ANTh 274: Animals and People

Spring 2020

University of Oregon

Course Location: We are ONLINE! The ideal location for social distancing…

Course Time: Although this is online, there is a schedule of weekly events, and a final project. You will need to budget your time appropriately.

Course Instructor: Dr. Nelson Ting

Virtual Office Hours: Tuesdays 1:00-2:00 pm on Zoom (not private; all students able to drop in). Private virtual meetings available by appointment

E-mail: nting@uoregon.edu
Email will be checked regularly with replies within 24-48 hours

GE: Ms. Philippa Jorissen

E-mail: pjorisse@uoregon.edu
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Course co-organizer: Dr. Larry Ulibarri

Email: Not Available; Dr. Ulibarri is aiding in the instruction of this course but is not available for consultation

COURSE DESCRIPTION (Full)

This course will introduce students to the various fields of human wildlife interactions in human evolution across cultures worldwide. We examine the roles of animals in our lives. Some of the many topics we explore include human-animal studies and a history of ethnozoology, historical interactions between humans and animals, the social construct of animals, human-animal economies including domestication, display, performance, food, pets, and in science, attitudes towards animals in regards to work, violence, and suffering, animals as symbols including religious beliefs, and traditional medicine, and finally ethics, conservation, and human wildlife conflict management. We analyze how science is being used to address issues related to human-wildlife interaction and explore the change of methods over time and in different cultures.

In the lectures and readings we explore international perspectives. This course counts towards the Multicultural (International Cultures), Global Perspectives, and Science Area of Inquiry (or Group Satisfying) Core Education requirements. A final project will conclude the course, and all students will submit a research paper on an approved topic of their choice.
LEARNING OBJECTIVES

With successful completion of this course, the following learning outcomes and processes are expected from each student in regards to the various components of human-animal studies:

- Critically and reflexively engage with a range of socioecological and biocultural interactions between humans, animals, and environments in cultures around the world, past and present. This will be measured in quizzes, discussion boards, and in the final project.
- Explore a history of human-animals studies, and the historic role of animals in our own evolution. This will be measured in quizzes and discussion boards.
- Examine the dynamics of human-animals economics, including animals in the wild, animals in human societies, domestication, performance, display and sport, meat and food, pets, science, medicine, and biomedical research. This will be measured in quizzes and discussion boards.
- Evaluate human attitudes towards animals, including animals in our work, violence towards animals, and animal suffering. This will be measured in quizzes and discussion boards.
- Explore ways in which animals are used as symbols, including through thought, religion and folklore, literature and film, how those beliefs impact animals, and how this is used in science. This will be measured in quizzes and discussion boards.
- Debate issues related to conservation, animal ethics, and conflict management. This will be measured in discussion boards and final projects.
- Understand the role of anthropology in exploring and studying human-animal interaction, and understand the basic principles and methods of this emerging ethnozoologic field. This will be measured in quizzes, discussion boards, and in the final project.

COURSE FORMAT

The course is designed as an asynchronous online course, meaning it is entirely online. A good place to familiarize yourself with our course is to explore the Canvas course site and review the Modules under the navigation sidebar on the left side of the screen. New Modules will be available every week, and in them you will find links to weekly activities, lectures, video documentaries later in the term, and important regulations and guidelines concerning Netiquette. As a course which incorporates discussions, Netiquette is extremely important. At the beginning of the class, you will be assigned into small discussion groups that will stay consistent throughout the course. This will provide you with an online cohort of classmates who you will get to know.

We will have a weekly schedule of events and assignments, but you may complete the work on your schedule from any location. Each week we will review course material and on various weeks you are required to participate in a discussion board event, and complete quizzes.

**Week 1 and 2:** Week one will be a bit different from our normal schedule of events. In week one, you will complete one (1) Ice Breaker Activity, which is designed to help all of us get to know you as a person. This “Intro Ice Breaker” activity is a post you will make on Wednesday, Week 1. I encourage you to make a video post, or at least to have a picture with the post. If you have any animals in your life, then feel free to include them! You will then need to respond to at least two other classmates Intro Ice Breaker posts by Friday Week 1. I’ll keep a rubric to help me record who has and has not responded. Your response can be simple and short, but should reflect that you have read your classmates Intro Ice Breaker.
The second Ice Breaker activity is due in Week 2, the “Animals Quote” exercise. This should be submitted online on or before Friday of Week 2. You can find both activities in our Week 1 and Week 2 Modules. This exercise is fun and easy, but the main purpose of this exercise is to get you to focus on citing and referencing material properly, which you will do in your discussions and the final project.

