# *Spring 2023 EWRT1C*
# *The Human Animal*



| Professor | Chesa Caparas |
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| Email | caparasfrancesca@fhda.edu or via Canvas Messenger |
| Office Hours | Mondays 3:30-5:30 pm via Zoom and by appointment |
| | You can also find me in-person at the Women's Center in De Anza's Multicultural Center (MCC), Wednesdays and Thursdays 10:30am-12:30pm |

**Course Description**

     Humans are part of the animal kingdom, yet we tend to see ourselves as distinct from–and often superior to–other animals. Why is that and how did it come to be this way? How did these hierarchies regarding animals come to pass? For example, why do we eat some animals and keep others for pets? Why do we consider some animals "smart" and other animals "dumb"? Furthermore, with the rise of machine intelligence–and possibly even machine sentience–what would it mean to consider that humans are not the only creatures with consciousness? In this course, we'll explore why non-human

animals take up such a complex space in our human imaginations and see what animals can teach us about intelligence, morality, and empathy.

We'll study poetry, fiction, folklore, graphic novels, and films that deal with animal themes. Through literary analysis, we'll think critically about the relationships we create with non-human animals and explore what these animals can teach us about our own humanity.

**Student Learning Outcomes**

These are from the [Active Course Outline](#).

- Identify the multiple levels of meaning of literary texts in journals, discussion, and essays.
- Analyze the cultural and historical background of literary texts.
- Demonstrate a progressive knowledge of the literary texts in essays and discussion through increasing length and/or the inclusion of appropriate quotations and close readings.
- Write effectively organized, academic analytical, argumentative essays based on literary texts.

**Content Advisory**

As with most great literature, the readings for this class will deal with sensitive topics, such as sex and sexuality, gender and sexism, race and racism, violence and war, death and dying, addiction, animal cruelty, and others. If you are worried that exploring these topics will make it difficult for you to be successful in this class, please consult with me before continuing in the class.

**Course Requirements and Policies**

*Required Materials*

This is a hybrid course. Internet access is required for the online portions of the class. Readings are posted online via Canvas and there may be times you'll be asked to use De Anza Library's online services. You will also need to purchase one book:

- *Elmer*, Gerry Alanguilan, published in 2010

*Assignments and Grading Policy*

There will be weekly in-class responses, online written responses, and 4 essays during the quarter. You can see the points for each assignment on Canvas. You must

complete all course work with a satisfactory grade (C or better) in order to pass the class.

### *Class Etiquette*
Please do your part to keep this course a safe space. You should feel free to share your ideas and express yourself but you should also be aware and respectful that others might have a different opinion than you do. Everybody in this class has a right to be heard. Be mindful that each person brings a different perspective based on her/his/their own experience. If you wish to disagree with a specific argument or claim, you must do so intelligently and respectfully.

When you are asked to respond to your peers' work, be thoughtful and constructive in your feedback. Remember that our ultimate goal is to learn from each other.

### *Academic Integrity and My AI Policy*
Let's be honest; most of us are already using AI. If you search on Google or Bing, watch YouTube or Netflix, or shop on Amazon, you're already using AI. The thorny question is: to what extent does using generative AI (like ChatGPT or Dall-E) violate an educational institution's academic integrity standards?

When you submit an essay or other assignment, the expectation is that it is your writing. Any writing done by another person (or machine, in this case) should be properly cited.

For this class, you are allowed to use AI tools, but whenever text or images have been generated by these tools, **you must accurately attribute which parts were generated by the tool and which were generated by you.** Likewise, if I ever use generative AI to evaluate your work, I will tell you which parts were my feedback and which parts were generated by the tool.

**NOTE:** these tools often generate false or misleading information. A large part of this class involves developing the critical thinking skills to approach all information with a healthy amount of skepticism and solid fact-checking skills. Therefore, please be aware that you are expected to cross-reference information generated by AI tools with other vetted sources.