

Syllabus

FFYS 1000, First-Year Seminar
Books about Beasts: Animal Narratives, Human Readers
Loyola Marymount University, Spring 2017
TTh 11:35-12:50 pm, UH 3222

Primary Instructor: Dr. Molly Youngkin E-mail: Molly.Youngkin@lmu.edu
Office: University Hall 3852 Phone: 310-568-6226
Office Hours: Tuesdays 2:30-6:00pm and Thursdays 2:30-4:00pm

Writing Instructor: Prof. Danielle Gibson E-mail:
Office: University Hall Phone:
Office Hours: Prof. Gibson will not be holding regular office hours but will sometimes help Dr. Youngkin during office hours, especially when we are working on the formal papers.

Course Description and Objectives:

This course, which falls under the broad category of Ethics and Justice, will focus on literary representations of animals, or animal narratives, to show how humans understand their own place in the world and responsibilities to the world. The central questions of the course will be: How are animals represented by humans? According to these representations, what is the relationship between humans and animals? Do animals have rights? What obligations do we have to them? Are they our allies or our competitors? What is the nature of animal consciousness and emotion? Are all animals equal?

We will contextualize these central questions by discussing contemporary debates about the animal/human relationship, including the use of animals in scientific research, the role of zoos and wildlife parks in animal preservation, the role of pets in our lives, the ethics of vegetarianism, and other topics of interest to students enrolled in the class. By reading animal narratives in conjunction with discussion of contemporary debates about related topics, we will better understand the complicated relationship between humans and animals and the ethical issues involved in this relationship.

As part of the First-Year Experience and the Core Curriculum, this course is designed to:

- Strengthen students' understanding and appreciation of the intellectually challenging experience of college education through in-depth study of animal narratives and the ethical issues that arise from reading these narratives.
- Strengthen students' ability to read critically, especially the "close reading" of specific literary, critical, and theoretical texts about the relationship between animals and humans.
- Strengthen students' ability to write well, especially the creation of logical arguments about animal narratives and contemporary debates about animal issues.
- Strengthen students' ability to articulate verbally their ideas about literary representation, especially within a growing awareness of the relationship between animal narratives and the ethical contexts laid out in the course description.
- Strengthen students' ability to gather and evaluate research materials related to the course content, particularly through the development of library research skills.

Required Course Materials:

- Aesop. *The Fables of Aesop*. Ed. Joseph Jacobs. Mineola, NY: Dover Publications, 2003. ISBN 0486418596
- Barlow, Toby. *Sharp Teeth*. New York: Harper Perennial, 2008. ISBN 9780061430244
- Fudge, Erica. *Animal*. London: Reaktion Books, 2002. ISBN 1861891342
- Kafka, Franz. *Metamorphosis and Other Stories*. Trans. Stanley Appelbaum. Mineola, NY: Dover Publications, 1996. ISBN 978-0486290300
- MLA Handbook*. 8th ed. The Modern Language Association of America, 2016. ISBN 9781603292627
- Ouida. *A Dog of Flanders*. Mineola, NY: Dover Publications, 2011. ISBN 9780486270876
- Spiegelman, Art. *Maus: A Survivor's Tale: Part I, My Father Bleeds History*. New York: Pantheon, 1986. ISBN 0394747232
- White, E. B. *Charlotte's Web*. New York: HarperCollins, 2004. ISBN 0064400557
- Wilde, Oscar. *The Happy Prince and Other Fairy Tales*. Mineola, NY: Dover Publications, 2001. ISBN 0486417239

Please purchase the editions I have specified here, so our class discussion will be most productive. It's very difficult to have a good discussion if everyone has a different edition, with different page numbers.

We also will be reading some critical articles, which will be made available through E-reserves in MyLMU Connect. These articles are free, but you will be expected to print them out or have a reliable reading device (not a phone) to refer to them in class.

You also will be required to view three films, which are on reserve at the library or which can be purchased through Amazon.

