Animals in Science: Animal Protection
ANST-GA 2500.003 / 3914

Term: Fall 2020
Time: M 5:00 - 7:30
Location: NYU Zoom

Instructor: Dr. Becca Franks
Email: krf205@nyu.edu
Office Hours: F 4:30 - 6:30 PM

This seminar melds a survey of the relevant literature with student-driven projects. Close readings of scientific articles and other works related to animal protection will inform an examination of the values that drive research involving animals and the ethics and politics of such knowledge creation. We will use this framing to study and evaluate current research and oversight practices, as well as to imagine and evaluate alternative research and oversight practices. For projects, students will have the option to develop a project proposal, pursue an existing project, or conduct a thorough literature review. When possible, active participation, with a focus on providing feedback to fellow students in addition to discussing the general course material, is encouraged.
Required Texts:
A selection of articles and other media will be posted on NYU Classes.

Grading:
★ 10% Co-Lead Discussion: General Reading
★ 30% Presentation: Individual Project
★ 30% Annotated Bibliography/Project Outline (AB/PO)
★ 30% Final Project

Schedule:

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<th>Session &amp; Date</th>
<th>First Half (Projects)</th>
<th>Second Half (General Reading)</th>
<th>Assignments (Beyond Readings)</th>
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<td>1. Sep 9 (Wed)</td>
<td>Intros</td>
<td>Second Wave Welfare</td>
<td>Readings only</td>
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<td>2. Sep 14 (Mon)</td>
<td>Landscape</td>
<td>Reading Science</td>
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<td>3. Sep 21 (Mon)</td>
<td>Senior (1) Isabel</td>
<td>Project Intros/Ideas</td>
<td>Intro or Lead/Pres.</td>
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<td>4. Sep 28 (Mon)</td>
<td>Senior (2) Kim</td>
<td>General Discussion</td>
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<td>5. Oct 5 (Mon)</td>
<td>Senior (3) Claire</td>
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<td>6. Oct 12 (Mon)</td>
<td>Junior (1)</td>
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<td>7. Oct 19 (Mon)</td>
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<td>11. Nov 16 (Mon)</td>
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<td>12. Nov 23 (Mon)</td>
<td>Senior (4) Fiona</td>
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<td>13. Nov 30 (Mon)</td>
<td>Senior (5) Sasha</td>
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<td>14. Dec 7 (Mon)</td>
<td>Senior (6) Erin</td>
<td>General Discussion</td>
<td>AB/PO or Lead/Pres.</td>
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Dec 17 (Thur): Final Project Due
Assignments:

Co-Lead Discussion: General Reading (10%)
Once during the semester you will be responsible for helping me (and potentially another student or two) lead the discussion on the general readings during the second half of class. The aim is not to give a summary of the work or your own impressions, but rather to facilitate an engaged group discussion of points of interest and how they connect with other conversations and readings of the semester.

Group discussion of general readings will occupy the second half of class and will generally last for an hour, but may be longer or shorter depending on how long the project presentations run during the first half of class. As such, prioritize your discussion points; be prepared to only get to one point and include some ideas of unusual/wacky/wild things to discuss if we have the time.

On the week that you are responsible for co-leading the general reading discussion, you are not required to add to your annotated bibliography/project outline.

Presentation: Individual Project (30%)
Once during the semester you will present on your project *progress*, i.e., your current thinking about and activities surrounding the development of your individualized research. This is an opportunity to get feedback, practice, and refine your ideas. Please do not think of it as a ‘test’. The point is not how polished or finished your ideas are—ideas are never done. Instead think of it as a chance to share and get feedback for the sake of improving your work. As such, what is necessary is that you (1) provide us with background information to frame the work (what the issues are, what is at stake, the previous and relevant scholarship), (2) explain what is new/what is needed, (3) describe how you have filled in or plan on filling in the gap in knowledge and (4) the implications of that knowledge and (limitations framed as) next steps. In other words, it should roughly follow the headings of a scientific paper: Introduction, Methods, Results, Discussion/Conclusion. Beyond generating the structure for this clear overview, you should anticipate being reflexive and responsive to feedback from the group throughout the presentation. The class will be encouraged to engage with the work actively and critically, and to ask many questions.

Project presentations will occupy the first half of class. Senior students will present for 1 - 1.5 hours. Junior students will present for 30 - 45 minutes.

