

General Education Course Information Sheet
Please submit this sheet for each proposed course

Department & Course Number Anthropology 98TC
 Course Title Animals in Anthropology: Killer Bees, Mutant Mice, and Heroic Horses
 Indicate if Seminar and/or Writing II course Seminar

1 Check the recommended GE foundation area(s) and subgroup(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis X
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice X

Foundations of Society and Culture

- Historical Analysis X
- Social Analysis X

Foundations of Scientific Inquiry

- Physical Science _____
With Laboratory or Demonstration Component must be 5 units (or more)
- Life Science _____
With Laboratory or Demonstration Component must be 5 units (or more)

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This course fits the foundations of Literary and Cultural Analysis & Visual and Performance Arts because we will discuss topics from how people write and portray animals, to how they are used in human rituals, as companion, and as animals for consumption. Our material will be pulled from historical ethnographies and articles as well as current social trends and discussions.

3. List faculty member(s) who will serve as instructor (give academic rank):

Gwyneth Talley, Teaching Fellow; Faculty Mentor - Professor Nancy E. Levine

Do you intend to use graduate student instructors (TAs) in this course? Yes _____ No X

If yes, please indicate the number of TAs _____

4. Indicate when do you anticipate teaching this course:

2018-2019 Fall _____ Winter _____ Spring X
 Enrollment _____ Enrollment _____ Enrollment _____

5. GE Course Units

Is this an ***existing*** course that has been modified for inclusion in the new GE? Yes ___ No X

If yes, provide a brief explanation of what has changed. _____

Present Number of Units: 5 Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

❑ General Knowledge

Through readings, students will discuss basic theories related to how scholars understand animal-human studies and methodologies used to examine the human-animal relationship.

❑ Integrative Learning

Students are asked to write reading analyses/journals to critically respond and incorporate topics covered in class with issues that students encounter in their daily lives. They will also address problems within the readings and the current trends of scholarly research.

❑ Ethical Implications

Coursework will lead students to rethink their current ethical issues about human-animal interactions via readings, critical writing, journaling, and guest speakers

❑ Cultural Diversity

In class, students will be exposed to many ranges of human-animal interactions across the world, within religious, ethnic, and gendered contexts via readings, guest speakers, and films.

❑ Critical Thinking

Readings, journal assignments, and a research paper will be used by students to make a critical and logical assessment of evidence to create and back up an argument

❑ Rhetorical Effectiveness

A research paper and a presentation requirement will give students the opportunity to frame and deliver a reasoned and persuasive argument in speech and written forms.

❑ Problem-solving

By creating an abstract and bibliography for the students' research paper and through a guest lecturer from Powell Library, they will develop the ability to determine what knowledge is needed for the paper, how to acquire the information and research it, and how to apply it in the assignment.

❑ Library & Information Literacy

Through the course of using readings, creating a bibliography, and writing a research paper, students will learn how to use the library, gather the abilities to search, select, organize, and manage relevant information from a variety of sources.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

- | | | |
|---|-------------------|---------|
| 1. Lecture: | <u>3</u> | (hours) |
| 2. Discussion Section: | <u> </u> | (hours) |
| 3. Labs: | <u> </u> | (hours) |
| 4. Experiential (service learning, internships, other): | <u> </u> | (hours) |
| 5. Field Trips: | <u> </u> | (hours) |

(A) TOTAL Student Contact Per Week **3** **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

- | | | |
|-------------------------------------|-------------------|---------|
| 1. General Review & Preparation: | <u>1</u> | (hours) |
| 2. Reading | <u>5</u> | (hours) |
| 3. Group Projects: | <u>0</u> | (hours) |
| 4. Preparation for Quizzes & Exams: | <u>0</u> | (hours) |
| 5. Information Literacy Exercises: | <u> </u> | (hours) |
| 6. Written Assignments: | <u>3</u> | (hours) |
| 7. Research Activity: | <u>3</u> | (hours) |

(B) TOTAL Out-of-class time per week

12

(HOURS)

