IPGK 295
Animals in the Global Community
Fall 2014 ✔ Hall and rm # ✔ MW 3:00-4:15 PM

<table>
<thead>
<tr>
<th>Instructors</th>
<th>Email</th>
<th>Phone</th>
<th>Office Location</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nell Kriesberg</td>
<td><a href="mailto:nkriesb@ncsu.edu">nkriesb@ncsu.edu</a></td>
<td>919-609-9274</td>
<td>1911 Bldg room 228</td>
<td>TBA</td>
</tr>
<tr>
<td>Dr. Carol Ann Lewald</td>
<td><a href="mailto:calewald@ncsu.edu">calewald@ncsu.edu</a></td>
<td>919-515-0449</td>
<td>1911 Bldg room 106A</td>
<td>M 12:00-1:20; T 9:00-10:00</td>
</tr>
</tbody>
</table>

Textbooks

Additional required reading assignments, designated as [pdf] or [link] on the class schedule, are available via the NCSU Libraries website as Course Reserves. A link to the Course Reserves is also available via the course Moodle website. The required book is also on reserve in DH Hill and may be checked out for 2 hours.

Catalog Description
A lecture/seminar exploring the interdisciplinary field of Human Animal Studies in a global context, examining cultural, economic, ethical, ecological, geographical, political and psychological aspects of human/nonhuman interactions using readings, films and guest lectures. E.g. what are global ecological/political ramifications of treating cattle as sacred versus breeding them for beef? Why are there more tigers in captivity than in the wild? What are our ethical obligations to the Great Apes? Concepts such as place and placelessness, boundaries, animals as refugees, and interspecies justice will be explored. Course includes team work, and a research project focusing on personal area of interest. Junior Standing required.

Course Prerequisites

Course Description
In this seminar, students explore the growing interdisciplinary arena of Human Animal Studies (HAS) within a global context. Students begin with basic questions regarding human and animal relationships by examining the social, historical, geographic, and philosophical basis of these human and animal interactions. With an emphasis on the complex and frequently contradictory relationship between humans and animal, students examine the cultural, economic, ethical, ecological, and political basis of varying interactions and environments. In an age of boundary-less sharing, where the distances between people and places appear fluid, and attachments or causes go viral with a single tweet, students will examine the role social and historic contexts play in highlighting and defining key issues in human and animal relations. Although many people consider it quite simple or straightforward to identify or explain what an animal is, these definitions are frequently rooted to specific geographic and cultural contexts and these contexts simultaneously reflect specific human values or beliefs. For example, in this course students question why some animals are highly revered in one place, such as Brahman bulls or cows in India, while raised as livestock for human consumption in places such as North and South America. What defines the place of this animal as a sacred cow and symbol of life in one area of the world and as farm animal bred solely for economic gain or consumption in another? The interdisciplinary nature of this course enables students to examine the social, historical, philosophical, and geographic context of human and animal relations on a global scale, while examining the varied cultural, economic, ethical, ecological, and political basis of human and animal concerns.
The topical organization of the class will allow students to first examine the domestication of animals as pets and the co-habitation of humans and animals at home. Secondly, students will analyze the social and historic context of “work” animals such as in the entertainment industry, as objects of adoration in zoos, or as service animals across the globe. Likewise, students will explore the place of animals on farms as products or objects for consumption, and the social and geographical place of animals as food internationally. In particular, students examine ethical and moral concerns in relation to humans and animals and the place of animals in an increasingly human centered environment. The construction of human environments and the destruction of natural habitats in both the Global North and Global South leaves us questioning the management and maintenance of “wild” animals in a world constructed of human borders and boundaries, while once wild spaces increasingly disappear.

**Learning Outcomes**

1. Students will define and describe the social, historical, philosophical, and geographic context of human and animal relations on a global scale. Students will apply an interdisciplinary framework in the analysis of human and animal interactions as well as distinguish between the varying disciplinary approaches.
2. Students will identify social, economic, ethical, ecological, and political concerns and examine these concerns using an interdisciplinary perspective.
3. Students will specifically identify and examine variations in human and animal interactions with an emphasis on animals as pets, work animals, farm animals, and animals in the wild. Students will evaluate and describe the variations in these human and animal interactions in specific geographic environments across the globe.
4. Students will critically explore, synthesize, and articulate the nature of human and animal relations as well as examine the state of current research in Human Animal Studies through weekly written assignments, in class activities, class discussions.
5. Students will evaluate and describe the implications of human animal relations and explore specific issues emerging as a result of animals existing in human centered environments.
6. Students will identify and examine a central set of social, economic, ethical, geographic, historical, or ecological issues in HAS. Students will conduct an individual research project and the research will define, assess, and articulate a set of issues facing animals or an animal within a global context. Students will refine their research projects within a small group and present their findings to the entire class.

