

# Cover Sheet: Request 15241

## ANT 3XXX - Humans and Animals

### Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Susan deFrance sdef@ufl.edu
Created	8/26/2020 11:29:54 AM
Updated	12/7/2020 9:57:20 AM
Description of request	New Course Request

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Anthropology 16040000	Peter Collings		8/27/2020
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee recycles this request with the following changes needed: 1) Need letter from UF Online, supporting the course being offered through UFO. 2) Make Course Description more telegraphic - Examines the complex and multiple relationships that people have with animals, including social, economic, and symbolic connections. Draws on insights from cultural anthropology, archaeology, biological anthropology, and research from multiple other disciplines to explore humans' unique interdependencies with other animals.	10/27/2020
No document changes					
Department	Approved	CLAS - Anthropology 16040000	Peter Collings		10/29/2020
Cummings_Letter of Support_CLAS_ANT3XXX Humans and Animals.pdf					10/29/2020
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		10/29/2020
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/29/2020
No document changes					
Statewide Course Numbering System					

Step	Status	Group	User	Comment	Updated
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

## Course|New for request 15241

### Info

**Request:** ANT 3XXX - Humans and Animals  
**Description of request:** New Course Request  
**Submitter:** Susan deFrance sdef@ufl.edu  
**Created:** 12/7/2020 9:36:47 AM  
**Form version:** 7

### Responses

**Recommended Prefix** ANT  
**Course Level** 3  
**Course Number** XXX  
**Category of Instruction** Intermediate  
**Lab Code** None  
**Course Title** Humans and Animals  
**Transcript Title** Humans and Animals  
**Degree Type** Baccalaureate

**Delivery Method(s)** On-Campus, Online, UF Online - Please attach a letter of support from the Director of the UF Online program  
**Co-Listing** No

**Effective Term** Earliest Available  
**Effective Year** Earliest Available  
**Rotating Topic?** No  
**Repeatable Credit?** No

**Amount of Credit** 3

**S/U Only?** No

**Contact Type** Regularly Scheduled  
**Weekly Contact Hours** 3

**Course Description** Examines the complex and multiple relationships that people have with animals, including social, economic, and symbolic connections. Draws on insights from cultural anthropology, archaeology, biological anthropology, and research from multiple other disciplines to explore humans' unique interdependencies with other animals.

**Prerequisites** Sophomore standing in CLAS or other college.

**Co-requisites** N/A

**Rationale and Placement in Curriculum** This class provides undergraduate students with anthropological insights into human/animal relationships. The class complements existing strengths and foci in anthropology. The 3000 level class serves as an elective for CLAS majors in humanities, social sciences, and the natural sciences.

**Course Objectives** By the end of this course, students will be able to:

- Explain how and why anthropologists study humans and animals through space and time.
- Critique different approaches to studying humans and animals.
- Evaluate different cultural practices related to animals from a non-anthropocentric point of view.

**Course Textbook(s) and/or Other Assigned Reading** Hurn, Samantha (2012) Humans and Other Animals: Cross-Cultural Perspectives on Human-Animal Interactions. Pluto Press, London.

Additional links journal articles and other readings available at the UF libraries will be provided. Examples include:

The Emergence of Multispecies Ethnography Cultural Anthropology 25 (4): 545–76 by Kirksey, S. Eben, and Stefan Helmreich (2010)  
Humans, Animals, and Metaphors by Andrew Goatly, In Society and Animals (2006)

<http://web.b.ebscohost.com/pfi/pdfviewer/pdfviewer?vid=2&sid=3345e845-5f21-4d0f-96de-1c8c5264e0e8%40sessionmgr103> (Links to an external site.)  
 The Animal Connection and Human Evolution, Pat Shipman et al. *Current Anthropology* 51 (4): 519–38, please read ALL the comments that follow the main article, (2010)  
 How Dogs Dream: Amazonian Natures and the Politics of Transspecies Engagement, by E. Kohn, *American Ethnologist* 34(1):3-24. (2007)  
 From Eshu to Obatala: Animals used in Sacrificial Rituals at Candomblé "Terreiros" in Brazil, by Nivaldo A Léo Neto, Sharon E Brooks, and Rômulo RN Alves, *Journal of Ethnobiology and Ethnomedicine* 5:23 (2009)  
 Between Trust and Domination: Social Contracts between Humans and Animals, by Armstrong Oma, Kristin, *World Archaeology* 2010, 42 (2): 175–87 (2010)  
 Domestication as Enskilment: Harnessing Reindeer in Arctic Siberia. Losey, R.J., Nomokonova, T., Arzyutov, D.V. et al. *J Archaeol Method Theory* (2020)  
 Reindeer Economies: and the Origins of Pastoralism by Tim Ingold, *Anthropology Today* 2(4):5-10 (1986)  
 Cosmology, Environment, and Health: Baniwa Food Myths and Rituals by Luiza Garnelo c. 2007 191  
 Cosmology, Environment, and Health v.14, supplement, p.191-212, (2007)  
 Wild Animals and Other Pets Kept in Costa Rican Households: Incidence, Species and Numbers by Carlos Drews *Society & Animals* 9 (2): 107–26 (2001)  
 Pet Keeping and Pet Hiding in Black America" by Katheryn Lawson  
<https://ushistoryscene.com/article/pets-black-america/> (Links to an external site.)  
 Deep Play: Notes on the Balinese Cock Fight, Clifford Geertz, *Daedalus* reissue (2005 of 1973)

