

113:111:SCA (ANTH:3261:OSCA)

Our Life with Dogs

SPRING 2012

Instructor: Matthew Hill

Class Time: Mondays, 3:30-6:20, 116MH

Office Hours: Wednesday and Thursday 2:00-4:00 pm, or by appointment

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COURSE DESCRIPTION

Human interaction with dogs (*Canis lupus familiaris*) extends back tens of thousands of years. In that time this animal have become intricately connected with our social, economic, political, and spiritual lives. **Our life with dogs** explores the changing nature of the long-term relationship we have shared with this species. The course explores a number of issues related to the nature of human-dog interaction. The first part of the class explores the evolution of the Paleolithic and Neolithic period human-dog/wolf interactions. This will considers social and behavior context that would allow wild wolves to live in close proximity to human settlements, and finally discuss the process of dog domestication. This is followed by a survey of the various ways past human cultures interacted with and used dogs. The latter part of the class considers our modern relationships with dogs. This includes investigations of the various roles modern dogs play in our life, including roles as pet/companion, worker/service animal, food source, and religious/spiritual being. Finally, we will discuss the impacts dogs have on our health, economy, and environment. A series of guest speakers will be invited to discuss current issues and experiences related to human-dog relationships (e.g., Iowa City Animal Center representative, University of Iowa K-9 police officer, and hospital employee who works with service dogs).

Due to the multidisciplinary nature of the topics discussion many student's may find some readings difficult to understand or outside their area of expertise. This is understandable and students are encouraged to do their best with the course material. This course is designed to challenge and expand the student's perspectives and whenever possible students should cooperate with each other in understanding the readings and course material.

Please be aware this class will occasionally deal with unpleasant and troubling topics (e.g., torture and killing of animals, dog fighting, laboratory testing on animals, etc.), and these issues can create strong emotions among students. While students are encouraged to express your opinion in this class—and I hope this material will stimulate debates and discussion in the class—all students **MUST** show proper respect while speaking with other class members, the instructor, and guest speakers.

COURSE GOALS & OBJECTIVES

- (1) Develop familiarity for methods and theoretic framework used in the studying human-animal relations
- (2) Develop skills to critically read and synthesize scientific and humanities literature and clearly present original ideas through your written and oral presentations
- (3) Critically examine our relationship with animals and understand changes in those relations within a multi-cultural framework.

COURSE POLICIES

This course is organized as a discussion-based seminar. Attendance at all classes is obligatory, and role will be taken during every class. Students are expected to come to class having read all the week's assigned readings and participate in class discussions, and students will be graded on both attendance and participation.

To ensure that all students complete the required readings and are prepared to participate in discussion, each student NOT acting as discussion leader will submit THREE (3) questions about the week's readings to the instructor by the beginning of class (for a total of 10 weeks). The weekly discussion leaders do not have to submit questions. The questions should be broad and theoretical and explore the key issues made in that week's readings.

Each week two or three students will act as a discussion leader; undergraduates will have to act as discussion leaders for one class period, while graduate students will act as discussion leader for two class periods. The weekly discussion leaders will be responsible for (1) making a short (20-30 min) presentation on key issues and themes raised in that week's reading, (2) submit a short essay (3-5 pages) summarizing their own views and reactions to the issues raised in the week's reading, and (3) facilitate class discussion by getting class member's to participate.

Other key grading opportunities for this class include exams and class project/papers. There are two take-home exams during the semester, which cover major issues raised in the readings and during class discussions, on Friday, March 9th and Friday, April 27th due at 5pm. Each student will prepare a research paper (10-12 pages undergraduate, 15-20 pages graduate) or a comparable large project (e.g., art exhibit, video, website development, or volunteer at animal shelter or other organization) on some issue related to material presented in this course (due by 5pm on the day of the scheduled final exam (to be announced by the university during the 6th week of the semester). Students MUST get prior approval for their topic from the instructor (email is fine) by February 27th, and submit a paper/project outline and bibliography by March 23rd. Assignments must be done individually; no collaboration is permitted unless approved by the instructor.

