

TES 3067/4067 & REL 467EC 3427:

ANIMAL THEOLOGY & ETHICS: RETHINKING HUMAN-ANIMAL RELATIONSHIPS

SPRING 2017

Associate Professor Grace Yia-Hei Kao

Class meets Thu, 8:30-11:20am in Craig 111

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COURSE DESCRIPTION

Animal studies (*a.k.a.* human-animal studies) represents the cutting edge of academe. Scholars from a variety of disciplines are increasingly acknowledging that we can no longer bracket “the question of the animal” if we are to live truly examined lives.

This course provides a serious engagement with (secular) philosophical and (Christian) theological reflection on the ethical status of nonhuman animals as well as the nature and extent of human obligations toward them. As we raise classical philosophical, theological, and public policy/legal questions about other creatures (*e.g.*, can nonhuman animals be directly wronged? Do they have rights? Will they be redeemed?), we will discover that we are simultaneously raising perennial questions about the human condition.

STUDENT LEARNING OUTCOMES (SLOS)

By the end of the course, students should be able to:

1. know and critically assess several classical questions in philosophy (*e.g.*, the problem of other minds, the theoretical basis of rights, what entities have moral standing) as well as major philosophical approaches to the “animal question” in classical and contemporary Western ethical thought.
2. be familiar with the diversity of Christian responses to systematic theological issues (*e.g.*, theodicy, animal sacrifice, sin, redemption), as well as with the various ways in which the Christian tradition has both incorporated and excluded animals from the sphere of moral consideration.
3. participate intelligently in contemporary discussions about the moral and theological status of nonhuman animals; reach normative judgments of their own about appropriate human-animal relations and the nature and extent of our obligations to them.
4. comprehend the meaning of key philosophical and theological terms and concepts in ethics, especially as they relate to our subject matter.
5. produce work as befitting one’s graduate school level, degree program, and pedagogical goals:
 - a. MA and PhD students could elect to produce a final paper on a topic of their choosing of a quality that ideally could serve as a draft of a conference or journal paper.
 - b. M. Div and D. Min students will also be given an additional option of tailoring their final project to their particular ministerial contexts.
6. improve upon their oral presentation and delivery skills

ASSESSMENT STRATEGIES

- SLO #1-2, #4 will be assessed by the midterm exam and final exam (for those who elect option a).
- SLO #3 will be assessed by the weekly forum posts and the field trip assignment.
- SLO #5 will be assessed by the final paper or project (for those who elect options b-c).
- SLO #6 will be assessed by the presentation of one's final project or paper (for those who elect option b-c)

COURSE TEXTS

Required (available for purchase at Huntley Bookstore; check online sites for lower prices):

1. J.M. Coetzee, *The Lives of Animals*, Princeton University Press, 2001; ISBN-13: 978-0691070896
2. Peter Singer, *Animal Liberation: The Definitive Classic of the Animal Movement*, reissue ed., Harper Perennial Modern Classics, 2009; ISBN-13: 978-0061711305
3. Tom Regan, *Animal Rights, Human Wrongs: An Introduction to Moral Philosophy*, Rowman & Littlefield, 2003; ISBN-13: 978-0-7425-3354-7
4. Carol Adams, *The Sexual Politics of Meat: A Feminist-Vegetarian Critical Theory*, Bloomsbury Revelations ed., 2015; ISBN-13: 978-1501312830
5. Clare Palmer, *Animal Ethics in Context*, Columbia University Press, 2010; ISBN-13: 978-0231129053
6. Andrew Linzey, *Animal Theology*, University of Illinois Press, 1995; ISBN-13: 978-0252064678
7. Nicola Hoggard Creegan, *Animal Suffering and the Problem of Evil*, Oxford UP, 2013
ISBN-13: 978-0199931842
8. David Clough, *On Animals: Volume I: Systematic Theology*, Bloomsbury T&T Clark; reprint ed., 2014; ISBN-13: 978-0567632869

