



Framing the Teaching of Animal Law
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THE POLITICS OF TEACHING ANIMAL LAW

- Common impediments to institutional acceptance of animal law in education: *Sankoff, 'Charting the Growth of Animal Law in Education' (2008)*
 - Low Student Demand
 - Other Courses Given Priority
 - General Institutional Resistances
- Unique demand and support
 - Student demand led initiative: grassroots development
 - Un-solicited financial support by a donor

POSSIBLE 'FRAMES' FOR A GENERALIST ANIMAL LAW UNIT

- **Legal Philosophy/ Legal Theory/ Jurisprudence**
- **Commercial and Regulatory Studies**
- **Human Rights or Social Justice**
- **Transnational Law**
- **Advanced Lawyering**
- **Clinical Legal Education**
- **Criminal Justice/ Criminology**
- **Accentuating Possibilities for 'Flipped Classroom' teaching**
- **'Mainstreaming' animal law**

IMPLICATIONS OF 'FRAMING' OR INSTITUTIONAL TAILORING

Pros:

- Moving beyond 'preaching to the choir'
- Maximising institutional support
- Enabling maximum student opportunity, through connecting with course 'tracks'
- Enabling cross-disciplinary elective offerings
- Educational depth of the subject

Cons:

- Removing focus too far from core concern of improving the social condition of animals
- Risks to 'academic freedom'
- Is it really needed?