

QUEST 1: IDS 2935
DOGS BETWEEN CULTURE AND NATURE
SPRING 2020



Instructor: Sarra Tlili
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COURSE DETAILS

Time: T 7, R 7 – 8
Location: Tuesday, 1:55 PM – 2:45 PM: LEI 0104
Thursday, 1:55 PM – 3:50 PM: TUR 2303
Quest 1 Theme: Culture and Nature
General Education: Humanities, International, Writing (2000 words)

Class resources, announcements, updates, and assignments will be made available through the class Canvas site (www.elearning.ufl.edu)

COURSE DESCRIPTION

This course uses the medium of the dog to explore the interplay between culture and nature and to examine attitudes toward the nonhuman and human other. Dogs are well-suited for this purpose not only because they are often students' immediate point of contact with the natural world, but also because of the important ways dogs have contributed to and have been shaped by human culture. Among the questions that the course raises: how did the human-canine alliance emerge? How have humans and dogs historically negotiated their relationship and shaped each other's identities? How have dogs been a driving force in humans' cultural evolution? Through dogs, students will also be able to identify and critically assess developments in humans' perception of and place in the natural world and to assess the human impact on nature. Moreover, students will examine the parallels and intersections in attempts to domesticate the dog and the human other and to rethink the meaning of civilization.

The course also invites students to connect its content to their personal lives, for example by considering how the modern aesthetics of pet-keeping contribute to the shape and personality of their own pet. By exploring various modes of human-canine partnerships across time and cultures, students will also acquire broader cultural appreciation and assess their own mode of relating to their pet from broader lenses.

This course is a traditional face-to-face class focused on the written and spoken exchange of ideas. Students will be engaged through class discussion with the instructor and with one another, as well as through weekly comments from instructor on their written work. Writing workshops, informal small group in-class research sessions, and peer-editing groups offer additional personal engagement with the class materials.

Student Learning Outcomes:

1. Identify, describe, and explain the history of human-canine relations and the ways humans and dogs have shaped each other's identities (Content SLOs for Gen Ed H and Quest 1).
2. Identify, describe, and explain humanistic theories used to discern and assess parallels in the human-canine, culture-nature, and self-other dualities (Content SLOs for Gen Ed H and Quest 1).
3. Identify, analyze and evaluate the interplay between dominance and affection in humans' engagement with the human and nonhuman other (Critical Thinking SLOs for Gen Ed H).
4. Identify, analyze, and evaluate the intersection between attitudes toward the natural world and the human other in Western and Nonwestern cultures, particularly at the levels of social class, race, gender, and ethnicity (Critical Thinking SLOs for Gen Ed H and N).
5. Learn about and analyze attitudes toward dogs in several cultures (with a special focus on England, Japan and the Middle East) and rethink your own attitude toward dogs through broader cultural lenses (Critical Thinking SLOs for Gen Ed N)
6. Analyze and assess the place of the human in the natural world, the place of the animal in human culture, and the meaning of civilization (Critical Thinking SLOs for Gen Ed H).
7. Develop and present clear and effective responses in oral and written forms to fundamental questions about humans' engagement with the environment, cultural difference, and otherness (Critical Thinking and Communication SLOs for Gen Ed H and Quest 1).
8. Connect theories on human-canine and self-other dualities with critical reflection on students' intellectual and personal experience (Critical Thinking and Connection SLOs for Gen Ed H and N).

Experiential Learning:

This class includes an experiential learning component consisting of a visit to the Dog Show of the Greater Gainesville Dog Fanciers' Association on **Saturday, January 25th, 2020**. Using Spark Adobe, students will create a Spark Story where, through images and

narrative, they describe and reflect upon their visit (more instructions are provided below). This is a required event; however, students who cannot participate in it should watch the Westminster Kennel Club Dog Show, either the live streaming of the 2020 event or recordings of the 2019 show, accessible through these links (accessed on May 21, 2019):

<https://www.westminsterkennelclub.org/breed-results-videos/breed-videos-2019/agility/8-jumpers-with-weaves>

<https://www.westminsterkennelclub.org/breed-results-videos/breed-videos-2019/terrier-group-2019-video>

<https://www.westminsterkennelclub.org/breed-results-videos/breed-videos-2019/group-judging-for-the-toy-group>

Undergraduate Catalog Objectives for General Education and Quest 1 Information:

Quest 1 Description

Quest 1 courses are multidisciplinary explorations of essential questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world, Quest 1 students use the humanities approaches present in the course to mine works for evidence, create arguments, and articulate ideas.

Quest 1 Nature and Culture Description

In general, Q1 Nature and Culture courses address the following questions: Who are we in relation to the natural world? How have humans understood their role in the natural world and their responsibility to it? How do portrayals of nature reflect our values or self-understanding?

Nature and Culture courses consider the ways humans see themselves and their place in the natural world. Topics may include conceptions of nature; how representations of the natural world have been used to express important values; humans in contrast to animals; human interventions in the landscape and the values that guide such designs; development, sustainability, and conservation; ideas about humanity's place in relationship to paradise, divine creation, or sacred dimensions of the natural world; and nature as a site for physically or spiritually healthy or harmful experiences.

Quest 1 SLOs:

- Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).

- Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Connection).
- Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).

Humanities Description

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Humanities SLOs

- Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
- Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

International Description

International courses provide instruction in the values, attitudes and norms that constitute the culture of countries outside the United States. These courses lead you to understand how geographic location, development level and geopolitical influences affect these cultures. Through analysis and evaluation of your own cultural norms and values in relation to those held by the citizens of other countries, you will develop a cross-cultural understanding of the rest of the world.

International SLOs

- Know the values, attitudes and norms that shape the cultural differences of peoples who live in countries other than the United States.
- Know the roles of geographic location, development level and geopolitical influences on the lives of citizens in other countries
- Analyze and evaluate your cultural norms and values in relation to those held by citizens in other countries.

Writing Description

The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The writing course grade assigned by the instructor has two components: the writing component and a course grade. To receive writing credit a student must satisfactorily complete all the assigned written work and earn a minimum grade of C (2.0) for the course. It is possible to not meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.

Writing Evaluation

- This course carries 2000 words that count towards the UF Writing Requirement. You must turn in all written work counting towards the 2000 words in order to receive credit for those words.
- The instructor will evaluate and provide feedback on the student’s written work with respect to content, organization and coherence, argument and support (when appropriate), style, clarity, grammar, punctuation, and other mechanics, using a published writing rubric.
- Writing assignments are subject to peer-review. To help students provide constructive feedback we will first practice the necessary skills during a “mock” peer-review session using a worksheet provided by the instructor. We will devote another class session to begin the review of the first analytical essay using the same worksheet. Students are expected to complete the reviews and email them to authors within three days. Reviews are to be submitted with the final draft and will account for 5% of the reviewer’s paper grade.

Writing Assessment Rubric

| | SATISFACTORY (Y) | UNSATISFACTORY (N) |
|-----------------------------------|--|---|
| CONTENT | Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources. | Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources. |
| ORGANIZATION AND COHERENCE | Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas. | Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader. |
| ARGUMENT AND SUPPORT | Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory | Documents make only weak generalizations, providing little or no support, as in summaries or |

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| | range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments. | narratives that fail to provide critical analysis. |
| STYLE | Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline. | Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly. |
| MECHANICS | Papers will feature correct or error free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points. | Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility. |

1. The student must earn a grade of C or better in the course.
AND
2. The student must earn an S (satisfactory) evaluation on the writing requirements of the course.

Class Participation Rubric

| Points | 9 – 10 | 7 – 8.99 | 5 – 7.99 | Less than 5 |
|------------------------------|---|---|---|--|
| Participation and Engagement | Student initiates discussion <u>more than once</u> in each class session. | Student initiates discussion <u>once</u> in each class session. | Student initiates discussion at least in <u>half</u> of the class sessions. | Student does not initiate discussion and <u>needs instructor to solicit input.</u> |
| Quality of comments | Comments are always insightful and | Comments are mostly insightful and | Comments are sometimes insightful. | Comments are uninformative and rely |

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| | reflect critical engagement with the reading materials. They are <u>balanced between impressions and thoughtful critical analysis</u> . | reflect <u>some level of critical engagement</u> with the reading materials. Occasionally comments are too general or not relevant to the discussion. | They reflect <u>familiarity but little or no critical engagement</u> with the reading materials. They are not always relevant to discussion. | heavily on <u>personal opinion</u> . |
| Listening skills | Student always listens carefully to and <u>engages thoughtfully</u> and respectfully with others' contributions. | Student is <u>mostly attentive</u> when others present their ideas and occasionally engages with them. Student occasionally needs encouragement. | Student is <u>passively attentive</u> . Though reluctant to participate in class discussions, when called upon will be able to demonstrate their full presence. | Student is inattentive, does not pay attention when others speak, detracts from discussion, sleeps, etc. |
| Impact on Class | Student makes excellent and positive impact on class. | Student makes positive impact on class. | Student's impact is neutral. | Student makes negative impact on class |

Assignments and Requirements

| Assignment | Assignment description | General Education SLOs Met | Quest 1 Humanities SLOs Met | Grade |
|---------------------------|---|--|---|-------|
| Themed weekly discussions | Students will submit discussion questions and reflection statements based on the weekly readings and media assigned. These assignments are due on the eve of class days by 11:59pm beginning week 2. | Content and Critical Thinking (Explain, Describe, and Analyze) | Explain, Describe, and Analyze essential questions. | 15% |
| Spark Story | Visit the Dog Show of the Greater Gainesville Dog Fanciers' Association on Saturday, Jan. 25th, 2020 , and create a Spark Story | Communication, Critical Thinking | Connect course content to own lives | 10% |

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|---------------------|--|--|---|-----|
| | <p>where you describe and reflect upon your visit. Specifically, you should focus on how your exposure to the dog show resonates with your own experience as a modern individual and a pet owner (if you are one). For example, how does this experience lead you to rethink your own relationship with your dog/cat? How does this event compare to analogous shows, such as beauty pageants? In what ways does the show celebrate dogs and in what ways does it denigrate them? This assignment needs to be completed and submitted by February 27, 2020.</p> | (Analyze and Connect) | | |
| Analytical essay 1. | <p><u>Modes of being a dog (1000 words):</u></p> <p>Compare human-canine relations in two cultures or historical periods, paying attention to (1) dogs' interests, (2) humans' needs and wants (3) and the ideals and cultural norms that shape the relationship. Use five scholarly sources to support your claims.</p> <ul style="list-style-type: none"> ▪ First draft due on Tuesday, Feb. 25th – to be shared on the same day with two peer-reviewers (groups will be designated at the beginning of the semester). ▪ Final draft due on March 13. | Communication, content and Critical Thinking | Analyze and evaluate essential questions. | 25% |
| Analytical essay 2. | <p><u>Beyond the human-canine duality (1000 words):</u></p> <p>The second paper explores the ways in which the human-canine duality is reflective of other dualities, particularly the culture-nature and self-other ones. Through two to three specific</p> | Communication, Content and Critical Thinking | Analyze and Evaluate Essential Questions. | 25% |

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| | <p>examples from different cultures, students should firstly analyze the cultural norms, aesthetic ideals, financial aspirations, political agendas, and interplay between dominance and affection that shape modern humans' relationship with dogs. Secondly, students should show how the same factors are at play in humans' attitude toward another part of nature and a human culture or society.</p> <ul style="list-style-type: none"> ▪ First draft due on Thursday, April 9th – to be shared on the same day with peer-reviewers (same groups as before) ▪ Final draft due on April 20, 2020 | | | |
| Presentation | <p>See below Presentation grade Respecting timeline/keeping me informed of your progress: 10% Bibliography: 5% Outline and strategy: 10% Class performance: 75%</p> | Communication and Critical Thinking | Analyze and Evaluate Essential Questions. | 15% |
| Class participation | | | | 10% |
| Total | | | | 100% |

Presentations:

Starting week 5, every Thursday a group of 4 students will research and give a presentation related to the week's theme. The presenting group should strive to become the experts on their topic and help other students to acquire a deeper and more nuanced understanding of the main questions and controversies pertaining to it. For this purpose, besides reading/watching the assigned materials carefully, each group member is expected to read an additional number of chapters and journal articles and to come prepared to engage the whole class in discussion. While I encourage students to be creative in the way they design and deliver their presentations, I expect them to observe the following guidelines:

1. First and foremost, you should be goal oriented. To achieve this, you need to identify the major points you deem worthy of deeper engagement, become more informed about them

through additional readings, develop viewpoints and positions, and be prepared to share and defend your views and convey the things you have learned.

