

**AS 240 'Animals in Society'**

**Class times:** Lecture - Monday, Wednesday Friday (48 minutes); Recitation – Thursday (1 hour, 48 minutes)

**Instructors:**

Dr. Pauleen Bennett  
Senior Lecturer  
Anthrozoology Research Group  
Animal Welfare Science Centre  
School of Psychology, Psychiatry and Psychological Medicine  
Faculty of Medicine  
Monash University,  
Caulfield, Victoria, Australia  
Email: [pauleen.bennett@med.monash.edu.au](mailto:pauleen.bennett@med.monash.edu.au)

Dr. Mariko Lauber  
Animal Welfare Science Centre  
Animal Welfare Education and Training Officer  
CAS Biosecurity and Emergencies  
Department of Primary Industries, Attwood  
Victoria, Australia  
Email: [mariko.lauber@dpi.vic.gov.au](mailto:mariko.lauber@dpi.vic.gov.au)

Dr. Samia Toukhsati  
Lecturer  
Animal Welfare Science Centre  
School of Psychology, Psychiatry and Psychological Medicine  
Faculty of Medicine  
Monash University,  
Caulfield, Victoria, Australia  
Email: [samia.toukhsati@med.monash.edu.au](mailto:samia.toukhsati@med.monash.edu.au)

**Course Facilitator :**

Jeanne Osborne  
Project/Administrative Coordinator  
Department of Animal Sciences  
The Ohio State University  
Email: [osborne.2@osu.edu](mailto:osborne.2@osu.edu)

**Course Description:**

Animals in Society is an introductory, general education, course. It is designed to equip a broad range of students with the knowledge and critical thinking skills required to address questions, concerning how animals can best co-exist with modern human societies, in an informed and objective manner. Students will be introduced to the historical, social, cultural, economic, and legal frameworks within which current human-animal relationships have evolved. They will consider whether the leading frameworks used to address human moral issues can be effectively applied to animal issues and will review the scientific knowledge required to objectively form the attitudes and beliefs that shape social decision making processes. They will also consider current limitations in our knowledge about animals, and the challenges that these limitations impose upon the decision making process. After this knowledge base is developed, students will use it to explore a variety of contemporary issues concerning human obligations towards wild animals. They will then consider

the differences between wild and domesticated animals and will review various ways in which domesticated animals are currently used by humans. The principles of animal learning will be reviewed and strategies for enhancing the welfare and well-being of animals required to interact closely with humans will be presented and analyzed. The many roles of animals in science will be discussed and the concepts of reduction, refinement and replacement elucidated. In the final weeks of the class, students will consider the social importance of animals kept as companions and the benefits to both humans and animals of developing close and reciprocal inter-species relationships. The course will end with a discussion of strategies that could be used globally to promote attitude change concerning animals in society issues, ranging from humane education to improved labeling of animal products to direct social persuasion. Throughout the course, students will be provided with a broad and critical overview of theories and methods of social scientific inquiry as these apply to human-animal relationships, with an emphasis on developing practical solutions to challenging social issues.

### **Rationale**

The place of nonhuman animals in our global and local communities has long been the topic of controversial and emotive debate. Most humans in developed countries accept that we have a moral and social obligation towards animals, whether they are wild, farmed, kept in zoos, kept as companions, or used for research. Most people also accept that animals inextricably affect human health and welfare in many diverse ways. This reciprocal interconnection is greatest where humans and animals have formed symbiotic relationships due to the process of domestication, but human population growth and the continued expansion of our habitat mean that very few animal species remain unaffected by human activities. Unfortunately, it has proved difficult to achieve consensus on the fair and humane treatment of animals; the extent of society's obligations towards animals; and standards of animal welfare that society should provide. A wide range of views about animals exist, often based on misinformation and poorly informed value-based judgments. These have direct implications for agriculture, science, some sporting activities and pet owners. Divergent views also have indirect implications for the wider community, with differences of opinion about animal issues causing substantial social disharmony.

