

## Cover Sheet: Request 14159

### IDS2935: UFQUEST 1, NATURE AND CULTURE: DOGS BETWEEN CULTURE AND NATURE

#### Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending at PV - General Education Committee (GEC)
Submitter	Sarra Tlili satlili@ufl.edu
Created	8/25/2019 8:48:33 AM
Updated	8/28/2019 7:32:06 AM
Description of request	IDS2935 is the course "shell" through which the first offerings in the new UF Quest curriculum will be offered. I am asking that the Gen Ed committee temporarily approve a section of IDS2935 titled Dogs between Culture and Nature as an offering that fills the Humanities, International and Writing—2000 words. This temporary approval will last for three semesters.”

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Languages, Literatures and Cultures 011686001	Youssef Haddad		8/27/2019
Tlili-UFQ1 Nature and Culture-Dogs between Culture and Nature Gen Ed Syllabus.docx					8/25/2019
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		8/28/2019
No document changes					
General Education Committee	Pending	PV - General Education Committee (GEC)			8/28/2019
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

# Course|Gen\_Ed|New-Close-Modify for request 14159

## Info

**Request:** IDS2935: UFQUEST 1, NATURE AND CULTURE: DOGS BETWEEN CULTURE AND NATURE

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**Submitter:** Sarra Tlili satlili@ufl.edu

**Created:** 8/19/2019 12:46:57 PM

**Form version:** 1

## Responses

### Course Prefix and Number

Response:  
IDS2935

*Enter the three letter prefix, four-digit course number, and lab code (if applicable), as the course appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog). If the course has been approved by the UCC but is still pending at SCNS, enter the proposed course prefix and level, but substitute XXX for the course number; e.g., POS2XXX.*

### Course Title

*Enter the title of the course as it appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog, or as it was approved by the UCC, if the course has not yet been approved by SCNS).*

Response:  
IDS2935 Sarra Tlili UFQ1 Nature and Culture: Dogs Between Culture and Nature

### Delivery Method

*Please indicate the delivery methods for this course (check all that apply). Please note that content and learning outcome assessment must be consistent regardless of delivery method.*

Response:  
Classroom

### Request Type

Response:  
Change GE/WR designation (selecting this option will open additional form fields below)

### Effective Term

*Enter the term (semester and year) that the course would first be taught with the requested change(s).*

Response:  
Spring

**Effective Year**

Response:  
2020

**Credit Hours**

*Select the number of credits awarded to the student upon successful completion. Note that variable credit courses are not eligible for GE or WR certification.*

Response:  
3

**Prerequisites**

Response:  
N/A

**Current GE Classification(s)**

*Indicate all of the currently-approved general education designations for this course.*

Response:  
None

**Current Writing Requirement Classification**

*Indicate the currently-approved WR designation of this course.*

Response:  
None

**Requesting Temporary or Permanent Approval**

*Please select what type of General Education Approval you desire for this course. Selecting 'Permanent', will request a permanent General Education designation. You may also select a temporary General Education assignment for 1, 2, or 3 semesters.*

Response:  
3 semesters

**Requested GE Classification**

*Indicate the requested general education subject area designation(s) requested for this course. If the course currently has a GE designation and the request includes maintaining that designation, include it here.*

Response:  
H - Humanities , N - International

**Requested Writing Requirement Classification**

Indicate the requested WR designation requested for this course. If the course currently has a WR designation and the request includes maintaining that designation, include it here.

Response:  
E2 - 2000 words

### **Type of writing skill feedback provided**

Response:  
Grade, Correction, Other

### **Description of other writing skills feedback**

Response:  
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.

### **Accomplishing Objectives**

*Please provide an explanation of how the General Education Objectives will be accomplished in the course. A numbered list is the recommended format (see example GE syllabus). Inclusion of this explanation is a required component of GE courses and syllabi.*

Response:  
Humanities:

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. 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).
5. 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).
6. 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).

International:

1. Identify, analyze, and evaluate the intersection between attitudes toward the natural world and the human other in Western and Non-western cultures, particularly at the levels of social class, race, gender, and ethnicity (Critical Thinking SLOs for Gen Ed H and N).
2. 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)
3. 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).

N).