- Babe*. Directed by Chris Noonan, Universal Pictures, 1995.
- Dog of Flanders*. Directed by Kevin Brodie, Warner Brothers, 1999.
- Gorillas in the Mist*. Directed by Michael Apted, Warner Brothers, 1988.

Grade Breakdown:

Writing Exercises	20%
Essay #1	20%
Essay #2	20%
Oral Competency Assignment	15%
Information Literacy Tutorial	10%
Participation	15%

Course Requirements:

Participation: You are expected to have completed each reading assignment before the class for which it is assigned. You should bring your texts and writing materials to every class, and you should come prepared with notes on and questions about the readings for the day. Participation in class discussions is required and constitutes 15% of your final grade, so regular attendance is very important. If it becomes evident that you and/or your classmates are not keeping up with the reading, a portion of the participation grade may be used for pop quizzes on the reading.

If you miss a class, you are responsible for finding someone else in the class to catch you up; in other words, I will not repeat material discussed in class, but I will discuss the material if it is evident that you've made an effort to get notes from another student first. I do not distinguish between excused and unexcused absences, except in very unusual circumstances, so you should save your absences for dire emergencies (death in family, severe illness, work commitments).

Coming to class late or leaving early counts as a partial absence. Missing a required outside class activity also counts toward your absences. If you miss more than four classes (including required outside class activities), there will be a significant reduction in your participation grade.

Around mid-term, I will give you a progress report about your participation, which will look like this:

Mid-term Progress Report--Participation Grade

Student _____

To this point, your participation earns the grade of _____. If your participation continues at the same level for the rest of the semester, you will earn the grade of _____.

Criteria for grading participation:

A= Regular attendance (no more than 4 absences) and frequent participation in class discussions and other activities.

B= Regular attendance (no more than 4 absences) and consistent participation in class discussions and other activities.

C= Regular attendance (no more than 4 absences) and occasional participation in class discussions and other activities.

D= Irregular attendance (more than 4 absences) and rare participation in class discussions and other activities.

F= Extremely irregular attendance (more than 4 absences) and rare or no participation in class discussions and other activities.

Required Outside Class Activities: There will be four required outside class activities (a field trip to the SPCA and three film screenings), which are included to facilitate your understanding of the issues we're discussing this semester. See the class schedule for the date and time of the field trip to the SPCA, and make arrangements now to be available to participate in this activity. For the film screenings, you and your classmates are responsible for organizing yourselves to watch the films before the date specified in the class schedule. There are copies of all three films on reserve at the LMU library, and you can reserve study rooms with a DVD player by going to the following link: <http://library.lmu.edu/groupstudyrooms/> At the film screenings, you should take notes about the ways in which these particular productions represent animals and their relationship to humans, so you can participate in class discussion of the films. During the trip to the SPCA, you should be prepared to ask questions about the shelter we're visiting, in relationship to the representation of animal shelters in *Sharp Teeth*. If you do not attend these activities, you will accrue absences and your participation grade will be affected as well.

Writing Exercises: You will complete four writing exercises, which will be based on specific questions about the texts we're discussing in the course. The writing exercises are designed to help you process the material we'll be discussing in class, as well as generate ideas for the two formal papers you'll be writing. Each exercise should be at least 600 words. You can type your responses or handwrite them. Expect to share what you've written in class. The exercises are

due at the beginning of class, and I will not accept late exercises. Together, the writing exercises are worth 20% of your final grade.

Formal Papers: This semester, you will write two formal papers (5-6 pages each). These papers must be formatted as follows: 1 inch margins (not 1.25 inches, which is the default in Word), 12pt. Times New Roman typeface, double-spaced, with the heading, title, and page number formatting recommended by the MLA. For more information about this, see <https://style.mla.org/formatting-papers>. The first paper will focus on literary representations of animals. The second paper will focus on one of the key ethical issues we take up as a class. Both papers will require some outside research, and each paper is worth 20% of your final grade. Rough drafts of both papers will be workshopped in class, so you will be expected to bring extra copies of your drafts for this purpose. You must have a *complete* draft in order to participate in the workshop and get credit for the final draft.

