

**HUMANS AND OTHER ANIMALS**  
**AFS/ANTH 3009, Spring 2015**  
**W F 8:50-10:20 am, Piskor 019**  
**Professor Wendi Haugh**

**Course website:** Login at <http://sakai.stlawu.edu/> and select this course from your list

**Contact information**

E-mail: [whaugh@stlawu.edu](mailto:whaugh@stlawu.edu) best method but remind me if 24 hrs pass with no response

**Office hours:** Piskor 203 Tu 2:30 to 3:30 pm, W 10:30 to 11:30 am

Please don't be shy to stop by! I am happy to talk with you about any questions or concerns you have about the course or about anthropology in general. If you can't come in during my office hours, please e-mail to make an appointment.

**Course description**

This course explores relationships between humans and other animals, as well as ideas that humans have about animals. We will examine the similarities and differences between humans and our closest relatives: the great apes and other primates. We will consider both wild and domestic animals through topics such as hunting and herding, wildlife documentaries and working animals, zoos and pets. Finally, we will delve into the ways animals inspire the human imagination in folktales, magic, and beliefs about shamans and shape-shifters. We will examine cases from around the world, with a special focus on Africa. Students who take the course as AFS 248 must do both research projects on African topics.

**Course objectives**

- To compare and contrast human-animal relations in different cultures around the world as we explore the rapidly growing anthropological literature on human-animal relations
- To reflect on your own relationships with different kinds of animals
- To develop expertise on particular topics and share this knowledge with your classmates
- To hone your skills in both reflective and research-based writing as well as poster production

**Due dates: Plan ahead!**

2/4 + 2/18	Reflections papers #1 and 2
2/22	Research paper draft
3/6	Research paper final
3/11 + 4/1	Reflections papers #3 and 4
4/13	Research poster draft
4/15	Reflections paper #5
4/23	Submit poster for printing
4/29 + 5/1	Poster presentations
5/7	Closing reflections paper

## **Reading, writing, and research in this course**

### *Readings*

It is essential to do the readings on time, so you can get the most benefit from lectures and discussions. I will provide specific questions or issues I would like you to focus on in the form of reading directives e-mailed to you before each class and posted as announcements on Sakai. Please read the directive BEFORE doing the reading, and take notes in response. In addition, jot down any questions the reading raises for you, relevant observations or experiences from your own life, or connections between the current reading and other readings in the course (or to readings and concepts from other courses). This will help you engage more actively with the readings, and serves as excellent preparation for discussion.

### *Class sessions - lectures and discussions*

This class is a combination of lecture and discussion, with more time spent on discussion than lecture. During lecture components, I very much welcome questions. For small group and whole class discussions to be interesting and productive, you must come prepared to ask questions, express your ideas, and listen to the perspectives of your classmates. In addition, we all need to work to ensure that the discussion space is shared relatively equally, and to maintain an atmosphere of respect for each other's perspectives and arguments during disagreements.

### *Writing assignments and research projects*

You will be doing five low-stakes writing assignments throughout the course; these reflections papers will give you an opportunity to work through ideas and experiences, prepare for class discussion, and practice your writing skills. There is one formal research paper (5 to 7 pages) and one formal research poster. Both the paper and poster are classic library-based research projects on topics or issues of your own choosing within the general areas of wild animals (for the paper) and domestic animals (for the poster). Working on the research projects will also enable you to contribute to the learning experience of your classmates. You will share findings from your paper in a series of small-group discussions, and you'll present your poster to the class during two special poster presentation sessions. The course concludes with a longer reflections paper, enabling you to consider how your ideas about humans, animals, and human-animal relations have changed and developed over the course of the semester.

### *Writing and speaking resources on campus*

The WORD Studio is run by trained peer tutors for students seeking assistance at any stage of the writing process: brainstorming ideas, developing theses, structuring arguments, citing sources, revising drafts, and more. They also provide advice for students working on oral presentations, again at all stages of the process; they can discuss your content, organization, delivery, and/or Powerpoint slides, depending on what you need, and they give feedback on practice presentations, too. This is a very valuable resource! It is incredibly useful to get feedback on your written and oral work before you turn in or perform the final product.

The WORD studio is in ODY Library; go in the main doors, go down the ramp, and take your first left. They are open Monday - Thursday 10:00 am to 11:00 pm, Friday 12:00 pm to 4:00 pm, and Sunday 1:00 pm to 11:00 pm. You can drop in or call 229-5727 to make an appointment. You can learn more about the studio, consult on-line citation guides, and print handouts with advice about writing and public speaking at <http://www.stlawu.edu/wordstudio/>

### **Attendance and tardiness policies**

Regular attendance is essential for your success and for the success of the class as a whole. Tardiness disrupts class flow and makes it difficult for me to take attendance accurately, so please make every effort to arrive in class on time. Repeated attendance and tardiness problems will negatively impact your overall course grade.

If you miss a class for any reason, you are responsible for doing the reading, getting notes from a classmate, and reading the Powerpoint posted on the website. Once you have done this, I am happy to address any questions you have about the material either by e-mail or in person.

### **Complete assignments on time!!!**

I make every effort to return assignments to you promptly, and I cannot grade them until I have the entire set. Therefore, I DO NOT ACCEPT LATE WORK (as in, you will get a zero for the assignment). There are a few exceptions: if you are seriously ill or there is a death in your family, you may turn in work late without penalty, but you must provide documentation from the doctor or dean's office. I do understand that situations sometimes arise beyond your control; you are therefore allowed **36 hours of free late time**, which you can distribute between the research paper draft, research paper revision (although you need to be ready to discuss the contents of your paper that day in class), poster draft, and closing reflections paper. The regular reflections papers are **excluded** from this policy, as they are crucial to class discussion on the days they are due, as is the revised poster, which must be presented on the assigned day. All I ask is that you e-mail me before the deadline to let me know will be sending the paper in late; no explanations are necessary. If you have had trouble meeting deadlines in the past, please consult with me early in the semester as to approaches you might try to resolve this problem.

### **Extra-credit opportunities**

You will have anywhere between zero and five opportunities to earn extra-credit during the semester. As I notice course-related events on the campus calendar that qualify for extra-credit, I will alert the class. If you notice an event I have not contacted the class about, please e-mail me and I will let you know if the event qualifies for extra-credit.

If you attend an event and write an informal 400 to 500 word (one page single-spaced) paper explaining what you learned and how you responded to the lecture, discussion, film, or event, I will add half a point per response to your final grade in the course.

### **Academic honor code**

If you are not yet familiar with the St. Lawrence University Academic Honor Code, or if you wish to refresh your memory, please read the first page of the document at the following site: <http://www.stlawu.edu/academics/sites/stlawu.edu.academics/files/AcademicHonorPolicy.pdf>

### **Students with disabilities**

If you have a documented disability which affects your ability to do the work in this course, please give me a formal letter from the Office of Academic Services for Students with Special Needs as early in the semester as possible so that I can make any necessary accommodations. If necessary, we can also set up an appointment to discuss your situation in private.

## Grading

Each component of the course contributes a certain percentage to your overall grade:

First (wild) research paper	25%	Attendance and participation	20%
Second (domestic) research poster	20%	Reflective writing assignments	15%
Research poster presentation	5%	Closing reflections paper	15%

The general grading standards for the different components of the course are as follows:

Grade	Attendance/Participation	Reflections papers	Research projects
4.0	Regularly contributes ideas, perspectives, and questions to class discussion (while leaving space for others to do so as well); listens to and responds directly to other students and the professor; evidences a thoughtful approach to the reading; actively engages with peers in small group work; actively engages with poster presenters	Provides thoughtful, detailed responses to the questions with specific examples; strong writing style (clear, engaging, grammatical)	BOTH: Assignment guidelines met; main point(s) clearly presented and supported with evidence; clear writing style; proper in-text citations; complete and well-formatted bibliography PAPER: Coherent paragraphs; strong overall organization POSTER: Effective use of both text (succinct) and visuals (meaningful and relevant); professionally presented to audience
3.0	As above, but less consistently	Good command of some elements, others need work	Good command of some elements, others need work
2.0	Pays active attention, but usually doesn't speak	Adequate skills	Adequate skills
1.0	Rarely speaks; often appears not to have done the reading	Barely acceptable skills	Barely acceptable skills
0	Visibly disengaged in class; often absent or disruptive	Unacceptable skills	Unacceptable skills

I am very happy to discuss how you may improve your work, but I will not reconsider grades. I grade all the papers or exams in a set at the same time to ensure that I am applying the same standards, and I make every effort to be fair. I go through several stages in this process; my deadline for returning graded work to you is two weeks after I receive it.

### Conversion chart to 4.0 scale

4.0	=	94 – 100	3.0	=	84 – 86	2.0	=	74 – 76	1.0	=	60 – 66
3.75	=	92 – 93	2.75	=	82 – 83	1.75	=	72 – 73	0.0	=	below 60
3.5	=	89 – 91	2.5	=	79 – 81	1.5	=	69 – 71			
3.25	=	87 – 88	2.25	=	77 – 78	1.25	=	67 – 68			

## COURSE OVERVIEW

Date	Session title	Reading due	Assignment due
W 1/14	Introduction		
<b>UNIT 1</b>	<b>STUDYING PRIMATES</b>		
F 1/16	Definitions and categories	Singh and Zingg; Marks	E-mail re syl. and site
W 1/21	Foraging and tools	Morell; De Waal; Weber and Vedder; Yamakoshi	
F 1/23	Social life and morality	Cheney and Seyfarth; De Waal	
W 1/28	Communication	Seyfarth et al; Wynne; FILM: A Conversation with Koko	
F 1/30	Culture	De Waal; Matsuzawa et al.; Siegel	
<b>UNIT 2</b>	<b>WILD ANIMALS</b>		
W 2/4	Hunting I: For subsistence	Nadasdy	Reflections paper #1
F 2/6	Hunting II: As a hobby	Boglioli; Radder; two hunting safari websites; "Citing sources"	
W 2/11	Hunting III: For profit	Wright and Priston; Dowsley	
F 2/13	MID-SEMESTER BREAK		
W 2/18	Watching wildlife I	Norton; Salazar (2); Peace	Reflections paper #2
F 2/20	Watching wildlife II	Knight; Rothfels	
Su 2/22			"Wild" paper draft
W 2/25	Watching wildlife III	Candea; Siegel; FILM: two Meerkat Manor episodes	
F 2/27	Human-wildlife conflict	Sifuna; Hill and Webber; Kuriyan	
W 3/4	Extinction	Kolbert	
F 3/6	Research paper discussions		"Wild" paper final
<b>UNIT 3</b>	<b>DOMESTIC ANIMALS</b>		
W 3/11	Herding I	Ingold; Vitebsky	Reflections paper #3
F 3/13	Herding II	Evans-Pritchard; Campbell	
	SPRING BREAK		
W 3/25	Poster making workshop	Tufte (2); Miller and Trainor	
F 3/27	Farm animals	NONE - Work on your posters	
W 4/1	Industrial animal agriculture	Franklin; Wilkie	Reflections paper #4
F 4/3	Working animals	Hart and Sundar; Sponsel et al; Fernando and Starkey	
W 4/8	Competing animals	Khalaf; Raffles	
F 4/10	Animals as pets	Serpell and Paul; Erikson	
M 4/13			"Domestic" poster draft
<b>UNIT 4</b>	<b>ANIMALS IN THE HUMAN IMAGINATION</b>		
W 4/15	Stories about animals	Lofting; Finnegan	Reflections paper #5
F 4/17	Symbols and shape-shifters	Brown; Olupona; Jackson	
W 4/22	"Whale Rider"	NONE - Work on your posters	
R 4/23			Submit poster for printing
F 4/24	Myths and dreams	Vitebsky (2); Kohn	
W 4/29	Poster session #1		Present poster (1/2)
F 5/1	Poster session #2		Present poster (1/2)
R 5/7			Closing reflections