**Course Structure**

This seminar is designed to foster critical and creative thought processes by students through short classroom lectures, periodic guest lectures, and weekly toolkit assignments (see grading components) that require students to interpret, analyze and apply an interdisciplinary framework to the issues covered in the course material. Students will also complete hands-on activities that also require students to utilize their knowledge as they analyze everyday, familiar environments. In addition, students will develop a research project that more thoroughly examines a specific animal or place based issue using the interdisciplinary framework presented in the course. This course operates as a twice weekly seminar and class sessions involve a variety of activities including lectures, in-class activities based on toolkit assignments, and breakout group sessions. The class also includes several guest lectures through the course of the semester. As discussed above, participation and attendance in class accounts for 10% of your total grade and both attendance and active participation in classroom activities and discussions are mandatory. More than five unexcused absences will result in an automatic failing grade in the course. Come prepared to discuss assigned readings, films, lectures, or relevant current issues.

**Course Policies**

Electronic devices such as laptops, smartphones, iPods, cell phones, mp3 players and tablets must remain off or on silent during class and they must be out of sight unless the student has prior consent from the professor. If you have a special need for the electronic device, please speak with the instructor about making about the issue. Disability Services for Students (DSS) alerts faculty and staff when accommodations need to be made for students with verifiable disabilities. Students must register with Disability Services for Students (DSS) at 1900 Student Health Center, Campus Box 7509, 515-7653 in order to benefit from alternative accommodation.
General Education Program (GEP) Information

GEP Category
Interdisciplinary Perspectives

GEP Category Outcomes followed by Measures for Outcomes

Upon completion of the course students will be able to:

1. Define and describe an interdisciplinary approach to Human Animal Studies through required readings, class activities, and written coursework as well as identify and distinguish between cultural, historical, geographic, and philosophical perspectives of human and animal relations. Students will be able to identify and describe concepts, methods, and issues that are relevant to these different disciplinary perspectives.

Measures for fulfilling the IP Category Outcome #1:
Students will be asked to read and reflect upon scholarly writing from Human Animal Studies and these scholarly writings include articles from cultural anthropology, history, geography, and philosophy. Historical accounts of dogs in Great Britain circa the 1800s or anthropological writings on Brahman bulls in India offer the students the opportunity to consider various scholarly perspectives as well as to engage with specific disciplinary concepts and methods. Students will write questions, complete activities, and discuss in class the specific perspectives presented in the writings. Students will also explore and describe possible alternative perspectives or methods by using a "toolkit" (see grading components) and this toolkit requires students to identify the perspective and issues presented as well as examine each issue from multiple disciplinary perspectives as defined in class. The toolkit provides students with an interdisciplinary framework of questions that enables them to explore the issue from multiple perspectives. For instance, students may ask how values and beliefs about pet dogs in Great Britain circa the 1800s reflect cultural or economic differences, how these beliefs and values differ from other European nations circa the 1800s, and/or how these beliefs or values would appear in an anthropological study today.

2. Identify and apply authentic connections with cultural anthropology, history, geography, and philosophy by reading scholarly writings from each of these disciplines and by applying these connections in their weekly toolkit assignments, in class activities, and written coursework.

Measures for fulfilling the IP Category Outcome #2:
As stated in the first measure, students will complete weekly assignments and in-class activities that focus on the various disciplinary perspectives. Students will also apply the disciplinary concepts or methods in hands-on assignments or in-class activities and they will present these assignments and activities in class discussions. For example, students must map out two different familiar, everyday spaces in an exercise that allows them to consider the complex ways that geographers visualize human and animal interactions. Students must consider how one represents the space, what elements are presented in the space, and locate animals within this space. Students must consider human animal interactions that are specific to each space. For example, do animals partake in the space (sidewalks in front of a coffee shop) or are they commodified or consumed in the space (grocery store shelf)? Students must then identify and describe central issues with the human animal interactions in this space. All of these assignments and activities allow students to identify various perspectives and to authentically apply them through the class coursework.