**Week 3 through Week 9:** These weeks are virtually the same. Some Fridays a quiz will be due. On other Fridays you will need to post a critical thought piece or responses to the discussion board, and your participation will be mandatory (i.e. graded). Please see the schedule below so you can adequately prepare for upcoming quizzes and discussions. Weeks 3 through 9 follow the basic schedule noted below.

**Sunday through Thursday:** Students should watch the short video introduction and listen to the narrated lecture(s) that has been uploaded. A link will be provided to the lectures, and a temporary link will be provided to any video documentaries. The lecture will form the core of the course material, and provide details and examples about or introduction to key issues, ideas, and personalities, which will form the core of your quizzes. Some lectures will review components of our readings only. Readings will also be quiz material, but is more supplementary in nature, and will consist of one or a few peer-reviewed journal articles and news articles each week.

**Friday:** Take the online quiz (if there is a quiz that week), or post your critical thought piece or responses in your discussion board (if there is a discussion board).

**Final Project: (also see below)**

At the beginning of the Finals Week, all students are required to submit a final project. All final projects will be evaluated by me and/or the GE. Details of the final project will be posted to Canvas later in the term.

**CANVAS**

This course is delivered on a computer using Canvas. This learning management site will allow you to complete academic work in a flexible manner on your computer. Videos, textbooks, online articles, relevant links, and the link to my lectures are all included on the course site. I am available to support and guide you throughout this ten-week course. You can expect to spend approximately 10+ hours per week for a successful outcome, including readings, critical discussion development, project development, and other class activities.

A Canvas site will be maintained for this class, which will be your main source for course information, documents, and announcements. When you register for the class, you will automatically be enrolled to the site. All problems concerning the use of Canvas, access to Canvas, and computer related Canvas issues should be handled by phone through the Technology Service Desk at 541-346-4357 (541-346-HELP). The Tech Desk’s phone lines are open 8 a.m. to 7 p.m., Monday through Friday. Issues related more specifically related to the design and accommodation accessibility of this course and the material should be directed to me. The Canvas site will contain essential information for the course including the syllabus and additional readings.
Make sure that you regularly check your Canvas-linked e-mail account.
Make sure your computer is ready for this course. If you don’t have the following installed on your computer, make sure you do as soon as possible.

- Browsers: Chrome, Safari or Firefox
- Microsoft Office Suite software, Mac’s Pages, Open Office Suite software, or a compatible word-processing suite
- Adobe® Reader® software (available as a free download at: http://get.adobe.com/reader/
- QuickTime player, VLC, or any other free video player download
- Audacity or any other free audio player download (for projects)
- Webcam or built in camera on computer for video chats (e.g., Zoom)
- Headphones with an attached mic
- Flip cam or smart phone for creating videos (if necessary for projects)
- A private student account on YouTube for uploading videos (for projects).

EXPECTATIONS AND GRADING

Regular online attendance, participation, and maintaining course readings are required to pass this course. Quizzes, discussion posts and other assignments must be posted or turned in at the scheduled time—under no circumstances will make-up assignments or extensions to post in our discussions be given unless you notify me in advance (see Accommodations and Personal Issues below).

Evaluation will be based on the following three components:

1) Weekly Quizzes

There will be three quizzes total, but only your two highest scores count towards your grade. Each quiz will be taken online by Friday (see schedule below), you’ll have a 1.5 hours to complete the quiz, and the questions will come directly from the readings and the lectures. Quizzes are timed, meaning once you start the quiz the timer begins and cannot be stopped. However, you will have plenty of time to complete the quiz (1 ½ hours), and you can view lecture and review material as you are taking the quiz. Also, you will be able to take the quiz at a time of your choosing between Thursday and Friday.