## DETAILED SYLLABUS

W 1/14 *Introduction to the course and to our classroom community*

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### UNIT ONE: Studying primates

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This unit explores the fundamental concepts of the course (human, animal) and the animal species most closely related to humans (other primates). We will explore what primatologists have learned about gorillas, chimpanzees, and other primates: how they forage for food, make and use tools, organize into social groups, communicate with each other and with humans, and develop distinctive cultures. In the process, we will consider how primatological findings have challenged and reconfigured our understanding of what it means to be human.

F 1/16 *Definitions and categories*

Read: Singh and Zingg, excerpts from “The wolf-children of Midnapore” (39 pgs)  
Marks, “The ape in you” (19 pgs)

DUE: E-mail me confirming that you have read the syllabus and the course website

W 1/21 *Foraging and tools*

Read: Morell, “Called ‘trimates’, three bold women shaped their field” (4 pgs)

De Waal, excerpt from “The fate of gurus” (6 pgs)

Weber and Vedder, “Life in a salad bowl” (11 pgs)

Yamakoshi, “Ecology of tool use in wild chimpanzees: Toward reconstruction of early hominid evolution” (15 pgs)

F 1/23 *Social life and morality*

Read: Cheney and Seyfarth, excerpts from Baboon Metaphysics (29 pgs)

De Waal, excerpts from Bonobo: The Forgotten Ape (14 pgs)

W 1/28 *Communication*

Read: Seyfarth et al., “Monkey responses to three different alarm calls: Evidence of predator classification and semantic communication” (3 pgs)

Wynne, “Communication and language” (18 pgs)

Watch: “A Conversation with Koko” (60 min)

F 1/30 *Culture*

Read: De Waal, excerpt from “Prologue: The apes’ tea party” (14 pgs)

Matsuzawa et al, “Emergence of culture in wild chimpanzees: Education by master-apprenticeship” (17 pgs)

Siegel, “Reflections on anthropomorphism in *The Disenchanted Forest*” (8 pgs)

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## UNIT TWO: Wild animals

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In this unit, we will explore the relationship between humans and wild animals. We will focus in particular on hunting in societies with subsistence-oriented and profit-oriented economies and on watching wildlife in different kinds of settings, including national parks, zoos, and your sofa. Finally, we will look at the ways humans come into conflict with wildlife. You will produce a research paper about a topic of your choice related to the unit's theme. You will be going through a draft-revision process for this paper, and we will discuss everyone's findings in small groups when you turn in your final version.

W 2/4 *Hunting I: Hunting for subsistence*

Read: Nadasdy, "It's not really 'knowledge' at all, it's more a way of life" (49 pgs)

DUE : First reflections paper

F 2/6 *Hunting II: Hunting as a hobby*

Read: Boglioli, "Hunting in Vermont now" and "Ethics, emotions, and satisfactions of the hunt" (28 pgs)

Radder, "Motives of international trophy hunters" (3 pgs)

<http://madubula.com/ethics.html> - Introduction, General Information, Ethics, Firearms & Ammunition, Price Lists

<http://www.luxuryhunts.com/>

"Citing sources" in the research paper section of the course website

W 2/11 *Hunting III: Hunting for profit*

Read: Wright and Priston, "Hunting and trapping in Lebiale Division, Cameroon: Bushmeat harvesting practices and human reliance" (12 pgs)

Dowsley, "Inuit-organised polar bear sport hunting in Nunavut..." (15 pgs)

F 2/13 MID-SEMESTER BREAK

W 2/18 *Watching wildlife I: In the wild*

Read: Norton, excerpt from "Experiencing nature: The reproduction of environmental discourse through safari tourism in East Africa" (3 pgs)

Salazar, "Training in Arusha" (2 pgs)

Salazar, excerpt from "Touristifying Tanzania" (6 pgs)

