

HON 410 – Pets, Property, or Persons?

courtrooms. In 1990, a jury found in favor of Berosini, but this judgment was overturned by the Nevada Supreme Court in 1994.

This semester we will work together to piece together this historic instance of animal rights activism on the strip. UNLV's Special Collections in the Lied Library contain extensive archival documents related to this case, such as Stardust's internal memos, letters from concerned citizens/tourists, and newspaper clippings. For this assignment, I will divide everyone into groups and task each group with researching specific folders from the Bobby Berosini collection (Box 316). This research will be conducted in a sequential fashion—after the first group reports their findings to the class, the second group will be permitted to access the files, and so on. By the end of the semester, we will have created a master document that recovers this important part of animal rights activism in Las Vegas. More details on this assignment will be provided early in the semester.

The Rhetoric of Social Controversy

Throughout the semester you will conduct research on a current social controversy regarding animals. A social controversy is an ongoing public argument that seeks to influence norms, values, and attitudes. Your primary task is to size up each side and describe how they go about persuading an audience to support their views. For instance, how does PETA critique bull fighting? How do supporters of bull fighting advocate to maintain it? This rhetoric can involve a wide array of tactics from webpages, blogs, comment chains on videos, documentaries, pamphlets, books, journal articles, exposés, celebrity endorsements, interviews, and so on.

Note: while PETA may be a useful resource, they are not the only animal rights organization. Focusing on them exclusively will blind you to various other rhetorical strategies being employed. In addition to other animal rights organizations, there are animal humane societies that work on behalf of animals.

This assignment is split into several stages, involving a topic proposal, two 3-page analyses, and an 8-10 minute extemporaneous presentation.

- Topic proposal: Your topic proposal will consist of two components. There should be page breaks between each section. Pages should be numbered.

One page identifying the social controversy you will analyze. What is the controversy about primarily? As far as you can tell, how long has this debate persisted? Who are some of the parties' mobilizing arguments in this controversy? Your answer to this question should identify specific individuals/organizations, but also general categories, e.g., scientists or farmers.

A compilation of texts by invested parties who are either taking a stance or pushing an angle in the social controversy. In total you should have six texts—three for each side of the controversy. A text is simply a distinct object or artifact that you can analyze. This is where you will identify texts such as articles on PETA's webpage, exposés, or public rebuttals to such arguments.

Please note that organizations seeking to maintain the status quo do not always address complaints about animal abuse directly. Sometimes they create a text that stresses how animals are handled professionally or are part of a cultural heritage. Even though it might not court controversy explicitly, this is still a rhetorical maneuver and you should include these types of texts.

For each entry in this compilation, I would like you to provide a citation, explain which side it supports, and briefly describe—in approximately 100 words—the types of arguments and tactics it uses. Please remember that not all arguments are reliant on logos, some make extensive use of ethos (character) and pathos (emotions).

- Essay 1 – Analysis of Animal Advocacy:

In 3 pages (double spaced) you will analyze **one** text protesting the mistreatment of animals. This text can be one of the ones you identified in your topic proposal or a different one. This essay will include a brief explanation of the text (e.g., scope, medium, genre) before highlighting specific elements that you are analyzing. Your analysis must be clearly organized (introduction, body, conclusion) and possess a thesis about the text functions rhetorically. The goal is not to praise or blame this rhetoric. You are simply explaining how it attempts to persuade an audience.

- Essay 2 – Analysis of Opposition:

In 3 pages (double spaced) you will analyze **one** text opposing the general stance identified in your previous paper. This text can be one of the ones you identified in your topic proposal or a different one. This essay will include a brief explanation of the text (e.g., scope, medium, genre) before highlighting specific elements that you are analyzing. Your analysis must be clearly organized (introduction, body, conclusion) and possess a thesis about the text functions rhetorically. Similar to the last paper, your goal is not to praise or blame this rhetoric. You are simply explaining how it attempts to persuade an audience.

- Seminar Paper Presentation:

At the end of the semester, you will give an 8-10 minute presentation in which you explain the social controversy you researched. Your first main point should explain the first text you analyzed, your second main point should explain the second text, and your third main point will offer an evaluation of each. Ultimately, regardless of your stance on the debate overall, which text do you find more persuasive and why? Visual aids and extemporaneous delivery are required. Extemporaneous delivery relies on a keyword outline and general familiarity with the subject matter, as opposed to using a manuscript or complete memorization. A presentation that is not extemporaneous will not receive an A—regardless of quality otherwise.

Participation

There are four primary forms of participation within this seminar. Completing the reading, engaging the material in class, actively contributing to course discussion, and being attentive participants for our g (di)(s)5 (e)-3 n etipr

Face coverings are currently mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at [Health Requirements for Returning to Campus](#). Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Student Conduct Code](#), including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](#).

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](#) (SSC-A, Room 143, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to

accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries' Research Consultation](#)

Course Schedule

Date	Day	Reading and Work Due
1-21	F	Class introduction Chapter 1: Human Animal Studies
1-28	F	Chapter 3: The Social Construction of Animals & Leslie Irvine extra Chapter 4: Animals 'in the Wild' and in Human Societies
2-4	F	Wallace, David Foster. "Consider the Lobster" Blankfield, Bryan. "The Gustatory Ethics of 'Consider the Lobster'" Letters to the editor
2-11	F	Chapter 6: Display, Performance, and Sport (skip 135-139) Meet in the Special Collections Topic Proposal Due
2-18	F	Chapter 19: The Animal Protection Movement Simonson, Peter. "Social noise and segmented rhythms: News, entertainment, and celebrity in the crusade for animal rights." <i>The Communication Review</i> 4.3 (2001): 399-420.
2-25	F	Las Vegas Livestock Field Trip [sometime in late February/early March] Chapter 7: The Making and Consumption of Meat
3-4	F	Safran Foer, "Pieces of Shit," <i>Eating Animals</i>

Date	Day	Reading and Work Due
4-22	F	Chapter 17: Animal Behavior Studies and Ethology & Alexandra Horowitz extra Guest Visit: