The Chinese University of Hong Kong Department of Cultural and Religious Studies 1_{st} Semester, 2022-23

CULS 5223 Animals and Society

Lecturer: Chan Yin Ha

Email: chanyh@cuhk.edu.hk Timetable: Friday / 6:45 – 9:30pm Venue: CKB UG05

Objectives:

This course begins with asking the following questions about humans and animals/nature:

How does modern life shape our relations with nonhuman animals? How does the postmodern media construct our ecological imaginary? How does the wildlife respond to human influences?

The above questions will be discussed in the following three areas:

- A. Zootopia in Distress
 - Animals in the city (Lecture A1-A5)
- B. Jurassic World in Process
 - Media representations of animals (Lecture B1-B4)
- C. Madagascar in Crisis
 - Wildlife endangerment (Lecture C1-C4)

Area A lays down a cultural studies theoretical framework to understand human-animal relations in modern lives. Facets of urban life, such as pet nurturing, stray animals managing, factory farming, and animal gendering will be discussed.

Area B discusses representations of animals in animation, cinema and literature. Focuses will be on how animals are represented and how these representations shape the human understanding of animals in various dimensions.

Area C reviews the human impact on wildlife. Issues of zoo, tourism, ocean exploration, etc. will be foregrounded.

Learning Outcomes:

Upon completion of the course, students are expected to be able to:

- 1. Identify the key issues of human-animal relations;
- 2. Explain the concern for non-human animals in cultural studies perspectives;
- 3. Understand the approaches in studying cultures, animals and the environment;
- 4. Critically review the intertwining relationship of humans and animals in modern life.

Medium of Instruction:

Chinese supplemented with English (reading materials both in English and Chinese)

Teaching / learning activities:

Lectures, tutorials, and presentations and discussion.

Assessment:

- 1. Lecture and Tutorial Participation (20%) Students are expected to actively participate in lectures and tutorials. Performances will be counted as a part of participation grade.
- 2. Tutorial Presentation and Discussion (20%)
 Students will be divided into groups in tutorials for presentation and discussion on issues discussed in lectures. Tutorial will start in the week 4 or 5, depending on the number of groups formed. The presentation should be around 25 minutes, following by a 20 minutes "Question & Answer" section led by the presenters.
- 3. Final Paper (60%) of 3000-4000 words (Due Date: 10 Dec 2022)
 Final paper shall be submitted after the end of the course. Students should decide on a topic they are interested in doing in-depth studies to examine issues or phenomena related to the course. The following are assessment guidelines:
 - (1) The term paper should demonstrate your understanding of the concern for non-human animals with cultural studies perspectives.
 - (2) You are expected to critically examine an issue/a topic concerning human-animal relations with the theories or concepts you learn in this course.
 - (3) Structure and style of writing
 You are expected to submit a well-structured academic paper. Use MLA in-text
 citation style with "Work Cited" at the end of your paper. Submit your paper with
 veriguide report to Blackboard.

Area A Zootopia in Distress - Animals in the city

Week 1

A1. Introduction: The human and non-human connections

- Broadening the human(e) mindset

Reading:

- (1) Castricano, Jodey. "Introduction: Animal Subjects in a Posthuman World." *Animal Subjects: An Ethical Reader in a Posthuman World*, ed. by Jodey Castricano, Wilfrid Laurier University Press, 2008. pp, 1–32.
- (2) 巴諦斯特·莫席左著,林佑軒譯:〈生態危機之為感受力危機〉,《生之奧義》,衛 城出版,馬可孛羅文化,2021,頁9-39。

Extended Reading:

- (3) Franklin, Adrian. "Good to Think With: Theories of Human-Animal Relations in Modernity;" *Animals and Modern Cultures: A Sociology of Human-Animal Relations in Modernity*, SAGE Publications, 1999, pp. 15–37.
- (4) 珍古德:《我的影子在岡貝》第十九章〈人類陰影下〉;第二十章〈人類的非人性〉,格林文化,1997。

Tutorial: Jane Goodall and Her Chimps (60 Minutes, 13 mins) (Screening and discussion)

Week 2

A2. How does animals become pets in modern society?

