspective of other species?
- Consider the discourses of human exceptionalism, as discussed in Week 2 texts. Do you have lived experience, or recollection, of “learning” these discourses? If so, how did you learn them, and what impact have they had on your relationships with other species?
- Are there ways that you challenge speciesism, anthropoprivilege, or the discourses of human exceptionalism in your life? If so, how?

Other notes on this assignment:

- Aim to incorporate four or more references from our course texts in your writing.
- Please include a title page and a References page (APA, MLA, or Chicago style).
- Suggested length: approximately 1200 words, not including the title or References page.
- *Please do not conduct any external research for this project;* you should have enough to work from, drawing on our Week 1 and Week 2 course texts.
- Please note that you can either divide your paper into two sections (e.g., Part A and Part B), **or** you may blend the two sections in your writing, drawing connections between the theoretical concepts and your personal experiences. Either approach is acceptable!
- Evaluation will be based on evidence of understanding, demonstration of engagement, and quality of writing and critical analysis.
- Please submit this assignment in Word (not as a PDF), through the “Assignment” tab on D2L.

2. Postings/Online Participation. Due weekly (30%)

Ongoing, active participation on the discussion boards is a requirement of this course. There will be prompts outlined each week on the discussion board, with specific instructions, including length guidelines, for your weekly post.

During week 1, you will be expected to make one post; see the instructions on the discussion board.

During weeks 2-6, you will be expected to post two times per week. Your first post will relate to the weekly texts, and will be due **Wednesday by 5:00 pm (EST) each week**. Your second post will involve commenting on another classmate's ideas or post, and will be due **Friday by 5:00 pm (EST) each week**.

Please note that our discussion boards will "close" on the weekends, following the week of posting.

Important note: You must participate online during five weeks of the six-week course. You do NOT have to participate during the week you are posting your Creative Artifact assignment (see details on this assignment below). Your mark will be based on your posting over five weeks.

Other notes on your posts:

- Please do *not* write out references as part of your discussion board posts.
- You are welcome to write more than two posts if you'd like in a given week – there is certainly no "penalty" for additional posting, although it is not required.
- Aim to write substantive posts that demonstrate investment of thought, reflection, and critical analysis. Please emphasize quality rather than quantity when posting, especially for your secondary post(s). It is relatively easy to post numerous, non-substantive comments—variations of the "I love bread" graphic, posted right—but let's aim for depth, to make the discussion boards meaningful to all of us!
- In all discussions, please be supportive of, and generous with, your colleagues, but not to the extent that you avoid pointing out flaws in their arguments, understanding, research, and so on. Now is an ideal time to hone your skills at being "critical friends."
- Note that the material covered in this class may be controversial and provocative to all of us (including the instructor), so we must be prepared to challenge and be challenged, to be critical and to be critiqued, and to support and be supported. We may not always agree with each other. However, it is essential that we enter our conversations with generosity of spirit, good humour, and high regard for each other. Respectful communication is expected at all times! Please respect social and cultural differences. I (as instructor) reserve the right to remove any posts I deem offensive.
- Evaluation of your online contributions will be based on both the timeliness and quality of your postings. I will provide you with feedback at the halfway mark (during Week 4) of our course.



3. Creative Artifact Assignment. Individual due dates to be determined – Wednesdays, Weeks 3-6 (15%)

This assignment is to be completed individually at an assigned point in the course during Weeks 3-6, and posted/shared on our Discussion board. The purpose of this assignment is for you to creatively represent your understanding of a key concept relating to **one** of the weekly themes (see the [Course Texts by Week](#) for the theme of each week), drawing from the assigned texts of that week. Please produce an artifact that speaks to your understanding. Your assignment can take any number of forms:

- **a visual representation** of a key concept/weekly theme, along with a brief supplementary write-up explaining the visual. To visually represent your ideas, you can create: a mind map; a comic; a drawing, painting, or other form of illustration; a concept map denoting key concepts and the relationships between these ideas; a Sutori or Prezi; a sculpture, a series of photographs, or any other form of visual

representation. Please include an “artist’s statement” of approximately 200 words (or more or less as needed) with your visual representation, to make your thinking explicit to your peers.