On the week that you give your project presentation, you are not required to add to your annotated bibliography/project outline.

Annotated Bibliography/Project Outline (30%)
On non-discussion-leading/non-presentation weeks, you will be expected to find one new academic article, preferably, peer-reviewed, empirical, and on your species of choice (more on that below). After reading the article carefully, you will add it to your Annotated Bibliography/Project Outline (AB/PO). The AB/PO is a living, growing document containing
1) A list of papers, each with its own:
   a) Critical summary of the article and your thoughts about about how it fits in
      with and relates to your larger project (one paragraph)
   b) A new study idea that the article inspires (one paragraph)

2) An outline of your final project populated with the papers you have read (both
   general class readings and those that you find on your own).

The first week of your AB/PO (the third week of classes), you will be invited to share a 5-10
minute intro of your project idea(s) and paper(s) with the class. Junior students will be given
priority and more time; they can bring up to 3 different project ideas.

Project ideas should be centered around a species of interest, your **species of choice**. The
goal for the semester is to become an expert representative for that species, someone who can
speak to the interests and main concerns of the individuals of that species. Alternative,
non-species centered foci are possible, but not recommended unless already developed.

Each week I will check that you are adding to the AB/PO and that you are generally heading in
the right direction. Upon request, I will also provide more thorough feedback via an in-person
meeting. Please send me an email to indicate when you believe that detailed feedback would be
of value to you and we will set up a time to meet.

**Final Project (30%)**
The final project will be a paper synthesizing your work and ideas over the semester, focused
around a *single* study. It should adopt a scientific tone and empirical format and length, with a
Title, Abstract, Introduction (brief!), Methods, Results/Anticipated Potential Results, Discussion
(long), Conclusions (brief), and References.

In general, projects should focus on individual-level animal interests (not population-level) and
should be focused on a single species (though the ideas can be inspired by and based around
science conducted with other species).

In addition to thinking about individual-level research, please also refer to the commentary:
*Conventional Science Will Not Do Justice to Nonhuman Animal Interests*. Most of the science
you find for your AB/PO will be conventional--objectification of nonhumans, prioritizing systems
of use/abuse over the interests of the animals, using restrictive housing/treatment, causing
harm/reducing autonomy, denying the inherent value of their lives, asking
reductive/competitive/materialistic questions rather than questions about relationships or the
value of nonmaterial things like learning, choosing, exploring (etc., etc., etc.).

So, in addition to an individual-animal level focus, another one of the themes of this class is to
imagine a better, more animal-centric way of conducting science. Some of the forms that work
will take are outlined briefly in the commentary (attending to the ethical implications of the work,
allowing animal interests to be sophisticated and diverse, relying on sources of knowledge that are founded in personal, intimate knowledge, etc). We will also be reading about these alternative approaches in more detail through the general discussion readings throughout the semester.

Alternative final project formats are permissible upon request and approval.

**Basic Expectations:**

**Absences & Late Assignments:** If something comes up and you are unable to attend class and/or need to turn in assignments late—that is, you hand in an assignment after the class in which it was due—let me know as soon as possible! I encourage you to do what you can to make sure that you keep on-top of your work and are present during class. If there are extenuating circumstances, inform me of the situation and we will work an alternative solution, otherwise your grade will be docked one unit (e.g., A to A-) per day late and/or for every class missed.

**Academic Integrity:**

**Academic Integrity, Plagiarism, and Cheating:** Academic integrity means that the work you submit is original. Bringing answers into an examination or copying all or part of a paper straight from a book, the Internet, or a fellow student is a clear violation of this principle. Other forms of cheating or plagiarizing are just as serious including, for example, presenting an oral report drawn without attribution from other sources (oral or written); writing a sentence or paragraph which, despite being in different words, expresses someone else’s idea(s) without a reference to the source of the idea(s); or submitting essentially the same paper in two different courses (unless both instructors have given their permission in advance). Receiving or giving help on a take-home paper, examination, or quiz is also cheating, unless expressly permitted by the instructor (as in collaborative projects).

**Accommodation:**

**Disability disclosure statement:** Academic accommodations are available for students with disabilities. The Moses Center website is [www.nyu.edu/csd](http://www.nyu.edu/csd). Please contact the Moses Center for Student Accessibility (212-998-4980 or mosecsed@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.