3. Identify, define, and explain key concepts, methods, or disciplinary approaches to human and animal interactions. In particular, students will be able to synthesize and articulate the specific approaches applied by anthropologists, historians, geographers, and philosophers in their final research project.

Measures for fulfilling the IP Category Outcome #3:
Although all course assignments and activities support the 3rd objective, the final research project requires student to conduct first hand research and to formulate an original argument based on the interdisciplinary approach to Human Animal Studies presented in the course. Students must identify and explain their research
topic and explain the historical, cultural, geographical, and philosophical background of their project. Research projects may emphasize a singular disciplinary perspective or method, however, each final research project must also address two or more disciplinary perspectives, concepts or methods.

### Which disciplines will be synthesized, connected, and/or considered in this course?

The assigned textbook is written by a geographer and synthesizes a geographic approach to Human Animal Studies, while simultaneously connecting to cultural, historical, and philosophical perspectives. Additional reading assignments written by historians, anthropologists, and philosophers will allow students to connect and consider multiple disciplinary perspectives. In addition, guest lecturers from across the campus have agreed to speak to the class on issues or concerns relevant to their discipline.

### How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple points of view into a cohesive understanding"?

Instructors have identified relevant course readings and supplementary material that are produced by distinct scholars within various disciplines such as history, geography, international studies, anthropology (physical and cultural), as well as philosophy. Each of these readings presents a perspective and issue from their distinct disciplinary perspectives. Students are encouraged to examine and interpret the material using a "toolkit" (see grading components) and this toolkit requires students to identify the perspective and issues presented as well as also examine each issue from multiple disciplinary perspectives as defined in class. Students, for example, will identify and examine the research methods and concepts presented, while also considering how the issue could be interpreted from a varying angle or perspective. Class discussions will also promote balanced discussions that connect with multiple disciplines and that interpret the issue from these differing perspectives.

### GEP Co-requisites

Global Knowledge

### GEP Co-requisite Outcomes followed by Measures for Outcomes

**Upon completion of the course students will be able to:**

1. Identify and examine the cultural, historical, geographic and philosophical context for human and animal interactions on a global scale. Students will examine ideas, beliefs, values, and economic aspects of human and animal relations in places such as Great Britain, the United States, India, Brazil, sub Saharan Africa, and South Africa.

**Measures for fulfilling co-requisite Global Knowledge outcome #1:**

Required course readings and supplementary material expose students to human and animal relations across the globe. Students will reflect on the material and describe their understanding of the cultural, historical and geographic contexts. Students will apply this understanding when developing their individual research projects. For example, students undertake mapping exercises where they will examine several familiar, everyday spaces such as a specific section of a grocery store or a public space such as a park or congested sidewalk. When students map the space, they will explore what animals emerge and how they emerge in the context. The mapping allows students to assess the values and beliefs associated with them on a local and global scale. For example, a student may map out Pomeranians being walked in a park by several individuals wearing leather jackets or eating sausage biscuits. Locating the animals such as Pomeranians originating from Iceland or leather from Italy allows students to trace and identify longstanding values and beliefs about these animals that link local contexts to places across the globe.

2. Examine and explore how these distinguishing characteristics relate to both the historical and cultural contexts. The geographic context of the site specific studies will allow students to analyze the role of
specific historic events, cultural beliefs, political and economic pressures that shape and influence the differing human and animal interactions.

**Measures for fulfilling co-requisite Global Knowledge outcome #2:**
The specific cases presented in the readings and supplementary material allows students to engage in cross-cultural analysis, while examining and assessing the geographic context of the human and animal interactions. For instance, students will examine management and conservation challenges facing poachers, tourists, and locals with regard to wildlife in the Serengeti National Park. Students will examine this history and cultural context of the challenges, while simultaneously questioning how other national parks in the United States and elsewhere have managed and conserved wildlife. Toolkit assignments and the final project will allow students the opportunity to examine and explore similarities and the differences on a local and global scale.