Peace, "Loving leviathan: The discourse of whale-watching in Australian ecotourism" (16 pgs)

DUE : Second reflections paper

F 2/20 *Watching wildlife II: In parks and zoos*

Read: Knight, excerpts from "Transforming the monkeys" (26 pgs)

Rothfels, "Immersed with animals" (17 pgs)

Sun 2/22 DUE: DRAFT of "wild animals" research paper by 4 pm via e-mail

W 2/25 *Watching wildlife III: On your sofa*

Read: Canda, "I fell in love with Carlos the Meerkat": Engagement and detachment in human-animal relations" (16 pgs)

Siegel, "Reflections on anthropomorphism in *The Disenchanted Forest*" (10 pgs)

Watch: Meerkat Manor, Season One, Episodes 1 and 2

F 2/27 *Human-wildlife conflict*  
Read: Sifuna, “Wildlife damage and its impact on public attitudes towards conservation: A comparative study of Kenya and Botswana...” (16 pgs)  
Hill and Webber, “Perceptions of nonhuman primates in human-wildlife conflict scenarios” (4 pgs)  
Kuriyan, “Linking local perceptions of elephants and conservation: Samburu pastoralists in northern Kenya” (8 pgs)

W 3/4 *Extinction*  
Read: Kolbert, excerpts from The Sixth Extinction (39 pgs)

F 3/6 *Research paper discussions*  
DUE: Wild animals research paper (REVISED) at the start of class

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### **UNIT THREE: Domestic animals**

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In this unit, we will explore relationships between humans and animals we have domesticated, as well as a few cases of relationships between humans and wild animals that we bring into domestic spaces. We will focus first on how humans raise animals to provide food and agricultural services in societies with either subsistence-oriented or profit-oriented economies. We will then look at the ways humans use animals to do other kinds of work and how humans pit animals against each other in various forms of competition. Finally, we will look at the way humans integrate animals into their households as pets. You will produce a research poster about a topic of your choice related to the unit’s theme. We will be holding a class session on designing academic research posters; you will also be going through a draft-revision process for the poster, and we will hold two formal poster sessions for students to present their research to each other.

W 3/11 *Herding I*  
Read: Ingold, “From trust to domination: An alternative history of human-animal Relations” (16 pgs)  
Vitebsky, excerpt from “The prehistoric reindeer revolution” (19 pgs)  
DUE : Third reflections paper

F 3/13 *Herding II*  
Read: Evans-Pritchard, “Interest in cattle” (27 pgs)  
Campbell, “On ‘loving your water buffalo more than your own mother’:  
Relationships of animal and human care in Nepal” (19 pgs)

### **SPRING BREAK**

W 3/25 *Poster-making*  
Read: Tufte, excerpts from “Words, numbers, images – together” (16 pgs)  
Tufte, excerpts from Visual Explanations (20 pgs)  
Miller and Trainor, “Creating anthropology conference posters” (6 pgs)

F 3/27 *Animals on integrated farms*  
Read: NO READING – GET STARTED ON YOUR POSTER PROJECT

- W 4/1 *Industrial animal agriculture*  
 Read: Franklin, "Animals and the agriculture industry" (19 pgs)  
 Wilkie, "Livestock/deadstock: Managing the transition from life to death" (18 pgs)  
 DUE : Fourth reflections paper
- F 4/3 *Animals at work*  
 Read: Hart and Sundar, "Family traditions for mahouts of Asian elephants" (8 pgs)  
 Sponsel et al, "Coconut-picking macaques in southern Thailand" (12 pgs)  
 Fernando and Starkey, "Donkeys and development: Socio-economic aspects of donkey use in Africa" (13 pgs)
- W 4/8 *Animals in competition*  
 Read: Khalaf, "Poetics and politics of newly invented traditions in the Gulf: Camel racing In the United Arab Emirates" (18 pgs)  
 Raffles, "Generosity (The happy times)" (33 pgs)
- F 4/10 *Animals as pets*  
 Read: Serpell & Paul, "Pets & the development of positive attitudes to animals" (15 pgs)  
 Erikson, "Social significance of pet-keeping among Amazonian Indians" (16 pgs)