An evaluation of the various roles for animals within our global society, which is informed and objective, requires that our community learn to integrate moral views with biological, social and cultural facts. This requires an understanding of theories and methods of social science, and familiarity with factors underlying those human actions that affect other animals. In recent years, the welfare implications of most animal practices and the response of animals to these practices have been identified. Considerable information about the physical, psychological and social benefits of human engagement with animals has also accumulated, whether this occurs as companions, food sources, recreational participants or medical models. Unfortunately, there is limited transfer of this knowledge to people employed to work with animals and, more generally, to those with an interest in human-animal relationships.

A university course is the ideal mode by which to facilitate the general transfer of knowledge about the diverse roles and obvious impact that animals have within human communities. Very few such courses exist in the USA, although successful models have been developed internationally, most notably in Australia. In recent years, the Department of Animal Sciences at OSU has developed close collaborative links with social and physical scientists from the Animal Welfare Science Centre, a cross-institutional centre that facilitates animal welfare science and education in Australia and internationally. This collaboration provides OSU with access to the expertise required to develop a comprehensive, cutting-edge, social science course about animals in society.

The Animals in Society course will be an innovative and attractive program that demonstrates responsiveness to the needs of the community. It will provide a unique opportunity for OSU

graduates to lead community debate about animal issues. In addition, this course will enhance opportunities for the Department of Animal Sciences at OSU to further develop a reputation of national and international significance in this area of research and training. Students who satisfactorily complete this course will be knowledgeable, skilled, reflective and compassionate. They will have the opportunity, through this course, to develop innovative approaches to, and solution of, problems in the area of animals in society. They will be skilled at accessing, appraising and applying the best available evidence to their everyday practice and will be inspired to maintain high standards throughout their professional and personal lives.

**Course Goal:** This course will help students understand human behavior and cognition, and the structures of human societies, cultures and institutions as they relate to animals in society.

### **Course Objectives**

Students who complete this course will:

1. understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.
2. comprehend human differences and similarities in various psychological, social, cultural, economic, geographic, and political contexts.
3. develop abilities to comprehend and assess individual and social values, and recognize their importance in problem solving and policy making.

Upon completion of this course, students will:

- Appreciate the physical, social and psychological interdependence that exists between humans and nonhuman animals
- Comprehend the complexity of debate concerning the costs and benefits to humans and animals of having animals embedded within our societies
- Be familiar with the historical, social, economic, cultural, legal, biological and moral contexts within which our current relationships with non-human animals have developed and are maintained
- Understand the major frameworks used to guide moral reasoning and the applicability of these frameworks to 'animals in society' issues
- Appreciate the difference between animal ethics and animals welfare
- Understand that there exist diverse approaches to evaluating animal welfare and well-being, each dependent upon different assumptions about other species and different types of knowledge
- Be well informed about the behavioral, cognitive and emotional capabilities of non-human animals, the applicability of science to 'animals in society' issues, and limitations to our current knowledge about animals
- Know basic principles of genetic selection and domestication and understand how these can be used to potentially enhance the well-being of animals in society
- Understand how animals learn and how constraints on learning are imposed by developmental processes such as sensitive periods
- Be aware of the importance of environmental design, skilled management and stockperson training in facilitating positive, mutually rewarding, human-animal relationships
- Have a broad understanding of how important animals are in both science and medicine and appreciate the importance of using a strategy, such as that provided by the three R's, to balance multiple competing human and animal needs

- Realize how important companion animals are in promoting human health and well-being, and how important it is to ensure that companion animals are selected and managed responsibly
- Appreciate the extent to which humane education and attitude change strategies could be used to enhance human-animal relationships within both local and global societies
- Be skilled at using the knowledge acquired in the course to objectively and critically evaluate current issues involving animals in society – including issues with wild animals, recreational animals, animals used for science and medicine, agricultural animals and companion animals

### **Textbooks:**

Due to the innovative and multidisciplinary nature of this course, there are no suitable textbooks. Instead, students will be required to read short extracts from multiple texts and to use information from the internet and popular media sources to supplement their learning. Books and journal papers from which reading material will be extracted are listed below in relation to each topic. This list will be added to and refined during the course development process, with specific passages being identified as either required or recommended reading.

