



Critical Animal Pedagogy and Self-Determination Theory

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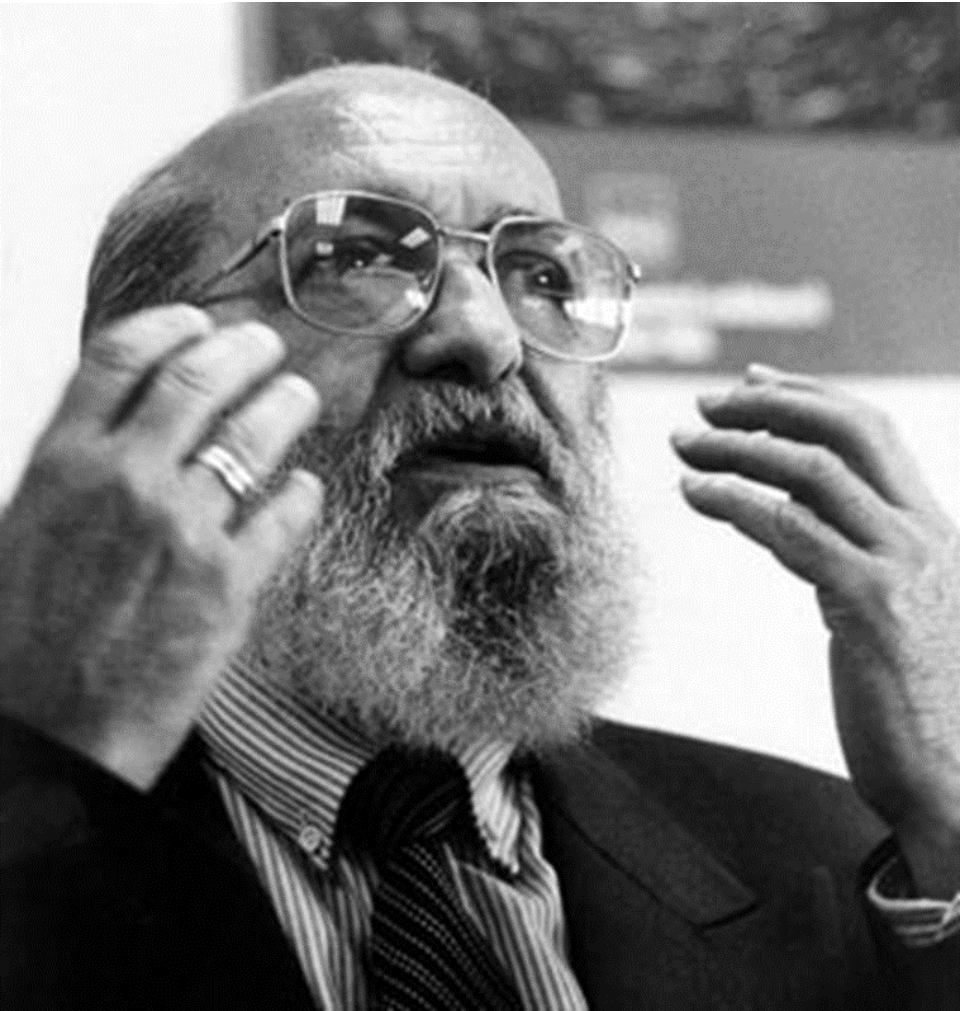
in Critical Animal Pedagogy we

- Criticize economic and political structures that exploit nonhuman animals (e.g. meat and dairy industry)
- Deconstruct anthropocentric and speciesist beliefs and practices
- Support the development of vegan lifestyles
- Seek more ethical relationships with other animals

- In my paper, I will argue that it is difficult to liberate other animals as long as we cannot liberate ourselves:
- We permit ourselves to be oppressed & functionalized by society and we oppress other animals not only through direct exploitation but also by forming them to fit into our society, i.e. functionalizing them.
- How can we escape?

What is critical pedagogy?

Paolo Freire's *Pedagogy of the Oppressed* (1972)