GRAND TOTAL (A) + (B) must equal at least 15 hours/week

15

(HOURS)

**ANIMALS IN ANTHROPOLOGY:
Killer Bees, Mutant Mice, and Heroic Horses**

Instructor: Gwyneth Talley, ABD

Office: Haines 360

Office Hours:

Email: guj.talley@gmail.com

Class Time:



COURSE DESCRIPTION:

Animals in Anthropology is designed to reevaluate our thinking about animals through socio-cultural anthropology. The information and knowledge that examining our relationships with animals can uphold is often visual, subtle, implied, and morally shaking. In most social sciences, nature and culture have a strict cultural boundary, but when discussing animals, the lines are quickly blurred. Whether animals as healers, animals as lovers (bestiality), or animals as meat, humans distance or intimately align themselves with animals, even though humans are also a type of animal. Students will pursue their own research or ethnographic project.

The goal of the class is to critically assess and understand theories of “animals being good to think with”, examine the history of animals in anthropological works and our daily lives, and explore key themes of animals in various roles. Some of the lectures and readings might challenge your personal beliefs. Others might make you look at meat a different way, and you will question how you see and treat your companion-animal. The focus of your readings should be: What are the ethical, ecological, and societal consequences of continuing our current relationships with animals throughout the twenty-first century?

The course format will be a seminar style with introductory mini-lectures to cover anthropological and sociological theories, and ethnographic aspects of animals in culture and society followed by discussion. Key readings support the mini-lecture and provide a broad theoretical look at animals, followed by a magnifying article or example. Readings are the basis of the seminar and paper assignments. Students are expected to come to class having completed the readings and be ready to discuss them. This is an intensive reading and writing course to facilitate your thinking and research on animals and their constant connectedness to humans.

COURSE OBJECTIVES:

- Analyze how animals in society intersect with every aspect of our lives through traditional literature and contemporary research in human-animal studies

- Use animals as an entry point to analyzing and expressing why the animal is such an integral part of studying humans, and larger issues such as the environment, politics, and economics
- Practice critical reading as key to productive discussions and thoughtful writing, with emphasis on linking these skills in order to effectively recognize, re-state, and analyze key arguments from the course readings and discussions.
- Locate academic articles related to a particular research topic and use these outside readings to effectively and thoughtfully engage the course topics in a final research paper.
- Learn how to participate in a productive discussion and argue effectively in a seminar-style classroom.

REQUIRED READING:

Haraway, Donna. *The Companion Species Manifesto: Dogs, People, and Significant Otherness*. Chicago: Prickly Paradigm Press, 2003.

Hurn, Samantha. *Human and Other Animals: Cross-Cultural Perspectives on Human-Animal Interactions*. London: Pluto Press, 2012.

CLASS GRADING AND ASSIGNMENTS:

Class Participation and Engagement	15%
Readings Analysis/Journal	20%
Paper Abstract	5%
Best First Draft	15%
Final Paper	35%
Presentation	10%

CLASS PARTICIPATION AND ENGAGEMENT (15%)

To get the most from this seminar, it is essential that you come to class prepared to discuss the assigned readings and to engage with the weekly prompts. This means you arrive in class having read the assigned readings for that week in their entirety. In order to cultivate critical reading and discussion skills, a key objective of this seminar, we will spend the majority of our class time talking through the readings as a group and conducting smaller peer-group activities. The goal is for everyone to leave the classroom with a clear and well-considered understanding of the assigned topic for the week, and this depends upon your active engagement with the course readings and class discussions.

READING ANALYSIS/JOURNAL (20%)

Choose 4 of the 10 weeks to write a 500-700 word critical analysis of the week's required readings. In your response, consider the questions posed for that week's topic (listed immediately under the weekly heading in this syllabus). The strongest critical analyses are those that address the main arguments for the week's readings in relation to one another and to the larger themes of the course. Think of this analysis as a way to digest the material you

are reading, add personal insights, ask further questions, and also personal notes for yourself as you work on your first draft and final papers.

