

**PHIL W11: PEACEABLE KINGDOM  
TRANSFORMING OUR RELATIONSHIPS WITH ANIMALS**

**Interim 2016**

M-F 2:00-5:00 pm, Hiemenga Hall 337

Prof. Matt Halteman

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**I. Required Materials**

Jonathan Balcombe, *Second Nature: The Inner Lives of Animals*

Chignell, Cuneo, Halteman, *Philosophy Comes to Dinner*

Jonathan Safran Foer, *Eating Animals*

Michael Greger, *How Not to Die*

Tom Regan, *Empty Cages: Facing the Challenge of Animal Rights*

Peter Singer, *Animal Liberation*

Readings Course Pack (available at Campus Store)

Lecture Supplement Pack (available at Campus Store)

**II. Course Description**

Though stewardship of the animal kingdom is one of the primary responsibilities accorded to human beings in the Christian creation narrative, the question of how best to respect the creatures under our care is one that Christians too often neglect to ask. This omission is unfortunate, given the mounting evidence of fallenness in the social and commercial practices that presently govern our relationships to animals. While large-scale animal farming has increased consumer convenience, this convenience comes at a cost, and not just to animals. Our current food system is proving to have negative, if unintended, consequences for the environment, local and global commerce and agriculture in both rural and urban communities, and public health. In view of these considerations, the purpose of this course is two-fold: first, to gain insight into the problem through a survey of the theological, moral, environmental, and socio-economic issues surrounding the treatment of animals and the allocation of natural and human resources by our current food system and other industries that use animals; and second, to take the initial steps toward becoming agents of renewal by discerning an array of concrete approaches to addressing these problems (e.g., legislating for less intensive, more sustainable food systems; community supported agriculture; cooking and eating lower on the food chain; exploring “locavorism,” vegetarianism, and veganism; animal welfare and rights advocacy, etc.).

**III. Course Objectives**

**Objective One:** To investigate the question of how we should understand and relate to animals, and to do so explicitly in light of the problems (especially animal exploitation and suffering) that confront our current cultural paradigm of viewing animals primarily as instruments for human ends.

**Objective Two:** To provide resources for and to inspire interest in the cultivation of more compassionate and ecologically responsible lifestyles by considering an array of strategies for transforming the social practices that cause the above referenced problems.

**Objective Three:** To function as a community of support for one another as we think through the advantages and drawbacks of attempting to put these strategies into practice in our own lives.

***Objective Four:*** To discern the possibilities and the challenges that these issues raise for the broader goals of thinking about and living out an authentic Christian life.

#### **IV. Requirements and Grade Assessment**

Grades for this course are determined on a pass/fail basis in view of the following two inputs; fulfillment of both inputs is **required** in order for you to be **eligible to pass the course**.

##### ***Attendance and Participation—30%***

To earn a passing grade in this course, each of you must attend class regularly, participate in class discussions and activities, and make a sincere effort to respect, support, and challenge your colleagues. Since some of us are naturally inclined to verbal participation and others of us are not, frequency of verbal input isn't always the most reliable indicator of who is involved; in other words, it is possible to participate vigorously without speaking up a whole lot in class. My aim is to foster a classroom environment in which different people with different learning styles may flourish equally, and that means I never put people on the spot and I strive to include as many people in the discussion as can be persuaded to get involved. The more tightly-knit our classroom community, the more progress we are likely to make together (both academically and personally), so please be attentive to your colleagues' different learning styles and comfort levels.

##### ***Course Journal—70%***

Your course journal will be comprised of five writing exercises (including a 5-page final position paper on responsible eating/living) assigned over the course of the interim pertaining to course readings, media, guest presentations, and class discussion. It is a good idea to bring drafts of your journal assignments (or at least notes on the way to being drafts) to class on the appointed days, as your responses will provide the basis for class discussions. I reserve the right to “spot-check” journal responses at any time, though I am not likely to do so as long as the quality of class discussion remains high. On **Monday, January 25**, I will collect the entire set of assignments, which I will then grade as a whole.