- Nurturing the non-human children

Reading:

- (1) DeMello, Margo. "The Pet Animal." *Animals and Society: An Introduction to Human-Animal Studies*, Columbia University Press, 2012, pp. 146–69.
- (2) 黃宗潔:〈同伴動物篇I:當人遇見狗〉。《牠鄉何處?——城市.動物與文學》, 新學林,2017年,頁93-136。

Extended Reading:

- (3) 約翰.葛雷:〈貓與生命意義〉。《貓哲學:貓與生命意義》。陳信宏譯,春山出版,2022。
- (4) Franklin, Adrian. "Pets and Modern Culture." *Animals and Modern Cultures: A Sociology of Human-Animal Relations in Modernity*, SAGE Publications, 1999, pp. 85–104.

Tutorial: All Creatures Great and Small (Screening and discussion)

https://www.111vdo.com/vod-play-id-304104-sid-3-pid-1.html

Week 3

A3. Protection or control?

- Urbanising the "stray" species

Reading:

(1) 王志弘、高郁婷:〈都市領域化的動物皺摺:開放空間中人與動物關係的紋理〉。

《地理研究》67期, 2017, 頁1-32。

(2) DeMello, Margo. "Animals in the Wild and Human Societies;" "Violence to Animals." *Animals and Society: An Introduction to Human-Animal Studies*. Columbia University Press, 2012, pp. 63–83; 236–55.

Extended Reading:

- (3) Creed, Barbara. "Stray Thoughts." *Stray: Human-Animal Ethics in the Anthropocene*. Power Publications, 2018, pp. 16–18.
- (4) 二犬十一咪,阿離及阿蕭編著。〈人道毀滅,還是絕育放回?〉;〈動物受虐的執法鬧劇〉;〈社會改造的契機〉。《動物權益誌》,三聯出版社,2013年,頁95-122。

Tutorial: 前線貓義工分享社區動物處境與救援經驗

Week 4

A4. Can we eat meat with ethics?

- Industrialising the nature

Reading:

- (1) Singer, Peter. "Down on the Factory Farm." *Animal Liberation*, Ecco, 2002, pp. 95–158. (辛格:第三章〈工廠化農場的悲慘世界〉。《動物解放》,孟祥森、錢永祥譯,關懷生命協會,1996年,頁183–281。)*
- (2) 弗耳:〈永續農場〉、〈故事續篇〉。《吃動物:大口咬下的真相》,臺灣商務, 2020, 頁 221-99。*

Extended Reading:

- (3) Paarlberg, Robert. "Agriculture, the Environment, and Farm Animals." *Food Politics: What Everyone Needs to Know?* Oxford University Press, 2010, pp.110–126.
- (4) 黃宗潔:〈經濟動物篇:豬狗大不同〉。《牠鄉何處?——城市.動物與文學》,新學林,2017年,頁175-205。
- (5) Damron, W. Stephen. "29. Animals in Sustainable Agriculture." *Introduction to Animal Science: Global, Biological, Social, and Industry Perspective,* 6th ed. Pearson, 2018.

* Tutorial: Bring 1 comment and 1 question about articles (1) & (2) for tutorial discussion.

Week 5

A5. The feminine and the masculine

- Gendering animals

Reading:

- (1) 張寧:〈運動、殖民與性別:近代上海英式狩獵活動中的女性〉。《近代中國婦女史研究》,第30期,2017,頁 1-66。
- (2) Kohlstedt, Sally Gregory. "Nature by Design: Masculinity and Animal Display in Nineteenth-Century America." *Figuring it Out: Science, Gender, and Visual Culture*, ed. by Ann B. Shteir and Bernard Lightman, University Press of New England, 2006, pp. 110–139. *

Extended Reading:

- (3) 黃宗慧:〈愛美有理、奢華無罪?——從臺灣社會的皮草時尚風談自戀、誘惑與享受〉。《台灣社會研究季刊》,65期,2007,頁67-116。
- (4) 賀札格著,彭紹怡譯:第五章〈高中舞會皇后在十六歲生日那天第一次殺鹿:性別和人類與動物關係的關聯〉。《為什麼狗是寵物?豬是食物?:人類與動物之間的道德難題》,遠足文化,2012年,頁 188-213。
- * Tutorial: Short presentation and group discussion on article (2).