Grade Breakdown

Assignment	Points	Percent
10 weekly questions on readings (10 pt each)	100	12%
2 Take home exams (100 pt each)	200	24%
Discussion leader presentations	50	6%
Discussion leader short essays	50	6%
Outline & bibliography for research paper/project	50	6%
Final Paper/Project	200	24%
Participation	200	12%
Grand Total	850	100%

Please note that because there are numerous opportunities to gain points in this class, there will be NO extra credit opportunities for student wishing to improve their grade.

Except in situations of illness, mandatory religious obligations, or other unavoidable circumstances or University activities, no late assignments, weekly questions, presentations, exams, or papers will be accepted, without the approval of the instructor. Students who will miss an assignment/exam due to an excused absence MUST inform the instructor in writing (email is fine) within two days of the absence. Even if late assignments/exams are accepted, the instructor reserves the right to deduct 5% of the final grade of that assignment for each day the assignment is late.

Plagiarism and any other activities when students present work that is not their own is academic fraud. In cases of academic fraud the student will receive a zero for the assignment or exam. In addition, the instance may be reported to the departmental DEO and to the Associate Dean for Academic Programs and Services who enforces the appropriate consequences.

Letter grades will be assigned using the following system:

A+	>99%	C	74-77%
A	94-98%	C-	70-73%
A-	90-93%	D+	68-69%
B+	88-89%	D	64-67%
B	84-87%	D-	60-63%
B-	80-83%	F	<60%
C+	78-79%		

CLASS READINGS AND TOPICS

All readings are to be completed prior to the relevant class period. Any changes to the schedule or assignments will be announced in class and posted on ICON. All readings are available on ICON

<u>Week</u>	<u>Day</u>	<u>Date</u>	<u>Topic and Readings</u>
1	Mon	Jan 16	No Class: Holiday
2	Mon	Jan 23	Course Introduction
3	Mon	Jan 30	<u>First Dogs: The evidence for when, where, and from what.</u> Clutton-Brock, Juliet 1995 Origins of the Dog: Domestication and early History. In <i>The Domestic Dog: Its Evolution, Behavior, and Interactions with people</i> , pp. 7-20. Cambridge: Cambridge University Press. Morey, Darcy F. 2010. <i>Dogs: Domestication and the Development of a Social Bond</i> , pp. 12-56 (Ch2&3). Cambridge: Cambridge University Press. Ovodov, Nikolai, S.J. Crockford, Y.V. Kuzmin, R. F.G.gham, G.W.L. Hodgin, & J. van de Plicht 2011 A 33,000-year-old Incipient Dog from the Altai Mountains of Siberia: Evidence of the Earliest Domestication Disrupted by the Last Glacial Maximum. 6: e22821. doi:10.1371/journal.pone.0022821