2) Weekly discussion boards

There will be two topics on which you will need to post assignments to your discussion, and you have two components that you will be graded on. For the first component / post – this is your critical thought post. I expect you to post a short critical response on the weekly readings, articles, videos, and lecture. This should be 2 to 4 paragraphs in length, it should be a well-composed critical response and reaction to the readings, videos, lectures, etc. These critical thought posts are a good chance for you to develop questions and show your critical evaluation skills. This should not simply be a rehash of your readings and lectures. Be sure to include a few questions, outside material, make connections between historic and current events, articles and readings, readings and lectures, illustrate critical thinking skills, and include references and in-text citations. This post should be made by Friday 11:59pm PDT, but can be made before (as early as Sunday).

For the second component / posts – these are your response posts. You will need to respond to at least two other students’ critical thought post by the Friday (11:59 pm PDT) after the due date of the original critical thought post, although you are welcome to respond to additional students posts. Your response posts should be a well-composed response and reaction of 1 to 3 paragraphs in length. The purpose and
goal of your response is to extend your classmates’ thinking, to expand your classmates’ knowledge or understanding, and to add to your classmate’s thoughts and analyses based on the course material and citable material you bring into the discussion. In other words, it is about adding to the learning of your classmates and the class in general, and engaging in discussion. Be sure to include a few questions, outside material, make connections between historic and current events, illustrate critical thinking skills, and include references and in-text citations. This is not a random internet blog site. This is not the place to insult or make fun of people even if they are your friends. Please keep Netiquette in mind. We have a zero tolerance policy for disrespect and hate-speech.

3) Final Project

This course will have a final project that is due on the First Monday of Finals Week at 11:59 pm PDT. Details of the final project will be provided at a later point in the term.

GRADING

The weight of each form of evaluation to the total course grade is as follows:

- Week 1 Ice Breaker exercises (n=2) 10 points total (10%)
- Weekly Quizzes (n=2) 20 points total, 10 pts each (30%)
- Critical Thought posts (n=2) 30 points total, 15 pts each (20%)
- Critical Thought Response posts (n=4) 20 points total, 5 pts each (20%)
- Final Projects 20 points total (20%)

TOTAL 100 points total

The grading system used in this course is as follows:

A – Outstanding performance relative to that required to meet course requirements; demonstrates a mastery of course content at the highest level.

B – Performance that is significantly above that required to meet course requirements; demonstrates a mastery of course content at a high level.

C – Performance that meets the course requirements in every respect; demonstrates an adequate understanding of course content.

D – Performance that is at the minimal level necessary to pass the course but does not fully meet the course requirements; demonstrates a marginal understanding of course content.

F – Performance in the course, for whatever reason, is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of the course content.

Grades will be assigned as follows:

A+ = 97% and above,
A = 93-96.9%,
A- = 90-92.9%

B+ = 87-89.9%,
B = 83-86.9%,
B- = 80-82.9%

C+ = 77-79.9%
C = 73-76.9%,
C- = 70-72.9%

D+ = 67-69.9%
D = 63-66.9%
D- = 60-62.9%

F = 59.9% and below

REQUIRED TEXTS

There are currently no texts required for this course. All readings will be provided to you via electronic file on our Canvas site. This will not save your GE and I any effort, but it will save you the cost of a textbook. More importantly, I do not feel that there is yet a single textbook that encapsulate the breadth and depth of human-animal studies, considering this is an emerging field of study.

CANVAS READINGS

Weekly readings will be uploaded, and you can access those files on our Canvas site

ACCOMMODATIONS

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to discuss with me immediately. You will need to provide me with a notification letter from Disability Services outlining your approved accommodations.

PERSONAL ISSUES

If there is a serious issue related to your ability to participate in our course, you need to contact me immediately. Delay in asking for help right away will cause you to fall seriously behind in the course, and make-up work will not be accepted unless prior accommodations have been made. Examples of serious issues include your computer crashes, you are ill, a family death, etc. If you have a computer related issue, document the issue, and contact us asap. If you are finding a particularly difficult time keeping up with the class due to external influences, please contact me so I understand the situation!

