

Instructor: Ted Toadvine (toadvine@uoregon.edu)
Office Hours: PLC 335; MW 11:00 - 12:00, and by appointment
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COURSE DESCRIPTION

The "question of the animal" in recent Continental theory raises ontological, ethical, and political problems that are the focus of this course: Is there an ontological "abyss" between the Human and the Animal, and does this contradict claims of a common evolutionary origin? Do non-human animals have moral standing, and can this be based on an extension of human rights? Is our very conception of the ontological and the political dependent on a logic of sacrifice manifest in the industrial food system? Does the non-human animal face us as an absolute other, or instead participate in our own becoming-other? Is there even such a thing as "the" animal, and what consequences—ontological, ethical, and political—follow if there is not? Our course will address a wide range of positions in animal studies, including influential historical positions, empirical research, and the "analytical" discourses of animal rights and animal liberation that have dominated animal ethics in the English-speaking world. The primary focus, however, will be on phenomenological and post-structuralist investigations of animality, with particular attention to Heidegger, Merleau-Ponty, Levinas, Derrida, Agamben, Deleuze & Guattari, Grosz, and Coetzee.

TEXTS

Jakob von Uexküll, *A Foray into the Worlds of Animals and Humans* (Minnesota, 2010)
Martin Heidegger, *Fundamental Concepts of Metaphysics* (Indiana, 2001)
Giorgio Agamben, *The Open: Man and Animal* (Stanford, 2004)
Jacques Derrida, *The Animal that Therefore I Am* (Fordham, 2008)
Elizabeth Grosz, *Chaos, Territory, Art* (Columbia, 2008)
J. M. Coetzee, *The Lives of Animals* (Princeton, 1999)

Additional essays and book chapters made available through Blackboard.

COURSE REQUIREMENTS

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| 1. participation/attendance | 10% |
| 2. protocol | 10% |
| 3. term paper prospectus & annotated bibliography | 20% |
| 4. final term paper, ~12 pages | 60% |

1. **Participation/attendance:** You are expected to participate actively in this course, which includes attending every class, reading all assigned material prior to class, and participating productively and professionally in class discussions. Missing **three** classes *for any reason* will result in a full grade reduction. An additional full grade reduction will be made for each additional missed class after the third. Three late arrivals for class will count as one absence. The quality and quantity of your participation in the class discussion will be evaluated in assigning 10% of your final grade.

2. **Weekly course protocols:** Each participant will sign up to take special responsibility for one week of the course. During this week, you will be especially well-prepared to answer questions about the readings and introduce topics for class discussion. At the beginning of the following Monday class, you will read a short (two-page) summary of the previous week's discussions. Your summary will be copied and distributed to the class to create an ongoing record of our progress. Your leadership in discussion and protocol for your week will be the basis for 10% of your final course grade.

3. **Term paper prospectus:** You will submit in the 8th week a prospectus of your final paper with two components: (1) a 2-3 page detailed description of the topic and outline of your proposed argument; and (2) an annotated bibliography of at least five primary or peer-reviewed secondary texts that you intend to consult (in addition to texts assigned for the course). Each annotation should be around one double-spaced page and include a summary of the book or article as well as an indication of its relevance for your project. Your prospectus must receive my approval in order for your final term paper to be accepted. The prospectus will be worth 20% of your final course grade.

4. **Final Term Paper:** Final papers should explore in detail a specific independently-chosen topic or theme related to the course and must include (a) examination of at least five scholarly sources in addition to course texts, and (b) the development of your own original position or critical response. Term papers should be around 12 double-spaced pages and must be stapled, proof-read, and use a standard system of citation (e.g., APA or Chicago). Papers are due

on the date scheduled for the final exam, and extensions will be granted only in the case of genuine, documented emergencies. Late papers will lose one letter grade for each calendar day that they are late. Your term paper will count for 60% of your final course grade.

POLICIES

Incompletes and extensions will be given only in the event of documented emergencies.

Retaining copies of all coursework: Please retain copies of all work submitted and the original copy of all work returned to you during the term until the final course grade has been posted. In the event of any question concerning whether grades have been accurately recorded, it is your responsibility to provide these copies as documentation.

Computers and other electronic equipment: Use of electronic equipment, including cell phones, pagers, MP3 players, AND LAPTOP COMPUTERS is prohibited during this class. Exceptions to the prohibition of laptops may be requested from the instructor and will be granted only for legitimate academic reasons. Use of laptops for academic reasons will be monitored throughout the term, and failure to restrict their use to this function will result in the revocation of any laptop privileges.