<u>Week</u>	<u>Day</u>	<u>Date</u>	<u>Topic and Readings</u>
			Shipman, Pat. 2011. The Animal Connection: A New Perspective on What Makes Us Human, pp. 204-220 (Ch 13). New York: W.W. Norton & Co.
4	Mon	Feb 6	<p style="text-align: center;"><u>Domesticating the Dog: How did it happen?</u></p> <p>Coppinger, Raymond and Lorna Coppinger 2001. Wolves Evolve into Dogs. In Dogs: A New Understanding of Canine Origins, Behavior, and Evolution, pp. 39-67. Chicago: The University of Chicago Press.</p> <p>Morey, Darcy F. 2010. Dogs: Domestication and the Development of a Social Bond, pp. 57-85 (Ch2&3). Cambridge: Cambridge University Press.</p> <p>Müller, Werner 2002 The Domestication of the Wolf—the Inevitable First? In First Steps of Animal Domestication: New Archaeozoological Approaches, edited by J-D Vigne, J. Peters, & D Helmer, pp. 34-40. Oxford: Oxbow Books.</p> <p>Ratliff, Evan 2011 Taming the Wild. National Geographic 219:35-</p>
5	Mon	Feb 13	<u>No Class: No readings</u>
6	Mon	Feb 20	<p style="text-align: center;"><u>Dogs in the Past: Uses and treatments of Dogs</u></p> <p>Lobell, Jarrett A. & Eric A. Powell. 2010 More than Man’s Best Friend. Archaeology 63:26-35.</p> <p>Morey, Darcy F. 2010. Dogs: Domestication and the Development of a Social Bond, pp. 86-111 (Ch5) (Ch2&3). Cambridge: Cambridge University Press.</p> <p>McCormick, Finbar 1991 The Dog in Prehistoric and Early Christian Ireland Archaeology Ireland 5:7-9.</p> <p>Schwartz, Marion 1997 A History of Dogs in Early Americas, pp. 29-59. New Haven: Yale University Press.</p>
7	Mon	Feb 27	<p style="text-align: center;"><u>Dogs as pets: The Comforting and Uncomfortable Relationship</u> Paper topics due</p> <p>Coppinger, Raymond and Lorna Coppinger 2001. Household Dogs. In</p>

<u>Week</u>	<u>Day</u>	<u>Date</u>	<u>Topic and Readings</u>
			<p>Dogs: A New Understanding of Canine Origins, Behavior, and Evolution, pp. 227-252. Chicago: The University of Chicago Press.</p> <p>Hart, Lynette 1995 Dogs as human Companions: A review of the relationship. In <i>The Domestic Dog: Its Evolution, Behavior, and Interactions with people</i>, pp. 161-178. Cambridge: Cambridge University Press.</p> <p>Irvine, Leslie 2004 Pampered or Enslaved? The Moral Dilemmas of Pets. <i>The International Journal of Sociology and Social Policy</i> 24:5-17.</p> <p>Serpell, James 1996. Substituting for People. In <i>In the Company of Animals: A Study of Human-Animal Relationships</i>, pp. 23-42. Cambridge: Cambridge University Press.</p>
8	Mon	Mar 5	<p style="text-align: center;"><u>Working with Dogs</u></p> <p>Coppinger, Raymond and Lorna Coppinger 2001. Assistance Dogs. In <i>Dogs: A New Understanding of Canine Origins, Behavior, and Evolution</i>, pp. 253-272 (Ch8). Chicago: The University of Chicago Press.</p> <p>Coppinger, Raymond, and Richard Schneider 1995 Evolution of working dogs. In <i>The Domestic Dog: Its Evolution, Behavior, and Interactions with people</i>, pp. 21-47. Cambridge: Cambridge University Press.</p> <p>Koster, Jeremy 2009 Hunting Dogs in the Lowland Neotropics. <i>Journal of Anthropological Research</i> 65:575-610.</p> <p>Sanders, Clinton 2006. "The Dog You Deserve" Ambivalence in the K-9 officer/patrol Dog Relationship. <i>Journal of Contemporary Ethnography</i> 35(2): 148-172.</p>
	Fri	Mar 9	<u>Exam 1 Due by 5 pm</u>
9	Mon	Mar 12	No Class: Spring Break
10	Mon	Mar 19	<u>Dogs (and other animals) in religions and spiritualism</u>