- **a creative written or audio response** to a key concept/weekly theme. For this textual response, you could: comment on something that especially appealed to you, intrigued you, or surprised you; write a letter to one of the authors as a way of responding to the ideas in a text; record an audio response; write an editorial in which you express your appreciative and critical suggestions about a key theme from the readings; create a pamphlet or brochure of information; or any other form of creative written response. Please note that you will want to focus your response (do not comment on everything; rather, develop one thought in depth). A suggested length for this response is approximately 700 words.

Other notes on this assignment:

- During the first week of class, you can sign up for the week of your choice on [the Sign-Up Sheet](#), which is available through this link, or under the Content tab on our course website. Please select a weekly theme (and corresponding due date) based on your own schedule and preferences.
- Important Note: You do NOT have to participate on the discussion board during week you are posting your Creative Artifact assignment.

4. Final Assignment: Articulating My Animal Standpoint. Due June 14 (or earlier) (25%)

Please review the Guiding Questions on page 1 of this syllabus, particularly the last question: “Which position(s) or standpoint(s) regarding the “place” of animals resonate most strongly with your own beliefs, values, and contexts, and why?” For this assignment, you are asked to write a paper (or develop your assignment in an alternate format; see the “Note on Assignment Format,” below) that responds to this question. A suggested length for the written portion of your assignment is 1000 words (approximately 4 pages, double-spaced, not including title page/References page).

Throughout the course, you will have opportunities to consider varying “standpoints,” or interspecies perspectives or approaches, in relation to animals. For example, some of the standpoints we encounter in this course include:

- calls for a “thickened” intersectional feminist perspective that includes other species (as discussed in Hovorka, Jones, Taylor, Smith-Harris, Skowron, Gaard, McCarthy, and others, who recognize and illustrate intersections among speciesism, sexism, racism, colonialism, ableism, etc.)
- non-speciesist approaches (see Westerlaken, Houdeschell, Vandersomers & McDonald, among others)
- feminist-vegetarianism/veganism (as discussed by Skowron and numerous other authors, particularly during Week 4)
- calls for non-speciesist masculinities (see Kirjner, Gambert & Linné, Kaloff, Kalof & Fitzgerald, among others)
- witnessing (Gillespie), adopting a dialogical ethic-of-care (Donovan), having empathy for the “other” (LeGuin), or recognizing our own animality (Plumwood)
- the practice of intuitive interspecies communication (Barrett et al.)
- mutual flourishing (White and Gunderman)
- perspectives of animals-as teachers, animals-as-workers, and animals as co-travellers (White and Gunderman)
- and more (the above list of ideas and authors is not exhaustive!)

In this final paper, you are asked to articulate which ideas (or “standpoints”) resonate with you. Which perspectives speak most directly to you? How have these ideas affected you, changed you, or broadened your perspectives? How do these ideas inform your life and your relationship with (certain?) other species? What

are your biggest “take-aways” from this class, and what will you do with this information? As our course comes to a close, this paper is an opportunity to explain your understanding of animal standpoints and theories that resonate most strongly with your beliefs, values, and contexts – and explain why this is the case.

Other notes:

- Aim to incorporate three or more references from our course texts in your writing.
- Please include a title page and a References page (APA, MLA, or Chicago style).
- Suggested length: approximately 1000 words, not including the title or References page.
- Please submit this assignment in MS Word (not as a PDF), through the “Assignment” tab on D2L.