A hard, typed (12-point, Times New Roman, 1 inch margins, double-spaced) copy of your response must be submitted at the start of the second class of the week you are discussing (For example if you are analyzing Week 4, you must turn in the analysis at the beginning of class Thursday.) DO NOT WAIT to complete all 4 of the responses until the last 4 weeks of class, since the goal of these responses is to get feedback as we progress. Therefore, please plan ahead by looking over the syllabus and decide in advance which weeks you will write your analysis.

ABSTRACT AND ANNOTATED BIBLIOGRAPHY (5%):

You will meet with me between **weeks 4-5** during office hours or through appointments to get your abstract and annotated bibliography approved. This will involve giving a short summary abstract (250-300 words) of what you will discuss along with a clear thesis statement and notes on what sources you intend to use and a brief description (100-150 words) of what the sources discuss and their potential helpfulness. This annotated bibliography will contain a minimum of six academic sources (including one ethnography or book) and will be in American Anthropological Association format. See their style guide for more information:

<http://www.americananthro.org/StayInformed/Content.aspx?ItemNumber=2044>

“BEST FIRST DRAFT” (15%):

This first draft and final paper will be a culmination of your own research on a cultural event or sport with animals (i.e. bullfighting, falconry, swimming with dolphins, foxhunting, camel racing, circus animals) or type of animal husbandry (dairy farming-cows or camels, free range chickens, fish-farming, snake breeding). It will be a way to delve deeper into a sport or an animal that interests you. The goal for this project is to inform the class, learn to condense the body of work into a digestible format, position your topic in the broader literature of human-animal studies, and write in an academic tone. For both your paper and presentation, you must thoroughly research the event/activity/sport, the animal(s) involved, the significant literature, what role the animal and the event plays in the particular culture or society, and the implications on the animal's life. You will be asked to read at least one ethnographic book and find at least 3 scholarly articles on the topic.

OR

You may conduct your own ethnographic field project where you shadow, observe, interview, volunteer with a local animal shelter, cat café, equestrian center, work with a veterinarian, engage with curators and patrons of the Animal Museum, or join a meet-up ground for breed enthusiasts. Students must spend at least 30 hours in the field, record notes, conduct interviews, and write a paper that describes and analyses the event, use and relate their ethnographic experience to an ethnography we read in class, utilizes theory discussed in class, and references at least 3 scholarly articles.

A good first draft should have a rough introduction with the thesis statement (perhaps it changed as you researched more), a body that analyzes the literature thoughtfully, and applies and argues for the theoretical framework that you choose.

Give your paper an appropriate, meaningful title, and put your name, and class number. Your draft can be 6-8 pages, but your final paper should be 12-15 pages; it should be double-spaced, paginated, pages stapled together, with your name on each page. Use Times New Roman, 12pt. font, 1-inch margins all around. Make sure you have proofread the paper at least twice. **DO NOT SUBMIT AN UNEDITED PAPER** for the draft assignment. This will be due **Week 7**.

Audience: Write this paper as if you were explaining it to another student in the same major. They are relatively aware of the theoretical ideas related to human-animal studies, but you should probably explain the concept briefly and give them examples.

Purpose: This essay is designed for you to build from the theories from lecture to what you have read at home and apply it to your research topic. It also teaches you how to write well in the discipline and make you think about course concepts.

PRESENTATION (10%):

This presentation is a way for you to “teach” your classmates about your findings. Give us a clear background, discuss your research methods, and the position of the research within our classroom discussions. Your in-class presentation will be 6-8 minutes and approximately 6-8 slides. Feel free to use Google Slides, PowerPoint, Prezi, or other platforms for presentations. The slides are there to visually assist your presentation, not for the audience to just read. Your public-speaking, presentation should only be aided by the slides, not a crutch. Presentations will be **Week 9**.

FINAL PAPER (35%):

The final paper will have a polished introduction, body, and conclusion. It will thoroughly analyze the literature and explain and address possible counter arguments to the theoretical framework you choose to apply. It will have effectively incorporated feedback from the peer review and teacher review.

