

Human-Animal Interactions – Lecture course Psychology 3000 A (CRN 10750) – Spring 2017

(Prerequisites: Psyc 2700 – “Behaviour and Evolution” and one 2000-level PSYC or NEUR course)

Instructor: Jean-Baptiste Leca

E-mail: jeanbaptiste.leca@uleth.ca

Office: C880 (University Hall)

Office Hours: Monday and Wednesday from 9:00 to 10:00 am, or by appointment

Class Time: Tuesdays and Thursdays from 4:30 to 5:45 pm

(please note: Feb. 21st and 23rd are days off)

Classroom: C610 (University Hall)

Teaching Assistant: Amanda Pelletier (amanda.pelletier@uleth.ca)

General content and objectives:

The number of ways in which humans interact with non-human animals (henceforth animals) is almost incalculable. From our beloved household pets to the steak on our dinner tables, to the fur in our closets, to the Babar books on our shelves, to taxidermy exhibits, and to local zoos, humans have deep, complex, and dependent relationships with the animals in their respective environments. Anthrozoology (aka Human-Animal Studies – HAS) is the scientific study of the interactions and relationships between humans and animals. More specifically, it is an interdisciplinary field that explores the spaces that animals occupy within human socio-cultural environments and the ways in which animal lives intersect with human societies.

This class aims to provide elements of answers to the following questions – among others: What and where are the animals in our lives? What are the different biologically and socially constructed categories of animals? How much of human society is structured through our interactions with animals? How much of human knowledge, techniques, and technological materials are influenced by animal research or HAS? How can research on the behavioral patterns, cognitive abilities, emotional processes, and personality traits of animals change human attitudes towards them? Should we care about animal rights and why (not)? What are the benefits, costs, and responsibilities of pet ownership? Why should an animal be tasty in one society and tabooed in another? In other words, what do human-animal interactions tell us about cross-cultural differences among humans? Who cares about HAS and why?

The list of topics addressed in this course includes – but will not be limited to:

- Introduction to Anthrozoology
- Overview of “animal categories”
- Human-wildlife conflicts
- Animal domestication
- Eating animals
- Animals and science
- Animal-assisted activities
- Pet animals
- Animals as displays and cultural symbols
- People who work with animals
- Human attitudes towards animals
- HAS and animal research ethics
- HAS and conservation biology
- The future of HAS

Lecture materials and recommended readings:

There is no textbook for this course. The lecture materials (available on Moodle) will consist of:

- (1) Powerpoint slideshows (by the instructor and by the students) highlighting key theoretical concepts, methodological aspects, and providing detailed examples of selected case studies;
- (2) Academic journal articles (either data-based papers or review articles);
- (3) Videos played in class to illustrate specific points.

Evaluation: Each student will be evaluated on the basis of: (1) two exams, (2) one term paper [individual project], (3) one oral presentation [group project], and (4) one poster presentation [group project].

(1) Exams (*format: in-class written-format exams with multiple choice, matching, and/or short answers*):

- **Exam #1 – 20% of your final grade** (scheduled on Feb. 16th). This test will include the lecture materials covered during the first 11 sessions (Jan. 10th – Feb. 14th).
- **Exam #2 – 30% of your final grade** (scheduled during the final exam period between April 11th and 21st). This exam will be more comprehensive, in that it will include about 70% of questions related to the lecture materials covered during the final 12 sessions (Feb. 28th – Apr. 6th) and about 30% of questions related to all the lecture materials covered during the term.

Lecture materials will include:

- Lectures (based on powerpoint slideshows posted on Moodle)
- Recommended readings (please see below: list and corresponding weblinks)
- Videos played in class (also available on Moodle)
- Students' oral presentations (including slideshows and in-class discussions)

(2) Term paper assignment – 20% of your final grade (*format: word-processed APA-style short literature review due by email to Amanda and me on March 28th in the evening, before midnight, length: 2,000 ± 200 words*):

This assignment is a good opportunity for you to go into Human-Animal Studies in greater depth and to practice your writing skills.

First, you should select from the literature two original data-based articles that present two complementary/different approaches to answering a particular question about HAS (e.g., two papers presenting contrasting results on the educational impact of zoos, or two papers using different methods of animal-assisted therapies, or two papers offering diverging views on the implications of disease transmission between humans and animals). If you have a doubt about whether the papers you selected are suitable or not, feel free to send them to Amanda or me for approval or further advice.

Second, you should prepare a short essay (2,000 ± 200 words, not including the Abstract and the References sections) (a) providing some background information on the question being addressed, (b) explaining how these two approaches are complementary/different, and (c) suggesting future research directions to further investigate this question.