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**UNIT FOUR: Animals in the human imagination**  
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- M 4/13 DUE : DRAFT of "domestic animals" research poster by 4 pm via e-mail
- W 4/15 *Stories about animals*  
 Read: Lofting, The Story of Dr. Doolittle  
 Finnegan, excerpt from "Prose narratives: Content and form" (9 pgs)  
 DUE : Fifth reflections paper
- F 4/17 *Symbols and shape-shifters*  
 Read: Brown, "Uses of affinity" (16 pgs)  
 Olupona, "Notes on animal symbolism in African religion and culture" (7 pgs)  
 Jackson, "The man who could turn into an elephant" (17 pgs)
- W 4/22 *"Whale Rider"*  
 Read: NO READING (put reading time and energy into your posters)
- R 4/23 DUE: Submit poster to Office Services for printing BEFORE NOON today
- F 4/24 *Myths and dreams*  
 Read: Vitebsky, "Soul-flight to the sun" (11 pgs)  
 Vitebsky, excerpt from "Animal souls and human destiny" (9 pgs)  
 Kohn, "How dogs dream: Amazonian natures and the politics of transspecies engagement" (16 pgs)
- W 4/29 *Poster session #1*
- F 5/1 *Poster session #2*
- R 5/7 DUE: Closing reflections paper by 5 pm via e-mail

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F 1/23	Social life and morality	Cheney and Seyfarth; De Waal	
W 1/28	Communication	Seyfarth et al; Wynne; FILM: A Conversation with Koko	
F 1/30	Culture	De Waal; Matsuzawa et al.; Siegel	
<b>UNIT 2</b>	<b>WILD ANIMALS</b>		
W 2/4	Hunting I: For subsistence	Nadasdy	Reflections paper #1
F 2/6	Hunting II: As a hobby	Boglioli; Radder; two hunting safari websites; "Citing sources"	
W 2/11	Hunting III: For profit	Wright and Priston; Dowsley	
F 2/13	MID-SEMESTER BREAK		
W 2/18	Watching wildlife I	Norton; Salazar (2); Peace	Reflections paper #2
F 2/20	Watching wildlife II	Knight; Rothfels	
Su 2/22			"Wild" paper draft
W 2/25	Watching wildlife III	Candea; Siegel; FILM: two Meerkat Manor episodes	
F 2/27	Human-wildlife conflict	Sifuna; Hill and Webber; Kuriyan	
W 3/4	Extinction	Kolbert	
F 3/6	Research paper discussions		"Wild" paper final
<b>UNIT 3</b>	<b>DOMESTIC ANIMALS</b>		
W 3/11	Herding I	Ingold; Vitebsky	Reflections paper #3
F 3/13	Herding II	Evans-Pritchard; Campbell	
	SPRING BREAK		
W 3/25	Poster making workshop	Tufte (2); Miller and Trainor	
F 3/27	Farm animals	NONE - Work on your posters	
W 4/1	Industrial animal agriculture	Franklin; Wilkie	Reflections paper #4
F 4/3	Working animals	Hart and Sundar; Sponsel et al; Fernando and Starkey	
W 4/8	Competing animals	Khalaf; Raffles	
F 4/10	Animals as pets	Serpell and Paul; Erikson	
M 4/13			"Domestic" poster draft
<b>UNIT 4</b>	<b>ANIMALS IN THE HUMAN IMAGINATION</b>		
W 4/15	Stories about animals	Lofting; Finnegan	Reflections paper #5
F 4/17	Symbols and shape-shifters	Brown; Olupona; Jackson	
W 4/22	"Whale Rider"	NONE - Work on your posters	
R 4/23			Submit poster for printing
F 4/24	Myths and dreams	Vitebsky (2); Kohn	
W 4/29	Poster session #1		Present poster (1/2)
F 5/1	Poster session #2		Present poster (1/2)
R 5/7			Closing reflections