You will turn in your completed, edited final paper, which will be 12-15 pages with complete bibliography. You will include your approved abstract and annotated bibliography, your peer-reviewed first draft to get all the points, and a copy of your presentation slides. This is due the **Tuesday of Finals Week**.

TIMELINE and GRADING BREAKDOWN:

Every assignment builds on itself so please keep on top of the deadlines

Week 3: Pick your topic and get approval

Week 5: Need approval of your abstract with clear thesis statement and annotated bibliography

Week 7: First draft due in class. Bring 2 copies.

One for the teacher and one for your 15 Minute peer-review in class, two classmates will offer comments and major problems will be discussed.

Week 8: First drafts returned to you

Week 9: Presentation in class

Finals Week: Final Paper due

PLAGIARISM:

I take plagiarism VERY SERIOUSLY. DO NOT TRY IT, DO NOT DO IT!

Plagiarism violates the Student Code of Conduct on Academic Dishonesty: Plagiarism includes, but is not limited to, the use of another's words or ideas as if they were one's own, including, but not limited to, representing, either with the intent to deceive or by the omission of the true source, part of or an entire work produced by someone other than the student, obtained by purchase or otherwise, as the student's original work or representing the identifiable but altered ideas, data, or writing of another person as if those ideas, data, or writing were the student's original work. Penalties for plagiarism can include Suspension or Dismissal from the University.

STUDENTS NEEDING ACCOMMODATIONS

Appropriate and confidential accommodations will be made for students eligible for support from the Center for Accessible Education. Any student who needs special accommodation is advised to contact me privately to discuss his/her needs. If you wish to request an accommodation due to a disability, please contact the Center for Accessible Education as soon as possible. <http://www.cae.ucla.edu/>

EMAILS

I will attempt to respond to all emails within 48 hours. However, I do not check email consistently on weekends, so please plan accordingly and do not expect immediate responses. Please write "ANIMALS IN ANTHRO" in the subject of any email, and sign emails with your full name (first and last) to avoid any confusion. Do not forget a greeting such as "Hi, Gwyneth" or "Dear Gwyneth" etc. and a closing like "Sincerely, Your name" or "Best, Your name" etc. Use respectful email etiquette and common sense.

ELECTRONICS AND FINAL NOTES

During lecture we will be focused on the text and class discussion. All cell phone and non-note taking computer usage is banned for the entirety of class. Habitual lateness, conspicuous food and drink, and sleeping in class all tend to distract us from learning and will therefore negatively affect your participation grade.

WEEK 1: WHAT IS AN ANIMAL? / HISTORY OF ANIMALS IN ANTHROPOLOGY

Questions: How do we (as humans) attempt to define animals? How do we include ourselves as animals? How do the definitions of nature and culture express our status in the "natural world"? What are some of the ways anthropologists have looked at animals? Can you think of something you have read or seen where animals were centric to a way of life?

Hurn book, Chapters 1-4, 6, “Why Look at Human-Animal Interaction?” “Animality” “Continuity” 1-40, “The West and the Rest”, “Good to Think” 41-53; 70-83 (26 pages) (40 pages)

Ingold, Tim. "Introduction." *What Is an Animal?* Ed. Ingold, Tim. One World Archaeology. New York: Routledge, 1988. 1-16. (15 pages)

Mullin, Molly H. “Animals and Anthropology.” *Society & Animals* 10.4 (2002): 387-393. (6 pages)

Noske, Barbara. "The Animal Question in Anthropology: A Commentary." *Society & Animals* 1.2 (1993): 185-90. (5 pages)

WEEK 2: RESEARCHING ANIMALS NOW

In-class activity: Presentation from librarian from Powell Library about research and resources

Questions: How did researchers go from a human focus to a human-animal studies focus to a multispecies ethnography? What are the benefits and drawbacks of each? What is Thompson’s argument about using binaries to describe the bullfight?