Recommended:

- Andrew Linzey and Paul Barry Clarke, eds., *Animal Rights: A Historical Anthology* (Columbia UP, 2004); *ARHA*
- Andrew Linzey & Tom Regan, *Animals and Christianity: A Book of Readings* (Wipf & Stock, 2007); *AC*

All required books are available for purchase at Huntley Bookstore and have been placed on reserve at the CST library. **Additionally, all other required (and most recommended) readings or other resources have been uploaded to the course website on CST Sakai and will be indicated below by the designator [R].**

COURSE REQUIREMENTS AND EXPECTATIONS

Regular Attendance, Active Participation, and Professional Conduct

Given the active-learning and discussion-oriented nature of this course, regular attendance is mandatory and will be checked at the beginning of each class. I expect that you will be present at every class unless religious observance, illness, or other emergency prevents you from attending. **Claremont School of Theology does not distinguish**

between “excused” and “unexcused” absences and expects students to be present for at least 80% of class time. Excessive absences (*i.e.*, more than one or two) will adversely affect your ability to learn from and contribute to the learning process, as you obviously will not be able to participate in class discussions if you are not here. *If truancy becomes an issue, I will reserve the right to lower your final grade by as much as one letter grade.*

Students will likely enroll in this course for a variety of reasons. They will also likely come to this course with diverse preexisting commitments. *It is my hope that we will create together a productive space for conversation in the classroom, so that all will feel comfortable participating.* I welcome the use of your analytical and critical skills when assessing the claims of the thinkers under consideration, including those of your classmates, though please maintain civility at all times.

When you enter the classroom, prepare to give your full attention to the course material. Do not distract yourself or your peers with unnecessary activity on the portable electronic devices you might bring to class.

While I am aware that there can be different gendered and/or cultural expectations about how students should interact with their classmates or the instructor, please know that you are all welcome to actively participate in class discussion. I encourage everyone to “take chances” by posing questions or comments to those offered by others (including by me), though rest assured that active participation need not always come in the form of insightful questions or commentary: you could also call the class back to an issue (if you sense that we’ve gotten off track), ask for or provide an important clarification, offer a minority or “devils’ advocate” perspective, or gently (without pressure) encourage those who have not spoken yet to join the conversation.

Reading, Pre-Class Preparation and Forum Posts (10)

The required readings are crucial to your learning in this course as well as your ability to contribute meaningfully to class discussions. You are expected to complete the required reading for each session AND the argumentative paper assigned for the week in advance of each class. Please note that the number of pages assigned on a weekly basis will vary in length and density. The pace of the course will also be quick, particularly in the first half of the class, so it is imperative that you make every effort to keep up with the reading and not fall behind.

On any 10 occasions in weeks #2-#15, you will post in the relevant place in the forums an approximately 200-400 word reflection on the week’s readings **by 5pm on the Wednesday before class.** The question for each forum will be the following: *what question, passage, or issue that emerged from the reading merits further discussion and why?* **Please give a title to your post that is descriptive of its contents** (*i.e.*, don’t just write “week #3”). These short forum posts will serve as good opportunities to test your reading comprehension, practice writing for your take-home exams, and contribute to the classroom learning environment.

Out of considerations of fairness, the forums will be configured in such a way where you must post something first in order to have access to the posts of others. If you are “skipping” for the week but still want to read your classmates’ reflections, simply post something like “let me in” for Sakai to do accordingly. You are of course encouraged, though not required, to read the posts of your classmates and respond to them accordingly as your interests and time permit. **Finally, unless you are attaching a video or an image, please do not include any (MS Word or PDF) attachments**—just write directly in the forums. So long as your work abides by these instructions and is satisfactory to excellent (in form and content), you will be given “completion” grades (*i.e.*, full points if at least satisfactory, point deductions for anything less).