**Grading Components, Weight & Descriptions**
The coursework is designed to enable students to reflect on the readings and develop an understanding of the interdisciplinary nature of HAS. Students must complete all required readings, weekly toolkit questions, in-class activities, an independent research project and compile an ePortfolio that incorporates each of these course requirements.

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<tr>
<th>Component</th>
<th>Weight</th>
<th>Descriptions</th>
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| Participation and Attendance | 10%    | As discussed above, participation and attendance in class accounts for 10% of your total grade and both attendance and active participation in classroom activities and discussions are mandatory. More than five unexcused absences will result in an automatic failing grade in the course. Come prepared to discuss assigned readings, films, lectures, or relevant current issues.  
  The following guidelines will be used when evaluating your preparation and participation in all class activities:  
  A = you actively participate in class activities and are well prepared, having completed all toolkit assignments before class; you are attentive, fully engage with classmates during group work, respond when called upon and volunteer often with pertinent questions and comments.  
  B = you are usually prepared, generally having completed toolkit assignments before class, and always respond when called on; generally engage with classmates during group work, and you volunteer on occasion.  
  C = you often show evidence of being unprepared and do not consistently complete toolkit assignments before class; you have some trouble when called on, you do not consistently or effectively contribute during group work, and do not volunteer often.  
  D = you are unprepared, do not complete toolkit assignments before class and/or are inattentive; you do not contribute during group work you never volunteer; you come to class late and/or leave early.  
  F = any one of these will trigger an F: you exhibit a lack of concern for the class or group work; you sleep in class; you use your cell phone or other electronic devices during class; you conduct private chats with your neighbors; your behavior may have a negative effect on the class.  
  Most class sessions focus on active class participation and students will...
Component | Weight | Descriptions
--- | --- | ---
Toolkit Questions, Discussion Questions, and Class Activities | 15% | have the opportunity to present their responses to toolkit assignments as well as pose discussion questions and engage in discussions of the course material. In addition, students will work in small groups of 3-4 and develop individual projects within these small groups. As students develop their research projects, specific class periods will be structured as hands-on workshops that will provide students with the research skills, ideas, and critical feedback. The small research groups may hold breakout sessions during our class period, which will allow students to discuss student’s individual research projects and to share pertinent information amongst students doing related research. If you are absent, it will pose a significant obstacle to your achievement of our course goals. More than five unexcused absences will result in a failing grade for the course.

Research Project & Annotated Bibliographies (3 distinct tasks) | 30% total (10% for each task) | The toolkit questions enable students to analyze how the analytic categories (cultural, economic, ethical, social, historical, ecological, and political) converge with the branches (anthropology, history, geography, and philosophy), the methods (archival, fieldwork, or mapping) or the concepts (place, landscape, scale, power, or space) covered in the Urbanik textbook (2013: 9, 14). A handout with the toolkit questions will be distributed the first day of class. The toolkit is a framework for analyzing the readings and the students will use this framework throughout the semester to analyze the material using this interdisciplinary framework. Answering the toolkit questions and applying toolkit thinking requires students to reflect on the intertwined nature of the issues. For example, how are tigers commodified for their parts or for tourism? How are conflicts between humans and tigers addressed and should they be kept as pets? These questions enable students to engage with relevant issues from a variety of disciplinary such as economics, geography, cultural anthropology, philosophy, and international studies as well as engage with issues such as environmental conservation, tourism and development. In addition to answering toolkit questions about the readings, students must also complete the accompanying daily activity and will be asked to incorporate the questions as well as the activity into class discussions. These activities are hands on and enable students to engage with a variety of disciplinary approaches and concerns from a global perspective.

Final ePortfolio | 30% | The goals for creating an ePortfolio using Google software are twofold. The ePortfolio acts as a final exam and requires students to selectively (1) **synthesize and present** what they’ve learned through the course in hands-on toolkit assignments, and in-class activities. In addition, students must
(2) reflect on and evaluate their experience of the material as well as document their individual research project in written form. A successful ePortfolio must clearly identify a purpose for the ePortfolio. The ePortfolio is a take home exam and reflects individual experiences and must clearly state the student's purpose for using these particular assignments and clearly present the student's research project. Students will submit their ePortfolio during the scheduled Final Exam period and should approach the portfolio as their Final Exam.