### **Assessment:**

**Examinations (70%):** Three examinations form the basis of the examination component for this course.

- The first examination (15% of final mark) will take place in the recitation class scheduled for Week 3, and will cover material from Weeks 1 and 2. Multiple choice and short answer questions will be used to evaluate students' understanding of the theoretical material and their ability to apply it to practical issues.
- The second examination (20% of final mark) will take place in the recitation class scheduled for Week 8, and will cover material from Weeks 3 through 6. Multiple choice and short answer questions will be used to evaluate students' understanding of the theoretical material and their ability to apply it to practical issues.
- The final examination is a two-hour examination at the completion of the course. It will consist partly of multiple choice and short answer questions covering material from Weeks 7 through 10 (20% of final mark), and partly of essay-type questions requiring students to integrate the knowledge acquired throughout the course and *apply* it to appropriate issues (three items, 15% of final mark), chosen from a selection of topics provided by the course instructor.

**Theoretical Essay [Write-Re-write paper] (20%):** Students are required to select a contemporary 'animals in society' issue, research this issue, referring to scientific and contemporary issues literature, and write a 1000 word paper describing and evaluating the issue in a well-balanced, objective manner. The discussion should include consideration of historic, economic, social, cultural, moral and legal factors influencing the current debate, and suggestions for its resolution using knowledge acquired during the course.

This assignment is a write-re-write paper. The timetable for writing and submission is as follows:

- The students will be provided with an overview of the paper and what is expected of them during the first recitation class
- They will have an opportunity to discuss their progress during the recitation class in Week 3
- The first submission of the paper will be due at the end of Week 4 and is worth 10% of the final mark for the course
- The papers will be reviewed by staff and returned to the students for re-writing during Recitation Class 6

- The final submission of the paper will be due at the end of Week 7 and is worth 10% of the final mark for the course

**Electronic Discussion (10%):** During the first recitation class students will be shown how to use Carmen to contribute electronically to a discussion about issues raised during the lectures and workshops. At the completion of each week of study, each student will be required to submit a brief paragraph or response describing their thoughts, feelings, interpretations or questions in response to a topic provided by teaching staff. These discussion entries will be monitored by a teaching assistant and each student will be awarded a pass/fail grade for their participation each week (each discussion will be closed at 5 PM on the following Monday). Students will receive one percentage point for each pass grade awarded.

<b>Item:</b>	<b>Total Points Possible</b>
Examinations:	70
Essay	20
Discussion	10
<b><u>Total</u></b>	<b><u>100</u></b>

**Grading Policy:** Grading will consist of objective (multiple choice) and subjective (electronic discussions, theoretical essay, short and long answer exam questions) assessments. Objective items will be marked correct or incorrect, with correct responses tallied to determine the overall grade. Marks will not be deducted for incorrect responses. For subjective grading, the quality and completeness of the answer/assignment relative to other answer/assignments in the class will determine the score. For example, an excellent response to a short answer exam question worth 2 marks will receive the entire 2 marks; a very good response will receive 1.5 marks; an acceptable (average) response will receive 1 mark; a below average response 0.5 marks; and an unacceptable response 0 marks.

Overall grades will be based on the total points earned as a percentage of the total points possible and letter grades will be assigned as follows:

Percentage:	Grade	Percentage	Grade
93-100	A	73-76.9	C
90-92.9	A-	70-72.9	C-
87-89.9	B+	67-69.9	D+
83-86.9	B	59-66.9	D
80-82.9	B-	≤ 58.9	E
77-79.9	C+		

**Academic Dishonesty:** Any student suspected of any form of academic dishonesty will be handled according to the Student Conduct Codes. Please refer to <http://www.studentaffairs.osu.edu/csc.asp> for more detailed information regarding Academic Misconduct.

**Attendance Policy:** Attendance at lectures and recitations is *mandatory*. Students will be unable to make-up missed activities or lectures. If an emergency should warrant that a lecture or recitation class be missed, prior notification should be given to the instructor (and lecturer) if possible. If this is not possible the instructor should be contacted as soon as practicable following the class. Students who miss more than 5 classes without medical certificates or special, written, dispensation from the course coordinator will not fulfill the requirements of the course.