Oral Competency Assignment: You will be responsible for participating in a small-group debate about the key ethical issues we'll be discussing this semester. You will be asked to prepare arguments for different perspectives on these issues, turn in a draft of your main points (see syllabus for due date), and articulate these arguments verbally during the debate. Your preparation for and participation in the debate will constitute 15% of your final grade.

Information Literacy Tutorial: You will be responsible for completing a five-part information literacy tutorial designed by the LMU librarians. These tutorials, which you will access through MyLMU Connect, will familiarize you with choosing a research topic, different types of sources, how to locate these sources, and how to use these sources. Each tutorial will take approximately one hour to complete. After you have completed each part of the tutorial, which includes "check point" questions that will count toward your grade, you will be tested over the material via a quiz. The combination of the "check point" questions within the tutorials and the five quiz scores will constitute 10% of your final grade.

To access the tutorials and quizzes:

1. Log into MyLMU, and then log into MyLMU Connect.
2. Click on "FFYS-1000 FYS: Books about Beasts" to enter the course site.
3. Click on the "Information Literacy" link in the menu on the left-hand side of the page.
4. Click the link for the tutorial you are assigned. The tutorial will open in a new window. Be sure to treat the "check point" questions within the tutorial as you would questions in a quiz, since they will count toward your grade.
5. Take a screen shot or print out a copy of the certificate at the end of each tutorial. In case something goes wrong in Grade Center, this will be proof of your completion of each tutorial and the grade you received on it.
6. When you've completed the tutorial, click on the "Information Literacy" link in the menu on the left-hand side of the page again.
6. Click on the link for the quiz you are assigned. Be sure you have saved all your answers before submitting the quiz, since all answers must be saved to count and you can only take the quiz once.
7. Take a screen shot or print out a copy of your quiz score. In case something goes wrong in Grade Center, this will be proof of your completion of each quiz and the grade you received on it.

Additional tips for completing the tutorials:

1. Take the tutorials and quizzes on a desktop computer, using Firefox. Do not use Google Chrome. Do not use a laptop, ipad, or phone. The tutorial will freeze, your scores will not be entered in Grade Center, and you will receive a zero for the assignments.

2. I am not using the Grade Center for your overall grade. The only information in the Grade Center is your score for the information literacy tutorials. Use the grade sheet attached to the syllabus to figure your overall grade in the class.
3. If you have trouble getting the tutorials to work on your computer, go to Hannon Library and use the computers there to complete the tutorials and take the quizzes. You can get help with technical difficulties at the library's Information Desk or at the library's FFYS website, <http://libguides.lmu.edu/FFYS1000>. It is your responsibility to get the help you need to complete the tutorials and quizzes from the library. Prof. Gibson and I cannot provide technical support, and "technical difficulties" will not be grounds for an extension.

Grading Scale and Criteria:

The grading scale is based on the grading system approved by LMU. I will assign numerical grades for all major assignments, and I will use the final grade sheet attached to this syllabus to figure final grades. The numerical/letter grade correlation is as follows: 94-100=A, 90-93=A-, 87-89=B+, 84-86=B, 80-83=B-, 77-79=C+, 74-76=C, 70-73=C-, 60-69=D, and 0-59=F. See attached handouts for details about the grading criteria for the major assignments in the course.

Late Assignments:

I do not accept late writing exercises, and you must complete the information literacy tutorials on time in order to get credit for them. You also must participate in the small-group debate on the day it is scheduled to get credit for it. For the formal papers, you must have a *complete* rough draft in order to get credit for the final draft. If the final draft is late, expect a grade deduction: 10 points per 24 hours. For example, a paper that earns 90 points and is a day late will drop to an 80. No papers will be accepted via email, and no double submissions (same project submitted for another class) allowed.