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<tr>
<th>Component</th>
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<tbody>
<tr>
<td>Presentation</td>
<td>15%</td>
<td>During the last week of the semester, students will give an in-class presentation of their research project. This presentation is worth 15% of your course grade. The oral presentation is meant to demonstrate how the student has approached a research question and analyzed or interpreted their findings. Likewise, students must assign a relevant reading to classmates to read prior to the presentation. In the presentation, students strive to synthesize the most important and interesting aspects of their research. A presentation seeks to receive a public response or generate a series of questions. Students are welcome to be innovative with their presentations; audience interaction or creative visual aids, for example, are welcome.</td>
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### Key Due Dates

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<tr>
<th>Key Due Dates</th>
<th>Grading Scale</th>
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</thead>
<tbody>
<tr>
<td><strong>TOOLKIT ASSIGNMENTS &amp; QUESTIONS</strong></td>
<td>WEEKLY 100-97 A+ 79.5-77 C+ 59.5-0 F</td>
</tr>
<tr>
<td><strong>RP/ANNOTATIONS #1</strong></td>
<td>Wk 9 96.5-93 A 76.5-73 C</td>
</tr>
<tr>
<td><strong>RP/ANNOTATIONS #2</strong></td>
<td>Wk 10 92.5-90 A- 72.5-70 C-</td>
</tr>
<tr>
<td><strong>RP/ANNOTATIONS #3</strong></td>
<td>Wk 11 89.5-87 B+ 69.5-67 D+</td>
</tr>
<tr>
<td><strong>PRESENTATIONS</strong></td>
<td>Wk 14-15 86.5-83 B 66.5-63 D</td>
</tr>
<tr>
<td><strong>FINAL ePORTFOLIO TAKE HOME EXAM DUE/FINAL EXAM DATE</strong></td>
<td>Wk 16 82.5-80 B- 62.5-60 D-</td>
</tr>
</tbody>
</table>

* SCORES ROUNDED FOLLOWING STANDARD MATHEMATICAL ROUNDING NORMS

### Requirements for Credit-Only (S/U) Grading

In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to http://policies.ncsu.edu/regulation/reg-02-20-15.

### Requirements for Auditors (AU)

Information about and requirements for auditing a course can be found at http://policies.ncsu.edu/regulation/reg-02-20-04.

### Policies on Incomplete Grades

If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at http://policies.ncsu.edu/regulation/reg-02-50-3.
**Late Assignments**

Missing class without a written explanation that conforms to university policy for excused absences will negatively impact your grade. Likewise, all coursework must be completed by the scheduled date. Coursework will be deducted one letter grade for each 24 hour period that the coursework is late. If you encounter an unanticipated event or have a conflict that the university recognizes as a reasonable excuse, then please make adequate arrangements with the professor prior to the due date or the absence or within one week after return to class from unanticipated events. If you miss class when assignments or other activities are due, you must email your work to the professor before the start of class in order to receive full credit for the work.

**Attendance Policy**

For complete attendance and excused absence policies, please see [http://policies.ncsu.edu/regulation/reg-02-20-03](http://policies.ncsu.edu/regulation/reg-02-20-03). Attendance and active participation in classroom activities and discussions are mandatory. More than five unexcused absences will result in an automatic failing grade in the course. Come prepared to discuss assigned readings, films, lectures, or relevant current issues.

**Absences Policy**

Refer to NCSU’s Attendance Regulations at [http://policies.ncsu.edu/regulation/reg-02-20-03](http://policies.ncsu.edu/regulation/reg-02-20-03) for further explanation of what constitutes an excused absence.

**Makeup Work Policy**

If you encounter an unanticipated event or have a conflict that the university recognizes as a reasonable excuse, then please make adequate arrangements with the professor prior to the due date or the absence or within one week after return to class from unanticipated events. If you miss class when assignments or other activities are due, you must email your work to the professor BEFORE the start of class in order to receive full credit for the work.

**Academic Integrity**

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at [http://policies.ncsu.edu/policy/pol-11-35-01](http://policies.ncsu.edu/policy/pol-11-35-01).

Students are encouraged to contact the instructors during office hours or via email with any questions or concerns about the coursework.

