

Animal Ethics and Religions Worksheet/Essay 2 (60pts)

Theme: Theory in Film Worksheet and Analysis

Submission format: Create as one document with parts A, B, C, and D in order. PDF, Doc, or Docx format only. No Pages or Google Docs as they do not open in Canvas.

Due: Upload to Canvas by Tuesday, May 13, 11:59pm (session 7a)

Worksheet/Essay 2 has 4 parts:

- A. Two Film Summaries
- B. Research in the form of Research Charts (You must have minimum of 4 distinct **course** sources [Calarco + 3 others] and at least 4 research charts from sessions 3b-6a; Calarco's chapters will be one extended chart)
- C. Analysis Question and Essay
- D. Class Participation Self-Assessment #2

For this worksheet/essay, you will watch two films. Based on research charts you will create a film analysis examining the three pro-animal approaches discussed by Matthew Calarco of identity, difference, and indistinction. You will also complete a second participation self-assessment.

A1. (8pts total) Film 1 Name: "Eating Animals" (85 min) (available free [here](#))

I have watched dozens of films to find one with varied voices regarding the complexities of industrial food including small farmers and corporation representatives, environmental and policy analysts, philosophers, veterinarians, economists, global health scientists, those who eat meat/dairy/eggs and those who don't, plant-based meat producers, and whistleblower laws. Grab a friend and use the below questions to guide your analysis.

1. (1pt) Director, Year, and narrator
2. (1pts) Brief synopsis/plot of film (1-3 sentences)
3. (1pts) What do you think the director's intention is with this film?
4. (4pts) Films, much like advertising, books, public speakers, etc.—rely upon Ethos (establishing trust and credibility), Logos (facts, figures, and statistics), and Pathos (appeals to emotion, values, imagination). **Answer these two questions:** (a) Give one example **each** from the film of ethos, logos, pathos (list clearly); (b) Which do think is emphasized in this film and give 2-3 examples (list clearly)?
5. (1pt) Please come up with one of your own questions/comments from the film reflecting human-animal ethics. These questions should reflect careful engagement with the film, rather than disconnected speculations, examples:
 - a. **Less engaged question:** Isn't this film creating bias against facilities who don't treat chickens this way?; **More engaged question sample:** The film states that the vast majority of chicken farmers are under contracts with just a few corporations who own the birds, feed, and even buildings; so what are the ethics (or regulations) about inaccurate advertising on products using words or images that show small family farms, and happy farmers and birds? If humans are "good" (Genesis), or rational (Aristotle, Descartes, Aquinas, etc.), or duty-bound to not lie (Kant), what is the relationship between truth and meat/dairy production?

A2. (8 pts total) Film 2 Name

Choose a film from [this list](#), or propose one.

1. (1pt) Director, Year, and narrator
2. (1pts) Brief synopsis/plot of film (1-3 sentences)
3. (1pts) What do you think the director's intention is with this film?

4. (4pts) Films, much like advertising, books, public speakers, etc.—rely upon Ethos (establishing trust and credibility), Logos (facts, figures, and statistics), and Pathos (appeals to emotion, values, imagination). **Answer these two questions:** (a) Give one example **each** from the film of ethos, logos, pathos (list clearly); (b) Which do think is emphasized in this film and give 2-3 examples (list clearly)?
5. (1pt) Please come up with one of your own questions/comments from the film reflecting human-animal ethics. These questions should reflect careful engagement with the film, rather than disconnected speculations. See examples above (5a) of more or less engaged questions.

B. (16 pts total) Research Charts with Works Cited related to Weeks 3b-6a on Identity, Difference, Indistinction and Examples

- If you've been making Research Charts to engage the readings more fully as you go along, this portion may be already done. You will need to provide Research Charts/Works Cited for 4 course sources **that** show your engagement with the material. These sources include Matthew Calarco and three other written course sources from sessions 3b-6a.
- Use Research Charts model from Worksheet 1.

C. (18pts) Analysis Question and Essay

1. (4pts) Utilizing Matthew Calarco's analysis of three theoretical approaches to animal ethics, please define: (1) identity-based approaches, (2) difference-based approaches, and (3) indistinction-based approaches. You are welcome and encouraged to use direct quotes from Calarco (citations required) within your description, but you are still the author and your words are essential.
2. (12pts) 1.75 full single-spaced page essay analysis: **How does this 3-fold theoretical framework change the way that you interpret the two films that you watched?** Provide specific examples from the films and the 3-fold theoretical approaches. including citations for borrowing, paraphrasing, or direct quotes. For example, did something in the film bring to mind an identity approach of rights/deontology akin to Regan's "subject-of-a-life," Singer's utilitarianism or similar? How? Or was there an example in the film of a difference-based or indistinction-based approaches? How? In what ways does this 3-fold theoretical framework change the way that you interpret the two films that you watched?
 - i. Be sure to address all three approaches (identity, difference, and indistinction)
 - ii. Split long paragraphs for clarity, organization, and reader ease; new idea=new paragraph
 - iii. Engage course content from at least 4 course sources
 - iv. Strive for clarity and specificity when using sources. For example, which of these uses is more clear? (a) *Derrida wants a difference-based approach that sees things individually. OR Derrida rejects the notion of homogenous categories and emphasizes the "unsubstitutable singularity" of every being who is different from every other of its kind and continuously changing (243).*
2. (2pts) Please use a minimum of 4 sources in your analysis correct in-text citations and create a Works Cited/Bibliography entry using *The Bedford Handbook*. These can be pulled right from your Research Charts and formatted in alphabetical order with proper indentation (see *Bedford* for examples of Works Cited format).

D. Class Participation Self-Assessment (2 tasks) 10pts

This self-assessment covers Sessions 4a-7a / *Please copy the entire below chart into your worksheet and fill in.*

Task 1 (Grade Yourself)

Criteria	Description	Fill in your score out of these possible points
1 Class Preparation through a “neighborly reading”	I make a consistent effort to engage that week’s readings, including main points, alternative views, unique contributions, stakeholders, and deep motivating concerns	/2
2 Active listening	I offer active and neighborly attention to my colleagues’ thoughts, don’t escape into technology, share the floor, and ask questions of clarification when relevant	/2
3 Refer to texts, terms, concepts in written or spoken comments	I strive to keep my contributions and questions connected to course texts, terms, and concepts (current and previous weeks), rather than just free-floating opinion, simplistic reduction, or “straw-man” dismissal. I point to examples in the text whenever possible.	/2
4 Share Leadership or Tasks	I volunteer for roles or tasks within my capacity/interest so responsibilities are shared in my group.	/2
5 Participate in a new way	I stretch myself toward new modes of participation that may be new to me, previously outside my comfort zone, challenge my commitments or habits of engagement, and/or recognize my or others’ authoritative voice(s).	/1
6 Paragraph with examples of grading	See directions below in Task 2	/1
Total (out of 10)	<i>ADD UP YOUR OWN TOTAL → → → →</i>	

Task 2

Write one paragraph with specific examples supporting your above grading. Strive for honest reflection, concrete examples, and identify challenges and/or goals in your ongoing participation.