Academic Honesty: Please review and familiarize yourself with the provisions of the Code of Student Conduct regarding academic honesty. You can find a summary in each term's Schedule of Classes or by the Office of Student Life's Duck Guide: http://studentlife.uoregon.edu/duck_guide/duckguide.htm. Violations of academic honesty will be met with disciplinary action (the usual punishment is an "F" for the course).

Inclement Weather: It is generally expected that class will meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced on Blackboard and through the Blackboard email system.

Individual Differences: If you experience difficulty in this course for any reason, please don't hesitate to consult with me. If you have a disability that may prevent you from fully demonstrating your abilities, you should contact me personally as soon as possible so we can discuss accommodations necessary to ensure your full participation and facilitate your education process. The university offers a wide range of services to support you in your efforts to meet the course requirements, including the following:

- **University Teaching and Learning Center (TLC):** TLC provides numerous resources (including courses, workshops, and tutoring) to help UO students succeed. They work with a diverse student body with a wide range of needs. If you are unsure which resources would work best, they are happy to answer questions and share suggestions. Web: <http://tlc.uoregon.edu/> – Phone: 541-346-3226.
- **University Counseling and Testing Center (UCTC):** The UCTC provides comprehensive mental health care and testing services to the University of Oregon campus. The primary mission of the UCTC is to provide quality clinical/therapeutic services, psychological testing and assessment, psychoeducational workshops, and outreach as well as emergency services. Web: <http://counseling.uoregon.edu/dnn/> – Phone: 541-346-3227
- **Accessible Education Center (AEC):** The AEC is dedicated to facilitating and supporting accessible education through active collaboration with students, faculty, staff, and the community. The AEC works to create and sustain physical, curricular, and informational environments that are informed by and responsive to the diverse characteristics and experiences of students with disabilities and variations of ability. Web: <http://aec.uoregon.edu/> – Phone: 541-346-1155

TENTATIVE SCHEDULE (any changes to these assignments will be announced in class)

Week 1: 1/9, 1/11	<p><i>Introduction to the Course</i> <i>Classical Ontology of Animal Life</i></p> <p>Aristotle, <i>On the Soul</i>, Bk. 2, ch. 1-4; Bk. 3, ch. 4 (pp. 656-663, 682-683) Aristotle, <i>Politics</i>, Bk 1, ch. 1-2 (pp. 1986-1988) Aristotle, <i>Nicomachean Ethics</i>, Bk. 1, ch. 7 (pp. 1734-1736) Descartes, <i>Discourse on Method</i>, Part V (pp. 131-141) Descartes, Letter to Marquess of Newcastle, 23 Nov. 1646 (pp. 302-304) Descartes, Letter to More, 5 Feb. 1649 (pp. 365-366)</p>
Week 2: 1/18 (1/16: Dr. MLK, Jr. Day)	<p><i>Animal Rights: Consequentialism & Deontology</i></p> <p>Bentham, <i>An Introduction to the Principles of Morals and Legislation</i>, Ch. XVII.1-6 & note Kant, "Of Duties to Animals and Spirits," in <i>Lectures on Ethics</i>, 212-213 Singer, "A Utilitarian Defense of Animal Liberation" Regan, "The Case for Animal Rights"</p> <p><u>Recommended:</u> Martha Nussbaum, "Beyond 'Compassion and Humanity': Justice for Nonhuman Animals," in <i>Frontiers of Justice</i>, 325-407</p>
Week 3: 1/23, 1/25	<p><i>The World of the Animal</i></p> <p>Uexküll, <i>A Foray into the World of Animals and Humans</i>, 41-135 Köhler, "Intelligence of Apes" Köhler, <i>Mentality of Apes</i>, 25-66, 225-263</p> <p><u>Recommended:</u> Brett Buchanan, "Jakob von Uexküll's Theories of Life," in <i>Onto-Ethologies: The Animal Environments of Uexküll, Heidegger, Merleau-Ponty, and Deleuze</i>, 7-38</p>
Week 4: 1/30, 2/1	<p><i>Poverty in World</i></p> <p>Rilke, "Eighth Duino Elegy" Frisch, "The Language of Bees," in <i>Bees: Their Vision, Chemical Senses, and Language</i>, 53-96 Heidegger, <i>Fundamental Concepts of Metaphysics</i>, 176-273</p> <p><u>Recommended:</u> William McNeil, "Life Beyond the Organism: Animal Being in Heidegger's Freiburg Lectures, 1929-30," in <i>Animal Others: On Ethics, Ontology, and Animal Life</i>, ed. H. Peter Steeves, 197-248 Kelly Oliver, "The Abyss Between Humans and Animals: Heidegger Puts the Bee in Being," in <i>Animal Lessons: How They Teach Us to Be Human</i>, 193-207 Donald Griffin, "Symbolic Communication," in <i>Animal Minds: Beyond Cognition to Consciousness</i>, 187-211</p>
Week 5: 2/6, 2/8	<p><i>Strange Kinship of the Flesh</i></p> <p>Merleau-Ponty, <i>The Structure of Behavior</i>, 93-184 Merleau-Ponty, <i>The World of Perception</i>, 69-77 Merleau-Ponty, <i>Nature</i>, 208-228, 267-273</p> <p><u>Recommended:</u> Ted Toadvine, "'Strange Kinship': Merleau-Ponty on the Human-Animal Relationship," <i>Analecta Husserliana</i> 93: 17-32 Kelly Oliver, "'Strange Kinship': Merleau-Ponty's Sensuous Stickleback," in <i>Animal Lessons</i>, 208-228</p>