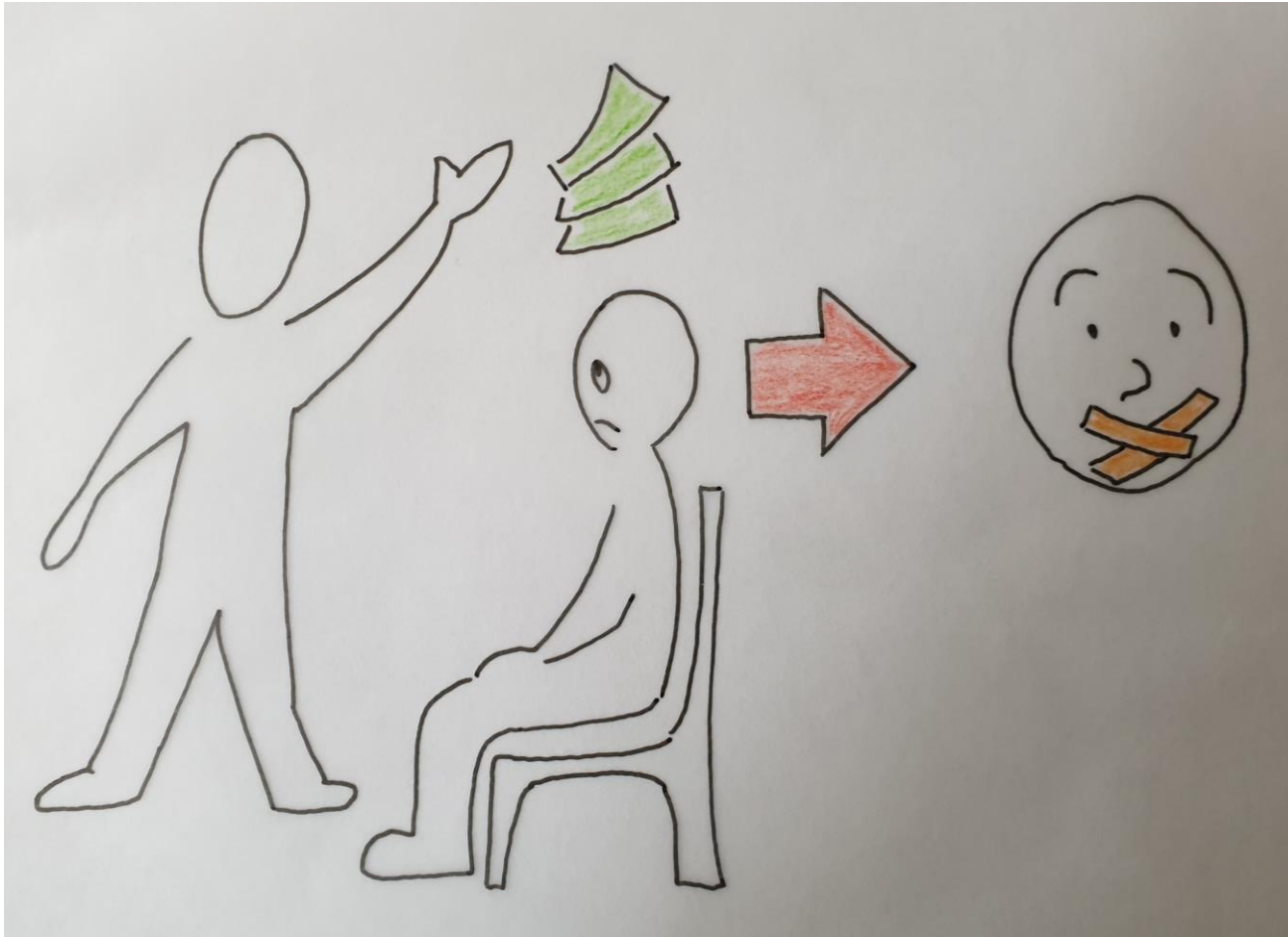


„Education is never neutral. It can oppress or liberate.“

Context: Latin America, conditions/effects of colonialism, underdevelopment, dependence, colonizer's education system > culture of silence

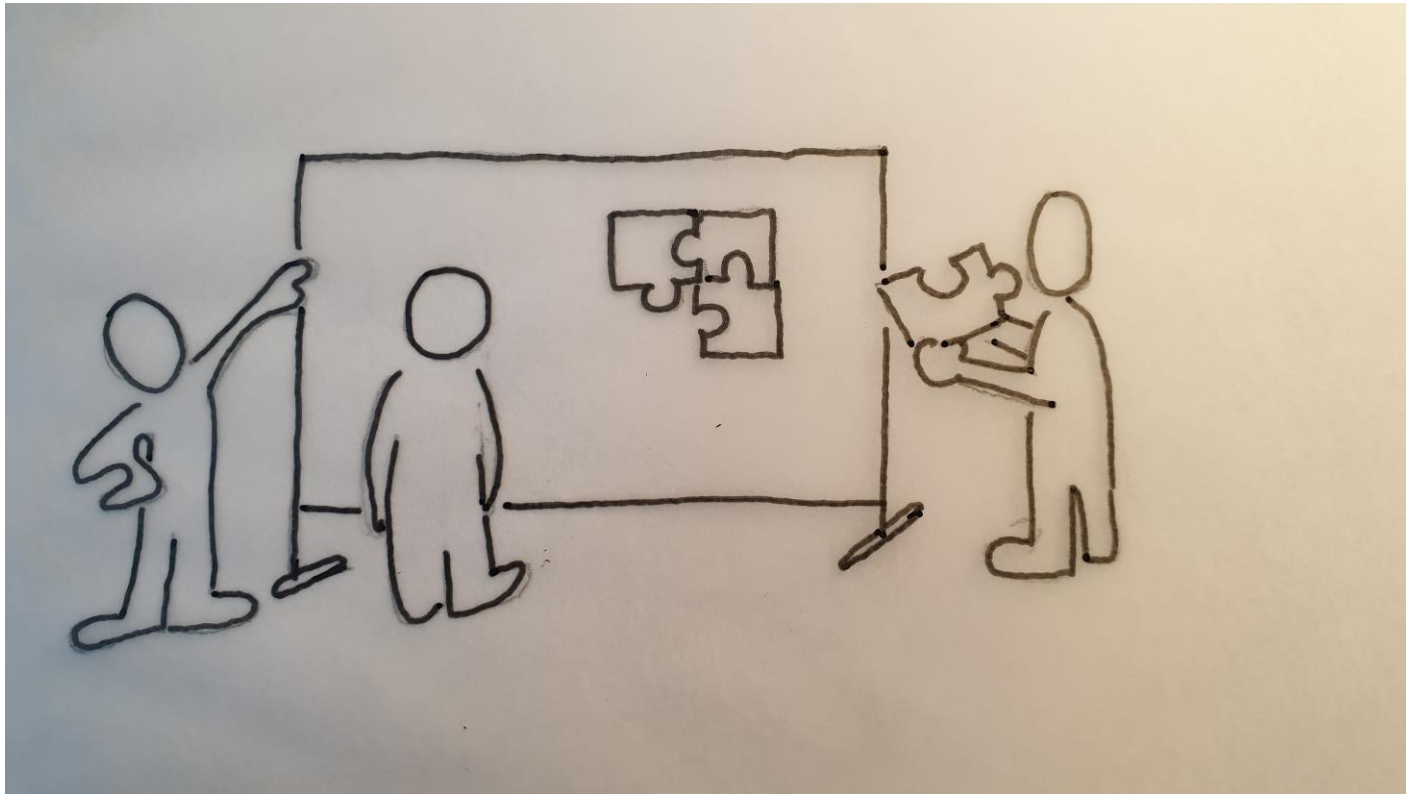
The education system reproduces an oppressive social system and fulfills the colonizers'/elite's interests.

