

# Animal, Capital, Power

CHID 480B, Winter 2017

Tues & Thurs: 2:30-4:20; MGH 082A

Office Hours: Tues 1:30-2:30; Allen Research Commons

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Animal Studies Librarian: Emily Keller; emkeller@uw.edu

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## **Course Overview and Aims**

*stock (n):*     *a) the capital raised by a business or corporation;*  
                  *b) farm animals such as cattle, pigs, and sheep*

How does an animal become capital, become a commodity? How does animal life become economic life, become political life? How does 'the economy' trace the lines between human and animal? Together we will explore these and related questions, examining how capitalist economies, power relations, and 'the animal' – as a biological, sociopolitical, and symbolic force – intertwine to produce and affect the lives of humans and nonhumans. The course will unfold via weekly seminar discussions, student facilitations, written reflections, site visits around Seattle, and a final paper or multi-media project. Students will engage a range of cross-disciplinary concepts from political economy, the history of science, literature and film, animal studies, social theories of difference, and body studies. Readings will span a range of case studies from medieval witch hunts to modern-day zoos, from the rise of capitalist property relations to spaces of resistance within and outside capitalist societies. We will cover themes including labor, bodily commodification, modern medicine, the human/animal divide, biological (re)production, political personhood, food and identity, and relations of colonialism, class, race, gender, sexuality, and species. The course aims to create a space in which, through collaborative thought and discussion, we can explore our economic, political, and fundamentally fleshy worlds, to ask how animals and humans exchange, and how life becomes livestock.

## Access, Inclusivity, and Disability

This class is to be accessible to every student interested in taking part and learning. I ask for your own participation in this process. **I ask that you respect, remain open to, remain responsive to, and communicate about the needs of yourself and others.** As an opening gesture towards this, we will begin our first class by creating our classroom agreements (see below). I begin that process here by asking that you **refrain from wearing scents or fragrances in class.**

It is the policy and practice of the University of Washington to create inclusive and accessible learning environments. If you experience barriers to your learning, please seek a meeting with Disability Resources for Students (DRS; <http://disability.uw.edu>) to discuss them. **If you have already established accommodations with DRS, please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.** If you have not yet established services through DRS, but have a temporary or permanent disability that requires accommodations, you are welcome to contact DRS at 206-543-8924 or [uwdrs@uw.edu](mailto:uwdrs@uw.edu).

**If you experience a temporary or permanent disability but are not able to establish services through DRS, please contact me as soon as you are able.** I am committed to making this class accessible to every student, regardless of documented disability. (I also recommend students check out [The D Center](#) in Mary Gates Hall 024. It is a space for “disabled, chronically ill, mad/mentally ill, Neurodivergent and Deaf students.” It can be a helpful resource in addition to the DRS and/or if you are experiencing difficulty with DRS.) While I may be limited in my capacity to accommodate, I will do whatever I can to enable you to take part and learn in this class. **Additionally, if you are experiencing any personal, physical, and/or emotional hardship that is interfering with your ability to learn (e.g., un/documented illness, stress, issues of mental health, family/friend emergency, etc.), please let me know so that I can help to continue your participation and learning in the class.**

I understand an inclusive classroom as one in which all participants, the instructor included, actively create a shared space in which everyone’s body, mind, ideas, personhood, emotional life, and dignity are allowed entry. Indeed, you do not “enter” the classroom. We create the classroom. I discuss other issues of inclusivity – respect, microaggressions, participation, anti-oppressive practice, listening, etc – below.

## **Learning Objectives**

During this course you will...

- Read across different historical and contemporary case studies.
- Acquire a range of conceptual frameworks for understanding and approaching issues of animal life, economic relations, and power.
- Appreciate the benefits and difficulties presented by different disciplinary and cross-disciplinary paradigms.
- Learn to think spatially as well as temporally.
- Practice skills of comprehensive and analytical reading, argumentative and creative writing, group facilitation, and real-world application.
- Conduct your own hands-on, place-based research into a case of animal commodification.
- Reflect on and share with the class your learning experiences, challenges and insights throughout the quarter.