2. Sharing with the class does not mean giving a summary of the assigned or additional materials, but rather designing activities to engage and inspire the class. Think of incorporating games, problem solving activities, video-clips, pictures, commercials, citations, and short anecdotes and narratives that capture the theme. Prepare questions and activities around these devices with the idea of triggering and guiding class discussions. Remember that a good presentation is one where the entire class participates meaningfully and acquires a deeper appreciation of the topic under discussion.
3. Throughout this process, I expect the presenting group to work closely together and with me. Start working on your presentation at least four weeks ahead of time. By the end of the first week you should finish reading/watching the assigned materials and identify the important themes which you will expand and inform me of your bibliography (additional readings). I will suggest a few titles, some of which may be required readings, but I expect you to come up with your own readings and explain to me why you think they are pertinent. By the end of the second week, you should finish reading your additional materials and describe to me what you have learned. By the end of the third week you should finish designing your activities and prepare your presentation. Review and polish your presentation during the final week and rehearse it in preparation for class delivery. I expect you to meet with me or email me at the end of each of these steps to discuss your progress.
4. Each group member should acquaint me with their exact contribution to the project.

Attendance Policy

Students are expected to attend class regularly and to arrive on time. Except for religious holidays, for which you only need to give prior notice, all non-excused absences must be documented. You are allowed two absences without need to provide justification. Each additional non-excused absence will cause your course grade to drop by one degree (A becomes A-, A- becomes B+, and so forth). Every three late arrivals equal one absence. Students who do not miss class at all will earn 5 extra-credit points toward the final exam.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies specified at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Final Grades will be assigned based on the following chart:

| | | | | | | |
|----|----------|------|--|----|----------|------|
| A | 93-100 | 4.00 | | C | 73-77.99 | 2.00 |
| A- | 90-93.99 | 3.67 | | C- | 70-73.99 | 1.67 |
| B+ | 87-90.99 | 3.33 | | D+ | 67-70.99 | 1.33 |
| B | 83-87.99 | 3.00 | | D | 63-67.99 | 1.00 |
| B- | 80-83.99 | 2.67 | | D- | 60-63.99 | 0.67 |

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| C+ | 77-80.99 | 2.33 | | E | 0-60.99 | 0.00 |
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Grade points are assigned based on University of Florida policy:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

UF student honor code, original work, and plagiarism:

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this course.

Original thought, writing, and discussion is critical for core questions about our place in the natural world and for meaningful discussions about culture and nature. Please be thoughtful and meticulous in your citations. This video offers useful information for how to avoid plagiarism and cite appropriately.

<https://mediasite.video.ufl.edu/Mediasite/Play/adaa44500eaf460a84f238e6b9a558f9> If you have any questions, please ask your instructor.

Plagiarism on any assignment will result in a 0 for that assignment. A second incident of plagiarism will result in a failing grade (E) for the course.

Accommodations for students:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Online course evaluation by students:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

Important Student Wellness Resources:

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center:

<https://counseling.ufl.edu/>, 392-1575; and the University Police Department:392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161. University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Important Academic Resources:

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints On-Campus:

<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Textbooks and other materials

- Csanyi, Vilmos. 2005. *If Dogs Could Talk: Exploring the Canine Mind*. Translated by Richard E. Quandt. New York: North Point Press.
- Howell, Philip. 2015. *At Home and Astray: The Domestic Dog in Victorian Britain*. London: University of Virginia Press.
- Skabelund, Aaron Herald. 2011. *Empire of Dogs: Canines, Japan, and the Making of the Modern Imperial World*. Ithaca, New York: Cornell University Press. (Online version available at UF library)

- Tuan, Yi-Fu. 1984. *Dominance and Affection: The Making of Pets*. New Haven: Yale University Press.

