



# The animal-abuse enabling ideologies: anthropocentrism, carnism, and speciesism

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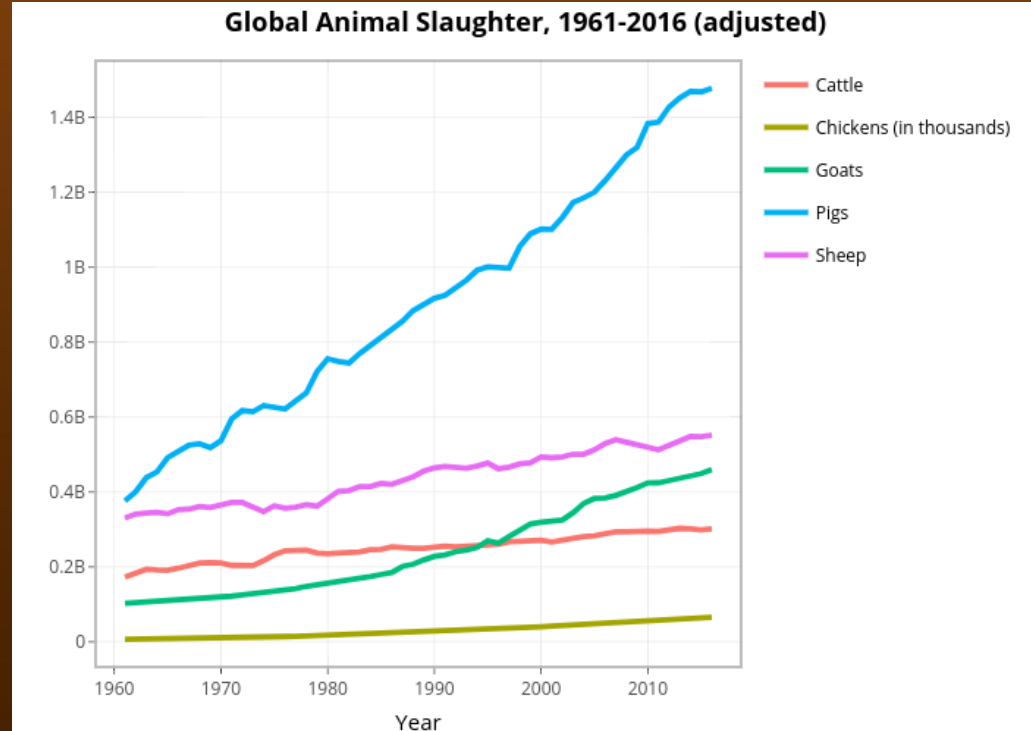


## Main goals of the talk:

- Statistics about animal (ab)use
- The role of ideologies in enabling animal abuse
- The role of education in promoting those ideologies
- The goals of critical animal pedagogy



## Number of animals slaughtered for food (more than 70 billion land animals per year):





# In Slovenia the numbers of slaughtered animals are also not negligible:

Zakol po: ZAKOL, MERITVE, VRSTA IN KATEGORIJA ŽIVALI , LETO

		2019	2020	2021	
<b>Zakol - SKUPAJ</b>	<b>Število zaklanih živali</b>	<b>Konji – skupaj HORSES</b>	...	...	...
		<b>Govedo – COWS, CALFS</b>	116.295	118.124	123.296
		...			
		<b>Prašiči – PIGS</b>	331.537	297.700	311.225
		<b>Ovce – SHEEP</b>	97.837	96.010	97.227
		<b>Koze- GOATS</b>	24.056	24.419	24.906
		<b>Kunci – RABBITS</b>	...	...	...
	<b>Perutnina - POULTRY</b>	39.160.088	40.456.420	39.886.443	

And also in Croatia ... (source:  
<https://podaci.dzs.hr/2022/hr/29344>)



UKUPNO KLANJE STOKE I PERADI U 2021.					
	Zaklana stoka i perad			Indeksi 2021. 2020.	
	2021.			broj grla	neto težina <sup>1)</sup>
broj grla	neto težina, t <sup>1)</sup>	randman <sup>1)</sup>			
Goveda /COWS, CALFS	170 812	43 147	55	100,7	99,5
Ovce / SHEEP	484 723	5 622	47	112,9	114,2
Koze / GOATS	49 179	540	47	92,2	92,2
Svinje / PIGS	1 701 547	122 543	78	113,7	111,0
Perad / POULTRY	50 799 394	86 682	71	121,6	120,71



## And also in Austria ... (source:

<https://www.statistik.at/statistiken/land-und-forstwirtschaft/tiere-tierische-erzeugung/schlachtungen>)

### **Rinderschlachtungen (COWS, CALFS) 2021**

646 170

### **Schweineschlachtungen (PIGS) 2021**

5 115 428

### **Schafschlachtungen (SHEEP) 2021**

167 387

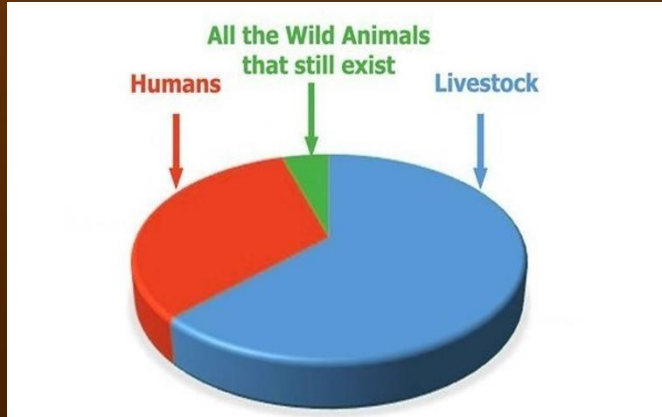
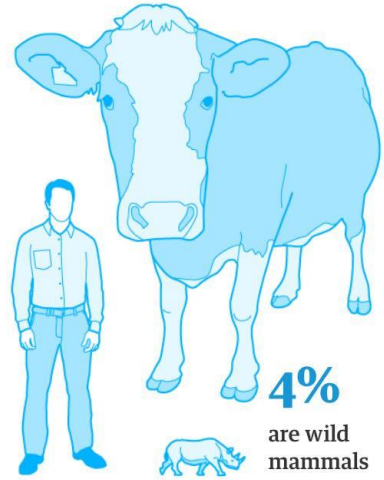


## Mammal biomass:

Of all the mammals on Earth, 96% are livestock and humans, only 4% are wild mammals

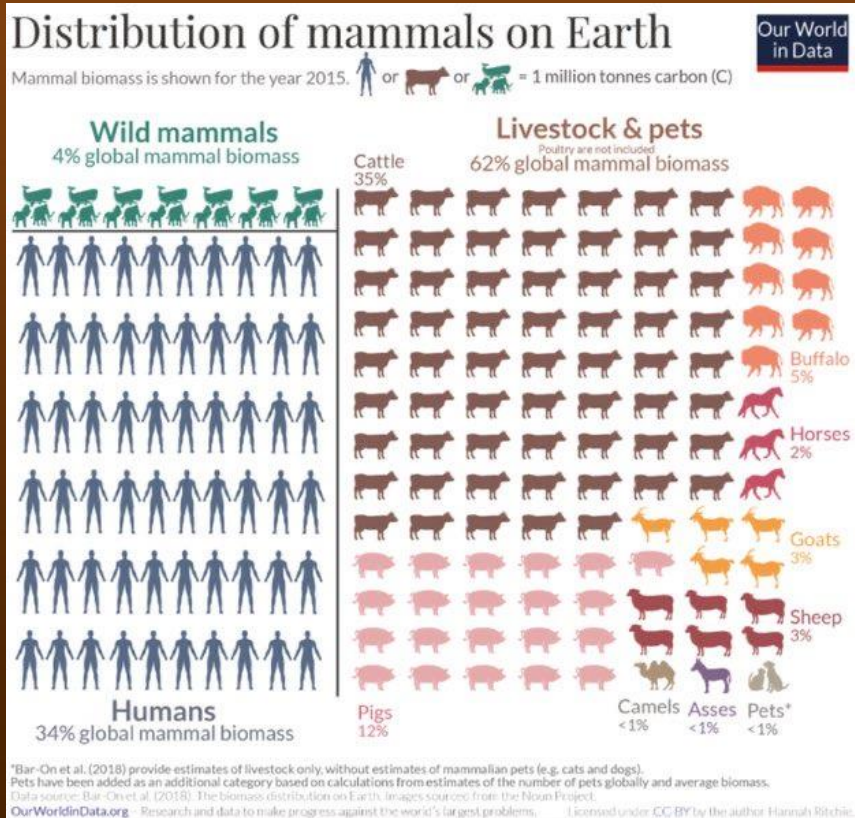
**60%**  
are livestock

**36%**  
are humans





# Mammal biomass:

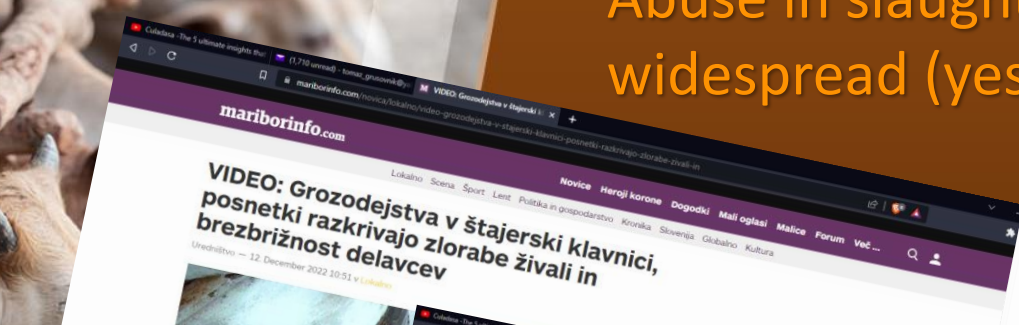




## Some other forms of animal abuse:



Abuse in slaughterhouses seems to be widespread (yes ... even in *our* countries):



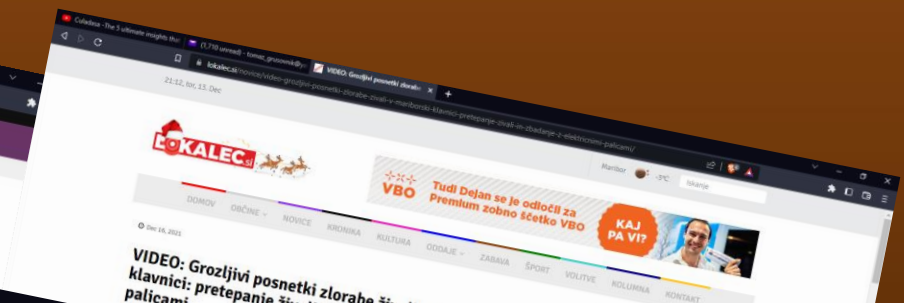
**mariborinfo.com**

VIDEO: Grozodejstva v štajerski klavnici, posnetki razkrivajo zlorabe živali in brezbržnost delavcev

Urečeno: 12. Decembar 2022 10:51 v Lokalec

Novice Heroji korone Događki Mali oglasi Malice Forum Več ...

Lokabo Scena Sport Lenc Puška in gospodarstvo Kivnola Slovenska Glasba Kultura



**LOKALEC.si**

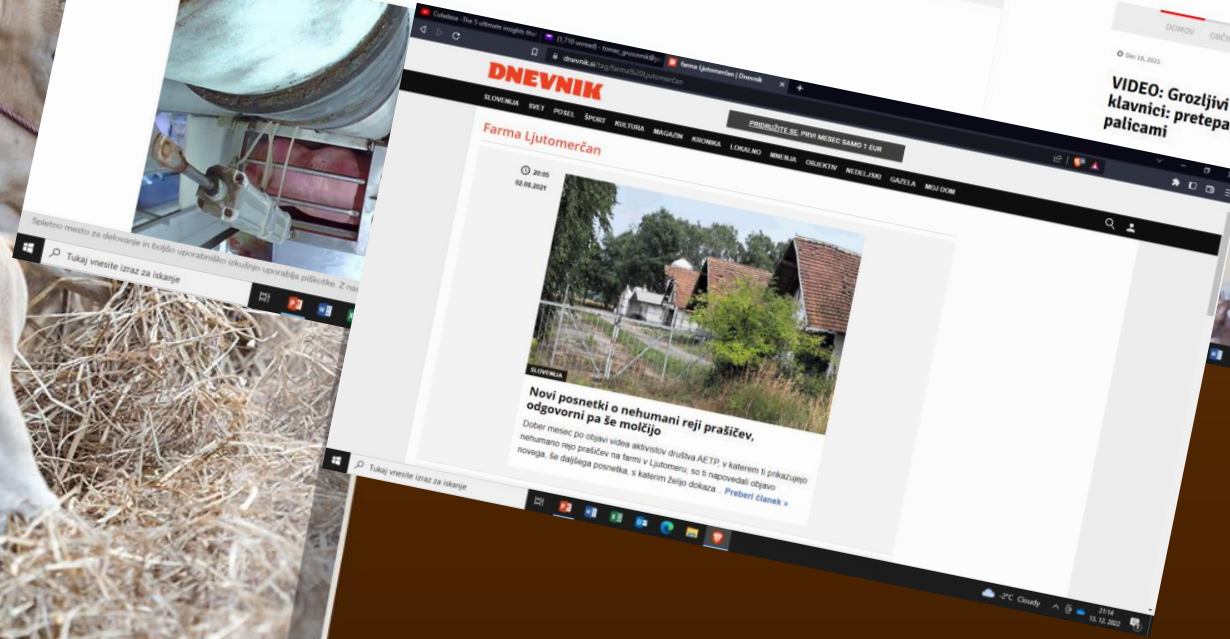
VIDEO: Grozljivi posnetki zlorabe živali v mariborski klavnici: pretepanje živali in zbadanje z električnimi palicami

22.12.2022, 10:53 Dne

Tudi Delan se je odločil za Premium zobno ščetko VBO

KAJ PA VI?

DOROV OŠČINE NOVICE KRONIKA KULTURA ODDAJE ZABAVA ŠPORT VOLITVE KOLIJARNA KONZERT



**DNEVNIK**

PRIDRUŽITE SE PRVI MEREČ DANO 7 EUR

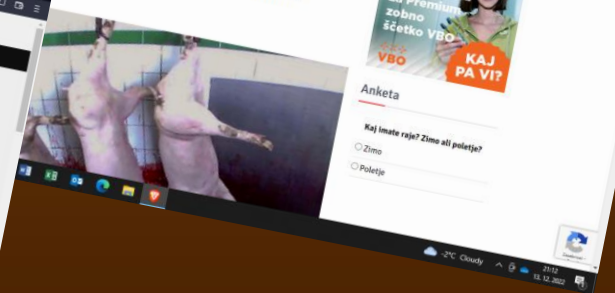
Farma Ljutomerčan

Novi posnetki o nehumani rejji prašičev, odgovorni pa še molčijo

Dobri mesec, po objavi videa aktivistov društva AETP, v katerem si prikazujejo nehumano rejjo prašičev na fermi v Ljutomeru, so si napovedali objavo novega, še daljšega posnetka, s katerim želijo dokazati. [Preberite članek »](#)

28.05.10.04.2021

Splošno mesto za delovanje in bojlo uporabniksko okolje pri uporabi piškotke. Z našo spletno stranjo se strinjaš, da ti dovolimo uporabo piškotkov. [Tukaj vneseš izraz za iskanje](#)



Anketa

Kaj imate raje? Zimo ali poletje?

Zimo

Poletje



## The role of ideologies in enabling animal abuse

These immense numbers are possible only because of ideologies operating in the field that *normalize* meat consumption.

*What, exactly, is an ideology?*

„A system of beliefs and values that supports the existing order – state of affairs – power“ (J. Kincheloe)

Ideologies in thus enable the abuse of animals and make it seem natural and normal – „as if [those practices] could have been constructed in no other way.“



In the area of *animal abuse*, such ideologies are:

**anthropocentrism, speciesism, and carnims**



## Anthropocentrism

World-view that humans are (at) the center of the world (“homo mensura”) and that they are therefore justified in exploiting other beings and entities for their purposes: in this view only humans have *intrinsic* value while everything else has *instrumental* value



## Anthropocentrism

*intrinsic* value = inherent or *inner* worth, entity that possesses it is valuable in itself

*instrumental* value = if something has instrumental value, then it is valuable only as a *means to achieve ends* (as a ,tool', an ,instument') -

Things that have instrumental value are fundamentally *replaceable*



## Speciesism

discrimination based upon biological species – analogous to racism (discrimination based on race) or sexism: these analogies at the same time show that oppression of animals, humans, and nature have *the same roots* – something we call an “intersectional” approach (bell hooks –

"The classroom, with all its limitations, remains a location of possibility. In that field of possibility we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the practice of freedom."