### **Content: Explanation of Assessment**

*Please provide an explanation of how the General Education Content SLO will be assessed in this course. This is a required component of a General Education syllabus.*

Response:

Humanities:

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. At the end of this course, students will be able to:

- Identify, describe, and explain the history of human-canine relations and the ways humans and dogs have shaped each other's identities
- Identify, describe, and explain humanistic theories used to discern and assess parallels in the human-canine, culture-nature, and self-other dualities
- Identify, analyze and evaluate the interplay between dominance and affection in humans' engagement with the human and nonhuman other
- 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
- 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
- Connect theories on human-canine and self-other dualities with critical reflection on students' intellectual and personal experience

Content will be assessed through class discussion, papers, Spark Story, and class presentations.

International:

Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world. At the end of this course students will be able to

- 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
- 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
- Connect theories on human-canine and self-other dualities with critical reflection on students' intellectual and personal experience

Content will be assessed through class discussion, papers, and class presentations.

### **Critical Thinking: Explanation of Assessment**

*Please provide an explanation of how the General Education Critical Thinking SLO will be assessed in this course. This is a required component of a General Education syllabus.*

Response:

Humanities:

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.

Students will be able to:

- Identify, analyze and evaluate the interplay between dominance and affection in humans' engagement with the human and nonhuman other
- 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
- 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
- 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

International:

Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world.

International. Students will be able to:

- 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
- 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
- Connect theories on human-canine and self-other dualities with critical reflection on students' intellectual and personal experience

### **Communication: Explanation of Assessment**

*Please provide an explanation of how the General Education Communication SLO will be assessed in this course. This is a required component of a General Education syllabus.*

Response:

Communicate knowledge, thoughts and reasoning clearly and effectively. Students will 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.

## Quest 1: IDS 2935

### DOGS BETWEEN CULTURE AND NATURE

SPRING 2020

Instructor:

Sarra Tlili

Assoc. Prof., Arabic Language and Literature, LLC

Office Hours:

Thursday 10 – 12

Office location: 354 Pugh Hall

Email address: [satlili@ufl.edu](mailto:satlili@ufl.edu)

Phone number: 392-8678

#### Course Details

Time:

T 7, R 7 – 8

Location:

TBD

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](http://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 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,

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- 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 25<sup>th</sup>**

, 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:**

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#### **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).

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- 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 (U)
<b>CONTENT</b>	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 that is unclear or off- topic or provide only inadequate discussion of ideas. Papers lack sufficient or appropriate sources.
<b>ORGANIZATION AND COHERENCE</b>	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 clear identifiable organization, may lack a clear sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
<b>ARGUMENT AND SUPPORT</b>	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in generalizations or narratives that fail to provide critical analysis.
<b>STYLE</b>	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	Documents rely on word usage that is inappropriate for the context, genre, and discipline. Sentences may be overly short with awkward construction. Documents may also use words incorrectly.

	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.	
<b>MECHANICS</b>	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 grammatical errors that they impede reader's understanding or severely t 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
Participation and Engagement	Student initiates discussion more than once in each class session.	Student initiates discussion once in each class session.	Student initiates discussion at least in half of the class sessions.
Quality of comments	Comments are always insightful and reflect critical engagement with the reading materials. They are balanced between impressions and thoughtful critical analysis.	Comments are mostly insightful and reflect some level of critical engagement with the reading materials. Occasionally comments are too general or not relevant to the discussion.	
Listening skills	Student always listens carefully to and engages thoughtfully and respectfully with others' contributions.	Student is mostly attentive when others present their ideas and occasionally engages with them. Student occasionally needs encouragement.	

Impact on Class	Student makes excellent and positive impact on class.	Student makes positive impact on class.	Student's impact is neutral.