Recommended:

- William Strunk Jr. and E. B. White, *The Elements of Style* (Ithaca, N.Y.: W.P. Humphrey, 1918). The first edition is available online for free at: <http://www.bartleby.com/141/>)

Additional materials will be provided on Canvas.

Weekly Course Schedule (Please complete all readings and viewing assignments before coming to class):

WEEK 1. INTRODUCTIONS

Summary: This week we start building our course community. Tell us something about yourself and your companion animal. Bring pictures and let us know why they are special.

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Tuesday, Jan 7th

- Personal introductions and introduction of syllabus. To be continued during the second week if necessary.

Thursday, Jan 9th

- No class

WEEK 2. FROM CANIS LUPUS TO CANIS FAMILIARIS

Summary: What is a dog and how did it become associated with humans? This week we explore theories on how and when dogs are believed to have been domesticated, examine the meaning of domestication, and learn about some ways humans and dogs have shaped each other's identities.

Tuesday, Jan. 14th

Readings

- Csanyi, *If Dogs Could Talk*, pp. 7 – 44

Thursday, Jan. 16th

Media and Readings

- Dogs that Changed the World – Part I: The Rise of the Dog, **Course Reserves**
- DeMello, Margo (2012) *Animals and Society: An Introduction to Human-Animal Studies*. New York: Columbia University Press, (Ch. 5, pp. 84-95).

Week 3. Preparation for fieldtrip/Who are dogs?

Summary: Studies in the field of ethology provide important insights into dogs' personalities. How does one's powerful nose shape the way they experience the world? Which rituals do dogs like to follow in their daily lives? Can dogs make inferences about a human's state of mind? What is dogs' intelligence?

Readings:

Tuesday, Jan. 21st

- Horowitz, Alexandra (2009) *Inside of a Dog: What Dogs See, Smell, and Know*. New York: Scribner (Ch. 4, pp. 67 – 88).
- https://www.youtube.com/watch?v=p7fXa2Occ_U

Thursday, Jan. 23rd

- Csanyi, *If Dogs Could Talk*, “The Emotions of Dogs” pp. 59 – 79
- Csanyi, *If Dogs Could Talk*, “Dogs Understand a Lot” pp. 131 – 149
- **Preparation for fieldtrip (including discussion of ethical guidelines)**

Week 4. Working dogs

Summary: Dogs have been a driving force in humans' cultural development. This week we learn not only about the various services dogs have provided for various communities across the globe, but also how without dogs there probably would have been no human civilization, or at least not the one we have today. We will also consider the question of working dogs' welfare and how certain jobs can impair dogs' wellbeing.

Readings and media:

Tuesday, Jan. 28th

- Jeffery Vadala, “Dogs and the Hands that Feed: The Utility of Dogs in Hunter-Gatherer Societies”

<https://hraf.yale.edu/dogs-and-the-hands-that-feed-the-utility-of-dogs-in-hunter-gatherer-societies/>

- Film: *Old Dog*, directed by Sally Rowe (about herding dogs; **Course Reserves**)

Thursday, Jan. 30th

- Lisa Strecker, “Northern Relations: People, Sled Dogs and Salmon in Kamchatka (Russian Far East)” in *Dogs in the North: Stories of Cooperation and Co-Domestication*, edited by Robert J. Losey et al. Routledge, 2018.
- Stafford, Kevin (2006) *The Welfare of Dogs*. Dordrecht: Springer. (Ch. 8, pp. 143 – 160)

Week 5. Discussion of fieldtrip / Dogs in myth and religion

Summary: Many mythologies hold that humans are the descendants of a human-canine couple. The myth of the Dog-man is simultaneously a source of terror and fascination. This week we explore mythical representations of the dog in New Zealand, Britain, and other cultures and evaluate their significance.