**Punctuality:** Punctuality is a necessity as tardiness is disruptive to the entire class. Please be punctual for your own benefit and for the benefit of other students.

**Cell Phones:** Please turn off or place in 'Etiquette Mode' all cell phones. Text-messaging during class is unacceptable.

**Student Disabilities:** If you have a documented disability, you should contact the Office of Disability Services (ODS) (614-292-3307, TDD 614-292-0901, or [www.ods.ohio-state.edu](http://www.ods.ohio-state.edu)) at the beginning of the quarter. In addition, you are encouraged to contact the instructor to discuss your disability matters in privacy so that appropriate accommodations may be arranged.

**ON-LINE Resources:**

Animals in Society has been developed for Carmen accessibility. To access visit <http://carmen.osu.edu>. Log-in using your email user name and password under Fall 2007 quarter select \_\_\_\_\_.

The following information is available through \_\_\_\_\_ for Carmen:

**Calender:** Contains important dates including examination dates, journal entry due dates, recitation and lecture dates and essay due dates.

**Discussion:** Successful completion of this course requires each student to make regular contributions to the electronic discussion list accessed via the Carmen site. Please make sure you are familiar with this feature as soon as possible after beginning the course.

**Grades:** Access your grades as well as the class mean and standard deviation for completed assignments.

**Class Content:** Download and print a copy of the Power Point slides prior to attending class. Note that these slides do not contain a full copy of the lecture notes – but an abridged version to facilitate note taking by students during lectures. You must attend lectures to obtain the material required to compliment these slides.

**Discussion Articles:** This section contains material you may use to supplement your understanding of the information presented during lectures and recitations. This may include scientific literature, newspaper articles or links to web sites deemed appropriate by the course instructors.

**Links:** This section contains links to websites relevant to a broader study of animals in society, accumulated by students in the course. The content of these websites is not endorsed by your course instructors and you are advised to carefully evaluate the validity of the information before including it in class assignments and discussions.

Lecture MWF (Time) (Location)		Recitation R (Time) (Location)
Class No.	Topic	Activity
1	Historical context of animals in society	
2	Social, economic and cultural context of animals in contemporary society	Moral Reasoning Group Exercise <i>Assign Writing Activity</i>
3	Legal context of animals in society	
4	Consequence based ethics applied to animal issues	
5	Rights based ethics applied to animal issues	Advertising campaigns; welfare organizations; BBC Video: "Are animals conscious?"
6	Animal welfare as an alternative focus to animal ethics	
7	The challenge of understanding what animals want and need	
8	Animal feelings as an indicator of animal well being	<b>Exam 1 (lectures 1-6)</b> Discuss Progress in Writing Activity; BBC Video: "Do animals have emotions?"
9	Using biological and behavioral functioning as indicators of what animals want, need and feel	
10	Overview of current issues involving wild animals and society	
11	Balancing control of successful wild animal species with other social demands	Guest Speaker <i>Submit first draft of writing activity</i>
12	Balancing conservation of less successful species with other social demands	
13	How all species gradually adapt to changing environments	
14	History of human/animal domestication	Activity - genetic recombination in pets, agricultural and wild animals
15	Using captivity and domestication to conserve wild animal species	
16	Historic, economic, cultural and social importance of domesticated animals	
17	Current issues involving the use of animals in agriculture	Case studies – social consequences of animal use <i>Edited draft of Writing Activity returned</i>
18	Current issues involving animals used in sport, recreation and entertainment	
19	Introduction to the concepts of biological plasticity and adaptation	

20	Stock person selection and training	Animal learning, environment design activities <i>Final version of Writing Activity due</i>
21	Designing environments for optimal human/animal interactions	
22	Overview of diverse roles for animals in science and medicine	
23	Introduction to laboratory based animal use	<b>Exam 2 (lectures 7-18)</b> Guest Speaker-animal models: pros and cons
24	Balancing medical science with changing attitudes towards animal welfare	
25	Companion animals as an example of successful co-domestication	
26	Why do modern humans lavish so much attention on pets?	Guest Speaker-service animals and society
27	Balancing the benefits of companion animals with the costs of keeping them	
28	Review of the importance of Animals in Society	
29	Living successfully with Animals in Society	Review of course material Student Evaluations of course
30	Improving how we live with Animals in Society	
<b>Final Exam</b>	Lectures 19-30 and comprehensive essays	

### Discussion and Suggested Readings:

#### **Week 1: Introduction to thinking about animals in society**

Discussion topic:

- Comment on why you think our community should be well informed about animal issues.