Freire's critique of the „Banking model“



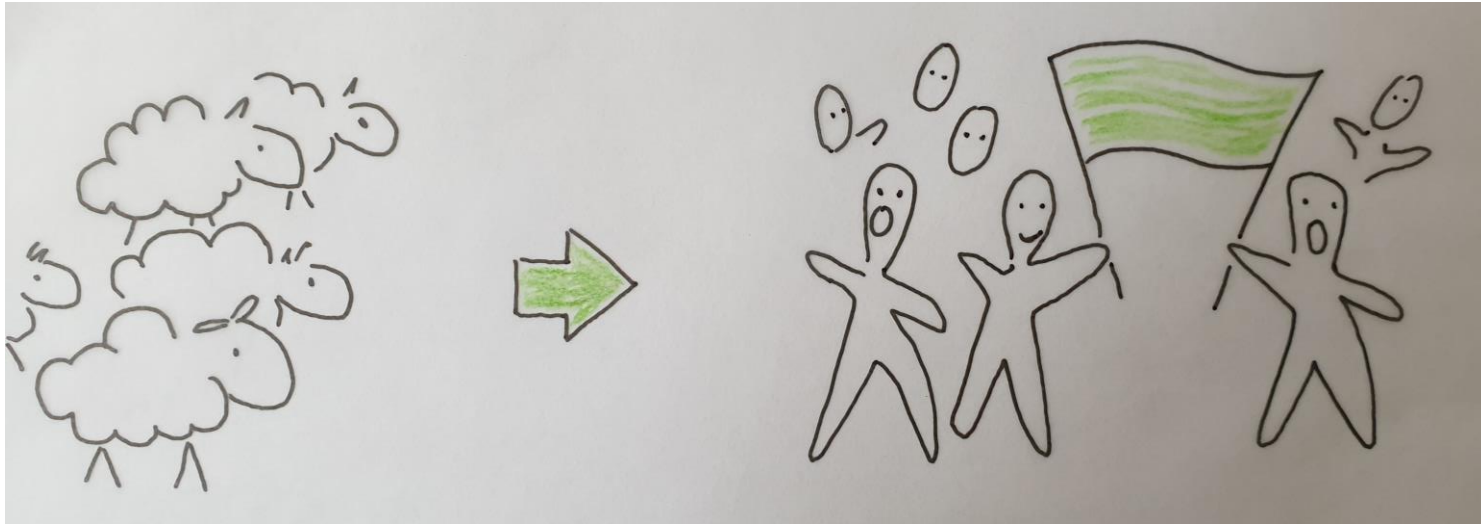
- Teacher deposits knowledge in students like money in a bank account.
- Students reproduce that knowledge. The better this transmission works the better the teacher and the students.
- Students do not learn to express themselves nor to be critical of society and of power structures.

By contrast, Freire's pedagogy of dialogue leads to liberation:



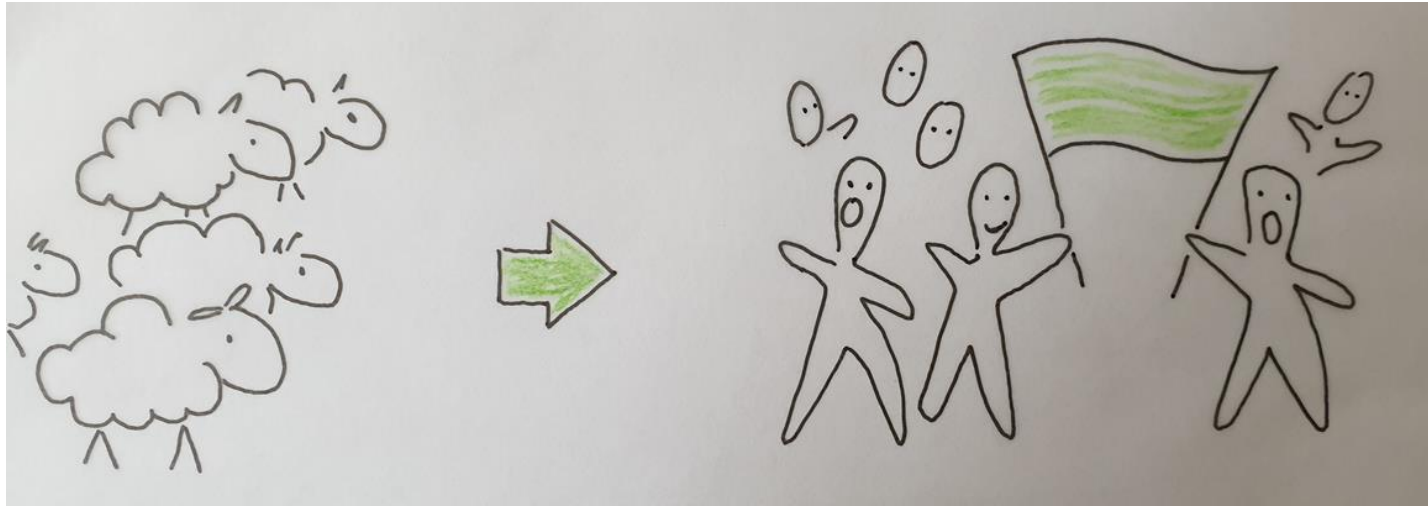
- Teachers and students learn at the same time
- They are both learning subjects: they share and produce knowledge
- The oppressed resist being an object of pedagogy
- The culture of silence is transcended

For Freire liberation means



- Understanding one's oppressed situation
- Conscientization, politicization, emancipation
- Moving from an animal-like life to a true human life (= humanization)

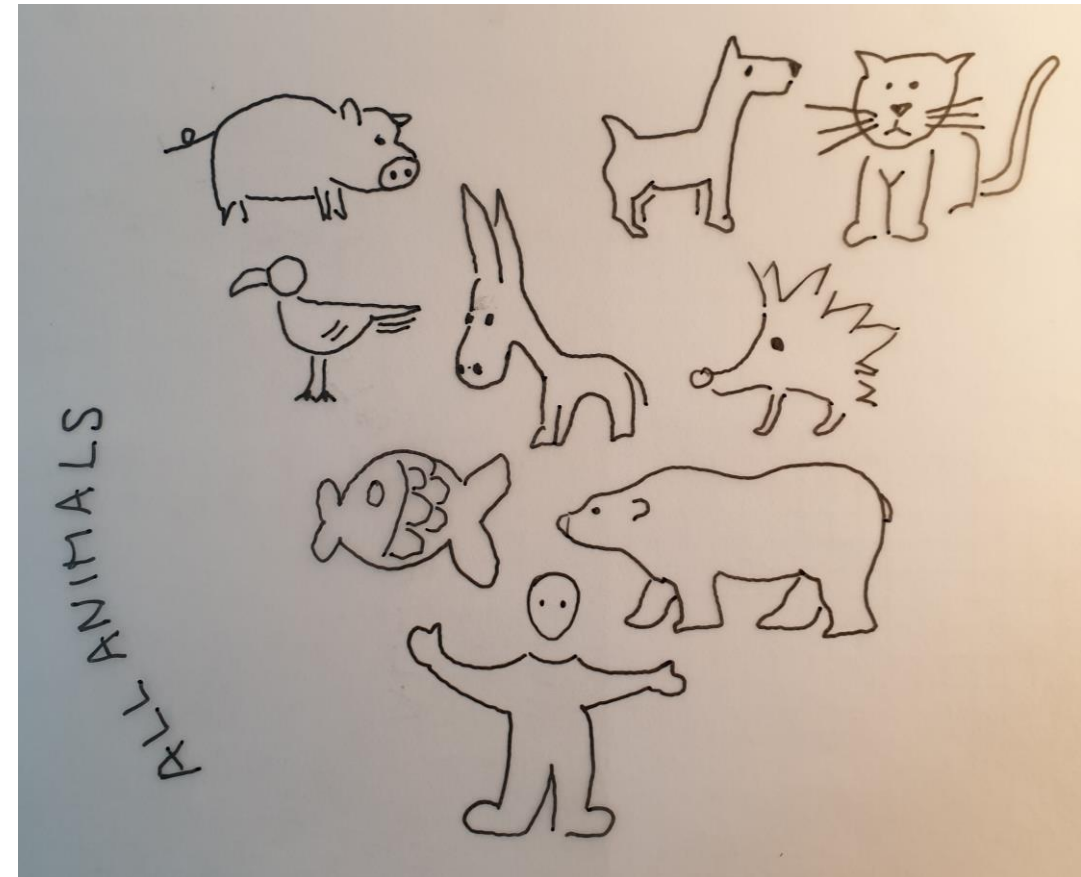
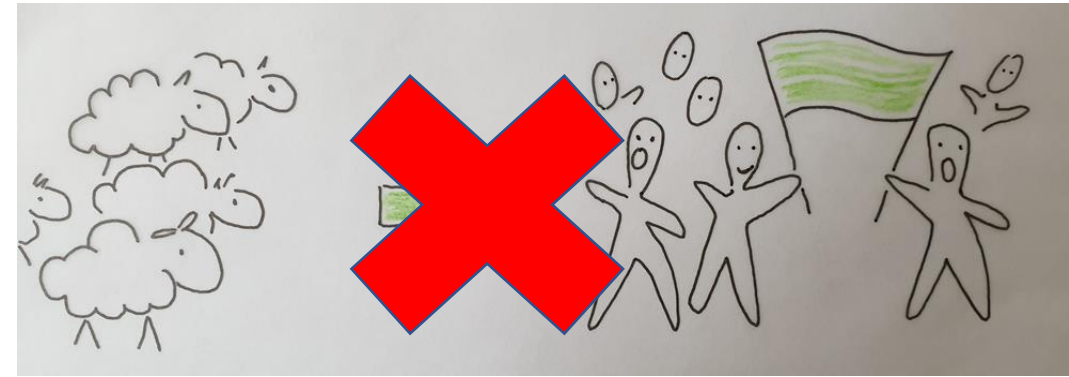
Freire's anthropocentric humanism limits its applicability to nonhumans