Readings and media:

Tuesday, Feb. 4th

- **Discussion of fieldtrip**

Thursday, Feb. 6th

- Potts, Annie; Philip Armstrong and Deidre Brown (2013) *A New Zealand Book of Beasts: Animals in our Culture, History, and Everyday Life*. Chicago : Auckland University Press. (Ch. 5, pp. 112 – 120).
- Varner, Gary (2007), *Creatures in the Mist: Little People, Wild Men and Spirit Beings Around the World: A Study in Comparative Mythology*. New York: Algora Pub. (Ch. 17, pp. 149 – 159).
- Black Dogs [British Mythology/Folklore]:
<https://www.youtube.com/watch?v=1gh8GYyhg0c>

Week 6. Dogs in monotheistic traditions

Summary: This week we continue to learn about dogs' role in religion, focusing on monotheistic traditions.

Readings:

Tuesday, Feb. 11th

- Ackerman-Lieberman, Phillip Isaac and Rakefet Zalashik (2013) *A Jew's best friend? the image of the dog throughout Jewish history*. Portland, Or.: Sussex Academic Press. (Ch. 2, pp. 36 – 51). **Course Reserves**.

Thursday, Feb. 13th

- Hobgood-Oster, Laura (2008) *Holy Dogs and Asses: Animals in the Christian Tradition*. Chicago: University of Illinois Press. (Ch. 5, pp. 84 – 106).
- Tlili, Sarra. "The Canine Companion of the Cave: The Place of the Dog in Qur'ānic Taxonomy" *Journal of Islamic and Muslim Studies* 3.2 (2018): 43 – 60.

Week 7. Dogs in medieval cultures

Summary: While cherishing dogs' faithfulness and usefulness, humans have historically also feared the dog's predatory nature and despised her indiscriminatory eating habits. This week we explore these conflicting attitudes and assess their impact on dogs' wellbeing.

Readings:

Tuesday, Feb. 18th

- Kalof, Linda (2007) *Looking at Animals in Human History*. London: Reaktion. (selected passages: pp. 52 – 56, 64 – 65, 87 – 92, 118 – 119).

Thursday, Feb. 20th

- Resnick, Irven M. "Good Dog/Bad Dog: Dogs in Medieval Religious Polemics" *Enarratio: Publications of the Medieval Association of the Midwest* 18 (2013): 70 – 84.
- Gelfand, Laura D. (2016) *Our Dogs, Our Selves*. Leiden: Brill. (Ch. 2, pp. 41 – 67). Requested. Will be uploaded when available.

Mock peer-review session

Week 8. Dominance and Affection

Summary: As we move toward the modern period, a set of emerging ideals and social and economic considerations enter the mix of factors that shape humans' relationship with dogs. Through selected chapters from Yi-Fu Tuan's classic *Dominance and Affection*, we will reflect on the notion of pet-keeping.

Readings:

Tuesday, Feb. 25th

- "Introduction" pp. 1 – 7,
- "Animals: From Powers to Pets" pp. 69 – 87,

Thursday, February 27th

- "Animal Pets: Cruelty and Affection" pp. 88 – 114,
- "Dominance and Affection: Conclusions" pp. 162 – 176,
- **Begin peer-review process in class, to be completed within three days and shared with authors.**
- **Spark Story is due on Friday, February 28th at 11:59 pm**

Week 9



Spring break



Week 10. The rise of breeds

Summary: The dog became fully domesticated only with the rise of modernity. This week we address the questions of how and why this happened and explore the parallels between the notions of "breed" and "race."

Readings and media:

Tuesday, March 10th

- Wallen, Martin. “Foxhounds, Curs, and the Dawn of Breeding” *Cultural Critique* 79 (2011): 125 – 151

<http://doglawreporter.blogspot.com/2012/06/sordid-history-of-pit-bull-fighting-in.html>

Thursday, March 12th

- John Ensminger, “The Sordid History of Pit Bull Fighting in 19th Century England”
- Film: Dogs that Changed the World – Dogs by Design (part II), **Course Reserves**
Final draft of first analytical essay is due on Friday, March 13th at 11:59 pm

Week 11. The “Homeless” Dog

Summary: This week we examine the rise of the notion of the homeless dog. The main objective is to understand and assess the motives behind the rise of the petkeeping institution and to identify parallels between attempts to domesticate the dog, the poor, and the ethnic other.