Note on Assignment format: I am open to “alternate formats” for this assignment. For example, you could create a blog, Weebly website, Sutori presentations, or a podcast to share your ideas. The alternate format option may be suitable for individuals who wish to represent their knowledge, and their engagement with the course materials, in different ways than producing a written paper. Regardless of the format chosen, the content expectations (as outlined above) remain the same for your final assignment. Note also that creative and alternate format assignments can in fact be more work (and take more time) than producing a traditional paper, especially if there is a learning curve with the software you are using! If you wish to pursue an alternate format for your assignment, please speak to me in advance about your plans.

OTHER IMPORTANT COURSE INFORMATION

Your mental health is important! If you require immediate support regarding a mental health crisis, call Crisis Response at 346-8282 (24 hours/day). For non-crisis issues, please call Good To Talk at 1-866-925-5454. For additional resources, see the “Mental Health Supports” file posted on our course website.

Assignment due dates: All assignments must be handed in by the specified due dates. If you have trouble meeting a due date, please discuss it with me at least one week prior to your due date and, if accepted, we will negotiate a new due date. Missing due dates without prior approval will result in a deduction of 5% per day.

Accessibility and Learning Accommodations: Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities and/or medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities. If you think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please contact [Student Accessibility Services](#). If you have special needs regarding the format for the assignments, please inform me.

Note on Incomplete Standing (from the *Lakehead University Calendar*): An incomplete grade may, at the discretion of the instructor and in consultation with the student, be assigned to a course when the instructor considers that for a valid reason the student has not yet completed all the requirements of the course. In such cases, when a percentage grade would normally be assigned to the course, the instructor must also assign a grade for work completed to that point, expressed as a portion of the entire course mark. Courses graded on a Pass/Fail basis will be assigned an INC. Incomplete grades will not be included in the calculation of the student’s average.

Academic dishonesty and plagiarism: Plagiarism is a *serious* academic offence. Presenting an idea, words, or an exact phrase of another author as your own work constitutes plagiarism. Other instances of Academic Dishonesty include, but are not limited to: double submission (submitting your own work across courses, or within the same course), passing off AI-generated content (such as content generated from ChatGTP) as your own writing, purchasing of assignments (either online or from another student on campus), or copying of assignments. All instances of academic dishonesty will be dealt with in accordance to the University regulations on Academic Dishonesty. All students are required to know what constitutes plagiarism and how to avoid it. See [this link](#) to see the Student Code of Conduct-Academic Integrity, and [this link](#) to review the policy on Academic Dishonesty. **Please do your own work, and remember that integrity and original thinking are essential to personal growth and the pursuit of knowledge!**

Drop Date: The last date to drop this course is May 25. By then, you will have a sense of how you are faring in it.

Course Texts by Week

Important Notes about the Course Texts

- Please make a significant investment in reading/viewing/listening to the course texts, to make the most of this course. This is an intensive, condensed course, and you can expect to spend 4+ hours each week reading/viewing the texts. Some texts are particularly dense, and you may need to read them twice.
- Starting in Week 2 of our course, you will want to have finished reading/watching/listening to the assigned weekly texts early in the week (e.g., by Tuesday), so that you can prepare your weekly post due Wednesday at 5:00 pm EST.
- Consider reading the posting instructions each week on the discussion board first, to guide your reading/viewing.
- The majority of the course texts are provided as links – **if any of the links are not working for you, please advise the instructor** (email joakley@lakeheadu.ca) as soon as possible!
- In some instances, to access peer-reviewed journal articles, you will need to enter your Lakehead ID to access the library (this is the same username/password you use to access your Lakehead email). Once you have accessed the journal article, you may be able to download it or view it in differing formats. Please let me know if you are having trouble accessing any of the texts.
- Note that some texts are listed each week under the heading *Optional/Recommended*, which means just that: they are optional (not mandatory), but recommended if you have the time and interest.
- *Trigger Warning:* This course delves into sensitive and distressing topics, especially as related to animal and human abuse. Some course materials include graphic descriptions, images, and discussions. Please practice self-care in relation to this, and schedule time to mentally decompress as needed. Feel free to reach out to me if you are feeling distressed about the content. Please also see the information included on our course website, about mental health supports available to you.
- Please engage with the course materials with an open heart and open mind! The material is highly diverse, and some of it provocative. You certainly do not have to agree with all authors' perspectives, but do consider their arguments with a critical and open mind.