- Animals are the state humans have to overcome in order to become human > animals cannot become human
- Emancipation presupposes a particular form of learning or consciousness that leads to a pre-determined behavioural product and truth, which amounts to a banking education, too.

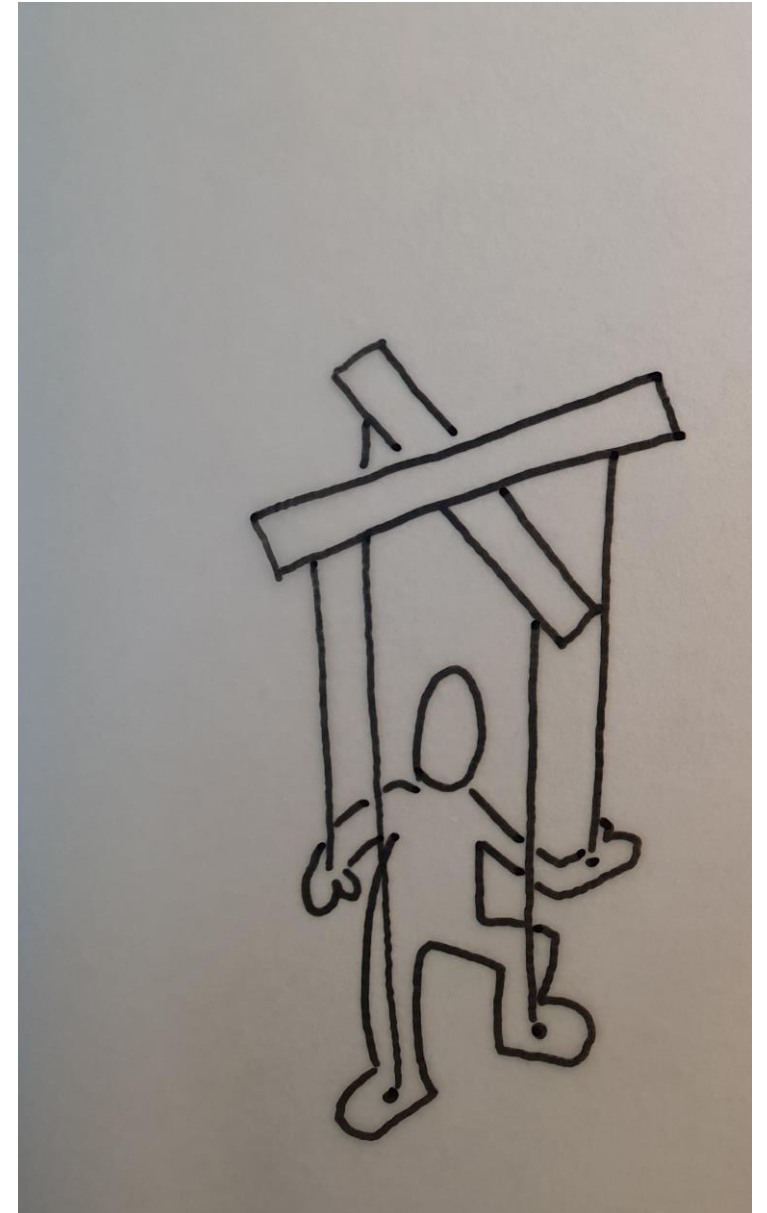
What emancipation? What learning?

- Starting from equality in difference
- Difference is not a deficit that needs to be overcome