<u>Week</u>	<u>Day</u>	<u>Date</u>	<u>Topic and Readings</u>
			Lodrick, Deryck 2009 The Sacred and the Profane: the dog in South Asian Culture. <i>Man In India</i> 89:497-523.
			Nelson, Lance. 2006. Cows, Elephants, Dogs, and Other Lesser Embodiments of Atman: Reflections on Hindu Attitudes Towards Nonhuman Animals. In <i>A Communion of Subjects: Animals in Religion, Science, and Ethics</i> , edited by P. Waldau & K. Patton, pp. 179-193. New York: Columbia University Press.
			Schwartz, Marion 1997 A History of Dogs in Early Americas, pp. 93-124 (Ch 4). New Haven: Yale University Press.
	Fri	Mar 23	<u>Paper outline/bibliography Due</u>
11	Mon	Mar 26	<u>The Dog in Ritual: Burials & Sacrifices</u>
			Ambros, Barbara 2010 Vengeful Spirits or Loving Spirtual Companions? Changing View of Animal Spirits in Contemporary Japan. <i>Asian Ethnography</i> 69:35-67.
			Mason, Michael A. & Lynn M. Snyder 2002 What Do Dogs Mean? What Do Dogs Do? Symbolism and Instrumentality and Ritual in Afro-Cuban Religion. In <i>Dogs and People in Social, Working, Economic or Symbolic Interactions</i> , edited by L.M. Synder, and E. A Moore, pp. 49-61. Oxford: Oxbow Books.
			Morey, Darcy F. 2006 Burying Key Evidence: The Social Bonds between Dogs and People. <i>Journal of Archaeological Science</i> 33:158-175.
			Sergis, Manolis 2011 Dog Sacrifice in Ancient and Modern Greece: From the Sacrifice Ritual to Dog Torture (Kynomartyrion). <i>Folk Lore</i> 45: 61-88
12	Mon	Apr 2	<u>Dogs and Human Identity</u>
			Broch, Harald B. 2009 Gender and Matinen Dogs. <i>Asian Anthropology</i> 7:57-77.
			Evans, Rhonda, DeAnn K. Gauthier, and Craig J. Forsyth 1998 Dogfighting: symbolic expression and validation of masculinity" <i>Sex Roles</i> 39:825-838.

<u>Week</u>	<u>Day</u>	<u>Date</u>	<u>Topic and Readings</u>
			Markovits, Andrei and Robin Queen 2009 Women and the World of Dog Rescue: A Case Study of the State of Michigan. <i>Society and Animals</i> 17:325-342.
13	Mon	Apr 9	<p style="text-align: center;"><u>Eating the Dog: Culture, Politics, and Dinner</u></p> <p>Schwartz, Marion 1997 A History of Dogs in Early Americas, pp. 60-92 (Ch 3). New Haven: Yale University Press.</p> <p>Simoons, Frederick J. 1994 In Eat Not this Flesh: Food Avoidance from Prehistory to the Present, pp. 200-252 (Ch7). Madison: The University of Wisconsin Press.</p> <p>Wu, Frank H. 2002 The Best "Chink" Food: Dog Eating and the Dilemma of Diversity <i>Gastronomica: The Journal of Food and Culture</i>, 2: 38-45</p>
14	Mon	Apr 16	<p style="text-align: center;"><u>Dogs & Human Health</u></p> <p>Beck, Alan 2001. The Human-Dog Relationship: A Tale of Two Species. In <i>Dogs, Zoonoses, and Public Health</i>, edited by C.N.L. Macpherson, F.X. Meslin & A.I Wandeler, pp. 1-16.</p> <p>Brown, Sue-Ellen. 2011 Theoretical Concepts from Self Psychology Applied to Animal Hoarding. <i>Society and Animals</i> 19:175-193.</p> <p>Kruger, K.A. & Serpell, J.A. 2006 Animal-assisted interventions in mental health: Definitions and theoretical foundations. In: Fine, A.H. (Ed.) <i>Handbook on Animal-Assisted Therapy: Theoretical Foundations and Guidelines for Practice</i>, 2nd Edition, pp. 21-38. New York: Academic Press.</p> <p>Solomon, Olga 2010 What A Dog Can Do: Children with Autism and Therapy Dogs in Social Interaction. <i>Ethos</i> 38:143-166.</p>
15	Mon	Apr 23	<p style="text-align: center;"><u>Impacts of Dogs</u></p> <p>Betz, Margaret 2011 Are Dogs the New Hummer? <i>Think</i> (Spring):105-108</p> <p>Miller, Rohan and Gwyneth Howell 2008 Regulating Consumption with Bite: Building a contemporary Framework for Urban Dog Management. <i>Journal of Business Research</i> 61:525-531.</p> <p>Morrison, Jim 1968 Hounds of Hell. <i>Georgia Game and Fish</i> 3:13-19.</p> <p>Sim, Carolyn 1999 Domestic Dogs in Wildlife Habitats. In <i>Effects of Recreation on Rocky Mountain Wildlife: A review for Montana</i>, pp.</p>