ACADEMIC HONESTY

The University of Oregon and I consider academic honesty to be essential for each student’s intellectual development. As an institution fundamentally concerned with the free exchange of ideas, our University depends on the academic integrity of each of its members. In the spirit of this free exchange, students and teachers of our University recognize the necessity, and accept the responsibility, for academic honesty. As a student who enrolls in this course, you agree to respect and acknowledge the research and ideas of others in your work and to abide by those rules in discussions, posts, final projects, etc.
Plagiarism:
Plagiarism is defined as the use of intellectual material produced by another person without acknowledging its source. For example:
- Wholesale copying of passages from works of others into an assignment, paper, discussion board forum posting
- Using the views, opinions, or insights of another without acknowledgment
- Paraphrasing another person’s characteristic or original phraseology, metaphor, or other literary device without acknowledgment
- For further information about the UO policy on plagiarism and matters of social conduct, please refer to your student handbook. Also, the UO provides excellent resources to help you avoid plagiarism. Check out http://researchguides.uoregon.edu/citing-plagiarism/plagiarism

Additionally, I will be monitoring all work for evidence of plagiarism. Software is now available which can scan a paper or paragraph and compare it to hundreds of sources on the Internet to analyze the degree of its originality and similarity. In cases in which plagiarism is observed, it is my responsibility to take appropriate action. Please, for your protection and development, cite your sources properly and do not plagiarize. Do your own work. You are capable.
You can find proper use and examples of citation methods at the University of Oregon library website:
http://researchguides.uoregon.edu/citing-plagiarism/mla

KEEP COPIES OF YOUR WORK

As an online course, you should consider storing all of your work on a personal external hard drive to protect your material from possible hard drive failures. The recommended workflow is to create all your work (including response papers and discussion posts) on a word processing document and then cut and paste into the forum on Canvas. The University of Oregon and I (your instructor) are not responsible for lost or missing coursework. Be safe...back up your work.
## Rubric for evaluating your Weekly Quizzes, Weekly Discussion posts, and Final Projects

Note: This rubric assesses language skills, content, communication, critical thinking, and craftsmanship of communication. A rank of ‘5’ will receive the full points possible, and a rank of ‘1’ will receive 0 points. Points shown here are for a Critical Thought Post.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Writing Comprehensibility</th>
<th>Language Accuracy and Usage</th>
<th>Critical thinking</th>
<th>Appropriateness and creativity of content</th>
<th>Interactivity of posts</th>
<th>Format, Structure, Time</th>
<th>Preparation Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>No difficulty for prof/peers to understand</td>
<td>Few or no significant errors, consistent evidence of sensitivity to language/culture norms</td>
<td>Minimal recitation of course material. Consistent and appropriate use of material learned outside of class. BUT, reference to and inclusion of course material. Great advice offered to peers</td>
<td>Strong relevance and creativity of content to weekly readings and to the class in general</td>
<td>Critical Thought and response posts are very thought provoking, engaging, and interactive (peers are drawn to respond to these posts)</td>
<td>Fully followed all directions for project/post</td>
<td>Excellent degree of preparation, editing, and development of ideas and thoughts</td>
</tr>
<tr>
<td>4</td>
<td>Minor difficulty for prof/peers to understand</td>
<td>Some minor errors, but does not impede written responses</td>
<td>Minimal regurgitation of read material, some evidence of external learning. Inclusion of course material. Good advice offered to peers</td>
<td>High degree of relevance and creativity of content to weekly readings and to the class in general</td>
<td>Critical Thought and response posts are somewhat thought provoking, engaging, and interactive</td>
<td>With one exception, followed all directions for project/post</td>
<td>High degree of preparation, editing, and development of ideas and thoughts</td>
</tr>
<tr>
<td>3</td>
<td>Some difficulty for prof/peers to understand</td>
<td>Consistent errors, overuse of colloquialisms, poor word choices, impedes responses</td>
<td>Moderate repetition of posts and ideas, and recitation. Moderate evidence of the use of materials or ideas outside of class. Minor inclusion/ref. of course material. Mostly good advice offered to peers.</td>
<td>Moderate relevance and creativity of content to weekly readings and to the class in general</td>
<td>Critical Thought and response posts are moderately thought provoking, engaging, and interactive</td>
<td>Followed most directions for project/post</td>
<td>Moderate degree of preparation, editing, and development of ideas and thoughts</td>
</tr>
<tr>
<td>2</td>
<td>Significant parts are incomprehensible</td>
<td>Frequent errors, poor word choices, minor cultural awareness and sensitivity</td>
<td>Mostly repetition of posts and ideas, and recitation. Minimal evidence of the use of any materials or ideas outside of class. Minimal connection to course material. Poor advice offered to peers.</td>
<td>Minimal relevance and creativity of content to weekly readings and to the class in general</td>
<td>Critical Thought and response posts are minimally thought provoking, engaging, and interactive</td>
<td>With few exceptions, did not follow directions for project/post</td>
<td>Minimal degree of preparation, editing, and development of ideas and thoughts</td>
</tr>
<tr>
<td>1</td>
<td>Completely incomprehensible</td>
<td>Consistent and frequent errors, No evidence of cultural awareness and sensitivity</td>
<td>Only repetition and recitation of course material. No evidence of the use of any materials or ideas outside of class. No connection to course. Consistent poor advice offered to peers</td>
<td>No relevance and creativity of content to weekly readings and to the class in general</td>
<td>Critical Thought and response posts are not thought provoking, engaging, and interactive (there is no reason or draw to respond to these posts)</td>
<td>Did not follow directions for project/post</td>
<td>No evidence of preparation, editing, and development of ideas and thoughts</td>
</tr>
</tbody>
</table>
NOTE: Class schedule is subject to change in the event of extenuating circumstances, or otherwise modified, as I feel appropriate.