#### **V. Plagiarism**

Plagiarism is a very serious form of academic dishonesty that is covered in detail in the Calvin College Student Handbook and Student Conduct Code available at <http://www.calvin.edu/student-life/safety-student-conduct>. As a student of Calvin College, you are responsible for having read and understood this information, and I will conduct class with the expectation that you are aware of and responsible to the college's definitions, policies, and sanctions concerning plagiarism. I am not trying to scare anyone here, but it is my duty to make you aware that Calvin College takes academic honesty very seriously.

In order to promote thorough understanding of what plagiarism is and how to avoid it, I am providing you here with some helpful information on plagiarism from the Calvin College English Department. **My expectation is that you will read this information carefully and ask any questions you may have about it before turning in your first written daily assignment for this class.**

From the Calvin College English Department Statement on Plagiarism (available at <http://www.calvin.edu/academic/engl/writing/plagiar.htm>):

### “Definition of Plagiarism

Students plagiarize when they do not credit the sources of their writing—the words, information, ideas, or opinions of others. Plagiarism takes several forms; plagiarism in all its forms deserves a response from the student’s instructor and from Calvin College

### Context for the policy

Calvin College divides its core curriculum into three parts: knowledge, skills, and virtues. Studying in core courses like [Philosophy 153], students expand their knowledge of God’s world, develop their ability to act effectively in that world, and deepen their commitment to living for God and for others. When students plagiarize, they reject the opportunity to learn something new, to understand alternative perspectives, and to develop their own opinions; they fail to develop the skills of research and writing that enhance their ability to understand, inform, and persuade; and they act contrary to the virtues that ought to guide their lives, virtues such as diligence, honesty, courage, stewardship, and justice. Acts of plagiarism affect not only the plagiarizer but also the entire academic community. First, plagiarism taints the trust between instructor and student, creating a climate of suspicion. For example, instructors who have encountered plagiarism might be more inclined to question students’ integrity. Moreover, hoping to deter students from plagiarizing, instructors might be more likely to craft exceedingly narrow assignments, limiting students’ freedom to pursue academic research as their interests lead them. Acts of plagiarism also taint relationships among students and compromise the fairness of grades. Finally, acts of plagiarism challenge the academic reputation of Calvin College and all its graduates.

### Extended Definition

A first step toward avoiding plagiarism is understanding plagiarism in all its forms. The English 101 Committee, therefore, provides the following extended definition of plagiarism.

1. Students plagiarize if they submit as their own work any of the following:

- a. An entire essay written by someone else. This form of plagiarism includes, for example, essays purchased from web sites that specialize in academic essays, essays published on the web or in other sources, and unpublished essays written by others.
- b. The exact words of someone else without quotation marks around those words. This form of plagiarism can include copying exact wording without quotation marks even if a student provides documentation in the “Works Cited” section.
- c. A paraphrase of someone else’s words without documentation. This form of plagiarism includes reordering or replacing someone else’s words while keeping the main idea or the central information.
- d. A summary of someone else’s words or ideas without documentation. This form of plagiarism includes using some, few, or even none of the original words to reproduce a shorter version of some or all of someone else’s ideas or text.
- e. Undocumented use of information from someone else. In this kind of plagiarism, a student takes information that she found in a particular source and presents it as her own knowledge or as common knowledge. A student must document information that appears in one or only a few specialized sources, is the work or idea of a particular person, or represents a controversial stance on a topic. A student need not document information that is common knowledge.

f. Undocumented use of information that someone else has collected. A student must document research aids such as web-based “research” services and annotated bibliographies.

g. The sequence of ideas, arrangement of material, pattern of thought, or visual representation of information (images, tables, charts, or graphs) from someone else. This form of plagiarism includes any of these textual features even if students present the ideas or information in their own words.

2. Students are accomplices to plagiarism if they do any of the following:

a. They allow a fellow student to submit their work as the student’s own, or they write an essay for another student and allow that student to submit it as his or her own.

b. They do not report a fellow student who plagiarizes.

c. They contribute an essay to a collection of essays (among friends or at a web site) that they know provides opportunity for other students to plagiarize.”