Weeks & Themes	Assigned Texts (please review in time to make your Wednesday post)
<p>Week 1 May 1-5</p> <p>Speciesism and Interspecies Intersectionality</p> <p><i>Note: Consider reading the posting instructions on the discussion board first, to guide your reading/viewing. This applies to all weeks of the course.</i></p>	<p>View</p> <p>Rose, J. (2020). What is speciesism? <i>LiveKindly</i> [video: 16 minutes]</p> <p>Wrenn, C.L. (n.d.). Defining intersectionality with Corey Lee Wrenn. <i>Animals & Society</i> [video: 4:27]</p> <p>Jones, P. (2014). Animals, intersectionality, and “rights” <i>Earthling Liberation Collective</i> [video: 58:11 – or read the transcript on this page]</p> <p>Read</p> <p>Hovorka, A. (2015). Feminism and animals: Exploring interspecies relations through intersectionality, performativity and standpoint. <i>Gender, Place and Culture</i>, 22(1), 1-19. [Note: this is a dense text; please do your best to read the first three sections – Introduction; Feminism-animal connections and shortcomings; Intersectionality]</p> <p>Walker, A. (1988). Am I Blue? In E. Zahava (Ed.), <i>Through other eyes: Animal stories by women</i> (pp. 1-6). The Crossing Press. Available on D2L (Course Texts – PDFs folder)</p> <p>Optional/Recommended</p> <p>Birke, L. (2002). Intimate familiarities? Feminism and human-animal studies. <i>Society & Animals</i>, 10(4), 429-436.</p> <p>Hopkins, P. (2018). What is intersectionality? [video: 2:49]</p>
<p>Week 2: May 8-12</p> <p>Anthroprivilege and the Discourses of Human Exceptionalism</p>	<p>View</p> <p>CrashCourse (2017). Non-human animals: Crash course Philosophy #42. <i>PBS Studios</i> [video 9:46]</p> <p>Bored Panda (2016). 53+ shocking illustrations reveal how animals feel by switching them with humans.</p> <p>Read</p> <p>Springer, S. (2022). Check your anthroprivilege! Situated knowledge and geographical imagination as an antidote to environmental speciesism, anthroparchy, and human fragility. <i>Vegan Geographies</i> (Eds. P. Hodge et al.). Lantern Publishing and Media.</p> <p>Taylor, S. (2011). Beasts of burden: Disability studies and animal rights. <i>Qui Parle: Critical Humanities and Social Sciences</i>, 19(2), 191-222. [Note: please read the first half of the article (until p. 205) – the second half is optional.]</p> <p>Smith-Harris, T. (2003). Bringing animals into feminist critiques of science. <i>Canadian Women’s Studies</i>, 23(1), 85-89.</p> <p>Spiegel, M. (1996). An historical understanding. In M. Spiegel, <i>The dreaded comparison: Human and animal slavery</i> (pp. 15-32). Mirror Books. Available on D2L (Course Texts – PDFs folder)</p> <p>Optional/Recommended</p> <p>Holmberg, T. (2011). Mortal love: Care practices in animal experimentation. <i>Feminist Theory</i>, 12(2), 147-162.</p>