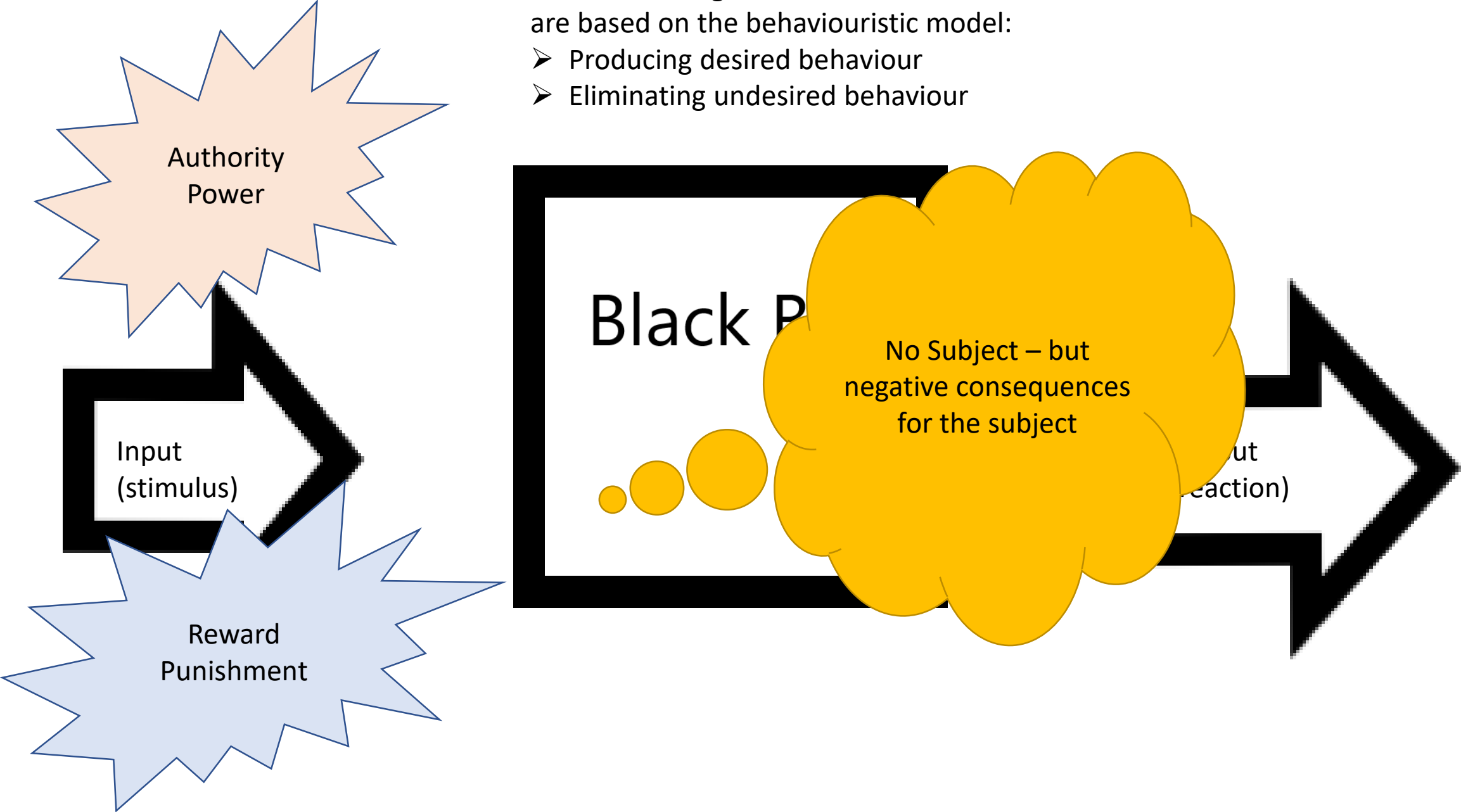
What emancipation? What learning?

- No learning toward a pre-given form of being or consciousness
- Because any learning towards a predefined end amounts to behaviouristic training (banking model)
- Here is a contradiction in Freire's work



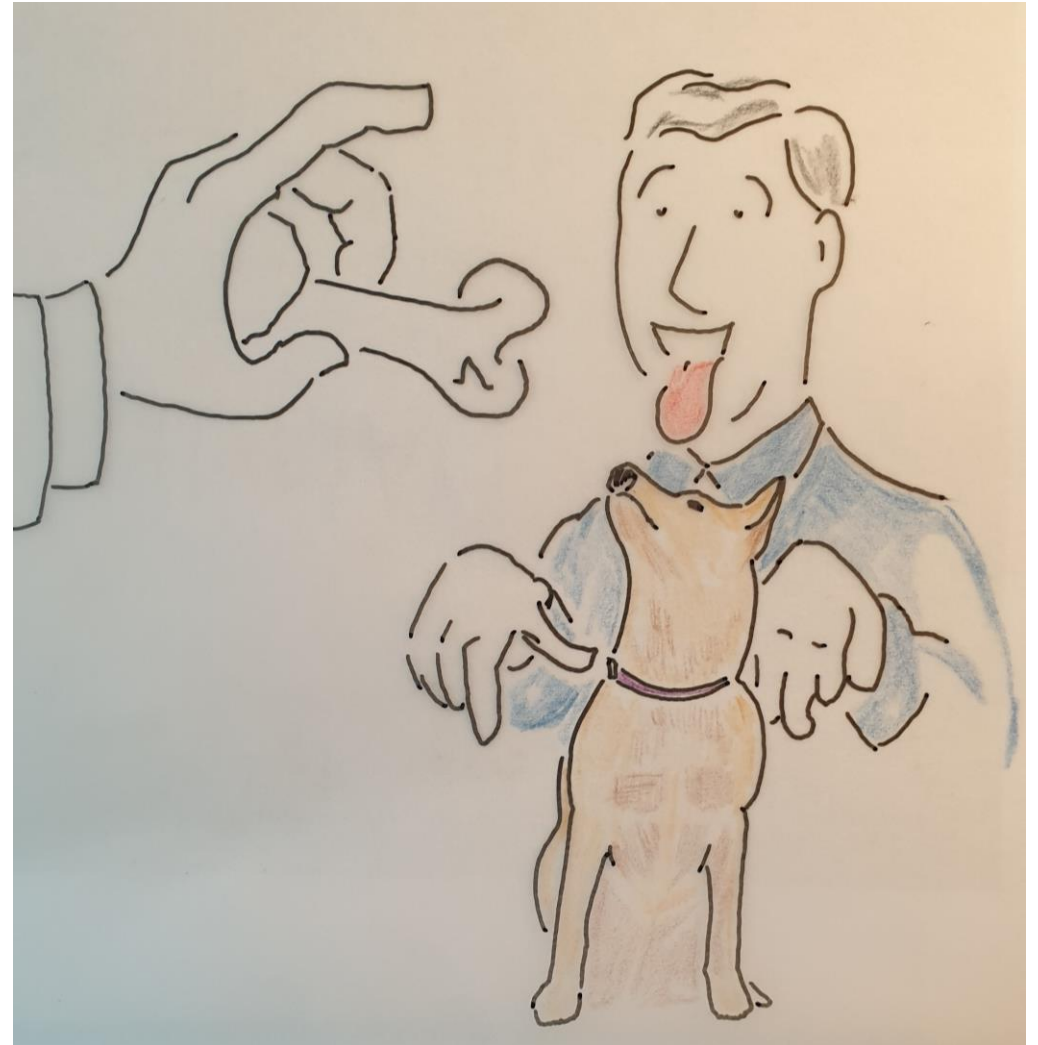
Freire's banking model and all forms of functionalisation and self-commodification are based on the behaviouristic model:

- Producing desired behaviour
- Eliminating undesired behaviour



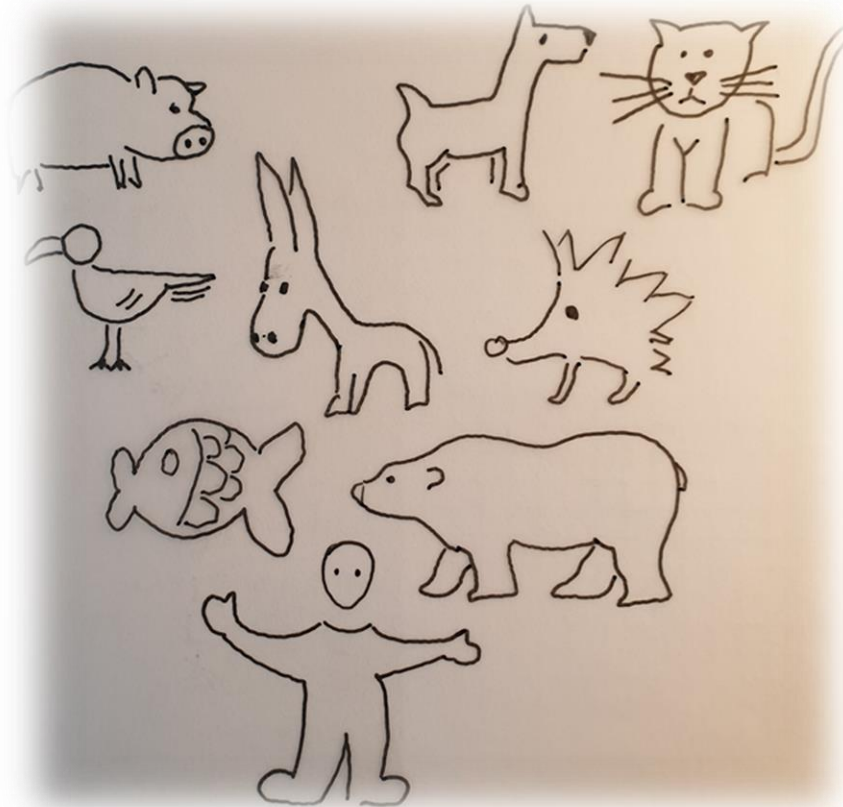
Negative consequences of training (behaviourism)

- **LESS**
 - **intrinsic motivation,**
 - **ownership,**
 - **curiosity,**
 - **creativity,**
 - **risktaking,**
 - **cooperation,**
 - **responsibility taking.**
- **TOO MUCH SELF-CONTROL**
 - **inner conflicts,**
 - **anxiety,**
 - **drivenness**