Electronic Equipment and Visitors in the Classroom:

You may bring a laptop or ipad to class for the purpose of note-taking only. No cell phones, recorders, or other electronic equipment in the classroom without my approval. If you want to take a picture of something in class, record class discussion, or bring a guest to class, you must get my approval first.

Plagiarism:

Plagiarism is the act of presenting someone else's ideas or words as your own. It is a serious academic offence and may result in a failing grade for the assignment, a failing grade for the course, and/or university disciplinary action. For more details about the university's policy on this issue and other forms of academic dishonesty, see the Undergraduate Bulletin. The information literacy tutorial will address plagiarism issues, but if you are at all unsure about how to integrate others' ideas or words into your work without plagiarizing, come talk to me. I'll be glad to help you avoid plagiarism!

Drop policy:

If you do not want a "W" on your record and want a full tuition refund, you must drop the course before the end of the first week of classes. From week 2-10, you may drop, but you will receive a "W" and will not receive a full tuition refund.

Resources for Students:

Tutoring Center: The Tutoring Center is located in the Academic Resource Center, on the second floor of Daum Hall. Experienced tutors are available to help students who wish to improve their writing. For an appointment, call 338-2847.

Advising: For questions about your major, see your adviser (indicated in PROWL). If you are major in the Bellarmine College of Liberal Arts, we have an advising center, where advisers are available to help with certain aspects of advising (core requirements, reading CAPP reports, etc.). Please familiarize yourself with the BCLA advising center website: <http://bellarmine.lmu.edu/undergraduate/bclaadvisingcenter/>

Disability Support Services: Persons with disabilities are welcome in this classroom. If you have a disability and need specific accommodations, please register with DSS and then come talk to me. DSS is located in the Academic Resource Center, Room 224 in Daum Hall. The phone number is 338-4535.

Class Schedule

The workload expectations for this course follow LMU's credit-hour policy. In a four-credit course, students are expected to spend at least 180 hours on this class, which is comprised of class instruction, preparation for class, time spent completing assignments, and other class activities (including required outside activities). The dates and activities listed below are subject to change, but I will do all I can to keep us on schedule. You are responsible for noting any changes in the syllabus.

Readings and assignments must be completed *BEFORE* the date indicated on the syllabus.

Week 1

T, 1/10: Introduction to the course

Th, 1/12: What is the Animal?
Fudge, pp. 7-23

Week 2

T, 1/17: Why Read Animal Narratives?

Kafka, "Metamorphosis," pp. 11-52
Eres reading, McHugh, section from "Introduction," *Animal Stories* pp. 1-9, 22-23

Th, 1/19: Anthropomorphizing Animals in Our Childhood
White, *Charlotte's Web*, pp. 1-91

Week 3

T, 1/24: Anthropomorphizing Animals in Our Childhood cont.
White, *Charlotte's Web*, pp. 92-184

Required outside class activity. You are required to complete a screening of the film *Babe* before Th 1/26.

Th, 1/26: Anthropomorphizing Animals in Our Childhood cont.

Fudge, pp. 67-92

Eres reading, McHugh, section from Chapter 4, "Fictions and Futures of Farm Animals," *Animal Stories*, pp. 181-193

In class: Discussion of reading and film *Babe*. Also, receive question for Writing Exercise #1.

Week 4

T, 1/31: Writing Exercise #1 due.

In class: Pair feedback on writing exercises.

Th, 2/1: Recognizing and Using Animals

Fudge, pp. 25-46

Wilde, "The Rose and the Nightingale" and "The Happy Prince," pp. 56-62 and 31-40

Required outside class activity. You are required to complete a screening of the film *Dog of Flanders* before T, 2/7.

Week 5

T, 2/7: Recognizing and Using Animals cont.

Ouida, "Dog of Flanders," pp. 1-68

In class: Discussion and film clips from *Dog of Flanders*

Th, 2/9: Recognizing and Using Animals cont.