## **Required Readings**

The majority of course readings are available on the class Canvas website. However, you will be required to acquire several books for this class, listed below. These can be found at the University Bookstore and at other brick-and-mortar and online stores.

- *The Companion Species Manifesto* by Donna Haraway
- *Animal Capital* by Nicole Shukin
- *Dolly Mixtures* by Sarah Franklin

## **Course Expectations**

This is an intensive reading course that will organize around seminar-style discussions. Students are expected to:

- Attend *all* class sessions, which will involve a combination of seminar/discussion, lecture, and activities;
- Complete all assignments, including reading, by the date due, *before* class;
- Turn in written assignments on time; and
- Participate actively in classroom discussion and group activities

## **Course Assignments and Grading**

The following assignments will be used to discern student learning. Assignment prompts and further details will be made available over the quarter on the course Canvas site.

<b><u>Assignment</u></b>	<b><u>% of Grade</u></b>
<b>Daily Participation</b>	<b>30</b>
<i>Discussion participation, in-class writing assignments, before-class reading responses, and other class activities. (Note: in-class activities <u>cannot</u> be made up.)</i>	
<b>Seminar Facilitation X 2</b>	<b>20</b>
<i>In pairs, students will be responsible for jump-starting our class discussion twice over the quarter. Facilitation styles are open to students; they may incorporate multi-media material and case studies, discuss the readings and authors, and/or design other creative activities. Students will facilitate on days according to preference. However, student presentations will not begin until after the three Introductory weeks; presentations will begin on Tuesday, January 24.</i>	
<b>Commodity Chain Co-Map</b>	<b>10</b>
<i>Students will together create a collaborative Google Map charting the sites and flows of animal (de)commodification. Each student will be required to create map markers of different sites of their choice, as well as brief theoretical analyses connecting the "real world" sites with course concepts.</i>	
<b>Final Multi-Media Project or Paper</b>	<b>40</b>
<i>Students will focus their final project or paper on a particular case study involving the intersection of animal and economy, broadly conceptualized. 5 points of their final project/paper will be assessed via a proposal to be completed midway through the quarter. This proposal will be written and turned in, but students will also be required to take time in class to workshop their proposal with their peers. In addition, 5 points will be assessed via a 5-10 minute presentation on your project/paper to be delivered in class during the final week of classes.</i>	

## Schedule of Classes and Topics

Below is the list of required readings and their due dates. You will be responsible for completing *all* required readings by the start of class on the date listed. Readings may be altered (with reasonable forewarning) as the quarter progresses. I am also eager to adjust readings according to your interests. We will discuss this on the first day of class, but feel free to bring up alternative readings or topics to me or in class at any time.

### **INTRODUCTIONS: HUM/ANIMAL**

**Tuesday, January 3** Diski, Jenny. 2013. What I Don't Know About Animals. Excerpt: pp. 1-36

**Thursday, January 5** Haraway, D. J. (2003). *The companion species manifesto : dogs, people, and significant otherness*. Chicago, Prickly Paradigm Press.

**Recommended:** Calarco. 2013. Being toward meat: anthropocentrism, indistinction, and veganism. *Dialectical Anthropology* 38 (4): 415-429.

### **INTRODUCTIONS: CAPITAL**

**Tuesday, January 10** Marx. 1867. The fetishism of the commodity. In *Capital*, volume 1.

Watts, Michael. 2009. "Commodity." In *The Dictionary of Human Geography*, edited by Derek Gregory, Ron Johnston, Geraldine Pratt, Michael Watts, and Sarah Whatmore, Fifth, 99–100. Malden: Wiley-Blackwell.

Guthman, Julie. 2009. "Commodity Chain." In *The Dictionary of Human Geography*, edited by Derek Gregory, Ron Johnston, Geraldine Pratt, Michael Watts, and Sarah Whatmore, Fifth, 101–102. Malden: Wiley-Blackwell.

Appadurai Arjun, editor. 1986. Chapter 1: Introduction: commodities and the politics of value. *The social life of things: Commodities in cultural perspective*. 3-63. Cambridge: Cambridge University Press.