Field Trip & Reflection Paper (due date to be determined-roughly 1.5 weeks after the field trip)

On a mutually convenient date (Sat or Sun), we will be making a site visit to an animal sanctuary (either Farm Sanctuary: Los Angeles or The Gentle Barn). *Students who are unable to attend on the designated field trip day must make their own arrangements to visit the site on their own.* Following the visit, you will compose a 2-3 page paper in which you (1) discuss the impression you had of these kinds of animals before the visit, with some reflection on how those impressions were obtained, (2) explain what attitude you had toward those who work in animal advocacy and how those attitudes were formed, and (3) describe what, if anything, the field trip did for you in terms of enhancing or changing those prior attitudes and feelings.

Midterm Exam

You will be asked to compose a set of short answers to a series of term identification questions as well as a number of short essays. This midterm will be “open book/open note,” but you must complete all work on your own (*i.e.* without assistance from others) save editorial help from the Writing Center. You will have at least two full weeks to complete the midterm.

Final: Choose ONE option below

- a) *Final Exam*: If you select this option, you will be tested on material from roughly the second half of class. It will resemble the midterm in format: you will be asked to compose a set of short answers to a series of term identification questions as well as a number of short essays. This final will (like the midterm) be “open book/open note,” but you must complete all work on your own (*i.e.* without assistance from others) save editorial help from the Writing Center. You will have at least two full weeks to complete the exam.
- b) *Final Term Paper*: Those who select this option will complete a final term paper of approximately 15-20 pages in length. Students will have a large amount of discretion in selecting their paper topic, but they are advised to consult with me in advance about it. Excellent papers will be those that are well-structured and organized, contain a clearly-stated thesis that is defended well with evidence, demonstrate integration of knowledge and depth of analysis, successfully relate the paper topic to the larger themes of the course, and follow proper format (*i.e.*, the Chicago Manual of Style). *Please see the note below about the prospectus and in-class presentation.*
- c) *Final Ministerial Project*: those who select this option will tailor their final summative assignment to their particular ministerial context. Should you select this option, please consult with me in advance about how best to proceed; some options include organizing an entire worship service (including sermon), a series of Adult Forum or bible study classes or workshops, or forming a peace and justice group for better human-animal relations. *Please see the note below about the prospectus and in-class presentation.*
 - o Students electing either option b or c will also submit a 2-page prospectus by **11pm on Tue, 4/18**. Please include a 1-2 paragraph description of the topic, the research you’ve done so far, a list of what still needs to be done, a working bibliography, and a tentative thesis (if writing a paper) or the goal of your final project if you actually put it in practice (*i.e.*, what do you want your parishioners to experience or know or change?)
 - o Students electing either option b or c will also prepare a final **class presentation on Thu, 5/4**. They will minimally provide an outline of the structure or main argument that their paper (or sermon, *etc.*) will make as well as field questions about their paper or ministerial project and receive feedback from their classmates.

Grading for 3-unit students:

Assignment	Due Date	Points	Percent of Final Grade
10 Forum Posts (FPs)	Varies; weeks 2-15; 4 pts each	40	20%
Midterm Exam	Sat, 3/11 by 11pm	60	30%
Field Trip Reflection Paper	<i>due date t.b.d</i>	20	10%
Final: Options A-C	Tue, 4/18, 11pm: prospectus Fri, 5/12, 11pm: final	80	40%

Grading for 4-unit students:

Assignment	Due Date	Points	% of Final Grade
10 Forum Posts (FPs)	Varies; weeks 2-15; 2 pts each	20	10%
Take-home exam #1	Sat, 3/11 by 11pm	60	30%
Field Trip Reflection Paper	<i>due date t.b.d.</i>	10	5%
Final: Options A-C	Tue, 4/18, 11pm: prospectus Fri, 5/12, 11pm: final	110	55%

Final letter grades will be assigned as follows:

A	= 185-200	B+	= 173-179	C+	= 153-159	D+	= 133-139	F	= 123 or below
A-	= 180-184	B	= 165-172	C	= 145-152	D	= 125-132		
		B-	= 160-164	C-	= 140-144	D-	= 120-124		

Please interpret your final grade in this course in the following way: how well you did on course assessments. That is, your final grade will not necessarily match: (1) what I, the instructor, think of you as a person, (2) your capabilities (or my evaluation of your capabilities) as a seminarian or graduate student, (3) the kind of grades you “normally” receive at CST or in grad school, (4) your potential to do advanced work in ethics or theology, or (5) how much or how little effort you put in this course.