Readings:

Tuesday, March 17th

- Howell, “Introduction” 1 – 23,
- Howell, “Flush and the Banditti” 50 – 72,

Thursday, March 19th – Presentations (four students)

- Howell, “Finding a Forever Home? The Home for Lost and Starving Dogs” pp. 73 – 101,
- McNeur, Catherine (2014) *Taming Manhattan: Environmental Battles in the Antebellum City*. London: Harvard University Press. (Ch. 1, pp. 6 – 23).

Week 12. Istanbul’s, Cairo’s, and New York’s dogs

Summary: As Turkey and Egypt gradually embraced modernity the status and wellbeing of its dogs gradually deteriorated. Changes in political institutions; emerging ideas about hygiene, urban planning, and disease; and desire to emulate the West

reversed the status of the dog from a highly valued fellow creature to a pest. It is therefore important to look at some of the birthplaces of these ideas. This week we assess the impact of modernization on Constantinople's and Cairo's canine and human residents.

Readings:

Tuesday, March 24th

- Anonymous. "The Dogs of Constantinople" *Murray Magazine: A Home and Colonial Periodical*. 2 (1887): 300 – 314.
- Anonymous. "Constantinople and its Environs" *The American Quarterly Review*. 18 (1835): 76 – 77
- De Amicis, Edmondo (1878) *Constantinople*. Translated from Italian by Caroline Tilton. New York: G. P. Putnam's Sons. (Passage: 108 – 113).
- Seward, Olive Risley. "Dogocracy" *Wide Awake* 29 (1889): 293 – 298.
- Jennifer Lee, "Where they Used to Drown the Dogs"
<https://cityroom.blogs.nytimes.com/2008/09/30/where-they-used-to-drown-the-dogs/>

Thursday, March 26th

- Mikhail, Alan (2013) *The Animal in Ottoman Egypt*. New York: Oxford University Press. (Ch. 3, pp. 67 – 87) (available online through library's website)
- Mikhail, Alan (2013) *The Animal in Ottoman Egypt*. New York: Oxford University Press. (Ch. 4, pp. 88 – 106)

Week 13. Japan's Dogs

Summary: This week we study the impact of Westernization and modernization on the Japanese dog. Now that we know about the cases of Turkey and Egypt, we will identify patterns that can help us to see the broader picture and assess the impact of modernity on the status and welfare of dogs.

Readings:

Tuesday, March 31st

- Skabelund. "Canine Imperialism" pp. 1 – 17

Thursday, April 2nd,

- Skabelund, "The Native Dog and the Colonial Dog" pp. 18 – 52

- Skabelund, “Civilizing Canines; or Domesticating and Destroying Dogs” pp. 53 – 86

Week 14. Fascist and racist dogs?

Summary: Can dogs be fascist or racist? Of course not, but they can be used to formulate fascist worldviews or trained to target certain races or communities. This week we explore the intersection between dog-ness and race and how perceptions of the dog contribute to fascist and racist ideologies.

Readings:

Tuesday, April 7th

- Boisseron, Bénédicte (2018) *Afro-dog: Blackness and the Animal Question*. New York: Columbia University Press. (Introduction, pp. ix – xxvii). Requested. Will be available through Electronic Reserves when available.

Thursday, April 9th

- Skabelund, “Dogs of War: Mobilizing All Creatures Great and Small” pp. 130 – 170
- Boisseron, Bénédicte (2015) “Afro-Dog” *Transition* 118 (2015): 15 – 31.

First draft of second analytical essay is due at 11:59 pm—to be shared with the two reviewers in your group for peer-review.

Week 15. The Millennial Dog

Summary: The commodification of dogs has become a universal phenomenon in the twenty-first century. This week we will assess this phenomenon and examine the ethical anxieties that characterize our relationship with the modern dog.

Tuesday April 14th:

- Skabelund, “A Dog’s World: The Commodification of Contemporary Dog keeping” pp. 171 – 198
- Gruen, Lori (2014) *The Ethics of Captivity*. New York: Oxford University Press. (Ch. 1, pp. 7 – 21).

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Thursday, April 16th:

- No class

Week 16: Wrap up

Tuesday, April 21st

- Evaluations and future plans
- Final draft of the second analytical essay is due on Monday, April 20th, at 11:59 pm.