**Thursday, January 12** Smith, N. 2008. Chapter 2: The production of nature. In *Uneven development: Nature, capital, and the production of space*. University of Georgia Press (34 pages).

Boyd. 2001. Making meat: science, technology, and American poultry production. *Technology and Culture* 42: 631-664

### **INTRODUCTIONS: POWER**

**Tuesday, January 17** Locke. 1689. Of property. In *Second treatise on government*.

Scott. 1998. Introduction to *Seeing like a state* (p 1-8).

Agamben, Giorgio. "The Anthropological Machine" in *The Open: Man and Animal*.

**Thursday, January 19** Weheliye, Alexander G. 2014. Chapter 2 "Bare Life" in *Habeas Viscus: Racializing Assemblages, Biopolitics, and Black Feminist Theories of the Human*

Polish, Jennifer. 2016. *Decolonizing Veganism: On Resisting Vegan Whiteness and Racism*

Harper, A. Breeze, 2010. *Sistah Vegan Anthology*. Excerpts.

**Recommended:** Dwyer, Annie. 2015. Animal Autobiography and the Domestication of Human Freedom. *Arizona Quarterly* 71 (2): 1-30.

### **ANIMAL CAPITAL**

**Tuesday, January 24** Shukin, Nicole. 2009. *Animal Capital*. Introduction (pg. 1-14) and Chapter 2

Watts, Michael. 2000. "Afterword: Enclosure." In *Animal Spaces, Beastly Places: New Geographies of Human-animal Relations*, edited by Chris Philo and Chris Wilbert, 291–301. London: Routledge.

**Thursday, January 26** Haraway, Donna. 2013. *When Species Meet*. Chapter 2.

Wilkie, Rhoda. 2005. "Sentient Commodities and Productive Paradoxes: The Ambiguous Nature of Human–livestock Relations in Northeast Scotland." *Journal of Rural Studies* 21 (2): 213– 230.

**Tuesday, January 31** Shukin, Nicole. 2009. *Animal Capital*. Chapter 3

Collard, Rosemary. *Animal Traffic*. Chapters 2 & 3.

### **BIOPOWER AND GOVERNMENTALITY**

**Thursday, February 2** Lemke, Thomas. *Biopolitics and Advanced Introduction*. Introduction, Chapter 2 ("Life as an Object of Politics"), and Chapter 3 ("The Government of Living Beings: Michel Foucault")

Governmentality. In *The Foucault effect*: 87-104.

**Tuesday, February 7** Chrulew, Matthew. 2011. "Managing Love and Death at the Zoo: The Biopolitics of Endangered Species Preservation." *Australian Humanities Review*, no. 50 (May).

Shukin, Nicole. "Security Bonds"

**\*\*Final Project/Paper Proposals Due in Class\*\***

**\*\*Final Project/Paper Peer Workshop in Class\*\***

### **CAPITALISM AND THE LIBERAL ANIMAL**

**Thursday, February 9** Katz, Cindi. 2009. "Social Reproduction." In *The Dictionary of Human Geography*, edited by Derek Gregory, Ron Johnston, Geraldine Pratt, Michael Watts, and Sarah Whatmore, Fifth, 101– 102. Malden: Wiley-Blackwell.

Federici, Sylvia. *Caliban and the Witch*. Introduction and "The Great Caliban"

**\*\*Final Project/Paper Peer Workshop in Class\*\***

**Tuesday, February 14** Boggs, Colleen Glenney. *Animalia Americana*. Chapter 5.

Nast, Heidi. 2006. *Loving...Whatever: Alienation, Neoliberalism, and Pet-Love in the 21st Century*.

Excerpts from *Pet Hoarders* TV and documentary *Cat Ladies*

## **EMPIRE**

**Thursday, February 16** Stoler, Ann Laura. 2008. "Imperial Debris: Reflections on Ruins and Ruination." *Cultural Anthropology* 23 (2): 191–219.