SCHEDULE OF TOPICS AND READINGS

I. INTRODUCTION

1. 1/19: Introduction

2. 1/26: A Literary Start to Our Enterprise

FP #1 due

J.M. Coetzee, *The Lives of Animals*

Read the entire book (pp. 3-120), but focus especially on Ch. 1 (Coetzee) & Reflection 2 (Singer)

For further reading: Thomas Nagel, “What is it like to be a bat?” *The Philosophical Review*, 83. 4 (1974): 435-450 [R]

3. 2/2: Classical Western Philosophical and Theological Views

FP #2 due

- Aristotle, “Animals are not Political” (*Politics* 1252b-3b), in *ARHA*, pp. 6-7 [R]
- , “Animals are for Our Use” (*Politics* 1254b2-6b12), *ARHA*, pp. 56-58 [R]
- , “Justice Requires Friendship” (*Nicomachean Ethics* 1161a10-1161b10), *ARHA*, pp. 101-102 [R]
- St. Augustine, “Rational Domination” (*The City of God*, Bk. 1), *ARHA*, p. 59-60 [R]
- St. Thomas Aquinas
- , “Animals are Not Rational Creatures” (*S. Contra Gentiles*), *ARHA*, p. 7-12 [R] ---
- , “Unrestricted Dominion” (*S. Theologiae*, Q. 96, Art. 1&2), *ARHA*, pp. 60-63 [R] ---

- , “The Lawful Treatment of Animals” and “No Friendship with Irrational Creatures” (*S. Theologica*, Q. 64, Art. 1, Q. 65, Art. 3), *ARHA*, pp. 102-105 [R]
- René Descartes, “Animals as Automata” (*Discourse on Method*), *ARHA*, pp. 14-17 [R]
 - Immanuel Kant, “Animals May be Used” (selection from *Metaphysics of Morals*) and “Duties to Animals are Indirect” (*Lectures on Ethics*), in *ARHA*, pp. 78-79, 126-127 [R]

Recommended critical voices:

- Stephen R. L. Clark, “Does ‘Made in the Image of God’ Mean Humans Are More Special than Animals?” in *A Faith Embracing All Creatures* (2012), pp. 138-149 [R]
- David DeGrazia, “On the Question of Personhood beyond *Homo Sapiens*,” in *In Defense of Animals*, ed. Peter Singer, 40-53 (Malden, MA: Blackwell, 2006) [R]

II. CONTEMPORARY PHILOSOPHICAL PERSPECTIVES

4. 2/9: Utilitarianism

FP #3 due

- Jeremy Bentham, *An Introduction to the Principles of Morals & Legislation* (1789), 1-page selection from ch. 17: Of the Limits of the Penal Branch of Jurisprudence [R]
- Peter Singer, *Animal Liberation*, Chs. 1, 3 (skim), 4, 6
- Peter Singer, “What’s Wrong with Killing?” & “Taking Life: Animals,” *Practical Ethics*, 2nd ed. (Cambridge UP, 1993), pp. 83-109, 110-134 [R]

For further reading:

- Jeremy Bentham, “Letter to the editor of the Morning Chronicle” (1825) [R]
- John Stuart Mill, “Duties to Animals are Direct” (*Three Essays on Religion*), *ARHA*, pp. 138-140 [R]