Eres reading, De Mello, Chapter 10, "Animal-Assisted Activities," *Animals and Society*, pp. 194-213

Eres reading, Nimer, "Animal-Assisted Therapy: A Meta-Analysis," pp. 225-38

In class: Dr. Nora Murphy, Associate Professor of Psychology at LMU, will come to discuss the readings and talk to us about her experience doing animal-assisted therapy. Also, receive question for Writing Exercise #2.

Week 6

T, 2/14: Writing Exercise #2 due.

In class: Pair feedback on writing exercises.

Th, 2/16: Literacy Information Tutorial 1 (Starting Your Assignment) and Tutorial 2 (Types of Information) due. Both quizzes will close at 11:00am, so you must complete the tutorials and take the quizzes before then.

In class: Discussion of issues raised in these tutorials

Week 7

T, 2/21: Animal Taxonomies, Power Hierarchies, and Morality

Fudge, pp. 92-111

Aesop's Fables, "The Wolf and the Lamb" (pp. 4-5), "The Wolf and the Crane" (pp. 10-11), "The Fox and the Crow" (pp. 19-20), "The Sick Lion" (p. 23), "The Lion" (pp. 26-27), "The Frogs Desiring a King" (pp. 31-32), "The Hares and the Frogs" (pp. 38-39), "Androcles" (pp. 60-61), "The Wolf in Sheep's Clothing" (pp. 93-94), "The Ass in the Lion's Skin" (pp. 116-117), and "Belling the Cat" (pp. 159-160).

In class: Discussion of readings. Also, look at the Aberdeen Bestiary online and images from PETA's *Holocaust on Your Plate* campaign.

Th, 2/23: Animal Taxonomies, Power Hierarchies, and Morality cont.

Spiegelman, *Maus*

In class: Discuss *Maus* and receive question for Writing Exercise #3

Week 8

T, 2/28: Writing Exercise #3 due

In class: Pair feedback on writing exercises.

Th, 3/2: Literacy Information Tutorials 3 (Finding Books), 4 (Finding Articles), and 5 (Using Information Ethically) due. All three quizzes will close at 11:00am, so you must complete the tutorials and take the quizzes before then.

In class: Discussion of issues raised in these tutorials and demonstration of MLA database (not covered in the tutorials). Also, discuss Essays #1 and #2 in class.

Required outside class activity. You are required to complete a screening of the film *Gorillas in the Mist* before T 3/14.

T 3/7: NO CLASS—SPRING BREAK

T, 3/9: NO CLASS—SPRING BREAK

Week 9

T, 3/14: Animal Intelligence and Role Reversal

Fudge, pp. 113-158

In class: Discussion of readings, as well as *Gorillas in the Mist*. Also, see clips of Koko and *Grizzly Man* in class.

Th, 3/16: Animal Intelligence and Role Reversal cont.

Barlow, *Sharp Teeth*, pp. 1-50

Week 10

T, 3/21: Animal Intelligence and Role Reversal cont.

Barlow, *Sharp Teeth*, pp. 51-185

Th, 3/23: Animal Intelligence and Role Reversal cont.

Barlow, *Sharp Teeth*, pp. 186-308

In class: Receive question for Writing Exercise #4.

Required outside class activity. On Saturday, March 25, we will be visiting the SPCALA animal shelter in Hawthorne (close to LMU, about 10 miles away). I have arranged for LMU vans to transport us to the shelter. At the shelter, we will take a tour with Allison Ryan, Senior Animal Companion, and discuss how this shelter compares to those described in *Sharp Teeth*. We will be leaving campus at 1:30pm and returning by 5:00pm. Closer to the event, I will give you information about where to meet.

Week 11

T, 3/28: Writing Exercise #4 due

In class: Pair feedback on writing exercises.

