UN 1001 Perspectives: Human and Nonhuman Animals
Fall 2012
9:30-11 TTH
Walker 143

Texts
J. M. Coetzee, *The Lives of Animals*
Donna Haraway, *When Species Meet*
Irene Pepperberg, *Alex & Me*
Gilbert Simondon, *Two Lessons on Animal and Man*
and selected readings on Canvas

Course goals
Inquiry and critical thinking are important to learning and to living and especially important in college. Together they make up what we call effective communication, for communication is not just getting information across clearly but rather of making meaningful contributions to our natureculture.

Inquiry is simply being curious about things. How do things work? Why do they happen? Various skills are associated with inquiry: developing and articulating productive questions (ones that can be answered), forming hypotheses about possible answers, finding evidence that supports or refutes possible answers (through reading, experiments, observation), analyzing evidence (evaluating, comparing, and synthesizing it), and developing and articulating possible answers based on the evidence.

Critical thinking is discovering the significance of the answer. How does the answer affect what else we know? What should we do or how should we behave now that we have an answer? Critical thinking is involved in the inquiry process: it helps us articulate questions, formulate hypotheses, evaluate evidence, and articulate possible answers. More importantly, it helps us to evaluate what we believe and how we act and to make decisions on who we want to be, both individually and in our various groups.

Course work

Project: Investigating a question about human and nonhuman animal relations is the major task you will accomplish in this course. Though conceiving and carrying out this project, you will learn skills associated with inquiry, critical thinking, and communication. The project has a number of steps that help you learn these skills, including a proposal, a poster presentation, and a paper.

Responses to readings are due in class on the day the reading is listed in the schedule. I will provide questions to help you focus on important parts of the reading. You should read actively, too. In other words, as you read, pay attention to what you think and know about the topic being discussed and to how what the writer is saying changes...
your understanding and beliefs. Responses must be word processed and printed out; no hand-written responses will be accepted. They should be 300-500 words in length.

Class participation: We will discuss readings and your projects in class regularly. Discussion is an important skill for inquiry, critical thinking, and communication. Listening carefully to others’ ideas and contributing your ideas and reactions allows everyone to better understand all the perspectives involved in answering complex questions like the ones we will be pursuing. Always bring your class books to class with you.

Grading
The 2012/13 Rubric for Perspectives is the basis on which your work will be graded. To get an A in the course, your work must demonstrate most of the characteristics listed under the "Fluent" column; for a B, most of the characteristics listed under "Literate"; for a C, most of the characteristics listed under "Novice"; for a D, most of the characteristics listed under "Stimulated." The work you do will count toward your course grade as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Responses to readings</td>
<td>30%</td>
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<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Poster presentation</td>
<td>20%</td>
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<tr>
<td>Project paper</td>
<td>40%</td>
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</tbody>
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NOTE: All assignments, including all responses to readings, must be satisfactorily completed to pass the course.

Succeeding in this course
You are most likely to achieve the goals of this course (and complete it with a good grade) if you attend all classes and turn in your work on time. Responses to readings prepare you for class discussions, and they must be completed before you come to class in order to be useful to you.

Making use of the Michigan Tech Multiliteracies Center located in Walker 107 will also help you succeed, not only in this course but in all the courses you take at Michigan Tech: coaches in the center can help you brainstorm and develop ideas and arguments, discuss readings, rehearse oral presentations, design visual arguments, integrate sources into your papers, practice documentation and citation, and revise papers.

ADA Policy
MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disability Act of 1990 (ADA). If you have a disability and need reasonable accommodation for equal access to education or services at MTU, please call Dr. Gloria Melton, Associate Dean of Students (2212). For other concerns about discrimination, you may contact your advisor, department head, or the Affirmative Action Office (3310).