**Academic Honesty**

See [http://policies.ncsu.edu/policy/pol-11-35-01](http://policies.ncsu.edu/policy/pol-11-35-01) for a detailed explanation of academic honesty. Students must uphold the university's honor pledge and cheating, plagiarism, and academic dishonesty as defined through NCSU policy is not tolerated. In particular, students must cite or reference all sources of information that appear in the students' written coursework. Using someone else’s ideas or writing without citing the source is plagiarism. Plagiarism is in direct violation of the university's honor pledge.

**Honor Pledge**

Your completion and submission of any coursework for grading indicates "I have neither given nor received unauthorized aid on this test or assignment."

**Electronically-Hosted Course Components**

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.
Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Services Office (http://www.ncsu.edu/dso), 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at http://policies.ncsu.edu/regulation/reg-02-20-01.

Non-Discrimination Policy

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at http://policies.ncsu.edu/policy/pol-04-25-05 or http://www.ncsu.edu/equal_op/. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148.

Course Schedule

<table>
<thead>
<tr>
<th>Wks</th>
<th>Readings and Topics:</th>
<th>Mon</th>
<th>Wed</th>
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<tbody>
<tr>
<td>Wk 1</td>
<td>“Place as a way of understanding” – habitat, landscape, neighborhood, and home. Assignment: Map of our own homes and lives.</td>
<td>View streaming video before 1st class: The Salmon Forest; Maps as literal and symbolic: Salmon Forest Ecological Map.</td>
<td>Creswell: “Working with Place;” Tuan: “Experiential Perspective” and “Dominance.”</td>
</tr>
<tr>
<td>Wk 2</td>
<td>Place vs Placelessness; Boundaries and Borders; Ethics in situ. Assignment: The Toolkit Approach.</td>
<td>Urbanik Ch 1 “Geography and Human Animal Relations”</td>
<td>Norton and Hannon: “Place Based Environmental Values;” reprise of ethics in situ from The Salmon Forest.</td>
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<tr>
<td>Wk 4</td>
<td>Geoethics, Critical Animal Studies and activism, Biodiversity or Interspecies Justice?</td>
<td>Urbanik Ch 3; Guest Lecturer Kimberly Ange, NCSU Department of Animal Science: Pets in our Culture.</td>
<td>Jones: “(Un)ethical geographies of human-non-human relations”; Cooper: “Other species and moral reason”</td>
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2nd half of class is organizing study teams, either focus on a
<table>
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<tr>
<th>Wk 5</th>
<th>Animals as part of our culture, part of our economy; part of the landscape</th>
<th><strong>Guest Lecturer Shannon Pratt-Phillips, NCSU Department of Animal Science: Horses in Ireland and around the world.</strong></th>
<th>Class meets in library to begin work with study teams</th>
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<tbody>
<tr>
<td>Wk 6</td>
<td>Boundary blurring, literal and symbolic, The wild, the feral, the domesticated; the animals’ point of view.</td>
<td>Franz Kafka: “Report to the Academy” and “Lambkitten;” Leo Tolstoy: “Autobiography of a Horse;” Donovan: “Tolstoy’s Animals;” Griffiths et al: “Feral Cats in the City”</td>
<td>Class meets in library to continue work with study teams</td>
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<tr>
<td>Wk 7</td>
<td>Zoos and cages as locus? Habitat? ‘Home?’</td>
<td>Urbanik: Ch 4 “Beasts of Burden: Geographies of Working Animals” (education, research, service, entertainment); Davies: “Virtual animals in electronic zoos”.</td>
<td><strong>Guest Lecturer Jen Campbell, NCSU Department of Biological Sciences: Managing animals in captivity.</strong></td>
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<tr>
<td>Wk 8</td>
<td>Place vs Placelessness: Cages as ‘habitat?’ Genetic engineering as boundary blurring, Infectious disease as another sort of global ‘placelessness’</td>
<td>Urbanik: Ch 4 Continued: Robert and Baylis: “Crossing Species Boundaries”</td>
<td><strong>Guest Lecturer Susan Kennedy-Stosskopf, DVM, NCSU Veterinary College, Global infectious disease and the One World Health Initiative.</strong></td>
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<tr>
<td>Wk 9</td>
<td>The slaughterhouse and fisheries as examples of both place and placelessness.</td>
<td>Urbanik Ch 5 Down on the Farm: Geographies of Animal Parts</td>
<td>Nibert: ””The Political Economy of Meat: Oppression of Cows and Other Devalued Populations in Latin America;” UN Report: “Livestock’s Long Shadow”</td>
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<tr>
<td>Wk 12</td>
<td>Focus on Lions Assigned Streaming Video: The Last Lions.</td>
<td>Urbanik Ch 7 Conclusion: the place of geography in human-animal relations.</td>
<td><strong>Guest Lecturer Roland Kays, NCSU Department of Forestry and Environmental Resources: the Movebank Project and Wildlife conservation</strong></td>
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<tr>
<td>Wk 14</td>
<td>Student Research Groups Presentations</td>
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<td>Wk 15</td>
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# Course Action Short Form for GEP Interdisciplinary Perspectives (IP)