**Weekly Schedule of Topics**  
 Week 1: Why the Anthropology of Humans and Animals  
 Week 2: The Nature/Nurture Debate in Human History  
 Week 3: Human Evolution and Animals: Animals in Our Hunting and Gathering Past  
 Week 4: From Wild to Domesticated: Domination or Trust  
 Week 5: Putting Animals to Work: Economic Uses and All the Things that Animals Provide  
 Week 6: The Spiritual Animal: Symbolism, Animism and Totemism  
 Week 7: Animal Flesh: Taboo Animals  
 Week 8: Animal Flesh: Food Animals  
 Week 9: Fur Babies, Feathered Friends, and Other Critters: The Social Role of Pets and Companion Animals  
 Week 10: Lions and Tigers and Bears: Why Some People Want to Possess Exotic Animals  
 Week 11: The Human Gaze: Animals on Display  
 Week 12: Fighting with Animals: Humans Fighting Animals, Animals Fighting Animals  
 Week 13: Animal Conservation: Why Do We Care?  
 Week 14: Animal Tourism: Tourist Dollars, Conflict, and Animal Well-Being  
 Week 15: Animals and Human Health  
 Week 16: Class summary and final exam

**Grading Scheme** Points % of grade  
 Quizzes (best 12/15 quizzes) 10 each

25

Discussion (best 13/14)

20 each

25

Written Assignments (7)

100 each

35

Class Journal (2 parts)

100 each

10

Final Class Project

100

5

**Instructor(s)** Susan D. deFrance, Professor of Anthropology

**Attendance & Make-up** Yes

**Accomodations** Yes

**UF Grading Policies for assigning Grade Points** Yes

**Course Evaluation Policy** Yes

October 28, 2020

Dr. Joseph Spillane  
College of Liberal Arts and Sciences  
P.O. Box 112015  
University of Florida  
Gainesville, FL 32611-2015

Dr. Spillane:

Thank you for reaching out to engage on the College of Liberal Arts and Sciences plan to offer a new online course, Humans and Animals (ANT3930). We are pleased to welcome this course into UF Online and I believe that this program will contribute positively to the needs of CLAS UF Online students in particular. UF Online looks forward to working with you and your colleagues to ensure this offering thrives for many years to come.

Sincerely,



Evangeline J. Tsibris Cummings  
Assistant Provost and Director of UF Online

Written assignment rubric

	15-20	10-15	0-10
<b>Completeness</b>	Submission meets the length requirement AND addresses all aspects of the prompt.	Submission is missing ONE component of the prompt.	Submission is missing MULTIPLE aspects of the prompt AND too short.
<b>Understanding</b>	Submission demonstrates mastery of key course themes.	Submission demonstrates a partial understanding of key course themes	Submission does not demonstrate a clear understanding of key course themes
<b>Research</b>	Reference to required written sources, if required, is appropriate and demonstrates thorough reading.	Engagement with sources has ONE of the following issues: lacks demonstration of reading the materials, excessive paraphrasing, incorrect information from the reading	Engagement with sources has MULTIPLE of the issues listed on the left.
<b>Analysis</b>	Analysis is specific (e.g., includes relevant place names and dates) AND astute (e.g., makes appropriate connections)	Analysis is general, such that it is difficult to evaluate whether the conclusions are supported.	There is no substantial analysis of historical food trends/dietary representation
<b>Writing</b>	Writing is focused, is logically organized, and reflects appropriate grammar and tone.	Writing has ONE of the following issues: poor grammar, informal tone, superfluous information, incoherent organization.	Writing has MULTIPLE of the issues listed on the left.