Suggested Reading:

- Budianski, S. (1999). *The Covenant of the Wild: Why Animals Chose Domestication*. Yale: Yale University Press.
- Clutton-Brock, J. (1999). *A natural history of domesticated animals (2<sup>nd</sup> edn)*. Cambridge: Cambridge University Press.
- Francione, G. (1995). *Animals, property and the law*. Philadelphia: Temple University Press.
- Rollin, B.E. (1995). *Farm animal welfare: Social, bioethical and research issues*. Iowa: Iowa State Press.
- Sagan, C. (1977). *The Dragons of Eden: Speculations on the Evolution of Human Intelligence*. New York: Random House.
- Shaw, W.H. (1993). An introduction to ethics. In W.H. Shaw (Ed.), *Social and personal ethics* (pp.2-34). California: Wadsworth Publishing Company.
- Wise, S. (2000). *Towards legal rights for animals*. New York: Perseus Publishing.



**Week 2: Moral reasoning applied to animals in society issues**

## Discussion topic:

- Select one of the newspaper articles presented in the recitation class and evaluate the extent to which the content is objective and evidence-based, or potentially biased by an underlying agenda.

## Suggested Reading:

- Fraser, D. (1999). Animal ethics and animal welfare science: bridging the two cultures. *Applied Animal Behaviour Science*, 65, 171-189.
- Klee, R. (1997). *Introduction to the Philosophy of Science: Cutting Nature at Its Seams*. Oxford: Oxford University Press.
- Leahy, M.P.T. (1991). *Against liberation: putting animals in perspective*. London: Routledge.
- Munro, L. (2001). *Compassionate beasts: the quest for animal rights*. Connecticut: Praeger Trade.
- Regan, T. (1985). The case for animal rights. In P. Singer (Ed.), *In defence of animals* (pp.13-26). Oxford, UK: Basil Blackwell.
- Rohr, J. (1989). *Animal rights: opposing viewpoints*. San Diego: Greenhaven Press.
- Scrutton, R. (2000). *Animal rights and wrongs* (3<sup>rd</sup> edn.). London: Metro Books.
- Shaw, W.H. (1993). An introduction to ethics. In W.H. Shaw (Ed.), *Social and personal ethics* (pp.2-34). California: Wadsworth Publishing Company.
- Singer, P. (1993). Equality for animals? In P. Singer (Ed.), *Practical ethics* (2<sup>nd</sup> ed., pp. 55-69). Cambridge: Cambridge University Press.

**Week 3: Can we tell what animals in society want, need and feel?**

## Discussion topic:

- It's 2050 and you've just arrived on a completely unfamiliar planet. There are weird little creatures moving around on the ground, unlike anything you've ever seen before. It is your responsibility to capture some of the creatures so that they can be studied back on earth. How will you monitor their welfare during the three year trip back to Earth?