- **bell hooks**



GLOBAL CAMPAIGN  
for PEACEducation



[bit.ly/PeaceEdQuotes](http://bit.ly/PeaceEdQuotes)

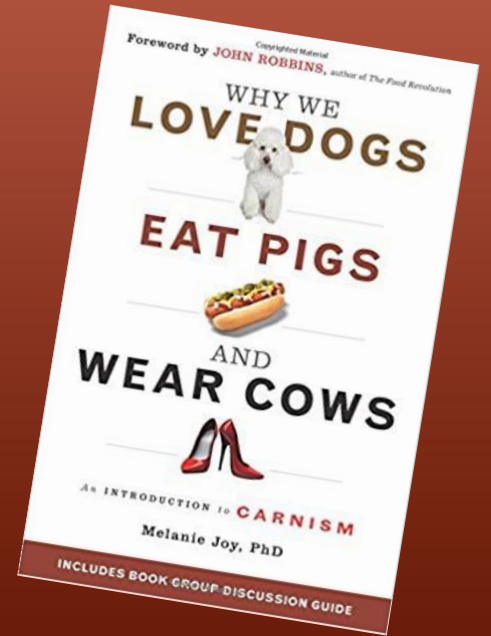




## Speciesism

Typical hallmark of speciesism is the idea that some species are more morally significant than others -

For instance, thinking that pigs are to be eaten, cows worn, and cats loved, is a form of speciesism ...

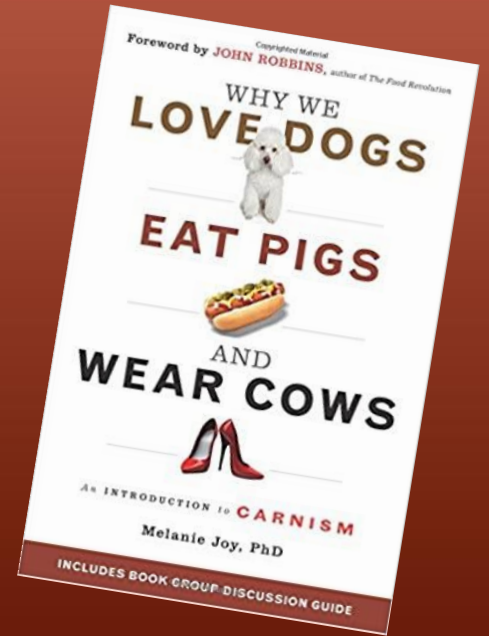




## Speciesism

Also, imposing criteria of one species (cognitive abilities, for instance) as universal, is also a form of speciesism

(looking at animals as ‚disabled humans‘ is similar to viewing humans as handicapped birds (because we do not have wings ...))



# Speciesism

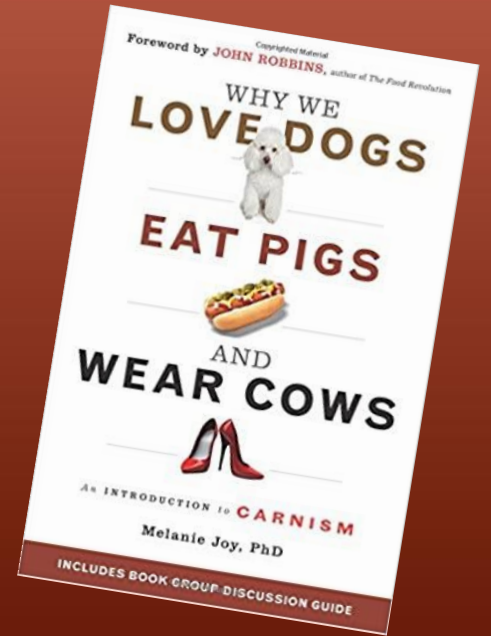
Typical of speciesism is also looking on individuals as representatives of *species* (and thereby overlooking or denying individual differences and characteristics).