Written Assignment #1

**Ethnoscience of Animal Categories**

The goal of this exercise is to identify and analyze the emic animal categories of an individual. You will interview an individual (only 1 individual) and ask them to tell you about **ONE** of the animal categories listed below.

You should follow their organizational categories.

You will create a chart (1 page) of their animal taxonomy. It will probably be hierarchical with several branches and lower level categories.

Once you have completed the chart, have your subject examine the chart to see if it looks accurate to them. Ask them about animals that they did not include in the chart.

Write a one page (double-spaced, ~300 words) analysis of their emic animal categories. What can you determine about your subject’s ideas about animals from the chart?

↑ You do not need to cite external references.

↑ **PICK ONE OF THE FOLLOWING:**

- Pets
- Marine Animals
- Farm Animals
- Taboo Food animals
- Cartoon Animals
- Animals that can be hunted/fished
- Literary Animals
- Aquatic Animals
- Imaginary/Mythical Animals
- Zoo Animals

Food Animals  
Dangerous Animals  
Vermin and Pests (can include non-vertebrates)  
Wild Animals (in Florida)  
Flying Animals  
Charismatic Animals

Written Assignment #2

### **Animal Symbolism and Syncretism in Religion**

Please read the articles listed in Module 4: The Dog Tribe (by Jenny James) and From Eshu to Obatala: animals used in sacrificial rituals at Candomblé "terreiros" in Brazil (by Léo Neto et al.).

In both instances, religious practices show syncretism, or the blending of religious phenomena from different traditions.

Write a 2 page (double-spaced, ~500 word) essay that examines how animals symbolize aspects of religion. How are animals used for religious purposes in these two examples?

Do not let your ethnocentric views regarding animal sacrifices affect your opinions. I know that some of you may find the topics discussed in the Léo Neto et al. article difficult (and contrary to your personal views). Recognize that your views may be influencing your interpretations.

Your answer should incorporate broader class themes from this week's reading rather than simply summarizing the lectures.

Written #3

### **Domestication or Animals of Utility or Pastoralism**

This written assignment uses readings and lecture materials from Week 6

Write a 2 page (double-spaced, ~600 word) essay on ONE of the following.

#### **Enskilment in Domestication**

Read the article by Losey et al. "Domestication as Enskilment: Harnessing Reindeer in Arctic Siberia" and apply the ideas of enskilment to another work animal. Your essay can be part conjecture and creative. You can consider the human role of communication with a work or hunting dog.

#### **Pastoralists Contemporary Lives**

In the chapters from the book *Emergent Sustainability*, author Mark Moritz describes the herder's intimate knowledge of their animals. The Fulani call this *ngaynaaka*. What are Fulani examples of *ngaynaaka*? How does this knowledge help the herder with keeping the cattle in good shape? How does the herder "respond" to the animals versus control the animals? What does this relationship tell you about the connection between pastoralists and their animals? (you should also incorporate details from these chapters on herd movement and the mutual decisions on where to set up campsites).

Written #4

### **Taboo Totem Animals or Flesh Food Animals**

This written assignment uses materials from Weeks 7 and 8.

Write a 2 page (double-spaced, ~600 word) essay on ONE of the following.

#### **Taboo Totem Animals**

Consider that you are a member of a culture that practices animism and has totem animals. Pick a totem animal for your family lineage. Create a myth for why that animal is taboo. How does the taboo function for your family group? You can be creative, but your answer should be realistic in terms of geography and animals in the region that you decide to live.

#### **Flesh Food Animals**

Pick a food animal other than chicken, and examine the commodity chain for that food animal to arrive in a market and eventually to a consumer. How is labor invisible in this process? Apply topics and themes presented



market and eventually to a consumer. How is labor invisible in this process? Apply topics and themes presented in Module 8 for your answer. You can use non-mammals and non-birds, such as marine fish or shellfish, or other seafood.

## Written #5

### **Pet Animals (PICK one of these) or Exotic Animals**

This written assignment uses materials from Modules 9 and 10.

Write a 2 page (double-spaced, ~600 word) essay on ONE of the following.

If you cite external sources, please include the full citation at the end of your paper.

#### **Pet Animals (PICK one of these)**

Write an essay that examines how and why do humans bond with pet animals? Are there features of modern life that make pets more popular today?