Ahuja, Neel. 2016. *Bioinsecurities: Disease Interventions, Empire, and the Government of Species*. Durham: Duke University Press Books. – Chapter 3

## **BIOCAPITAL**

**Tuesday, February 21** Dolly Mixtures. Chapters 1, 2, & 3.

**Thursday, February 23** Dolly Mixtures, Chapters 4, 5, & Conclusion.

## **UNDOING AND DOING DIFFERENTLY**

**Tuesday, February 28** Vail, John. 2010. "Decommodification and Egalitarian Political Economy." *Politics & Society* 3 21 (3): 310-346.

Collard, Rosemary. *Putting Animals Back Together, Taking Commodities Apart*

**Thursday, March 2** Ahuja and Hua. *Chimpanzee Sanctuary: "Surplus" Life and the Politics of Transspecies Care*

Parreñas, JS. *The Materiality of Intimacy: Rethinking Ethical Capitalism through Embodied Encounters with Animals in Southeast Asia*.



**Tuesday, March 7** Gibson-Graham, JK. A Post-Capitalist Politics, Excerpts

**\*\*Final Project/Paper Class Presentations in Class\*\***

**Thursday, March 9** Haraway, Donna. Staying with the Trouble, Excerpts

**\*\*Final Project/Paper Class Presentations in Class\*\***

**Wednesday, March 15 \*\*Final Project/Paper Due\*\***

## Communication – Student/Instructor

Please communicate any questions, concerns, or issues you are having. You can always contact me via Canvas or via email. **Please note, however, that I reserve 24-48 hours to respond and I do not check email outside of regular work hours (9am-5pm, M-F).** You can also always schedule a time to meet during office hours. For my part, I will communicate announcements regarding class via Canvas. This may include changes to readings, due dates, or assignments. It is your responsibility to monitor your UW Uniform Access e-mail address and Canvas on a regular basis.

## Communication – Classroom Agreements

As a class, we will develop our own set of agreements to reflect how we wish to engage with one another intellectually and interpersonally. In addition, I include herein several expectations I have for our time together:

All participants are expected to maintain a collegial and respectful atmosphere while in class and working together. Many of the topics we cover are serious and at times uncomfortable; healthy scholarly debates are encouraged and disagreements are expected. However, all students have the right to respect in the classroom.

I strongly encourage everyone in this class to **move up! move up!** By this, I mean for people to “move up” those skills and traits they do not usually get to practice. Students who are more comfortable with speaking, “move up” your listening. (While some might think of this as moving from an “active” stance to a “passive” one, I would encourage you to think about this as just a different way of engaging, a different way of being active.) Students who might be more nervous or uncomfortable speaking publicly, I encourage you to “move up” your own voice. Together, we will all endeavor to make class a place where everyone is comfortable actively listening, making comments, raising objections or asking questions. No question is “stupid” – if you are wondering about something, inevitably so are several of your peers! An interactive class is *much* more fun for all, me included.

**Microaggressions** are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or *unintentional*, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership (from Psychology Today). This follows from classroom expectations: in this course we are all responsible for reflecting on our own microaggressions, naming them, and dealing with them in the context of course material. **If you are ever feeling unsafe or excluded in the classroom, or do not feel like raising a concern during class time, please come talk to me!**

**Names and pronouns:** This course affirms people of all gender expressions and identities. If you are called a name other than the one on the roster, please let me know. I also welcome students to let me and/or your peers know your appropriate name(s) and/or gender pronoun(s) if you choose to do so. All participants should respect people's desired names/pronouns.

## **Electronics Policy**

In order to create a distraction-free space for learning, I do not allow the use of electronics (e.g., laptops, cell phones, tablets, etc) in the classroom. All devices must be put away in your bags or pockets at all times during class except when I have specifically asked you to take them out for an activity. If you are using technologies at another time, you can expect me to interrupt class to ask you to stop.

**Why no screens?** Each of you deserves the very best chance to concentrate and learn in this class, and large numbers of former students in this class complain about being distracted by other students' use of technologies. Further, research clearly demonstrates that taking notes by hand improves your comprehension and memory of class content. Read more below:

- <http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>
- <http://www.theguardian.com/science/2014/dec/16/cognitive-benefits-handwriting-decline-typing>

**Exceptions:** 1) If there are substantive reasons that taking notes on a device will improve your learning in this class, please come to my office hours to discuss an exception. 2) If you are having an emergency, you are welcome to leave the classroom and use your phone or other device.