Th, 3/30: Conclusion: Animals as Animals

Fudge, pp. 159-65

Eres reading, McHugh, section from "Conclusion" in *Animal Stories*, pp. 211-219

Wilde, "The Devoted Friend," pp. 19-30

Kafka, "A Report to an Academy," pp. 81-88

Week 12

T, 4/4: No class—open office hours to discuss questions about rough drafts

Th, 4/6: Rough Draft of Essay #1 due

In class: Discuss criteria for peer response

Week 13

T, 4/11: Peer Response to Essay #1

Th, 4/13: NO CLASS—EASTER BREAK

Week 14

T, 4/18: Rough draft of Essay #2 due

In class: Discuss debate topics

Th, 4/20: Peer response to Essay #2

Week 15

T, 4/25: One-page draft of key points due (bring 4 copies)

In class: Prepare for debate

Th, 4/27: In-class Debate

Final drafts of Essay #1 and Essay #2 due in Dr. Youngkin's mailbox in UH 3874 on Tuesday, May 2 at 11:00am. There is no final exam for this course.

Molly Youngkin
Grading Criteria—Formal Papers
FFYS 1000

Below are the grading criteria for the formal papers. When I refer to the paper's thesis, I am referring to the main statement of your argument, which I expect to see early in the essay. When I refer to the argument, I mean the way in which the thesis is developed in the rest of the essay, through clear statements about where the argument is going at key points in the essay. Finally, when I refer to supporting evidence, I mean the specific examples from the text you are using to flesh out your argument. If you have not written this type of paper before, feel free to come talk to me about how to go about it.

A= All material required for the assignment is present. The paper's thesis goes way beyond the obvious, and the argument presents a precise, informed, incisive, and satisfying critical investigation of the topic. The implications of the thesis are fully developed through the use of supporting evidence. The ideas within the essay are well organized, and the language used in the essay is appropriate to the audience. The essay is written in MLA format, with in-text citations and a Works Cited page.

B= All material required for the assignment is present. The paper's thesis goes beyond the obvious, and the argument presents a clear and accurate investigation of the topic. There is some strong supporting evidence for the thesis, but the ideas may not be fleshed out as fully as they might be, or some readings may not be as precise as they could be. The ideas within the essay are well organized, and the language used in the essay is appropriate to the audience. The essay is written in MLA format, with in-text citations and a Works Cited page.

C= All material required for the assignment is present. The essay has a thesis and details to support that thesis. The argument is adequate, but does not fully explore the implications of the topic or does not present a critical viewpoint that goes very far beyond the obvious. The supporting evidence for the argument may be adequate but not as fully developed as it could be and less convincing than it could be. The ideas within the essay are appropriately organized, and the language used in the essay is appropriate to the audience. The essay is written in MLA format, with in-text citations and a Works Cited page.

D= Material required for the assignment may be missing. The essay has a weak thesis, and details to support the thesis are not developed adequately. The thesis does not go beyond the obvious or is more descriptive than analytical. Supporting evidence for the thesis may be missing or is so far off-base to be unconvincing. The ideas within the essay are not well organized, and the language used in the essay may not be appropriate to the audience. The essay may lack items related to MLA format.

F= Material required for the assignment may be missing. The essay has a very weak thesis or no thesis, and details to support the thesis are not developed adequately or are missing. The thesis does not go beyond the obvious or is more descriptive than analytical. Supporting evidence for the thesis may be missing or is so far off-base to be unconvincing. The ideas within the essay are not well organized, and the language used in the essay may not be appropriate to the audience. The essay may lack items related to MLA format.

**Molly Youngkin
Grade Calculation Sheet
FFYS 1000**

Student _____

	Numerical Value		Percentage Weight	Total Weight
Writing Exercises	_____	x	___.20_____	= _____
Essay #1	_____	x	___.20_____	= _____
Essay #2	_____	x	___.20_____	= _____
Oral Literacy Assignment	_____	x	___.15_____	= _____
Information Literary Assignment	_____	x	___.10_____	= _____
Participation	_____	x	___.15_____	= _____
			Numerical Total	_____
			Final Grade	_____

Final Grade Scale

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
60-69	D
0-59	F

Directions

1) Fill in the appropriate numerical value for each assignment; 2) Multiply that value by the percentage weight in the second column; 3) Add the amounts in the "total" column; 4) Use the "final grade scale" to calculate your final letter grade.