OR

Is the rise in Emotional Support Animals a factor of the pace of modern life? Are ESA animals more common in affluent counties, if so, why and what does that indicate about animal and human interaction? VERSION ONLINE HAS MORE TEXT

#### **Exotic Animals**

You have joined an NGO that is working to reduce illegal trade in exotic wildlife in the United States. How would you work to advance the mission of the NGO? What would you attempt to do on a national versus a state level? What might you do to discourage individuals against owning illegally imported animals or large captive exotics?

↑

## Written #6

### **Zoos and Performance Animals**

This written assignment consists of 2 parts. You must complete each part.

#### **Part 1 – Animals on Display**

Please visit an online video cam of zoo animals and observe their behavior. You can observe one or two different species (some larger zoos have many different video cams and some animals are more active than others). How does the online viewing differ from viewing animals in person? Do you get a sense of an immersive experience or not? What possible advantages are there to viewing animals via video cam? (For example, is this a good option for people who cannot travel to a zoo because of mobility issues, can't afford a zoo, can one build knowledge of the animal over time, is this good for children – before or after going to the zoo?) Are you inclined to view other animal video cams?

Write a short essay on this experience (~200 words) – please include the zoo details, time of visit, and species observed.

#### **Part 2 – Animal Performance and Cultural Relativism**

Using the description of cockfighting in the Geertz article and the interview with Dr. Michael Wylde, evaluate the cultural practice of cockfighting. From a cultural relativistic standpoint, can you make a case that Balinese cockfighting is acceptable? Or should all forms of animal vs. animal fighting be banned? (Please demonstrate that you read the Geertz article by including details NOT presented in the class lecture).

Write a one-page double spaced essay (~300 words) on this topic.

## Written #7

### **Anthropological Conservation Plan**

Create a conservation plan involving the local community using the anthropological methods discussed in Week 13.

Research a geographic region that has conservation needs because of habitat destruction, human exploitation of local animals for food or for sale, or a large ecotourism industry. You can pick a terrestrial or an aquatic/marine setting. What animals are at risk? How could a localized conservation approach involving local people help to conserve the at-risk animals? If you can include making local practice economically sustainable, especially for a tourist locale, please include details.

This is a creative exercise to have you apply information from weeks 13 and 14 (including the readings and videos). Successful answers will indicate that you have read the materials and are applying concepts from the readings. You can also cite external sources.

Your answer can include charts, a location map (especially a map!), other figures, and at least one double spaced page of text (~300 words).

Class Journal

We cover a large amount of different material in each module. The goal of the class journal is for you to link the different themes from each module.

You should be considering what is the general theme of the module, what is anthropological about this topic, how does the material in the different modules relate to one another.

I suggest that you take weekly notes on what you learned, and each week consider how this week's module related to the previous week.

After weeks 1-7, you will turn in a synthesis of your journal (Class Journal Part 1). This should not be more than one double-spaced page. Synthesis and reflection should be clear in your writing, if you are making the connections as you go through the class.

After weeks 8-14, you will turn in a synthesis of your journal (Class Journal Part 2). Again, this should not be more than one double-spaced page. Synthesis and reflection should be clear in your writing, if you are making the connections as you go through the class.

(Note: if you want to email me well ahead of time to ask if you are on the right track in terms of class theme connections as you go through the class, I will be happy to answer your questions. Please do not wait to ask questions near the due date or ask me what the connections between themes are.)

## Final Research Project

### Create:

8-10 Powerpoint slides on a topic related to humans and animals

### Suggested topics:

Pick a culture and an animal – explore the relationship

Sami and reindeer

Plains Native Americans and horse or dog

Examine an animal depicted in art

Animistic animals

Modern commodity chains of animals (other than the chicken)

Fishing/hunting conflicts – economics vs. recreation

Conservation vs. tourism – how are people affected by tourism

Or another approved topic (just email me or pop into office hours)

(do not create a project on your life with your pet)

### Research Goals:

Relate to anthropological topics

Cite at least 5 new sources (non-class readings) on the topic (add citations on last slide – small font)

### Mechanical considerations:

Your slide presentation should be intuitive – tell a story with the slides – DO NOT simply put a research paper on your slide – minimize the text.

A less creative template is better – simple is better.

Your slides should include maps and geographic location (add citation to sources)

Reduce or compress ALL images to 150 DPI (under format - select the image – compress image)

Please email me or discuss topic with me for approval

**Original file: written assignment details.docx**

**Citations:**

Cite new literature – at least 5 new sources – not class readings

Do NOT summarize sources – do not review a single work

Use Chicago style for citations

In text: (Author year: page)

Do not use footnotes

↑