Week 6: 2/13, 2/15	<p><i>Animal Faces</i></p> <p>Levinas, <i>Totality and Infinity</i>, 109-219 Levinas, "In the Name of a Dog, or, Natural Rights," in <i>Difficult Freedom</i>, 151-153 Levinas, "The Paradox of Morality," in <i>The Provocation of Levinas</i>, 168-180</p> <p><u>Recommended:</u> David Clark, "On Being 'The Last Kantian in Nazi Germany': Dwelling with Animals after Levinas," in <i>Animal Acts</i>, ed. Jennifer Ham and Matthew Senior, 165-198 John Llewelyn, "Am I Obsessed by Bobby? (Humanism of the Other Animal)," in <i>Re-Reading Levinas</i>, ed. Robert Bernasconi and Simon Critchley, 234-245 David Wood, "Where Levinas Went Wrong: Some Questions for my Levinasian Friends," in <i>The Step Back: Ethics and Politics after Deconstruction</i>, 53-69</p>
Week 7: 2/20, 2/22	<p><i>The Anthropological Machine</i></p> <p>Agamben, <i>The Open</i>, 1-92</p> <p><u>Recommended:</u> Kelly Oliver, "Stopping the Anthropological Machine: Agamben's Ticktocking Tick," in <i>Animal Lessons</i>, 229-244</p>
Week 8: 2/27, 2/29	<p><i>The Subject of Sacrifice</i></p> <p>Derrida, <i>Of Spirit: Heidegger and the Question</i>, 47-57 Derrida, "Eating Well,' or the Calculation of the Subject," <i>Points...</i>, 255-287 Derrida, <i>The Animal that Therefore I am</i>, 1-118, 141-160</p> <p><u>Recommended:</u> David Wood, "Thinking with Cats," in <i>Animal Philosophy: Ethics and Identity</i>, ed. Peter Atterton and Matthew Calarco, 129-144 Leonard Lawlor, <i>This is Not Sufficient: An Essay on Animality and Human Nature in Derrida</i>, 1-119</p>
Week 9: 3/5, 3/7	<p><i>Becoming Animal</i></p> <p>Deleuze & Guattari, <i>A Thousand Plateaus</i>, 3-25, 233-337 Deleuze, <i>Francis Bacon: The Logic of Sensation</i>, 19-24 Deleuze and Guattari, <i>What is Philosophy?</i>, 163-199</p> <p><u>Recommended:</u> Ronald Bogue, <i>Deleuze on Music, Painting, and the Arts</i>, 13-31, 55-76 Claire Colebrook, <i>Gilles Deleuze</i>, 125-145 Leonard Lawlor, "Auto-Affection and Becoming (Part I): Who are We?," <i>Environmental Philosophy</i> 6, no. 1: 1-19</p>
Week 10: 3/12, 3/14	<p><i>Animal Arts</i></p> <p>Grosz, <i>Chaos, Territory, Art</i>, 25-62 Coetzee, <i>The Lives of Animals</i>, 15-69</p> <p><u>Recommended:</u> Elizabeth Grosz, <i>Chaos, Territory Art</i>, 1-24 Cora Diamond, "The Difficulty of Reality and the Difficulty of Philosophy," in Stanley Cavell et al., <i>Philosophy & Animal Life</i>, 43-89</p>
Thursday, March 22nd	<p>Term Papers Due Philosophy office, 3rd floor of PLC</p>