## Suggested Reading:

- Barnett, J.L., & Hemsworth, P.H. (2003). Science and its application in assessing the welfare of laying hens in the egg industry. *Australian Veterinary Journal*, 81 (10), 18-27.
- Broom, D.M., & Johnson K.G. (1993). *Stress and animal welfare*. London: Chapman and Hall.
- Dawkins, M.S. (2000). Animal minds and animal emotions. *American Zoologist*, 40 (6), 883-888.
- Duncan, I.J.H., & Fraser, D. (1997). Understanding animal welfare. In M.C. Appleby, & B.O. Hughes (Eds.), *Animal welfare* (pp.19-31). Oxon, UK: CABI Publishing.
- Duncan, I.J.H. (2004). A concept of welfare based on feelings. In: G.J. Benson and B.E. Rollin (Eds.) *The Well-Being of Farm Animals: Challenges and Solutions*. (pp. 95-101). Iowa: Blackwell Publishing.
- Fraser, D. & Weary, D.M. (2004). Quality of life for farm animals: linking science, ethics and animal welfare. In: G.J. Benson and B.E. Rollin (Eds.) *The Well-Being of Farm Animals: Challenges and Solutions*. (pp. 39-60). Iowa: Blackwell Publishing.
- Moberg, G.P., & Mench, J.A. (Eds.). (2000). *The biology of animal stress: basic principles and implications for animal welfare*. Oxon, UK: CABI Publishing.
- Webster, A.J.F. (1998). What use is science to animal welfare? *Naturwissenschaften*, 85, 262-269.

**Week 4: Current issues involving wild animals and human societies**

## Discussion topic:

- You and a few friends jet off into space on your annual holiday, just in time to see planet earth implode. You are taken in by friendly aliens from a neighbouring planet. They put you and your friends in a nice enclosure and try to decide whether to try to breed up your numbers in captivity, even though your natural habitat will never be restored, keep you comfortable but prevent you from breeding until you die of old age or put fatal but painless drugs in your drinking water. If you could find a way to communicate with them, what would you advise and why?

## Suggested Reading:

- Bostock, S. (1993). *Zoos and animal rights: the ethics of keeping animals*. London: Routledge.
- Cowan, P.E., & Tyndale-Biscoe, C.H. (1997). Australia and New Zealand mammal species considered to be pests or problems. *Reproduction, Fertility and Development*, 9, 27-36.
- Ehrlich, P., & Ehrlich, A. (1981). *Extinction: the causes and consequences of the disappearance of species*. New York: Random House.
- Fascione, N., Delach, A. & Smith, M.E. (Eds.) (2004). *People and Predators: From Conflict to Coexistence*. Washington: Island Press.
- Jamieson, D. (1985). Against zoos. In P. Singer (Ed.), *In defence of animals* (pp.108-117). Oxford: Basil Blackwell Inc.
- Norton, B.G., Hutchins, M., Stevens, E.F., & Maple, T.L. (Eds.). (1995). *Ethics on the ark: zoos, animal welfare, and wildlife conservation*. Washington: Smithsonian Institute Press.

**Week 5: Domestication – what it means for animals and society**

## Discussion topic:

- After watching the video clip provided, comment on the problems associated with keeping large mammals in captivity and whether you think the benefits of captive breeding programs outweigh the costs to individual animals.

## Suggested Reading:

- Budianski, S. (1999). *The Covenant of the Wild: Why Animals Chose Domestication*. Yale: Yale University Press.
- Künzl, C., Kaiser, S., Meier, E., & Sachser, N. (2003). Is a wild mammal kept and reared in captivity still a wild animal? *Hormones and Behavior*, 43, 187-196.
- Lynch, M., and O'Hely, M. (2001). Captive breeding and the genetic fitness of natural populations. *Conservation Genetics*, 2, 363-378.
- Malmkvist, J., Hansen, S.W. (2001). The welfare of farmed mink (*Mustela vison*) in relation to behavioural selection: a review. *Animal Welfare*, 10(1), 41-52.
- Norton, B.G., Hutchins, M., Stevens, E.F., & Maple, T.L. (Eds.). (1995). *Ethics on the ark: zoos, animal welfare, and wildlife conservation*. Washington: Smithsonian Institute Press.
- O'Connor, T.P. (1997). Working at relationships: another look at animal domestication. *Antiquity*, 71, 149-156.
- Plomin, R., DeFries, J.C., McClearn, G.E. and Rutter, M. (1997). *Behavioral Genetics* (3<sup>rd</sup> edn). W.H.Freeman and Company: New York.
- Price, E.O. (2002). *Animal Domestication and Behavior*. Oxon, UK: CABI Publishing.
- Serpell, J. (1986). *In the company of animals: A study of human-animal relationships*. Cambridge: Cambridge University Press.
- Simm, G., Conington, J., Bishop, S.C., Dwyer, C.M. & Pattinson, S. (1996). Genetic selection for extensive conditions. *Applied Animal Behaviour Science*, 49, 47-59.