Area B Jurassic World in Process - Media representations of animals

Week 6

B1. *The cute and the monstrous*

- Animating animals

Reading:

- (1) 東浩紀:〈萌的要素〉。《動物化的後現代——御宅族如何影響日本社會》,褚炫初譯,大鴻藝術,2012年,頁66-74。
- (2) Baudrillard, Jean. "The Precession of Simulacra." *Simulacra and Simulation*, translated by. Sheila Faria Glaser, University of Michigan Press, 1994, pp. 1–42. (布希亞:〈擬仿物的形構進程〉。《擬仿物與擬像》,洪凌譯,時報文化,1998年,頁13–39。)*

Extended Reading:

(3) Billig, Michael. "Sod Baudrillard! Or Ideology Critique in Disney World." *After Postmodernism: Reconstructing Ideology Critique*, ed. by Herbert W. Simons and Michael Billig, SAGE Publications, 1994, pp. 150–71.

* Tutorial: Short presentation and group discussion on article (2).

Week 7

B2. Godzilla, Kong, or the monsters in us?

- Filming animals

Reading:

- (1) Berger, John. "Why Look at Animals?" Why Look at Animals? Penguin Books, 2009, pp. 12–37. (伯格:〈為何凝視動物?〉。《影像的閱讀》,劉惠媛譯,麥田,2017年。)
- (2) Taylor, Anne. "Animal Approximations: Depicting Cryptic Species." Engaging with animals: Interpretations of a shared existence, ed. by Georgette Leah Burns and Mandy Paterson, Sydney University Press, 2014, pp. 131–48. ILLiad

Extended Reading:

(3) Mulvey, Laura. "Visual Pleasure and Narrative Cinema." *Visual and Other Pleasures* (*Language, Discourse, Society*), 2nd ed. Macmillan, 2009, pp. 14–27.

Tutorial: Screening and discussion

Week 8

B3. Can we light light by depicting darkness?

- Writing animals I

Reading:

- (1) 愛倫·坡:〈黑貓〉。《愛倫坡驚悚小說全集》, 簡伊婕、林捷逸譯, 好讀, 2018年, 頁41-52。
- (2) 韓麗珠:〈啞穴〉,《雙城辭典I》,聯經,2012年,頁80-95。*

Extended Reading:

- (3) 黃宗慧:〈失控的黑暗——愛倫坡的《黑貓》〉。《以動物為鏡——12 堂人與動物關係的生命思辨課》,啟動文化,2018年,頁162-181。
- (4) 簡伊婕, 林捷逸:〈導讀〉。《愛倫坡驚悚小說全集》,好讀,2018年,頁11-32。
- * Tutorial: Short presentation and group discussion on article (2).

Week 9

B4: Can we develop empathy between humans and animals?

- Writing animals II

Reading:

- (1) 孟若:〈男孩子和女孩子〉。《幸福陰影之舞》,汪芃、黎紫書譯,木馬文化,2014年,頁149-69。
- (2) Walker, Alice, "Am I blue?" *Selected Writings* 1973–1987, Harcourt Brace Jovanovich, 1989, pp. 3–8. *

Extended Reading:

- (3) 黃宗慧:〈或許我只是個女孩——孟若〈男孩與女孩〉裡的猶疑〉。《以動物為鏡——12 堂人與動物關係的生命思辨課》,啟動文化,2018 年,頁210-225。
- (4) Małecki, W. P. et al. "Narrating Human and Animal Oppression: Strategic Empathy and Intersectionalism in Alice Walker's 'Am I Blue?'" *ISLE: Interdisciplinary Studies in Literature and Environment*, vol. 27, no. 2, 2020, pp. 365–384.,
- * Tutorial: Short presentation and group discussion on article (2).

Area C Madagascar in Crisis - What happens with the wildlife?

Week 10

C1. What do we see when we look at zoo animals?