<table>
<thead>
<tr>
<th>Department(s)/Program</th>
<th>Interdisciplinary Studies</th>
<th>New to GEP: ❌</th>
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<tbody>
<tr>
<td><strong>Course Prefix/Number</strong></td>
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To assist CUE in evaluating this course for inclusion on the Interdisciplinary Perspectives list, please provide answers to the following questions and attach to form:

1. Which disciplines will be synthesized, connected, and/or considered in this course?
2. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple points of view into a cohesive understanding"?

* For more detail about the rationale for the IP requirement including the category requirement and design criteria for IP courses, go to [http://oucc.ncsu.edu/gep-ip](http://oucc.ncsu.edu/gep-ip)

Each course in *Interdisciplinary Perspectives* will provide instruction and guidance that help students to:

1. Distinguish between the distinct approaches of two or more disciplines; and
2. Identify and apply authentic connections between two or more disciplines; and
3. Explore and synthesize the approaches or views of the two or more disciplines.

### Student learning outcome(s) for Objective #1:
Define and describe an interdisciplinary approach to Human Animal Studies through required readings, class activities, and written coursework as well as identify and distinguish between anthropological, historical, geographic, and philosophical perspectives of human and animal relations. Students will be able to identify and describe concepts, methods, and issues that are relevant to these different disciplinary perspectives.

### Measure(s) for above Outcome(s):
Students will be asked to read and reflect upon scholarly writing from Human Animal Studies and these scholarly writings include articles from cultural anthropology, history, geography, and philosophy. Historical accounts of dogs in Great Britian circa the 1800s or anthropological writings on Brahman bulls in India offer the students the opportunity to consider various scholarly perspectives as well as to engage with specific disciplinary concepts and methods. Students will write questions, complete activities, and discuss in class the specific perspectives presented in the writings. Students will also explore and describe possible alternative perspectives or methods by using a “toolkit” and this toolkit requires students to identify the perspective and issues presented as well as examine each issue from multiple disciplinary perspectives as defined in class. The toolkit provides students with an interdisciplinary framework of questions that enables them to explore the issue from multiple perspectives. For instance, students may ask how values and beliefs about pet dogs in Great Britian circa the 1800s reflect cultural or economic differences, how these beliefs and values differ from other European nations circa the 1800s, and/or how these beliefs or values would appear in an anthropological study today.

### Student learning outcome(s) for Objective #2:
Identify and apply authentic connections with cultural anthropology, history, geography, and philosophy by reading scholarly writings from each of these disciplines and by applying these connections in their weekly toolkit assignments, in class activities, and written coursework.

### Measure(s) for above Outcome(s):
As stated in the first measure, students will complete weekly assignments and in-class activities that focus on the various disciplinary perspectives. Students will also apply the disciplinary concepts or methods in hands-on assignments or in-class activities and they will present these assignments and activities in class discussions. For example, students must map out two different familiar, everyday spaces in an exercise that allows them to consider the complex ways that
geographers visualize human and animal interactions. Students must consider how one represents the space, what elements are presented in the space, and locate animals within this space. Students must consider human animal interactions that are specific to each space. For example, do animals partake in the space (sidewalks in front of a coffee shop) or are they commodified or consumed in the space (grocery store shelf)? Students must then identify and describe central issues with the human animal interactions in this space. All of these assignments and activities allow students to identify various perspectives and to authentically apply them through the class coursework.

Student learning outcome(s) for **Objective #3**: Identify, define, and explain key concepts, methods, or disciplinary approaches to human and animal interactions. In particular, students will be able to synthesize and articulate the specific approaches applied by anthropologists, historians, geographers, and philosophers in their final research project.