Franklin, Adrian. “Chapter 2: ‘Good to think with’” & “Chapter 3: From Modernity to Postmodernity” *Animals and Modern Cultures: A Sociology of Human-Animal Relations in Modernity*. London: SAGE Publications. 1999. 9-61 (52 pages)

Hurn book, Chapter 16 “From Anthropocentricity to Multi-Species Ethnography” 202-219 (18 pages)

WEEK 3: ANIMAL DOMESTICATION

Pick topic for your final paper and get approval this week

Questions: What is the domesticated animal contract? What does Russell’s argument do to the previous theories on domestication?

Alvard, Michael S., and Lawrence Kuznar. “Deferred Harvests: The Transition from Hunting to Animal Husbandry.” *American Anthropologist*, vol. 103, no. 2, 2001. 295–311. (16 pages) www.jstor.org/stable/683467

Anthony, David W. “The Domestication of the Horse and the Origins of Riding” in *The Horse, the Wheel, and Language: How Bronze-Age Riders from the Eurasian Steppes Shaped the Modern World*. Princeton & Oxford: Princeton University Press, 2007. 193-224 (31 pages)

Hurn book, Chapter 5 “Domestication,” 59-69 (10 pages)

Russel, Nerissa. “The Domestication of Anthropology” in *Where the Wild Things Are Now: Domestication Reconsidered*. Ed. Cassidy, Rebecca & Mullin, Molly. Oxford: Berg. 2007. 27-48 (21 pages)

WEEK 4: ANIMALS AS SYMBOLS / ANIMALS IN RELIGION

Questions: How would you define intersubjectivity? Why does Hurn suggest caution with intersubjectivity?

Govindrajan, Radhika. "'The Goat That Died for Family': Animal Sacrifice and Interspecies Kinship in India's Central Himalayas." *American Ethnologist* 42.3 (2015): 504-19. (15 pages)

Hurn book, Chapter 10 "Intersubjectivity" 125-138 (13 pages)

WEEK 5: PETS AND ANIMAL KEEPING

Abstract with clear thesis statement and bibliography for research paper due

Guest Speaker: Victoria Netanel of Mini Therapy Horses of Los Angeles

Questions: Think back to your childhood. Did you have pets? Why or why not? What thought went into the species and breed? Did your parents think it would teach you responsibility? How does the family think of the pet? Does he/she have a job (hunting, guarding)? If you didn't have a pet, what reason did they give for not having one? Or if you have an aversion to pets, why? How were/are pets in your neighborhood regulated? What does having a pet mean to you in terms of economy? Well-being? Social life? When reading Haraway's book, think about her use of nature and culture. How does she illustrate her manifesto with dogs? How do her thoughts about companion species differ/concur with yours?

Haraway book, *The Companion Species Manifesto* (100 pages)

Hurn book, Chapter 8 "Pets" 98-111 (13 pages)

Ritvo, Harriet. "The Emergence of Modern Pet-keeping" *In Social Creatures: A Human-Animal Studies reader*. 96-106 (10 pages)

Serpell, James A. "Pet-Keeping in Non-Western Societies: Some Popular Misconceptions." *Anthrozoös* 1.3 (1987): 166-74. (8 pages)

WEEK 6: ANIMALS AS FOOD –MEAT, ANIMAL PRODUCTS, TABOOS

Content warning: This week will discuss and view animal slaughter in great detail. Some students might find some of the images shown in class disturbing.

Questions: Think back to discussing animals and symbols. Rethinking about domestication and how humans move from a plant-based diet to a more meat rich diet: What does diet have to say about class? Do we consume certain animals because they represent certain ideals? How has your upbringing (religion, habits, social circles) affected what meats you eat? List holidays and occasions that usually have an animal/meat center. After watching the animal slaughter video, how do you feel about the duck slaughter versus the cow slaughter? Does the species make a difference? Maybe you don't eat duck, but consume lots of beef? What about an animal (horse, dogs, insects) that is taboo that has a significant role outside of meat? What other animal products do we consume?