- Williams, G.C. (1974). *Adaptation and natural selection*. New Jersey: Princeton University Press.

### **Week 6: Domesticated animals in the service of humans**

#### Discussion topic:

- Visit the web pages provided on the Carmen site. Critically discuss the social, economic and animal welfare issues associated with recreational fishing and fish farming. How do these practices compare?

#### Suggested Reading:

- Budianski, S. (1999). *The Covenant of the Wild: Why Animals Chose Domestication*. Yale: Yale University Press.
- Hodges, J. & Han, I.K. (2000). *Livestock Ethics and Quality of Life*. Oxon, UK: CABI Publishing.
- Ortega y Gasset, J. (2001). The ethics of hunting. In W.J. Morgan, K.V. Meier, & A.J. Schneider (Eds.), *Ethics in sport* (pp.295-303). Illinois: Human Kinetics.
- Price, E.O. (2002). *Animal Domestication and Behavior*. Oxon, UK: CABI Publishing.
- Rollin, B.E. (1995). *Farm animal welfare: social, bioethical and research issues*. Iowa: Iowa State University Press.
- Rollin, B.E. (2001). Rodeo and recollection – applied ethics and western philosophy. In W.J. Morgan, K.V. Meier, & A.J. Schneider (Eds.), *Ethics in sport* (pp.326-337). Illinois: Human Kinetics.
- Serpell, J. (1986). *In the company of animals: A study of human-animal relationships*. Cambridge: Cambridge University Press.
- Thompson, P.B. (1998). *Agricultural ethics: research, teaching and public policy*. Iowa: Iowa State University Press.
- Webster, J. (2000). Animals in sport. In G. Legood (Ed.), *Veterinary ethics: an introduction*. London: Continuum.

### **Week 7: The importance of environment to animals in society**

#### Discussion topic:

- You've returned from space with some of those unusual creatures we discussed in Topic 3. It's your job to build an enclosure for them. What kind of things are you going to consider and why?

#### Suggested Reading:

- Bizeray, D., Estevez, I., Leterrier, C., & Faure, J.M. (2002). Effects of increasing environmental complexity on the physical activity of broiler chickens. *Applied Animal Behaviour Science*, 79, 27-41.
- Domjan, M. (2004). *The Essentials of Learning and Conditioning (3rd edn.)*. California: Wadsworth Publishing.
- Drickamer, L.C., Vessey, S.H., & Jakob, E.M. (2002). *Animal behaviour: mechanisms, ecology, evolution (5th ed.)*. Boston: McGraw Hill.
- Grandin, T. (2004). Principles for handling grazing animals. In Benson, G.J., & Rollin, B.E. (Eds.). *The well-being of farm animals: challenges and solutions*. Blackwell Publishing: Iowa, USA. (pp. 119-144).
- Hansen, L.T., & Berthelsen, H. (2000). The effect of environmental enrichment on the behaviour of caged rabbits (*Oryctolagus cuniculus*). *Applied Animal Behaviour Science*, 68, 163-178.
- Hemsworth, P.H., & Coleman, G.J. (1998). Changing stockperson attitudes and behaviour. In P.H. Hemsworth, & G.J. Coleman (Eds.), *Human-livestock interactions: the stockperson and*

*the productivity and welfare of intensively farmed animals* (pp.107-121). Bristol, UK: CAB International.