- Imprisoning animals

Reading:

- (1) DeMello, Margo. "Display, Performance, and Sport." *Animals and Society: An Introduction to Human-Animal Studies*. Columbia University Press, 2012, pp. 99–125.
- (2) 黃宗潔:第一章〈展演動物篇:動物園中的凝視〉。《牠鄉何處?——城市.動物與文學》,新學林,2017,頁 23-45。*

Extended Reading:

- (3) 謝曉陽:〈動物園:殖民者征服大自然的慾望旅程〉。《馴化與慾望:人和動物關係的暗黑史》,印象文字,2019年,頁117-145。
- * Tutorial: Short presentation and group discussion on article (2).

Week 11

- C2. How can we travel in jungles with respect?
 - Touring the inhuman journey

Reading:

- (1) Fennell, David A. "Wildlife Viewing." *Tourism and Animal Ethics*. Routledge, 2012, pp. 187–214.
- (2) McCance, Dawne. "Animal Rights in the Wild." *Critical Animal Studies: An Introduction*. University of New York, 2013, pp. 31–43. *

Extended Reading:

- (3) Haskell, David George. "January: Partnerships, Kepler's Gift, The Experiment, Winter Plants." *The Forest Unseen: A Year's Watch in Nature*. Viking, 2012.
- * Tutorial: Short presentation and group discussion on article (2).

Week 12

- C3. Can we fish with spirituality?
 - Drying up the oceans

Reading:

- (1) 羅伯茨:〈第一章:殺戮的號角〉,〈第十二章:取之不盡的海洋〉,〈第二十二章:無處可躲〉。《獵殺海洋:一部自我毀滅的人類文明史》,吳佳其譯,我們出版,2014。UL; CB465.R6312 2014
- (2) 二犬十一咪、阿離及阿蕭編著:〈龍尾灘上無脊椎動物的疼痛〉、〈傾聽海靈:活在香港的海豚〉、〈別掏盡生命之源:海洋生態災難〉。《動物權益誌》,三聯書店, 2013年, 頁58-88。

Extended Reading:

(3) Bryld, Mette and Nina Lykke. "Rocket State and Dolphin State." Cosmodolphines: Feminist Cultural Studies of Technology, Animals and the Sacred, Zed Books, 1999. (方書)

Tutorial: Documentary viewing and discussion (Seaspiracy 89mins)

Week 13

C4. Conclusion: How to embrace lives by revisiting cultures?

Reading:

(1) Caras, Roger A. "The Other Scenario." *A Perfect Harmony: The Intertwining Lives of Animals and Humans Throughout History*, NotaBel, 2002, pp. 23-43. (卡拉斯著:〈另一種可能〉。《完美的和諧:動物與人的親密關係》; 陳慧雯譯、李玲玲審訂,天下文化, 1998。)UL; QL85. C3712 1998

(2) 法蘭斯·德瓦爾著,陳信宏譯:〈第八章:由下而上的道德〉《我們與動物的距離》, 馬可孛羅文化, 2021, 頁305-28。

Extended Reading:

(3) 巴諦斯特·莫席左著,林佑軒譯:〈隨時制宜的顧念敬重〉,《生之奧義》,衛城出版,馬可孛羅文化,2021,頁315-27。

Tutorial: Review and look ahead

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- Bryld, Mette, and Nina Lykke. *Cosmodolphines: Feminist Cultural Studies of Technology, Animals and the Sacred.* Zed Books, 1999.
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- Cavalieri, Paola, and Peter Singer, editors. *The Great Ape Project: Equality Beyond Humanity*. St. Martin's Griffin, 1993.
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- Dawkins, Marian Stamp and Roland Bonney, editors. *The Future of Animal Farming: Renewing the Ancient Contract*. Blackwell Publishing, 2008.
- DeMello, Margo. Animals and Society: An Introduction to Human-Animal Studies. Columbia University Press, 2012.
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- Diamond, Jared M. *The Third Chimpanzee: The Evolution and Future of the Human Animal.* Harper Collins Books, 1993.
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- Durham, Meenakshi Gigi, and Douglas Kellner, editors. *Media and Cultural Studies: Keyworks*. 2nd ed., Wiley-Blackwell, 2012.
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- Flynn, Clifton P. Ed. Social Creatures: A Human and Animal Studies Reader. Lantern Books, 2008.
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- Foucault, Michel. *Discipline and Punish: The Birth of the Prison*. Translated by Alan Sheridan, 2nd ed., Vintage Books, 1995.
- Franklin, Adrian. Animals and Modern Cultures. SAGE Publications, 1999.
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- Goodall, Jane. *In the Shadow of Man*. Houghton Mifflin Company, 1971.
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- Hoover, Stewart M., and Monica Emerich, editors. *Media, Spiritualities and Social Change*. Continuum, 2011.
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- Joy, Melanie. Why We Love Dogs, Eat Pigs, and Wear Cows: An Introduction to Carnism. Conari Press, 2010.
- Kääpä, Pietari, and Tommy Gustafsson, editors. *Transnational Ecocinema: Film Culture in an Era of Ecological Transformation*. Intellect, 2013.
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- Lorimer, Jamie. *Wildlife in the Anthropocene: Conservation after Nature*. University of Minnesota Press, 2015.
- Lu, Sheldon, and Haomin Gong, editors. *Ecology and Chinese-Language Cinema: Reimagining a Field*. Routledge, 2019.
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- ---. The Meaning of Human Existence. Liveright Publishing Corporation, 2015.
- ---. Half Earth: Our Planet's fight for life. Liveright Publishing Corporation, 2017.
- Wise, Steven M. Rattling The Cage: Toward Legal Rights For Animals. Perseus Publishing, 2000.
- Wohlleben, Peter, and Jane Billinghurst. *The Inner Life of Animals: Love, Grief, and Compassion—Surprising Observations of a Hidden World.* Greystone Books, 2017.
- Wohlleben, Peter, and Tim Flannery. *The Hidden Life of Trees: What They Feel, How They Communicate Discoveries from a Secret World.* Greystone Books, 2016.
- Wright, Laura. *The Vegan Studies Project: Food, Animals, and Gender in the Age of Terror*. University of Georgia Press, 2015.
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Honesty in Academic Work: A Guide for Students and Teachers

The Chinese University of Hong Kong places very high importance on honesty in academic work submitted by students, and adopts a policy of zero tolerance on cheating and plagiarism. Any related offence will lead to disciplinary action including termination of studies at the University. All student assignments in undergraduate and postgraduate programmes should be submitted via VeriGuide with effect from September 2008:

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Although cases of cheating or plagiarism are rare at the University, everyone should make himself/herself familiar with the content of this website and thereby help avoid any practice that would not be acceptable.

Section 1 What is plagiarism

http://www.cuhk.edu.hk/policy/academichonesty/p01.htm

Section 2 Proper use of source material

http://www.cuhk.edu.hk/policy/academichonesty/p02.htm

Section 3 Citation styles

http://www.cuhk.edu.hk/policy/academichonesty/p03.htm

Section 4 Plagiarism and copyright violation

http://www.cuhk.edu.hk/policy/academichonesty/p04.htm

Section 5 CUHK regulations on honesty in academic work

http://www.cuhk.edu.hk/policy/academichonesty/p05.htm

Section 6 CUHK disciplinary guidelines and procedures

http://www.cuhk.edu.hk/policy/academichonesty/p06.htm

Section 7 Guide for teachers and departments

http://www.cuhk.edu.hk/policy/academichonesty/p07.htm

Section 8 Recommended material to be included in course outlines

http://www.cuhk.edu.hk/policy/academichonesty/p08.htm

Section 9 Electronic submission of assignments via VeriGuide

http://www.cuhk.edu.hk/policy/academichonesty/p09.htm

Section 10 Declaration to be included in assignments

http://www.cuhk.edu.hk/policy/academichonesty/p10.htm

Grade Descriptors

- A Outstanding performance on all learning outcomes.
- A- Generally outstanding performance on all (or almost all) learning outcomes.
- B Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.
- C Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
- D Barely satisfactory performance on a number of learning outcomes
- F Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.