DeMello, Margo. "Chapter 7: The Making and Consumption of Meat:" *In Animals and Society: An Introduction to Human-Animal Studies*. New York: Columbia University Press. 2012. 127-145 (18 pages)

Franklin, Adrian. "Chapter 8: Animal Foodways" *In Animals and Modern Cultures: A Sociology of Human-Animal Relations in Modernity*. London: SAGE Publications. 1999. 145-174 (31 pages)

Hurn book, Chapter 7 "Food" 84-97 (13 pages)

Video: Duck slaughter video clip from Anderson, Kip & Kuhn, Keegan. *Cowspiracy: The Sustainability Secret*. 2014. 85 min.

Video: Cow slaughter

Forrest, Susanna. "MEAT: Americans Don't Eat Horses" *in The Age of the Horse*. London: Atlantic Books. 2016 213-253 (40 pages)

Grandin, Temple. "Behavior of Slaughter Plant and Auction Employees toward the Animals." *Anthrozoös* 1.4 (1988): 205-13. (8 pages)

McDonald, Barbara. "Once You Know Something, You Can't Not Know It: An Empirical Look at Becoming Vegan." *Society & Animals* 8.1 (2000): 1-23. (23 pages)

Video: Imhoof, Markus. *More Than Honey*. 85 min: Allegro Productions. 2012.

RECOMMENDED:

King, Barbara J. "Octopuses are Marvels to Watch, And For Some, to Eat Alive."

Commentary. *NPR NEWS*. November 17, 2016

<http://www.npr.org/sections/13.7/2016/11/17/502274959/octopuses-are-marvels-to-watch-and-for-some-to-eat-alive>

WEEK 7: ANIMAL RIGHTS AND RESEARCH

First draft of research paper due in class. Bring two copies for peer-review

In class activity: Peer review of papers. Trading with two classmates and discussion of common problems; In-class debate between different types of animal rights. Students will be arbitrarily assigned to advocate for or against certain types of animal ethics, rights, and legislation. This is to encourage looking at both sides of the argument and why activists, scholars, and people become so intertwined in these debates.

Questions: Grandin (from week 6) is opposed to violent slaughter, but what does she argue for? How does that relate to animal rights/anti-cruelty? How does animal cruelty differ from animals having rights? After taking the IACAUC training course, how has it made you think about scientific testing and the rigors of working with animals? In Hurn's chapters she talks about ego-morphism and anthropomorphism. Why are these two terms important when discussing animal rights and animal testing?

Hurn book, Chapter 12 “Science and Medicine” (13 pages), Chapter 15 “Animal Rights and Wrongs” (12 pages)

Singer, Peter. “All Animals Are Equal” *In Animal Liberation* 1975. (17 pages)

Webster, John. Animal Welfare: Freedoms, Dominions and “A Life Worth Living” *Animals* 6.6 2016. 1-6 (5 pages)

Students will take the Institutional Animal Care and Usage Committee’s training course here: <https://www.citiprogram.org/index.cfm?pageID=91> Takes approximately one hour.

WEEK 8: ZOOS, ENVIRONMENTALISM, AND CONSERVATION

First drafts returned to students

Questions: Think about the last time you went to a zoo. How much time did you spend looking at each animal? What animals caught your attention and why? How do zoos make you feel today? Do you feel like they are still useful/needed/education based? What does conservation mean to a zoo? What does conservation mean to a hunter? What does conservation mean to an environmentalist? How are animal rights/the Five Freedoms taken into account with zoos? What happens when a zoo is in crisis?

Berger, John.

“Why Look at Animals?” *In About Looking*. New York: Random House, 1980. 1-26 (25 pages)

Cowperthwaite, Gabriela. *Blackfish*. Magnolia Pictures. 2013. 83 min. Film. (Available on reserve at the library or on Netflix. Some clips will be watched in class, but must be watched in the entirety)

Grazian, David. “Chapter 5: Bring on the Dancing Horses: American Zoos in the Entertainment Age” & “Chapter 6: Simply Nature: Zoos and the Branding of Conservation” in *American Zoo: A Sociological Safari*. Princeton: Princeton University Press, 2015. 141-212 (71 pages)

Hurn book, Chapter 13 “Conservation” (10 pages)

Parker, Ian. “The Culling: At Danish Zoos, Surplus Animals Are Euthanized– and Dissected before the Public.” *The New Yorker* 2017: 42-53.