Weeks & Themes	Assigned Texts (please review in time to make your Wednesday post)
	<p>Hardy, K. (2014). Cows, pigs, whales: Nonhuman animals, antifat bias, and exceptionalist logics. In R. Chastain (Ed.), <i>The Politics of Size: Perspectives from the Fat Acceptance Movement</i>. Available on D2L (Course Texts – PDFs folder)</p> <p>Fielder, B.N. (2013). Animal humanism: Race, species, and affective kinship in nineteenth-century abolitionism. <i>American Quarterly</i>, 65(3), 487-514.</p> <p>Harris, A. P. (2009). Should people of color support animal rights? <i>Journal of Animal Law</i>, 5, 15-32.</p>
<p>Week 3 May 15-19</p> <p>Sex(ism), Gender and Species: Interconnections</p>	<p>View</p> <p>Skowron, K. (2019). Why feminists should fight for animal rights. IARC. [video: 28:00]</p> <p>Read</p> <p>Dunayer, J. (1995). Sexist words, speciesist roots. In C. J. Adams & J. Donovan (Eds.), <i>Animals and women: Feminist theoretical explorations</i> (pp. 11-31). Duke University Press.</p> <p>Pivec (2016). Crazy cat lady—Deconstructed. <i>The other matters: Feminist sociological perspective on othering</i>.</p> <p>Gaard, G. (2001, Fall). Ecofeminism on the wing. <i>Women and Environments</i>, 19-22.</p> <p>Gardner, E. (2011). Where the boys aren't: The predominance of women in animal rights activism. <i>Feminist Formations</i>, 23(2), 54-76.</p> <p>Munro, A. (1968). Boys and girls. <i>The Montrealer</i>. [please read the short story; the analysis that follows is optional]</p> <p>Optional/Recommended</p> <p>Kirjner, D. (2014). “Masculinity and violence - Neither man nor beast” [video: 25:23 – and/or read the transcript on this page]</p> <p>Glasser, C. (2011). Tied oppressions: An analysis of how sexist imagery reinforces speciesist sentiment. <i>The Brock Review</i>, 12(1), 51-68. [scroll to PDF of article]</p> <p>Kemmerer, L. (2013). Sister species: Human rights are animal rights. <i>Earthling Liberation Kollektive</i> [video: 21:18]</p>
<p>Week 4 May 22-26</p> <p>‘Messy’ Eating: The Politics of Food and Identity</p>	<p>View</p> <p>Edell, C. (2016). Does feminism require vegetarianism or veganism? <i>Everyday Feminism</i>. [video: 11:37]</p> <p>Adams, C. J. (n.d.). The sexual politics of meat slide show. [view images comparing women to ‘meat’ animals]</p> <p>SAFE for Animals New Zealand (2017) Cow chasing calves in trailer. [video 18 sec.]</p> <p>Listen</p> <p>Lee, A. (2022). Are feminists required to be vegan? <i>Animalistic</i>. [podcast: 32:09]</p>