The itemized evaluation sheet for term paper assignments will be available on Moodle.

(3) Oral presentation – 10% of you final grade

In this exercise, you are required to form a small group of students to prepare and give a short oral presentation about one data-based article taken from a list of 53 suitable articles available on Moodle (with a reference number for each article). I made this list to provide you with a wide array of possible implications of HAS.

The ideal presentation will consist of a short Powerpoint slideshow summarizing the Introduction, Methods, Results, and Discussion sections of the article in about 12 minutes (timing will also be part of the evaluation!). A brief (5 minutes) in-class discussion may follow, depending on whether the class has questions or not.

The ideal group size is 4 students per group (possibly 3 students/group). All group members will receive the same grade (whether you share the presentation time among group members or you select one group member to present on behalf of the rest of the group), based on the assumption that you all participated the same way in the preparation of the presentation.

On January 11th at 10 am, an oral presentation schedule sheet will be pinned up on my office door (C880, University Hall). Once your group is settled and you agreed on a presentation date, please come to my office and clearly write down the names of your group members and the reference number of the article you selected in one of the 17 options available, from Jan. 19th to Mar. 30th on a first come first served basis. Also, please make sure that the article you selected is not already mentioned on the schedule sheet. If so, please select another one. The deadline to have all the names and reference numbers written down on the schedule sheet is: Jan. 19th (Thursday) at 6pm. The itemized evaluation sheet for oral presentations will be available on Moodle.

(4) Research poster presentation – 20% of you final grade

In this exercise, you are required to form a group of students to prepare and present a research poster on a HAS-related topic of your choice, including topics addressed in class and beyond (as long as they are HAS-oriented). The poster can be completely handcrafted, i.e. made of printed text and photocopied graphs/photos, all pasted on a large piece of cardboard. Regardless of the format, the contents should include the sections characteristic of a scientific poster, namely Introduction, Methods, Results, and Discussion/Conclusion.

The ideal group size is 6 students per group (possibly 5 or 7 students/group). All group members will receive the same grade, based on the assumption that you all participated the same way in the preparation of the poster.

All the posters will be presented at the end of the semester during a class session organized in the Atrium (UH) on Thursday, March 23rd between from 4:30 to 5:45 pm. The itemized evaluation sheet for poster preparation and presentations will be available on Moodle.

Bonus – Participation in studies in the Department of Psychology:

After your final grade has been calculated, you can have an additional 2% (maximum) added onto your final grade if you have participated in the research studies in the Department of Psychology. This will give you an opportunity to experience how psychological research is conducted.

Directions for studies: You will receive an email with your Login name and password. It is IMPORTANT that you keep this information. You will use your user name and password [psyc3000a], once you have signed in you may change your password. Please go to <http://psychleth.sona-systems.com> and sign in.

NB: Studies for the Spring semester will be running from January 17 to April 8, 2017 (please mark these dates on your calendar). Further studies and timeslots may be added. So please keep checking, but remember this is on a first come first served basis. Note that there is no guarantee that all students will be able to achieve the maximum credit.

There will be NO transfer of credits between courses. If you are registered in another course that offers credits, a second email will be sent to you with a different email and password. Sign up in the course to which you want your credits to be assigned. If you complete the same study twice, your credits in both courses will be taken away and your Sona accounts deactivated.

If you are experiencing problems, please contact Leanne Wehlage-Ellis at wehlage@uleth.ca.

Grading: The following ranges will be employed in assigning grades in this course:

A+:	93.1 – 100	B:	77.1 – 81.0	C-:	61.1 – 65.0
A:	89.1 – 93.0	B-:	73.1 – 77.0	D+:	57.1 – 61.0
A-:	85.1 – 89.0	C+:	69.1 – 73.0	D:	50.0 – 57.0
B+:	81.1 – 85.0	C:	65.1 – 69.0	F:	< 49.9

In accordance with the University of Lethbridge Calendar:

A = Excellent, B = Good, C = Satisfactory, D = Poor, F = Fail

Lecture organization:

Classroom regulations:

- (1) Please arrive to class on time. If you are late, please sit at the back to minimize disruption. The instructor will be careful not to run overtime so please remain seated until the end of class.
- (2) If you are disrespectful to other members of the class, you will be asked to leave.
- (3) Please turn off your cell phones while in class (this falls under being disrespectful).
- (4) Relevant interruptions and class participation are welcomed but please raise your hand in order to ask questions or to make comments. Questions that are emailed may also be discussed in class.

Exam regulations:

(1) Exam #1 will be returned to you and corrected versions of the exams will be posted on Moodle. Exam #2 will not be returned but can be reviewed during office hours or by appointment. If you feel that you were marked unfairly or that marks were missed on your exam, please prepare a short statement explaining the problem. The question will then be re-graded and marks adjusted (up or down as is warranted) at the instructor's discretion.