# Carnism

Ideology that normalizes and justifies meat-eating





## Carnism

Trains us to withdraw our compassion and also deny and/or rationalize animal suffering and abuse



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Gene Myers: younger children (K-age) are more compassionate with livestock than older children (elementary school 10-12 yrs); because the latter are systematically trained to view cows, pigs, sheep, goat etc. as „livestock“



## Carnism

Meat-eating often causes discomfort – theory of *cognitive dissonance*

1. Unnecessary suffering is morally problematic
2. Animals suffer when the meat is produced
3. I often eat meat



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Carnism thus provides strategies how to avoid CD without changing 3 –

(„animals are meant to be eaten“, „Eating a lot of meat is necessary for survival“, „Animal abuse is an important industry“, „If we wouldn't eat animals, they would overpopulate the world.“ ...)





## Unfortunately, school often helps in promoting animal abuse ideologies

students are traditionally exposed to anthropocentrism, speciesism, and carnism in schools: in natural sciences where animals are studied as objects; in social sciences where animals are viewed as commodities (e.g. in geography they are often treated under the section of “economy”); they can also be therapeutic animals (again only tools for humans) or they are eaten in the school’s dining room (Pedersen et al.)



kiddie  
play





# Critical animal pedagogy

\* the main goal of Critical Animal Pedagogy (CAP) is to develop a critical consciousness of animal exploitation which wants to result in transformative action.



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\* “developing critical consciousness” means understanding the workings of mechanisms that enable animal exploitation by the commodification of animal life.



# Critical animal pedagogy

\*process of critical education is, however, often *painful*, as it entails changing our cherished worldviews

„the assumptions teacher candidates bring to the classroom about teaching are challenged.“ (J. Kincheloe) – this may cause discomfort



# Critical animal pedagogy

\* The knowledge we come in touch with is often transgressive and dangerous (in the sense that it challenges and threatens the existing order) = carnism and cognitive dissonance ...



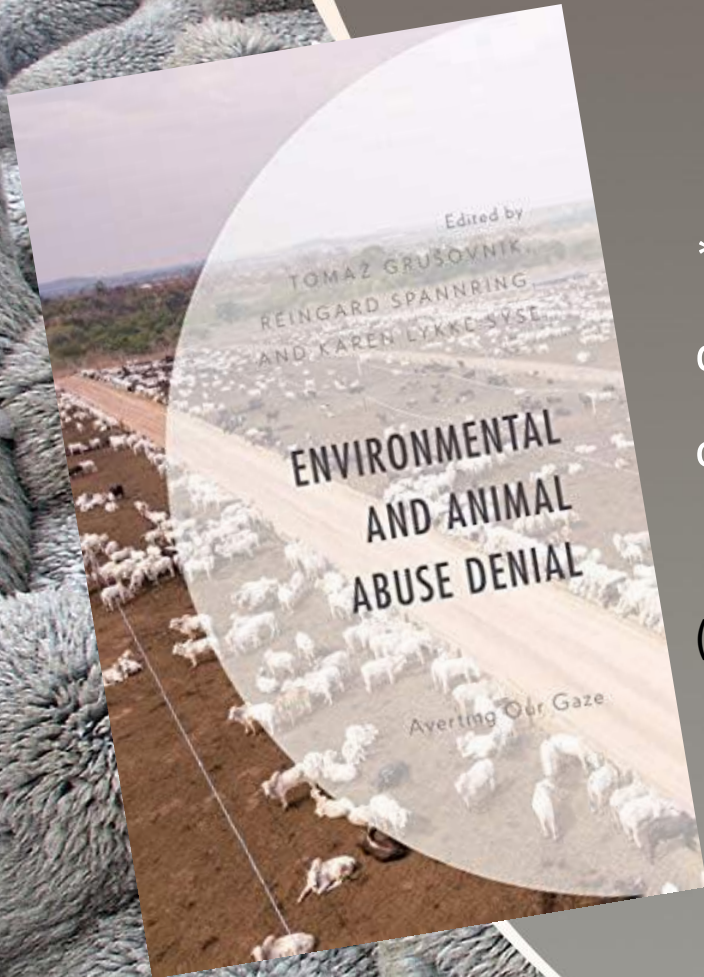
Two examples of transgression:



# Critical animal pedagogy

\* also, in critical animal pedagogy we often have to deal with the *elites* – *educating the oppressors* who often exhibit *resistance* and *denial*

(cf. Grušovnik, Spannring & Lykke Syse)







Thanks for your attention!

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