## VI. Course Calendar

The following course calendar is *tentative*, and we will nip and tuck the schedule as we move along. Discussions of listed topics will routinely carry over into the next session’s proceedings. “CP” indicates that the reading is found in the Course Pack.

### Course Introduction

W. Jan. 6 Course Overview and Introductions:

**Background Reading:** Chignell, Cuneo, and Halteman, “Introduction” to *Philosophy Comes to Dinner* (1-15)\*

\*This reading will give you an overview of some of the moral, ecological and practical problems that arise from our current attitudes and actions toward other animals, as well as a feel for how philosophical inquiry can help us to make headway on understanding and attempting to address some of these complex problems.

### Creation: Animals as Fellow Creatures of God

Th. Jan. 7 Animals and Our Personal, Cultural, and Theological Narratives

**Required Reading:**

1. Jonathan Safran Foer, *Eating Animals* (EA), “Storytelling” (pp. 3-16).
2. A. Breeze Harper, “Connections: Speciesism, Racism, and Whiteness as the Norm” (CP).
3. Ruby Hamad, “Halal” (CP).
4. Halteman, *Compassionate Eating as Care of Creation* (CECC), [http://www.humanesociety.org/assets/pdfs/faith/compassionate\\_eating\\_halteman\\_book.pdf](http://www.humanesociety.org/assets/pdfs/faith/compassionate_eating_halteman_book.pdf)

**Media:** *Eating Mercifully* (HSUS Faith Outreach)

F. Jan. 8 A Scriptural and Theological Case for the Moral Importance of Animals

**Required Reading:**

1. Peter Singer, “Man’s Dominion: A Short History of Speciesism,” in

*Animal Liberation*, 189-198.

2. Nekeisha Alexis-Baker, "Doesn't the Bible Say that Humans Are More Important than Animals?" (CP)
3. Stephen H. Webb, "The Once and Future Peace" (CP).
4. Matthew C. Halteman, "Knowing the Standard American Diet By Its Fruits", <http://philpapers.org/rec/HALKTS>

**Recommended Reading (skimming encouraged):**

Andrew Linzey, "Liberation Theology for Animals" (available online)  
Please Google: Andrew Linzey + "Liberation Theology for Animals";  
then follow the Google Books link to *Animal Theology*, Chapter 4 (62-75).

**M. Jan. 11** Sentimental Education: The Wonders of Animal Intellect and Emotion

**Required Reading:**

Jonathan Balcombe, *Second Nature: The Inner Lives of Animals* (SN), 3-78, 121-142.

**Recommended Reading (skimming encouraged):**

Balcombe, SN, 79-120.

**Media:**

1. *A Conversation with Koko* (Nature)
2. Excerpts from *Animal Minds* (Nature)
3. *The Emotional World of Farm Animals* (Animal Place)

**Fall: The Challenges of a Flawed Dominion**

**T. Jan. 12** A Change in Perception: Enlarging Our Moral Universe

**Required Reading:**

1. Tom Regan, *Empty Cages: Facing the Challenge of Animal Rights* (EC), chapters 1-2 (9-34).
2. Andrew Linzey, "How We Minimize Animal Suffering and How We Can Change" (CP).

**Media:** *The Witness* (Tribe of Heart)

**W. Jan 13** Industrial Animal Farming

**Required Reading:**

1. Regan, *EC*, "Turning Animals into Food" (87-106).
2. Safran Foer, *EA*, "Influence/Speechlessness" (123-148).
3. Halteman, "Varieties of Harm to Animals in Industrial Farming" (handout).
4. Leonard Vander Zee, "And Also Many Animals" (*The Banner*, 4/11)\*  
<http://www.thebanner.org/features/2011/01/also-many-animals>
5. Malcolm DeKryger, "A Farmer's Perspective" (*The Banner*, 7/11)\*  
<http://www.thebanner.org/features/2011/01/a-farmer-s-perspective>

\*These two articles from *The Banner* represent some of the different opinions

currently under discussion in the Christian Reformed Church.

