Instructor: Dr. Elan Abrell
Email: ea101@nyu.edu
(please include course title in subject – I will try to respond within 24 hours on weekdays, but do not regularly check email on weekends and holidays)
Office Hours: By appointment over Zoom or phone, 12:00-2:00 pm on Wednesdays is generally open, but contact me to schedule meetings – I will work to be as accommodating of your schedule as possible

Course Description
As animal welfare and rights have increasingly become matters of public concern over the past century, animal advocates around the world have expanded efforts to rescue, rehabilitate, and care for animals who are currently unable to survive on their own. This seminar will provide an overview of the major issues related to captive animal rescue and care in a wide variety of contexts, including formerly farmed animals, “exotic” animals, companion animals, and wildlife, with specific attention to the ethical, political, and social dimensions of animal care. This course will use ethnographies, historical and legal analyses, philosophical inquiries, films, discussions, and independent research projects to explore key concepts and issues related to practices of animal care, with a specific focus on topics such as the legal and policy implications of animal rescue; ethical dilemmas of care; and the politics of extinction and conservation, captive animal sanctuaries, animal trafficking, wildlife rehabilitation, and zoos and aquaria.

Course Policies
Required Reading
You do not need to purchase any required readings for this class as they will be made available as PDF’s or web links on NYU Classes.

Absences and Participation
Due to the ongoing Covid-19 pandemic, we should all be prepared for schedule changes on short notice. I understand that in these especially challenging times unforeseen circumstances which may occasionally make it difficult for people to attend meetings, so let me know in advance if you will be unable to attend, and I will endeavor to record the class session. It is also possible that I will need to hold class remotely if I am required to isolate, so make sure to check for Announcements on the course Bright Space page, where I will announce any changes (the announcements are also sent to you email).
Otherwise, everyone is expected to attend sessions (whether in-person or remote) prepared to actively engage in discussions of the assigned readings each week. If you find that you are either having problems with the material or that other circumstances are affecting your class performance, please speak with me as early as possible.

Alternative Learning Accommodations
Your experience in this class is important to me, and it is the policy and practice of New York University to provide equal educational opportunity and participation for students with disabilities. If you would like to request academic accommodation due to alternative learning styles/needs, please contact the Henry and Lucy Moses Center for Students with Disabilities:

NYU’s Henry and Lucy Moses Center for Students with Disabilities
726 Broadway, 2nd Floor
New York, NY 10003-6675
Telephone: 212-998-4980
Voice/TTY Fax: 212-995-4114
Email: mosescsd@nyu.edu
Web site: www.nyu.edu/csd

If you have already established accommodations, you are welcome to communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

Gender Pronouns
This course affirms people of all gender expressions and gender identities. If you want to be called a different name than what is indicated on the class roster, please let me know. And please inform me of your correct gender pronouns. If you have any questions or concerns, please do not hesitate to contact me.

Immigration Status
As an educator, I fully support the rights of undocumented students to an education and to live free from the fear of deportation. If you have any concerns in that regard, feel free to discuss them with me, and I will respect your wishes concerning confidentiality.

Academic Integrity, Plagiarism, and Cheating (adapted from the website of the College of Arts & Science, https://cas.nyu.edu/content/nyu-as/cas/academic-integrity.html):
Academic integrity means that the work you submit is original. Obviously, 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 violation of this principle. But there are other forms of cheating or plagiarizing which are just as serious — 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).

Class Participation
The course will function as a seminar in which we will spend most of the class time discussing the reading topics as a group. Through our discussions we will identify and explore the issues raised in the readings. Because the seminar format treats learning as a collaborative process in which we all participate equally, it is essential that students attend class prepared and actively participate in class discussions. I know that Zoom is a sub-optimal medium for class discussions, but if we all endeavor to actively engage, we can make the best of these trying circumstances together.

Class Conduct
This course covers a number of issues about which some people may hold strong feelings. Part of the goal of the class is to enable students to learn from each other and communicate their thoughts on contemporary issues in articulate and compelling ways. While everyone is entitled to their thoughts and encouraged to share them, please do so in a constructive way. Treat everyone in the classroom with respect, regardless of whether you disagree with their opinions.

Grading
Your grades will be determined as follows:

- **Papers** (50%): You will write either two 2,000-word papers or one 4,000-word paper and submit them on Classes. Each paper should explore an issue related to the course. The papers can more deeply explore issues covered in class or related issues that we were not able to cover. They should engage with multiple course readings and discussions as well as outside sources. If you write one paper, your paper is due at the end of the day on TBD (but I want you to inform me of your topic by March 23). If you write two papers, paper #1 is due at the end of the day on March 23 and paper #2 is due at the end of the day on TBD. Please meet with me to discuss potential topics. Also, if you choose to do two papers, and would like to use a more creative format for one of them (film, creative writing, photo series, etc.), please discuss this option with me as well.

- **Weekly Reading Responses** (20%): Prior to each session, you will submit a short response paper (~300 words) on Bright Space that briefly discusses your reaction to the readings. This assignment is due no later than 1:30 pm on the day of class and will be graded Pass/Fail. You should also have access to your response during class so you can draw on it during the discussion that day.
• **Discussion Leaders** (15%): For each class, students will be responsible for leading our discussion about the topics addressed in the readings. Leaders should come to class prepared with several discussion questions for the class based on issues raised by the readings that they found interesting or provocative. Students are expected to coordinate with partners outside of class. Each student will be responsible for leading discussions twice.

• **Attendance and Participation** (15%): I expect regular attendance and thoughtful participation from all students. My assessment of the quality of your performance on these items will account for 15% of your grade in this class.

**Course Schedule**

Readings on the syllabus are subject to change, but students will be advised of any changes in advance. The reading assignments listed under each day must be completed by the beginning of class that day.

**WEEK 1 – January 26: Course Introduction**

**WEEK 2 – February 2: Animal Sanctuaries Overview I**


**WEEK 3 – February 9: Animal Sanctuaries Overview II**


**WEEK 4 – February 16: Sanctuaries for Formerly Farmed Animals I**


**WEEK 5 – February 23: Sanctuaries for Formerly Farmed Animals II**
• Film: *The Last Pig*. 2017.

**WEEK 6 – March 2: No Class**

**WEEK 7 – March 9: Dilemmas of Care I**


**WEEK 8 - March 16: Spring Break - No Class**

**WEEK 8 – March 23: Dilemmas of Care II**


**Paper 1 is due on Classes (if you chose to write only one paper, than the topic is due)**

**WEEK 9 – March 30: Companion Animals**


**WEEK 10 – April 7: Wildlife**


**WEEK 11 – April 14: Extinction and Conservation I**

• Srinivasan, Krithika. Caring for the collective: Biopower and agential subjectification in wildlife conservation. Environment and Planning D: Society and Space 32.3: 501-51

**WEEK 12 – April 21: Extinction and Conservation II**

**WEEK 13 – April 28: Extinction and Conservation III**

**WEEK 14 – May 4: Looking to the Future**

**Paper #2 due on Classes: TBD.**

There is no final exam, but please note: final grades must be submitted to registrar 72 hours after the scheduled final exam period for this class.