Recommended critical voice: Tom Regan, *Animal Rights, Human Wrongs*, pp. 57-66

5. 2/16: Deontological Considerations

FP #4 due

Tom Regan, *Animal Rights, Human Wrongs* (2003)

For further reading:

- Tom Regan, “Autobiography: Bird in a Cage,” <http://tomregan.info/about-tom-regan/bird-in-a-cage/> [R]
- Christine Korsgaard, “Exploiting Animals: A Philosophical Protest,” *AV Magazine* (2009): 14-15 [R]
- Evelyn Pluhar, “Moral Agents and Moral Patients,” *Between the Species* 4.1 (1988): 32-45 [R]

Recommended critical voice: Carl Cohen, “Do Animals Have Rights?” *Ethics and Behavior* 7.2 (1997): 91-102 [R]

6. 2/23: Ecofeminist Vegetarianism

FP #5 due

Carol Adams, *The Sexual Politics of Meat*; read the prefaces, Parts I, II (skim), III, afterword to the 25th anniversary/Bloomsbury revelations ed.

For further reading:

- Carol Adams, “The Sexual Politics of Meat in the Trump Era” [R]
- Carol J. Adams, “Caring about Suffering: A Feminist Exploration,” in *Beyond Animal Rights: A Feminist Caring Ethic for the Treatment of Animals*, eds. Josephine Donovan and Carol J. Adams, 170-196 (New York: Continuum, 1996) [R]
- James Wilt, “After the Sexual Politics of Meat: An Interview with Carol J. Adams,” *Geez: Contemplative Cultural Resistance* (July 12, 2015) [R]

- Alex Wellington, “Feminist Positions on Vegetarianism: Arguments For and Against and Otherwise,” *Between the Species* (Summer & Fall 1995); 98-104 [R]

Recommended critical voice: Kathryn George Paxton, “Should Feminists Be Vegetarian?” *Signs* 19. 2 (1994): 405-434 (R); see also the critical responses to Paxton’s piece by Adams, Josephine Donovan, and Greta Gaard & Lori Gruen [R]

7. 3/2: Animal Ethics in Context

FP #6 due

Clare Palmer, *Animal Ethics in Context* (2010), selection t.b.d.

For further reading: J. Baird Callicott, “Animal Liberation and Environmental Ethics: Back Together Again,” *Between the Species* 4.3 (1988): 163-169

Sat, 3/11: Midterm due by 11pm on the course website

III. CONTEMPORARY THEOLOGICAL PERSPECTIVES

8. 3/9: Bridge from Philosophy to Theology: Animals as Theo-Moral Subjects?

FP #7 due

- Frans de Waal, “Moral Behavior in Animals,” *Ted Talk*, Nov. 2011 [R]
- Kendy Hess, “De-humanizing Morality,” in *Beastly Morality: Animals as Ethical Agents*, ed. Jonathan K. Crane, 31-51, New York: Columbia UP, 2016 [R]
- Celia Deane-Drummond, “Are Animals Moral? Taking Soundings through Vice, Virtue, Conscience, and *Imago Dei*,” in *Creaturely Theology: On God, Humans and Other Animals*, eds. Celia Deane-Drummond and David Clough, 190-210 (London: SCM Press, 2009) [R]
- John Berkman, “Just Chimpanzees? A Thomistic Perspective on Ethics in a Nonhuman Species,” in *Beastly Morality: Animals as Ethical Agents*, ed. Jonathan K. Crane, 195-224, New York: Columbia UP, 2016 [R]

SPRING BREAK (3/13-17)

9. 3/23: Rereading the Bible with Animals in Mind

FP #8 due

Richard Bauckham, *Living with Other Creatures: Green Exegesis and Theology* (Waco, Baylor UP, 2011), ch. 3-7 (pp. 63-155) [R]

Recommended further reading:

- Stephen Webb, “The Lord’s Supper as a Vegetarian Meal,” *Good Eating* (Grand Rapids, MI: Brazos Press, 2001), pp. 141-159 [R]
- Stephen Webb, “Did God Want Animal Sacrifices?” *Good Eating*, 82-101 [R]
- Malinda Elizabeth Berry, “What About Animal Sacrifice in the Hebrew Scriptures?” in *A Faith Embracing All Creatures; Addressing Commonly Asked Questions about Christian Care for Animals*, eds. Tripp York and Andy Alexis-Baker, 23-38 (Eugene OR: Cascade Books, 2012) [R]
- J.R. Hyland, “Jesus and the Money Changers and Animal Sacrifice” [R]
- J.R. Hyland, “Animal Sacrifice” in *God’s Covenant with Animals: A Biblical Basis for the Humane Treatment of All Creatures*, 3-14 (New York: Lantern Books, 2000) [R]

10. 3/30: Intro to Animal Theology from the World’s Leading Animal Theologian

FP #9 due

Andrew Linzey, *Animal Theology* (1994), ch. 1-3, 5-6 [R]

For further reading (critical reviews):

- Stephen M. Vantassel, “Why Christians Cannot Support Animal Rights” [R]
- Reviews and responses to Linzey’s book by Mark McEntire (Hebrew Bible), David Mary (New Testament), Sally Holt Smith (Theology) published in *Review and Expositor* 102 (2005): 85-124 [R]

Class field trip possibility: EITHER Sat, April 1 or Sun, April 2

11. 4/6: Theodicy in Light of the Problem of Animal Suffering I **RP #10 due**
Nicolas Hoggard Creegan, *Animal Suffering and the Problem of Evil*, Intro-Ch. 5 (pp. 1-81)

For further reading:

- Christopher Southgate, *The Groaning of Creation: God, Evolution, and the Problem of Evil* (WJKP 2008)
- Jay McDaniel, “Can Animal Suffering be Reconciled with Belief in an All-Loving God?” in *Animals on the Agenda* (Urbana, IL: U. of Illinois P, 1998), pp. 161-170 [R]
- John Hick, “Explaining Animal Pain,” in *Animals & Christianity* (Wipf & Stock, 2007), pp. 62-66 [R]
- C.E.M. Joad & C.S. Lewis, “The Pains of Animals,” in *Animals & Christianity* (Wipf & Stock, 2007), pp. 55-62 [R]
- Holmes Rolston, III, “Does Nature Need to be Redeemed?” *Zygon* 29.2 (1994): 205-229 [R]

12. 4/13: Theodicy in Light of the Problem of Animal Suffering II **RP #11 due**
Nicolas Hoggard Creegan, *Animal Suffering and the Problem of Evil*, Ch. 6-11 (pp. 82-175)

Tue, 4/18: Prospectus due by 11pm for Final options b & c

13. 4/20: Systematic Theology I **RP #12 due**
David Clough, *On Animals*, Intro-Ch. 4, pp. xii- 103

14. 4/27: Systematic Theology II **RP #13 due**
David Clough, *On Animals*, Ch. 5-10, pp. 104-176

IV. CONCLUSION: FROM THEORY TO PRACTICE

15. 5/4: Animal Activism and Ministry **RP #14 due**

- Henry Spira and Peter Singer, “Ten Points for Activists,” in *In Defense of Animals: The Second Wave*, ed. Peter Singer, 214-226 (Blackwell, 2006) [R]
- Humane Society of the United States (HSUS), *Animal Protection Ministries: A Guide for Churches* (2010), 20 pages

Recommended for further reading:

- Carol J. Adams, *Prayers for Animals* (New York: Continuum, 2004), selections [R]
- Andrew Linzey and RSPCA, “A Service for Animal Welfare” (2004), 22 pages [R]
- Laura Hobgood-Oster, “How to Help: Ideas for Communities and Congregations,” in *The Friends We Keep*, 175-197 (Waco, TX: Baylor UP, 2010) [R].

Fri, 5/12: Final: Options b&c due by 11pm; orals will be scheduled at a mutually convenient time