(2) No accommodation will be made for poor performance on exams. Additional work will not be assigned for those who wish to improve their grades.

(3) Students can write missed exams **only on two conditions:**

- a) They must notify the instructor (jeanbaptiste.leca@uleth.ca) **BEFORE** the exam
- b) They must provide an appropriate and official documentation to support any extenuating circumstances, which are beyond their control and make it impossible to write the exam.

These two conditions must be met before a make-up test can be scheduled. If not, missed exams automatically receive a score of zero.

Academic accommodations:

It is the students' responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with the Accommodated Learning Centre, please contact them at 403-329-2766. Students who have not registered with the Accommodated Learning Centre are not eligible for formal academic

accommodations. You are also required to discuss your need with your instructor no more than 14 days after the start of the course.

Recommended readings: (weblinks should open the PDFs directly, but in some cases the persistent weblink goes only to the abstract, and a second click is required to open the PDF)

Eddy, T. J. (2003). What is a pet? *Anthrozoös*, 16, 98-105.

<http://www.tandfonline-com.ezproxy.uleth.ca/doi/pdf/10.2752/089279303786992224?needAccess=true>

Rollin, B. E., & Rollin, L. (2003). Response to "What is a pet?" *Anthrozoös*, 16, 106-110.

<http://www.tandfonline-com.ezproxy.uleth.ca/doi/pdf/10.2752/089279303786992242?needAccess=true>

Herzog, H. (2014). Biology, culture, and the origins of pet-keeping. *Animal Behavior and Cognition*, 1, 296-308.

http://animalbehaviorandcognition.org/files/static1.squarespace.com/static/55d8cdae4b02c0fcea3dc6/t/55db7ffa4b0c420775afd53/1440448506440/06.Herzog_FINAL.pdf

Gray, P. B., & Young, S. M. (2011). Human-pet dynamics in cross-cultural perspective, *Anthrozoös*, 24, 17-30.

<http://www.tandfonline-com.ezproxy.uleth.ca/doi/pdf/10.2752/175303711X12923300467285?needAccess=true>

Nimer, J., & Lundahl, B. (2007). Animal-assisted therapy: A meta-analysis, *Anthrozoös*, 20, 225-238.

<http://www.tandfonline-com.ezproxy.uleth.ca/doi/pdf/10.2752/089279307X224773?needAccess=true>

Joye, Y. (2011). Biophilia in animal-assisted interventions – Fad or fact? *Anthrozoös*, 24, 5-15.

<http://www.tandfonline-com.ezproxy.uleth.ca/doi/pdf/10.2752/175303711X12923300467249?needAccess=true>

Bastian, B., Loughnan, S., Haslam, N., & Radke, R. H. M. (2012). Don't mind meat? The denial of mind to animals used for human consumption. *Personality and Social Psychology Bulletin*, 38, 247-256.

<http://journals.sagepub.com.ezproxy.uleth.ca/doi/pdf/10.1177/0146167211424291>

Paul, E. S., Harding, E. J., & Mendl, M. (2005). Measuring emotional processes in animals: the utility of a cognitive approach. *Neuroscience and Biobehavioral Reviews*, 29, 469-491.

http://ac.els-cdn.com.ezproxy.uleth.ca/S0149763405000084/1-s2.0-S0149763405000084-main.pdf?_tid=79bc4dee-cfe4-11e6-994d-00000aacb360&acdnat=1483249268_ae0993a41fbf5b1569ea1573711a02e1

Carr, N., & Cohen, S. (2011). The public face of zoos: Images of entertainment, education, and conservation. *Anthrozoös*, 24, 175-189.

<http://www.tandfonline-com.ezproxy.uleth.ca/doi/pdf/10.2752/175303711X12998632257620?needAccess=true>

Whitham, J. C., & Wielebnowski, N. (2013). New directions for zoo animal welfare science. *Applied Animal Behaviour Science*, 147, 247-260.

http://ac.els-cdn.com.ezproxy.uleth.ca/S0168159113000543/1-s2.0-S0168159113000543-main.pdf?_tid=a9531b36-cfe5-11e6-9661-00000aacb35e&acdnat=1483249777_3c76be8977693269cedc8c6fbe16764e

Graham Smith, L. D., Ham, S. H., & Weiler, B. V. (2011). The impacts of profound wildlife experiences, *Anthrozoös*, 24, 51-64.

<http://www.tandfonline-com.ezproxy.uleth.ca/doi/pdf/10.2752/175303711X12923300467366?needAccess=true>