- Manning, A., & Dawkins, M.S. (1998). *An introduction to animal behaviour*. Cambridge: Cambridge University Press.
- Mellen, J., & Sevenich MacPhee, M. (2001). Philosophy of environmental enrichment: past, present and future. *Zoo Biology*, 20, 211-226.
- Olsson, I.A., & Dahlborn, K. (2001). Improving housing conditions for laboratory mice: a review of 'environmental enrichment'. *Laboratory Animals*, 36, 243-270.
- Parfitt, D.B., Levin, J.K., Saltstein, K.P., Klayman, A.S., Greer, L.M., and Helmreich, D.L. (2004). Differential early rearing environments can accentuate or attenuate the responses to stress in male C57BL/6 mice. *Brain Research*, 1016, 111-118.
- Price, E.O. (1999). Behavioral development in animals undergoing domestication. *Applied Animal Behaviour Science*, 65, 245-271.
- Wilson, S.C., Mitlöhner, F.M., Morrow-Tesch, J., Dailey, J.W., & McGlone, J.J. (2002). An assessment of several potential enrichment devices for feedlot cattle. *Applied Animal Behaviour Science*, 76, 259-265.

### **Week 8: Using animals in science and medicine**

Discussion topic:

- Read the newspaper articles provided and discuss whether you think animals should be used to study these diseases? Does your view depend on the type of animals involved, the number of animals involved or the outcomes for the animals?

Suggested Reading:

- Dolan, K. (1999). *Ethics, animals and science*. Malden, MA: Blackwell.
- Garner, R. (Ed.). (1996). *Animal rights: the changing debate*. New York: New York University Press.
- Grayson, L. (2000). *Animals in research: for and against*. London: British Library.
- Institute for Laboratory Animal Research (2004). *Science, medicine and animals*. Washington, USA: The National Academies Press.
- Monamy, V. (2000). *Animal experimentation: a guide to the issues*. Cambridge: Cambridge University Press.
- Rollin, B.E. (1990). *The unheeded cry: animal consciousness, animal pain and science*. Oxford: Oxford University Press.
- Rowan, A.N. (1984). *Of mice, models, and men: a critical evaluation of animal research*. Albany, New York: State University of New York Press.
- Rowan, A. (1996). The use of animals in experimentation: an examination of the 'technical' arguments used to criticize the practice. In R. Garner (Ed.), *Animal rights: the changing debate* (pp.104-122). New York: New York University Press.
- See Grahame Coleman's ANZCAART paper for attitudes to lab animals

### **Week 9: Animals in society as human companions**

Discussion topic:

- Visit the website provided and comment on whether you think it is appropriate to use primates as assistance animals. Use an analysis of the costs and benefits to both people and animals to support your view.

Suggested Reading:

- Hubrecht, R., & Turner, D.C. (1998). Companion animal welfare in private and institutional settings. In C.C. Wilson, & D.C. Turner (Eds.), *Companion animals in human health* (pp.267-289). California: Sage Publications.

- Melson, G.F. (2001). Victims and objects. In G.F. Melson (Ed.), *Why the wild things are: animals in the lives of children* (pp.159-177). Cambridge: Harvard University Press.
- Podberscek, A.L., Paul, E.S., & Serpell, J.A. (2000). *Companion animals and us: exploring the relationships between people and pets*. Cambridge, Great Britain: Cambridge University Press.
- Serpell, J. (1996). *In the company of animals: a study of human-animal relationships* (2nd ed.). Cambridge, Great Britain: Cambridge University Press.
- Serpell, J. (1995). *The Domestic Dog: Its Evolution, Behaviour and Interactions with People*. Cambridge: Cambridge University Press.
- Wilson, C.C. & Turner, D.C. (1997). *Companion animals in human health*. California: Sage Publications.

### **Week 10: Taking issues involving animals in society forward**

Discussion topic:

- Has undertaking this course changed the way you think about Animals in Society? Comment on the most important thing you've learned.

Suggested Reading:

- Ajzen, I. & Fishbein, M. (1980). *Understanding attitudes and predicting social behaviour*. New York: Prentice Hall.
- Bohner, G. & Wanke, M. (2002). *Attitudes and attitude change*. Hove, UK: Psychology Press.
- Farm animal welfare council (2006). *Report on welfare labelling*. London: Farm Animal Welfare Council.
- Weil, Z. (2004). *The Power and Promise of Humane Education*. Canada: New Society Publishers.
- Zimbardo, P.G. & Leippe, M.R. (1991). *The Psychology of Attitude Change and Social Influence* (3rd edn.). Boston: McGraw-Hill.