## **Academic Misconduct**

Academic misconduct is a serious offense, and all students at UW are expected to maintain the highest standards of academic honesty and integrity. Plagiarism is one of the most common forms of academic misconduct. **The key to avoiding plagiarism is that you show clearly where your own thinking ends and someone else's begins.**

Plagiarism includes but is not limited to:

***Using another writer's words without proper citation.*** If using another writer's words, you must place quotation marks around the quoted material and indicate the source.

***Using another writer's ideas without proper citation.*** When you use another author's ideas, you must indicate the source of the information. Even if you arrived at the same judgment on your own, you need to acknowledge that the writer you consulted came up with the idea prior to your own conclusion.

***Borrowing all or part of another student's paper, using someone else's outline to write your own paper, or allowing someone to use your paper or outline.*** College is about learning and using someone else's work denies you of that learning.

***Using the Internet to obtain information to assist you with your writing without proper citation.*** The guidelines that define plagiarism also apply to Internet websites.

You can find resources about UW's Academic Misconduct policy [here](#). You can find information about your rights in relation to this issue [here](#) and [here](#).

## Grading Policy

Due to the short quarter, deadline flexibility cannot be guaranteed. **Late assignments will be accepted** in documented cases of 1) **emergency** or 2) **official UW business** (including participation in intercollegiate athletic events) that were *scheduled before the beginning of the quarter*. If you experience unexpected, significant disruptions to your life, health, and/or work, I encourage you to be in touch, though no guarantees are made and students should plan around course deadlines. Requests for turning in a late assignment must be in **writing** (e-mail is OK).

Papers and assignments written in fulfillment of requirements for other classes will not be accepted. If you wish to continue work begun in another class, you must consult me. All assignments are to be submitted typewritten, double-spaced, using a 12-point font and 1-inch margins and will be submitted in paper in class, unless otherwise specified. Course grades will be converted to the GPA grading system at the end of the quarter based on the UW standard grading scale. This scale and information on UW grading policy can be found [here](#).

If you feel that I have made an error in grading, please bring this to my attention according to the following guidelines:

1. Carefully read the comments.
2. Wait at least 48 hours and re-read the comments.
3. Write a clear and specific statement (typed), highlighting specific illustrations of why you believe you were graded unfairly. This should be a compelling argument that both fairly assesses your exam/paper, and objectively compares your exam/paper to the expected response.
4. Bring the exam/paper and your written concerns to my office hours to discuss.
5. If warranted, I will re-read the exam/paper and return it to you within 1 week's time.
6. The statute of limitations on grade complaints is 1 week after the return of the exam/paper.
7. If the student is not satisfied with the decision over the grade change request, they may appeal to the Geography Department chair.

## **Academic and Personal Resources**

The Interdisciplinary Writing Studio

<http://depts.washington.edu/geog/interdisciplinary-writing-studio/>

The Interdisciplinary Writing Studio (**located in Smith Hall 113B**) offers tutoring sessions for students working on projects in AES, AIS, CHID, GEOG, and GWSS. Our tutors have experience writing and tutoring in these departments and can work with you on all aspects of writing and research from brainstorming and planning, through writing and revising. All kinds of projects are welcome. We can talk with you about drafts, research strategies, disciplinary expectations, and finding your own voice in writing. To sign up for an appointment, visit our website. **I encourage you to make use of this free service.**

Odegaard Writing & Research Center

<http://depts.washington.edu/owrc/>

The UW Advising System

<http://www.washington.edu/uaa/advising>

UW Library's Undergraduate Page

<http://www.lib.washington.edu/services/students>

UW Library's Geography Research Guide

<http://guides.lib.washington.edu/geography>

UW Mental Health Service

<http://depts.washington.edu/hhpccweb/content/clinics/mental-health/services>

The D Center

<http://depts.washington.edu/dcenter/wordpress/>

UW Dream Project (Resources for Undocumented Students)

<https://www.washington.edu/dreamproject/students/undocumented/>