Measure(s) for above Outcome(s):
Although all course assignments and activities support the 3rd objective, the final research project requires students to conduct first hand research and to formulate an original argument based on the interdisciplinary approach to Human Animal Studies presented in the course. Students must identify and explain their research topic and explain the anthropological, historical, geographical, and philosophical background of their project. Research projects may emphasize a singular disciplinary perspective or method, however, each final research project must also address two or more disciplinary perspectives, concepts or methods.

- Attach course information per review instructions
- Attach signature page with required signatures.
- Attach completed GEP Course Evaluation Rubric

2013-2014
Which disciplines will be synthesized, connected, and/or considered in this course?

The assigned textbook is written by a geographer and synthesizes a geographic approach to Human Animal Studies, while simultaneously connecting to cultural, historical, and philosophical perspectives. Additional reading assignments written by historians, anthropologists, and philosophers will allow students to connect and consider multiple disciplinary perspectives. In addition, guest lecturers from across the campus have agreed to speak to the class on issues or concerns relevant to their discipline.

How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple points of view into a cohesive understanding"?

Instructors have identified relevant course readings and supplementary material that are produced by distinct scholars within various disciplines such as history, geography, international studies, anthropology (physical and cultural), as well as philosophy. Each of these readings presents a perspective and issue from their distinct disciplinary perspectives. Students are encouraged to examine and interpret the material using a "toolkit" (see grading components) and this toolkit requires students to identify the perspective and issues presented as well as also examine each issue from multiple disciplinary perspectives as defined in class. Students, for example, will identify and examine the research methods and concepts presented, while also considering how the issue could be interpreted from a varying angle or perspective. Class discussions will also promote balanced discussions that connect with multiple disciplines and that interpret the issue from these differing perspectives.
Course Action Short Form for GEP Global Knowledge (GK)

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<thead>
<tr>
<th>Department(s)/Program</th>
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Each course in *Global Knowledge* will provide instruction and guidance that help students to *achieve goal #1 plus at least one of #2, #3, or #4*:

1. Identify and examine distinguishing characteristics, including ideas, values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.

   **And at least one of the following:**

   2. Compare these distinguishing characteristics between the non-U.S. society and at least one other society.
   3. Explain how these distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society.
   4. Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society.

**Student learning outcome(s) for Objective #1:**
Identify and examine the cultural, historical, geographic and philosophical context for human and animal interactions on a global scale. Students will examine ideas, beliefs, values, and economic aspects of human and animal relations in places such as Great Britain, the United States, India, Brazil, sub Saharan Africa, and South Africa.

**Measure(s) for above Outcome(s):**
Required course readings and supplementary material expose students to human and animal relations across the globe. Students will reflect on the material and describe their understanding of the cultural, historical and geographic contexts. Students will apply this understanding when developing their individual research projects. For example, students undertake mapping exercises where they will examine several familiar, everyday spaces such as a specific section of a grocery store or a public space such as a park or congested sidewalk. When students map the space, they will explore what animals emerge and how they emerge in the context. The mapping allows students to assess the values and beliefs associated with them on a local and global scale. For example, a student may map out Pomeranians being walked in a park by several individuals wearing leather jackets or eating sausage biscuits. Locating the animals such as Pomeranians originating from Iceland or leather from Italy allows students to trace and identify longstanding values and beliefs about these animals that link local contexts to places across the globe.

**Student learning outcome(s) for Objective #3:**
Examine and explore how these distinguishing characteristics relate to both the historical and cultural contexts. The geographic context of the site specific studies will allow students to analyze the role of specific historic events, cultural beliefs, political and economic pressures that shape and influence the differing human and animal interactions.

**Measure(s) for above Outcome(s):**
The specific cases presented in the readings and supplementary material allows students to engage in cross-cultural analysis, while examining and assessing the geographic context of the human and animal interactions. For instance, students will examine management and conservation challenges facing poachers, tourists, and locals with regard to wildlife in the Serengeti National Park. Students will examine this history and cultural context of the challenges, while simultaneously questioning how other national parks in the United States and elsewhere have managed and
conserved wildlife. Toolkit assignments and the final project will allow students the opportunity to examine and explore similarities and the differences on a local and global scale.

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