[http://www.newyorker.com/magazine/2017/01/16/killing-animals-at-the-zoo?mbid=nl_January%209th%202017%20\(1\)&CNDID=44277905&spMailingID=10195661&spUserID=MTQ3Njc3MDQzNDM4S0&spJobID=1080723137&spReportId=MTA4MDcyMzEzNwS2](http://www.newyorker.com/magazine/2017/01/16/killing-animals-at-the-zoo?mbid=nl_January%209th%202017%20(1)&CNDID=44277905&spMailingID=10195661&spUserID=MTQ3Njc3MDQzNDM4S0&spJobID=1080723137&spReportId=MTA4MDcyMzEzNwS2)

Recommended:

Raghavan, Sudarsan. “ ‘Imagine living and dying in such a small space’: Zoo workers in Yemen are struggling to feed starving animals” *Washington Post*. June 10, 2016 <https://www.washingtonpost.com/news/worldviews/wp/2016/06/10/in-about-two-weeks-the-lions-and-leopards-at-this-zoo-in-yemen-may-be-out-of-food/>

WEEK 9: ANIMALS IN CULTURAL ACTIVITIES - BLOOD SPORTS, ENTERTAINMENT & FOLKLORE

In class presentations

Questions: When thinking about an animal sport like hunting or fishing, what are the considerations of cruelty, conservation, and leisure? What is the argument against various bloodsports? What is the argument in favor of these sports? How do these arguments engage in the nature vs. culture debate? Where do you stand on Herzog’s comparison of cockfights to chickens raised for meat? How does Azoy use Buzkhashi as an idiom for the Afghan people? What early anthropologist does this remind you of? How does the horse and the game contribute to cultural heritage? What is the weight of cultural heritage in the practices we are learning about in Week 12 and 13? What does cooperation mean in the various activities we have discussed and read about?

Azoy, G. Whitney. “The Laughable Game” in *Buzkhashi*. Third ed. Long Grove, IL: Waveland Press, 2012(2013). 1-20. (20 pages)

Hurn book, Chapter 14 “Hunting and Blood Sports” (12 pages)

Herzog, Hal. “In the Eyes of the Beholder: The Comparative Cruelty of Cockfights and Happy Meals” *Some We Love, Some We Hate, Some We Eat: Why It’s So Hard to Think Straight About Animals*. New York: HarperCollins Publications, 2010. 149-174 (25 pages)

Kemp, Sharon F. “Sled Dog Racing: The Celebration of Co-Operation in a Competitive Sport.” *Ethnology*, vol. 38, no. 1, 1999, pp. 81–95. www.jstor.org/stable/3774088.

MacDonald, Helen. “Trained falcons” in *Falcon*. London: Reaktion Books, 2006. 81-117 (36 pages)

Marvin, Garry. Chapter 6: “The fighting bull” in *Bullfight*. Champaign: University of Illinois Press, 1994. 85-105 (20 pages)

Example Final Presentations:

- Falconry
- Circus
- Dog sledding
- Horseracing
- Dressage
- Camel racing
- Whale watching (Eco tourism)
- Buzkashi
- Hunting
- Cockfighting
- Dogfighting
- Bullfighting

WEEK 10: RELATIONSHIPS WITH ANIMALS: LOVERS, PROTECTORS, CO-WORKERS

Questions: Last week, we discussed cooperation. How does cooperation stand in the sense of bestiality, co-worker, and protector? Do animals have agency when working or being involved in these activities? How do the Five Freedoms and Anti-Cruelty legislation enter the discussion? How is training an important aspect to these activities? If animals are 'good to think with,' according to Stern et.al., how does that make them 'good to heal with'? How are animals commoditized via veterinary care? How do you make the decision how much you spend on an animal's health? Why does Davis argue for learning about indigenous animal health care? What does that tell us about a group of people?