<u>Week</u>	<u>Day</u>	<u>Date</u>	<u>Topic and Readings</u>
			8.1-8.17. Montana Chapter of the Wildlife Society.
	Fri	Apr 27	<u>Exam 2 Due by 5 pm</u>
16	Mon	Apr 30	<u>Course Overview and Summary of Student Paper/Projects</u>
17	TBA	TBA	<u>Final Paper/Project due at 5pm on day of final exam</u>

Resources Available to Students:

I am here to help you succeed in this course. If you have difficulty with the readings and assignments, or have other questions or concerns, please contact me as soon as possible. The University of Iowa also provides other services to assist students, including

- Writing Center: 110 English-Philosophy Building, 335-0188, <http://www.uiowa.edu/~writingc/>. The Writing Center helps students improve their writing, and reading skills.
- Speaking Center: 153 English-Philosophy Building, 335-0205, <http://www.uiowa.edu/~rhetoric/centers/speaking.html>. The Speaking Center help students improve their public speaking skills, and improve basic conversational language skills. One-on-one and small group instruction is available.
- Tutor Referral Service: Campus Information Center, Iowa Memorial Union, 335-3055, <http://imu.uiowa.edu/tutor-referral-service/>. The Tutor Referral Service provides students with a list of qualified tutors in various academic areas.

Human-Animal Relations Websites:

The following are examples of potentially useful websites that discuss various aspects of human-animal relations or relate to the scholarly study of animals:

- International Society for anthrozoology: <http://www.isaz.net/index.html>
- H-Animals: <http://www.h-net.org/~animal/>
- Dawn Watch: <http://www.dawnwatch.com/index.htm>
- National Canine Research Council: <http://nationalcanineresearchcouncil.com/>
- ASPCA: <http://www.asPCA.org/>
- Animals & Society Institute: <http://www.animalsandsociety.org/index.php>
- Animal Concerns Community: <http://www.animalconcerns.org/index.html>
- Delta Society: <http://www.deltasociety.org/>

The College of Liberal Arts and Sciences Policies and Procedures

Administrative Home

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS [Academic Policies Handbook](#).

Electronic Communication

University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences. (Operations Manual, [III.15.2](#). Scroll down to k.11.)

Accommodations for Disabilities

A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See www.uiowa.edu/~sds/ for more information.

Academic Honesty

All CLAS students have, in essence, agreed to the College's [Code of Academic Honesty](#): "I pledge to do my own academic work and to excel to the best of my abilities, upholding the [IOWA Challenge](#). I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled (CLAS [Academic Policies Handbook](#)).

CLAS Final Examination Policies

The date and time of every final examination is announced during the fifth week of the semester; each CLAS student will receive an email from the Registrar stating the dates and times of the student's final exams. Final exams are offered only during the official final examination period. No exams of any kind are allowed during the last week of classes. All students should plan on being at the UI through the final examination period.

Making a Suggestion or a Complaint

Students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the departmental DEO. Complaints must be made within six months of the incident (CLAS [Academic Policies Handbook](#)).

Understanding Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI [Comprehensive Guide on Sexual Harassment](#) for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Public Safety [web site](#).

These CLAS policy and procedural statements have been taken from the web pages of the College of Liberal Arts and Sciences and The University of Iowa Operations Manual: <http://www.clas.uiowa.edu/faculty/teaching/policies.shtml>