### Assignments and Requirements

Assignment	Assignment description	General Education SLOs Met	Quest 1 Humanities SLOs Met
Themed weekly discussions	Students will submit discussion questions and reflection statements based on the weekly readings and media assigned. <b>These assignments are due on the eve of class days by 10:00pm beginning week 2.</b>	Content and Critical Thinking (Explain, Describe, and Analyze)	Explain, Describe, and Analyze essential questions.
Spark Story	Visit the Dog Show of the Greater Gainesville Dog Fanciers' Association on <b>Saturday, Jan. 25<sup>th</sup>, 2020</b> , and create a Spark Story 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? <b>This assignment needs to be completed and submitted by February 27, 2020.</b>	Communication, Critical Thinking (Analyze and Connect)	Connect course content to own lives
Analytical essay 1.	<u>Modes of being a dog (1000 words)</u> : 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.  First draft due on <b>Tuesday, Feb. 25<sup>th</sup></b> – to be shared on the same day with two peer-reviewers (groups will be designated at the beginning of the semester). Final draft <b>due on March 13.</b>	Communication, content and Critical Thinking	Analyze and evaluate essential questions.
Analytical essay 2.	<u>Beyond the human-canine duality (1000 words)</u> : 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	Communication, Content and Critical Thinking	Analyze and Evaluate Essential Questions.

	<p>self-other ones. Through two to three specific 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> <p>First draft due on <b>Thursday, April 9th</b> – to be shared on the same day with peer-reviewers (same groups as before) Final draft due on <b>April 20, 2020</b></p>		
Presentation	<p>After the Spring break, each student will research and give a presentation on a course-related topic of interest to them. Some possible topics are:</p> <ul style="list-style-type: none"> <li>The evolution and significance of dog food</li> <li>The ecological impact of dog food</li> <li>Dogs and gender in the early modern period</li> <li>Dogs and race (consider the case of Michael Vick and the problem of dogfighting)</li> <li>Dog-centrism (are dogs more valuable than other animals and why?)</li> <li>Dogs and veganism</li> <li>Analysis of selected dog food commercials.</li> </ul> <p>Each student is to submit a title before the Spring break and a short thesis, an outline, and a short bibliography (four academic journal articles or book chapters) at least two weeks prior to their own presentation. Grade for this assignment is calculated as follows: Thesis: 10% Outline: 10% Bibliography: 5% Actual presentation: 75%</p>	Communication and Critical Thinking	Analyze and Evaluate Essential Questions.
Class participation			
Total			

### Attendance Policy

Students are expected to attend class regularly and to arrive on time. Unexcused absences from more than two classes will negatively affect your participation grade (note: a double-block session counts as two classes). For each unexcused absence beyond the second, you will lose 20% of your participation grade (e.g. a 100% will become 80%).

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	2.00
A-	90-93	3.67		C-	70-73	1.67
B+	87-90	3.33		D+	67-70	1.33
B	83-87	3.00		D	63-67	1.00
B-	80-83	2.67		D-	60-63	0.67
C+	77-80	2.33		E	0-60	0.00

Grade points are assigned based on University of Florida policy:

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

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## **UF student honor code, original work, and plagiarism:**

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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:

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Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://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:**

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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.aa.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.aa.ufl.edu/public-results/> .

## **Important Student Wellness Resources:**

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*U Matter, We Care* :

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto: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:**

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**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

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- 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):

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### *Week 1. Introductions*

Summary : After discussing the objectives and outline of the course we begin our dog journey by examining the centrality of the dog in our personal lives and in human culture.

Media :

**Tuesday, Jan 7**

th

- Personal introductions and introduction of course syllabus

**Thursday, Jan 9**

th

- Dogs that Changed the World – Part I
- 

### *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.

Readings :

**Tuesday, Jan. 14**  
th

- DeMello, Margo (2012) *Animals and Society: An Introduction to Human-Animal Studies*. New York: Columbia University Press, (Ch. 5, pp. 84-95).

**Thursday, Jan. 16**  
th

- Serpell, James (2016) *The Domestic Dog: Its Evolution, Behavior and Interactions with People*, 2<sup>nd</sup> edition. Cambridge: Cambridge University Press. (Ch. 2, pp. 7-21).
  - Csanyi, *If Dogs Could Talk*, pp. 7 – 44
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### *Week 3. Preparation for fieldtrip/Who are dogs?*

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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. 21<sup>st</sup>**

- Horowitz, Alexandra (2009) *Inside of a Dog: What Dogs See, Smell, and Know* . New York: Scribner (Ch. 4, pp. 67 – 88).