Boggs, Colleen Glenney. "American Bestiality: Sex, Animals and the Construction of Subjectivity." *Cultural Critique* 76.Fall (2010): 98-125. (26 pages)

Davis, Diana K. & Frappier, Denys. "The Social Context of Working Equines in the Urban Middle East: The Example of the Fez Medina." *The Journal of North African Studies* 5.4 (2000): 51-68. (17 pages)

Davis, Diana K.; Quaraishi, Karimullah; Sherman, David; Sollod, Albert; Stem, Chip. "Ethnoveterinary Medicine in Afghanistan: An Overview of Indigenous Animal Health Care among Pastun Koochi Nomads." *Journal of Arid Environments* 31 (1995): 483-500. (17 pages)

Paterniti, Michael. "The Dogs of War" *National Geographic* June 2014. <http://ngm.nationalgeographic.com/2014/06/war-dogs/paterniti-text>

Stern, Stephen L.; Donahue, D. Allen, et al. "Potential Benefits of Canine Companionship for Military Veterans with Posttraumatic Stress Disorder (PTSD)." *Society & Animals* 21 (2013): 568-581. (13 pages)

FINALS WEEK: FINAL DRAFT PAPER DUE



New Course Proposal

Anthropology 98TC

Animals in Anthropology: Killer Bees, Mutant Mice, and Heroic Horses

Course Number Anthropology 98TC

Title Animals in Anthropology: Killer Bees, Mutant Mice, and Heroic Horses

Short Title ANIMALS IN ANTHRO

Units Fixed: 5

Grading Basis Letter grade only

Instructional Format Seminar - 3 hours per week

TIE Code SEMT - Seminar (Topical) [T]

GE Requirement Yes

Major or Minor Requirement No

Requisites Enforced: Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.

Course Description Seminar, three hours. Requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Exploration of interaction of animals and humans, and how it plays into cultural experience and dependency on animals. Letter grading.

Justification Part of the series of seminars offered through the Collegium of University Teaching Fellows

Syllabus File [ANTHRO 98TC Talley Syllabus.pdf](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information Instructor (Gwyneth Talley) UID: 404363146

Professor Nancy Levine is the faculty mentor for this course. UID: 201489055

Approved by the Collegium of University Teaching Fellows Faculty Advisory Committee on May 8, 2018

Grading Structure Class Participation and Engagement 15%
Readings Analysis/Journal 20%
Paper Abstract 5%
Best First Draft 15%
Final Paper 35%
Presentation 10%

Effective Date Spring 2019

Discontinue Date Summer 1 2019

Instructor Name: Gwyneth Talley Title: Teaching Fellow

Quarters Taught Fall Winter Spring Summer

Department Anthropology

Contact Name: MICHELLE CHEN E-mail: mchen@oid.ucla.edu

Routing Help

ROUTING STATUS

Role: Registrar's Office

Status: Processing Completed

Role: Registrar's Publications Office - Livesay, Blake Cary (BLIVESAY@REGISTRAR.UCLA.EDU) - 61590

Status: Added to SRS on 8/17/2018 11:37:31 AM

Changes: Description

Comments: Course description edited into official version.

Role: Registrar's Scheduling Office - Lin, Jessica (JLIN@REGISTRAR.UCLA.EDU) - 58253

Status: Added to SRS on 8/3/2018 4:27:56 PM

Changes: Short Title

Comments: Within e-mail thread from Mary Ries and Aaron Tornell, FEC Chair Aaron Tornell provided written approval of course proposal on 08/03/2018.

Role: FEC School Coordinator - Ries, Mary Elizabeth (MRIES@COLLEGE.UCLA.EDU) - 61225

Status: Returned for Additional Info on 8/1/2018 3:35:21 PM

Changes: No Changes Made

Comments: no changes

Role: Initiator/Submitter - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042

Status: Submitted on 8/1/2018 3:26:29 PM

Comments: Initiated a New Course Proposal

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