Weeks & Themes	Assigned Texts (please review in time to make your Wednesday post)
	<p>Read</p> <p>Gambert, I. & Linné, T. (2018). From rice eaters to soy boys: Race, gender, and tropes of 'plant food masculinity.' <i>Animal Studies Journal</i>, 7(2), 131-179.</p> <p>Plumwood, V. (1999). Being prey. In D. Rothenberg & M. Ulvaeus (Eds.), <i>The new earth reader: The best of Terra Nova</i> (pp. 76-92). MIT Press.</p> <p>Robinson, M. (2015). Indigenous veganism: Feminist Natives do eat tofu. <i>Earthling Liberation Kollektive</i>. (note: you can access a video recording at this link, or read the transcript on the page).</p> <p>Schlosser, E. (2002). The most dangerous job in America. Excerpt from <i>Fast Food Nation</i>. Perennial Books.</p> <p>Optional/Recommended</p> <p>Lundstrom, M. (2018). "We do this because the market demands it": Alternative meat production and the speciesist logic. <i>Agriculture and Human Values</i>, 36, 127-136.</p> <p>Adams, C.J. (2010). Why feminist-vegan now? <i>Feminism & Psychology</i>, 20(3), 302-317.</p> <p>Houdeschell, A. (2018). The case for seeing animals as rape victims. <i>Species Revolution</i>.</p>
<p>Week 5: May 29-June 2</p> <p>Caged and Kept: Displays of Dominance?</p>	<p>Listen</p> <p>Vandersomers, D. & McDonald, T. (2017). Caged: Humans and animals at the zoo. <i>History Talk</i>. [podcast: 39:45]</p> <p>View</p> <p>Wade, L. (2009). Black women posed as and among animals. <i>Sociological Images</i>.</p> <p>Read</p> <p>McCarthy, C. (2015). The history of racism and the human zoo.</p> <p>Kalof, L. & Fitzgerald, A. (2003). Reading the trophy: Exploring the display of dead animals in hunting magazines. <i>Visual Studies</i>, 18(2), 112-122.</p> <p>Frye, M. (1983). The systemic bird cage of oppression. <i>The politics of reality: Essays in feminist theory</i> (pp. 2-7). Crossing Press.</p> <p>Angelou, M. (1969). Caged bird. <i>Poetry Foundation</i>.</p> <p>Kalof, L. (2014). Animal blood sport: A ritual display of masculinity and sexual virility. <i>Sociology of Sport Journal</i>, 31, 438-454.</p> <p>Sleigh, V. (2018). Nonhuman consent: On touching other animals. <i>Vegan Feminist Network</i>.</p> <p>Optional/Recommended</p> <p>Maier, A. (2015). Violence against women and animal rights. <i>Earthling Liberation Kollektive</i>.</p> <p>Flynn, C. (2000). Woman's best friend: Pet abuse and the role of companion</p>

Weeks & Themes	Assigned Texts (please review in time to make your Wednesday post)
	<p>animals in the lives of battered women. <i>Violence against Women</i>, 6(2), 162-177.</p> <p>Acampora, R. (2016). Zoos and eyes: Contesting captivity and seeking successor practices. <i>Society & Animals</i>, 13(1), 68-88.</p>
<p>Week 6: June 5-9</p> <p>Considering (Your Own) Interspecies Standpoint(s)</p>	<p>View</p> <p>García, M. E. (2019). Postcolonial animal studies: Redefining what lives matter. <i>Simpson Center</i>. [video: 2:00]</p> <p>Listen</p> <p>Westerlaken, M. (2018). Imagining non-speciesism with Michelle Westerlaken. <i>Knowing Animals</i> [podcast 20:00; discussion with author starts at 2:45]</p> <p>Read</p> <p>Westerlaken, M. (2016). Uncivilizing the future: Imagining non-speciesism. <i>Antae</i>, 4(1), 53-67.</p> <p>Gillespie, K. (2016). Witnessing animal others: Bearing witness, grief, and the political function of emotion <i>Hypatia: A Journal of Feminist Philosophy</i>, 31(3), 572-588.</p> <p>White, R. & Gunderman, H. (2021). Kindness and compassion for mutual flourishing in post-human worlds: Re-imagining our relationships with insects. <i>Europe Now Journal</i>.</p> <p>Donovan, J. (2017). Caring for animals: A feminist approach. <i>AllCreatures.org</i>.</p> <p>Barrett, M.J., Hinz, V., Wijngaarden, V. & Lovrod, M. (2021). ‘Speaking’ with other animals through intuitive interspecies communication: Towards cognitive and interspecies justice. <i>Geography, Planning and Tourism</i>, 149-165.</p> <p>LeGuin, U. K. (1982). The wife’s story. <i>The compass rose</i>. Pendragon Press.</p> <p>Optional/Recommended</p> <p>Turnbull, S. (2015). Feminism and farming: Sugarshine FARM gives sanctuary to livestock. <i>ABC News</i>.</p> <p>Gaard, G. (2013). Toward a feminist postcolonial milk studies. <i>American Quarterly</i>, 65(3), 598-618.</p> <p>Donovan, J. (2006). Feminism and the treatment of animals: From care to dialogue. <i>Signs</i>, 31(2), 305-329.</p>

Thank you for taking this course! 😊