**Thursday, Jan. 23<sup>rd</sup>**

- 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*

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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. 28<sup>th</sup>**

- Serpell, James (2016) *The Domestic Dog: Its Evolution, Behavior and Interactions with People* , 2<sup>nd</sup> edition. Cambridge: Cambridge University Press. (Ch. 4, pp. 42 – 66)
- 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/>

**Thursday, Jan. 30<sup>th</sup>**

- Film: *Old Dog* , directed by Sally Rowe (about herding dogs)
  - Stafford, Kevin (2006) *The Welfare of Dogs* . Dordrecht: Springer. (Ch. 8, pp. 143 – 160)
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*Week 5. Discussion of fieldtrip / Dogs in myth and religion*

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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

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significance.

## Readings and media :

**Tuesday, Feb. 4<sup>th</sup>**

- Discussion of fieldtrip

**Thursday, Feb. 6<sup>th</sup>**

- 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).
  - Fraser, C. A. (1893) “Scottish Myths from Ontario” *Journal of American Folklore* . 6.22 (1893): 185 – 198. Assigned pages: 193 – 195.
  - Black Dogs [British Mythology/Folklore]:  
<https://www.youtube.com/watch?v=1gh8GYyhg0c>
- 

### *Week 6. Dogs in monotheistic traditions*

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

## Readings :

**Tuesday, Feb. 11<sup>th</sup>**

- 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).

**Thursday, Feb. 13<sup>th</sup>**

- 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*

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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 in England, France, and Egypt.

## Readings :

**Tuesday, Feb. 18<sup>th</sup>**

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

- Gelfand, Laura D. (2016) *Our Dogs, Our Selves* . Leiden: Brill. (Ch. 2, pp. 41 – 67).

**Thursday, Feb. 20<sup>th</sup>**

- 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. 4, pp. 78 – 98).

Mock peer-review session

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### *Week 8. Dominance and Affection*

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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. 25<sup>th</sup>**

- “Introduction” pp. 1 – 7
- “Animals: From Powers to Pets” pp. 69 – 87

**Thursday, February 27<sup>th</sup>**

- “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 28<sup>th</sup>  
at 11:59 pm**
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### *Week 9*

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## **Spring break**

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### *Week 10. The rise of breeds*

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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 10<sup>th</sup>

- John Ensminger, “The Sordid History of Pit Bull Fighting in 19th Century England”

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

Thursday, March 12<sup>th</sup>

- Wallen, Martin. “Foxhounds, Curs, and the Dawn of Breeding” *Cultural Critique* 79 (2011): 125 – 151
- Film: Dogs that Changed the World – Dogs by Design (part II)  
Final draft of first analytical essay is due on Friday, March 13<sup>th</sup>  
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 17<sup>th</sup>

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

Thursday, March 19<sup>th</sup>

- 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 24<sup>th</sup>**

- 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”

**Thursday, March 26<sup>th</sup>**

- Mikhail, Alan (2013) *The Animal in Ottoman Egypt* . New York: Oxford University Press. (Ch. 3, pp. 67 – 87).
  - Mikhail, Alan (2013) *The Animal in Ottoman Egypt* . New York: Oxford University Press. (Ch. 4, pp. 88 – 106).
  - Haqqi, Yahya (1973) “Antar and Juliette” *Journal of Arabic Literature* 4 (1973): 146 – 156.
- 

*Week 13. Japan’s Dogs*

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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 31<sup>st</sup>

- Skabelund. “Canine Imperialism” pp. 1 – 17

Thursday, April 2<sup>nd</sup>

- 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?*

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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 7<sup>th</sup>

- Boisseron, Bénédicte (2018) *Afro-dog: Blackness and the Animal Question* . New York: Columbia University Press. (Introduction, pp. ix – xxvii).

Thursday, April 9<sup>th</sup>

- 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 .

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*Week 15. Millennial Dogs*

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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 14<sup>th</sup>

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- 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).

Thursday, April 16<sup>th</sup>

:

- Nast, Heidi. “Critical Pet Studies?” *Antipode* 38.5 (2006): 894 – 906.
- Film: Dog by Dog: Confronting the Unjust Realities of Puppy Mills, <https://ufl.kanopy.com/video/dog-dog>

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*Week 16: Wrap up*

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Tuesday, April 21<sup>st</sup>

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