**TENTATIVE CLASS SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates (m/d)</th>
<th>Topics</th>
<th>Required Reading</th>
</tr>
</thead>
</table>
| 1    |             | Review Week 1 module  
Review syllabus – please read the syllabus in full  
Watch video introductions  
Complete Introduction Ice Breaker activity | Make an Intro Ice Breaker post by Wednesday Apr 01st (3pts)  
04/01 Respond to at least 2 other students Intro Ice Breaker post by Apr 3rd (2pts) | |
| 2    | 04/10       | Human-Animals studies: Introduction and the social construct of Animals part 1 (Lectures)  
Submit your quote Ice Breaker activity by Apr 10th (5pt) | Read peer-reviewed journal articles (provided via canvas)  
Read news articles (links provided on Canvas) | |
| 3    | 04/17       | The social construct of animals, part 2 (Lecture)  
Wild vs Human Societies (Lecture)  
Quiz online covering Weeks 2+3 (10pts) | Read peer-reviewed journal articles (provided via canvas)  
Read news articles (links provided on Canvas) | |
| 4    | 04/24       | Domestication (Lecture)  
Display, performance, and sport (Lecture)  
Discussion board critical thought post due Fri (15pts) | Read peer-reviewed journal articles (provided via canvas)  
Read news articles (links provided on Canvas) | |
| 5    | 05/01       | The Food animal (Lecture)  
2 Discussion board response posts due Friday (10pts) | Read peer-reviewed journal articles (provided via canvas)  
Read news articles (links provided on Canvas) | |
| 6  | 05/08 | The Pet animal (Lecture)  
Animals and science, Vivisection (Lecture)  
Video Documentary TBA | Read peer-reviewed journal articles (provided via canvas)  
Read news articles (links provided on Canvas)  
Video |
|----|------|--------------------------------------------------|--------------------------------------------------|
| 7  | 05/15 | Animal Assisted-Activities (Lecture)  
Working attitudes towards animals (Lecture)  
Quiz online covering Weeks 6+7 (10pts) | Read peer-reviewed journal articles (provided via canvas)  
Read news articles (links provided on Canvas) |
| 8  | 05/22 | Imagining animals (Lecture)  
Knowing and relating – animal behavior (Lecture)  
Discussion board critical thought post due Friday (15pts) | Read peer-reviewed journal articles (provided via canvas)  
Read news articles (links provided on Canvas) |
| 9  | 05/29 | Anthropogenic impacts and Human-Wildlife conflict (Lecture)  
2 Discussion board response posts due Friday (10pts) | Read peer-reviewed journal articles (provided via canvas)  
Read news articles (links provided on Canvas) |
| 10 | 06/05 | TBA  
Quiz online covering Weeks 8+9 (10pts) | Read peer-reviewed journal articles (provided via canvas)  
Read news articles (links provided on Canvas) |
| 11 (finals) | 06/08 | **Final Project DUE on First Monday of Finals Week** (must be posted by 11:59pm) (20pts) |  |