All animals thrive when they experience

- Autonomy
- Competence/ownership
- Relationship

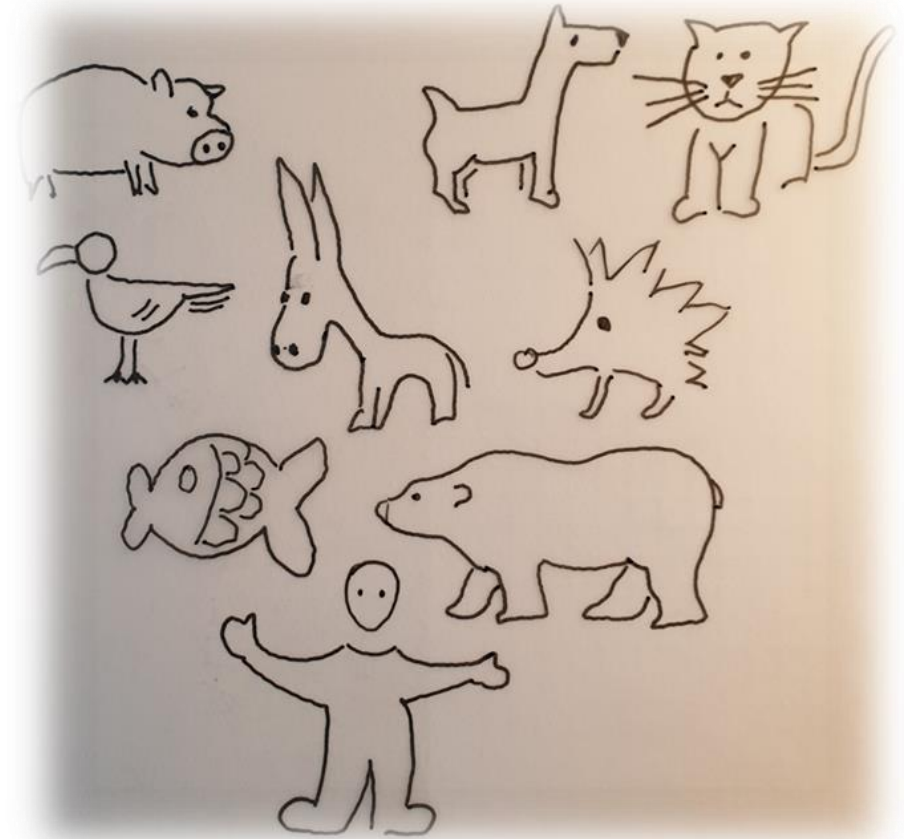


Thriving is visible in

- Curiosity
- Creativity
- Empathy
- Wellbeing

(Deci and Ryan 2017)

- **The Self – a self-organizing organism**
 - organisational tendencies to initiate and maintain health and integrity.
 - sense of self and autonomy
 - pro-active engagement with the world, seeking and elaborating on information
 - intrinsic motivation connected with joy

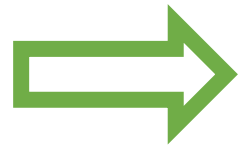


Amotivation

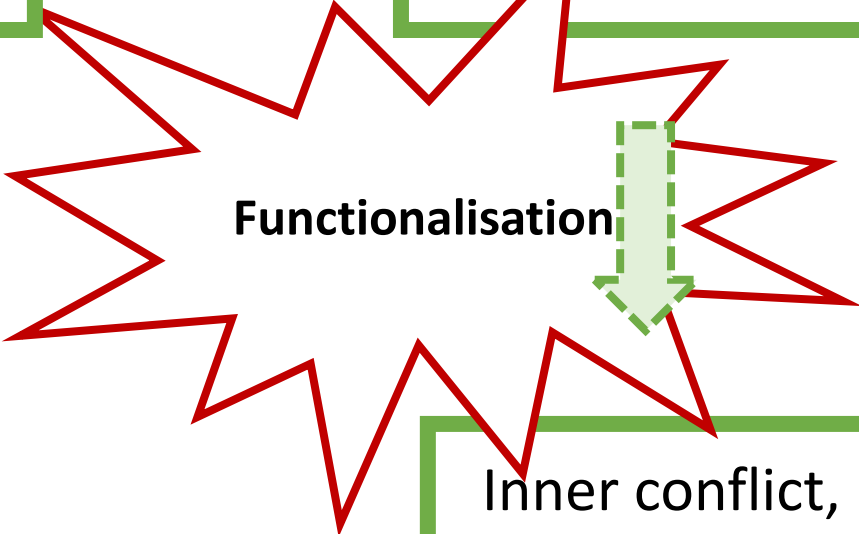
Helplessness

Extrinsic motivation

External control



Internalised control



Inner conflict, alienation

Intrinsic motivation

Autonomy, ownership



Inherent satisfaction

Amotivation

Helplessness



Extrinsic motivation

External control



Internalised control



Intrinsic motivation

Autonomy, ownership



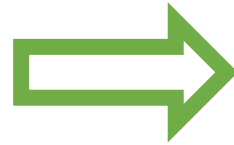
Inherent satisfaction

**Amotiva
tion**

Helplessness

**Extrinsic
motivation**

External control



**Internalised
control**

**Intrinsic
motivation**

**Autonomy,
ownership**



**Inherent
satisfaction**



How can we move from an integrated form of motivation to intrinsic motivation?



- Pausing in our daily routines, functioning & expectations
- Pausing to regain a feel for intrinsic motivation
- Experimenting with modes of being that have no place or role in the existing order of things.
- Transgressing the limits of our identities and social positions.
- Presupposes no learning but involves learning



How can we preserve intrinsic motivation in (nonhuman) others?

- Interrupting our routines handling and controlling them
- Interrupting our perceptions (what and who they are) and expectations (what or who they should be) of them
- Providing (safe) space and time for them to develop their own intrinsic motivation, questions and expressions.

Painting: <http://hartmutkiewert.de>

Critical Animal Pedagogy

- usefully applies Freire's critique of the banking model in education and behaviouristic training for humans and nonhumans
- however, it must redefine what liberation and learning mean
- self-determination theory can give us a transspecies frame and ethical yardstick for human-animal relationships