**Recommended Reading (skimming encouraged):**

1. Halteman, CECC, “Honesty” (19-36).
2. Jim Mason and Mary Finelli, “Brave New Farm?” (online)  
<http://sfcmadrid.files.wordpress.com/2010/12/capitulo-7.pdf>
3. Singer, *AL*, “Down on the Factory Farm” (95-157).
4. Safran Foer, *EA*, “Slices of Paradise...” (151-199).

**Media:**

1. *Humane Animal Handling in Beef Plants* (American Ag. Alliance)  
<https://www.youtube.com/watch?v=VMqYYXswono>
2. *Fowl Play* (Mercy For Animals)
3. *Earthlings* (Shaun Monson)

**Th. Jan. 14** Animal Use in Other Industries

**Required Reading:**

1. Regan, *EC*, chapters 7-10, “Turning Animals into Clothes, Performers, Competitors, Tools” (107-177) (**feel free to do some skimming here**).
2. Wennberg, *GHA*, “Animal Research: Three Positions” (279-284). (handout)
3. Nathan Nobis, “Rational Engagement, Emotional Response, and Prospects for Moral Progress in Animal Use “Debates”” (CP)

**Recommended Reading (skimming encouraged):**

Singer, *AL*, “Tools for Research” (80-94—please begin just below the break in the middle of page 80).

**Media:**

1. *The Ghosts in Our Machine* (Liz Marshall)
2. *Promoting Responsible Research* (PCRM)

**F. Jan. 15** Moral Standing for Animals: Philosophical Arguments

**Required Reading:**

1. Singer, *AL*, “All Animals are Equal” (1-23).
2. Regan, *EC*, “Human Rights” (37-52) and “Animal Rights” (53-74).
3. Adams, “Caring About Suffering: A Feminist Exploration” (CP).
4. Linzey, “Animal Rights as Religious Vision” (available online)  
Please Google: Andrew Linzey + “Animal Rights as Religious Vision”;  
then follow the Google Books link *Animal Gospel*, Chapter 6 (47-55).

**Recommended Reading (skimming encouraged):**

1. Singer, *AL*, “Speciesism Today” (213-248).
2. Jeff McMahan, “The Moral Problem of Predation,” in *Philosophy Comes to Dinner* (268-293).

**Media:** selections from *Speciesism: The Movie* (Mark DeVries)

**Redemption: Strategies for Working Toward Renewal**

**M. Jan. 18** Workshop on Community Supported Agriculture  
Speaker: Katie Brandt, Groundswell Farm ([www.groundswellfarm.org](http://www.groundswellfarm.org))

**Required Reading:**

1. Safran Foer, *EA*, “I Do” (203-244)
2. Benjamin J. Bruxvoort Lipscomb, “‘Eat Responsibly’: Agrarianism and Meat”, in *Philosophy Comes to Dinner* (56-72)
3. Anne Barnhill, “Does Locavorism Keep It Too Simple?”, in *Philosophy Comes to Dinner* (232-253).

**Media:** *Eating in Place: A Conversation on Food, Agriculture, and Michigan’s Future* (Grand Rapids Area Council for the Humanities)

**T. Jan. 19** Workshop on Food Justice and Urban Growing (2-3:30 pm)  
Speaker: Lisa Oliver King (Our Kitchen Table)

Discussion of Food Autonomy, Feminism, and Intersectionality (3:50-5:00 pm)  
Speaker: Christina Van Dyke (Calvin Philosophy Department)

**Required Reading:**

1. See handout circulated in class for links to articles recommended by Lisa Oliver King as background reading for our workshop.
2. Christina Van Dyke, “Manly Meat and Gendered Eating: Correcting Imbalance and Seeking Virtue”, in *Philosophy Comes to Dinner* (39-55)

**Media** (Please watch **before** class):

1. LaDonna Redmond, “Food + Justice = Democracy”  
<https://www.youtube.com/watch?v=ydZfSuz-Hu8>
2. Ron Finley, “Guerrilla Gardener in South Central LA”  
[http://www.ted.com/talks/ron\\_finley\\_a\\_guerrilla\\_gardener\\_in\\_south\\_central\\_la](http://www.ted.com/talks/ron_finley_a_guerrilla_gardener_in_south_central_la)
3. Bryant Terry, “Urban Organic: Aquaponics in North Oakland”  
<http://pic.tv/urban-organic/2012/01/17/oak/>

**W. Jan. 20** Workshop on Plant-based Nutrition and Health  
Speaker: Trulie Myers, M.S., R.D. (via telephone conference)

**Required Reading:**

1. Safran Foer, *EA*, “Influence/Speechlessness” (123-148).
2. Dr. Greger, selections from *How Not to Die* (see handout for page #s)

**Recommended Browsing:** Please familiarize yourself with the websites for NutritionFacts.org ([www.nutritionfacts.org](http://www.nutritionfacts.org)), and the Physician’s Committee for Responsible Medicine ([www.pcrm.org](http://www.pcrm.org)).

**Media:** *Forks Over Knives* (Brian Wendel and Lee Fulkerson)

**Th. Jan. 21** Workshop on the Many Faces of Animal Advocacy  
Panelists: Gail Philbin (Sierra Club), Karen Tracey (Grand Rapids for Animals, West Michigan Environmental Action Council), other guests TBA.

**Required Reading:**

1. Regan, EC, "Yes, But..." (181-198).
2. Jeffrey Moussaieff Masson, selection from *The Pig Who Sang to the Moon*, 233-236 (CP).
3. Henry Spira and Peter Singer, "Ten Points for Activists" (CP).
4. Peter Singer and Bruce Friedrich, "On 'Direct Action' Activism", (online at: [www.serv-online.org/Friedrich-Singer\\_june2011.html](http://www.serv-online.org/Friedrich-Singer_june2011.html)).
5. Miyun Park, "Opening Cages, Opening Eyes", (available online). Please Google "Opening Cages, Opening Eyes" and follow the Google Books link to page 174 of *In Defense of Animals: The Second Wave*.

**Recommended Browsing:** Please familiarize yourself with the websites of Intersectional Vegan (<http://www.intersectionalvegan.com>), End Circus Cruelty in Grand Rapids (<http://www.endcircuscruelty.com>), Grand Rapids for Animals (<https://www.facebook.com/grforanimals>), Sierra Club, Michigan Chapter (<http://michigan.sierraclub.org>), and West Michigan Environmental Action Council (<http://wmeac.org>) and come prepared to ask our guests good questions about their advocacy work.

**Media:** *Wegman's Cruelty* (Compassionate Consumers)

**F. Jan. 22** Exploring Veganism

**Required Reading:**

1. Lori Gruen and Robert C. Jones, "Veganism as an Aspiration" (handout)
2. Tristram McPherson, "Why I am a Vegan (and You Should Be One Too)", in *Philosophy Comes to Dinner* (73-91).
3. Dan Hooley and Nathan Nobis, "A Moral Argument for Veganism", in *Philosophy Comes to Dinner* (92-108).
4. Michelle Loyd-Paige, "Thinking and Eating at the Same Time: Reflections of a Sistah Vegan" (CP).

**Media:** *Vegucated* (Marisa Miller Wolfson)

**M. Jan. 25** Eating as an Act of Justice: Traditional, Conditional, Vegetarian, or Vegan?

**Course Journal due in class.**

**Required Reading:**

1. Matthew C. Halteman and Megan Halteman Zwart, "Philosophy as Therapy for (Recovering) Unrestrained Omnivores," in *Philosophy Comes to Dinner* (129-148).
2. Tyler Doggett and Andy Egan, "Non-Ideal Food Choices", in *Philosophy Comes to Dinner* (109-128).

**T. Jan. 26** Course Retrospective: Looking Back and Moving Forward