

## **PSYCHOLOGY 3000A: Human-Animal Interactions**

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Class time: Spring 2014, TTh 1050-1205, AH 117

Moodle: <http://moodle.uleth.ca/> Use your uleth email login.

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This course will examine the many situations and different types of interactions between humans and other animals. We will begin by discussing the several philosophical bases for these interactions and continue by thinking of the people, the animals we affect and the ethical issues that arise because of these interactions. The emphasis in this course will be in learning by doing, although Dr Mather will lecture about situations that deserve a closer look, such as animal pain, the special adaptations of dogs, pet therapy and the three Rs of animal research. Class members will find an agency that works with animals and report on it, interview an individual who works with animals and present his or her situation to the class, prepare a poster presentation on an ethical issue to do with these interactions and complete a final observation assignment instead of a final exam (these last three assignments will be completed in groups). As class participation is important, you will also keep a Participation Log.

The GOALS of the course are as follows:

**Information:** you should learn a lot about the diversity and scope of our interactions with animals.

**Values:** you should learn about the attitudes we hold, the ethics of what we do with and to animals.

**Skills:** you should learn how to observe, interview, present orally and in a poster--important abilities.

Because these are oral and poster presentations which need time to prepare, some class time will be allocated to these activities. A schedule for the class times is contained on pages 6 and 7 of this outline—keep it and post it somewhere that will remind you which assignments are due at what time. There will be some flexibility in oral presentation times in case of illness or other disasters, but not for the posters, so you must be prepared to be prompt. If you have any disability which interferes with your ability to complete the assignments, check with the Disabilities Office and come and talk to Dr Mather.

**Evaluations for assignments will be decided in the first class meeting by consensus between class and instructor.** Because this is an assignment-based course, the marks will usually be high. Thus the A grade

range will begin at 85%, the B one at 75% and the C at 65%, with the lower ¼ of the grade range in the – category and the higher in the + one. In the first class I will ask permission to change the grade boundaries slightly at the end of the semester in the interest of fairness.

### ASSIGNMENTS:

All *Opinion* assignments will be one to two pages long, typed.

- 1) By the second week of class, when we have discussed the philosophical bases of human attitudes to animals as the foundation for the courses, write a report of **how you view animals**, and which of the three fundamental attitudes this most agrees with (due January 21st). What is the place of *Homo sapiens* in the animal kingdom? What control ought we to have over animals? Do we plan for the immediate or long term future? Do we have moral obligations to all or only some of the species on the planet? How should we behave to act ethically towards them? This is *Opinion 1* and will be in the beginning of your Participation Log.

Once we have set this foundation for the course, the rest of the semester will be a mixture of lectures, time to work on assignments, and presentations to the class.

- 2) Find and **describe an organization** (whose scope must be national or international) concerned with human-animal interactions. Prepare a short report with the organization name, scope, philosophical and organizational background and source of support. Look at how much money they spend on administration, whether all their activities are all ethical, what biases they have. Be critical. This is due February 4th, and is to be saved in your Log as *Opinion 2*.
- 3) **Interview** a person who works with animals (group project). Discuss his/her philosophy, specifics of the contact with animals and attitudes towards them, what benefits they gain (money? Satisfaction?) from the interactions. Do some of what we call Perception Checking, making sure you understood what people meant by what they said. Class time will be allocated to discussion on interviewing techniques on January 21<sup>st</sup>. Prepare a short oral presentation (10 minutes) for class during February 4<sup>th</sup> and 6<sup>th</sup>. Power point accompaniment for the presentation is appropriate but not required. This presentation will be graded on content of the interview, linkage to the areas covered by the class and by the competence of the presentation. I will be looking also for balance of the contributions by the presenters. See page 4 on techniques and subjects for interviewing people. Again, listen to others' presentations and make a report for your Log on one of them, by February 11th; this is *Opinion 3*.
- 4) In your group, read about an **ethical issue** associated with human-animal interaction. Choose a topic, hand a description in to Dr Mather by February 13<sup>th</sup>. There is no grade for this subject specification but it is required, and you may not proceed with the poster preparation until it is approved. Please also post it on moodle, no duplicates allowed so first posting gets the topic. Remember to think about philosophical approaches. Prepare a poster for presentation (around class time) on March 4th; class time will also be allocated to poster preparation on February 27th (remember this is a standard means of communicating at scientific conferences). An

outline of poster presentation techniques and possible topics is on page 5. Because the process of creating a poster is so important, class on February 11<sup>th</sup> will be devoted to discussion and demonstration of poster presentation. Also, the grade for this assignment will be allocated half to the poster itself and half to the information presented on it and given during discussion with evaluators during the presentation. After the posters, choose one poster topic and make a report in your Log about it; this is *Opinion 5*. Note that because of this assignment, lectures will not discuss in class issues that students have chosen, at least before the poster presentation.

- 5) **Book Report:** Some time during the first half of the semester, read a book that goes in greater depth into ideas about one aspect of the course. There is a list of ten appropriate books in the course outline; these are on reserve in the library for the class, and a few of them are otherwise available. You may choose another book, but only if it is approved for review by Dr Mather (for approval, bring the book in hand). The review is *Opinion 4*, due February 25<sup>th</sup>, after Reading Week.
- 6) **Participation Log:** Essentially this is a summary of some of what you learned in class. Here I will find your five Opinion papers—one on your philosophy, one on an organization, one on an interview subject, your book report and one on an ethical issue. These mini-papers will be typed but do not need a title page. No references will be required for the Philosophy Opinion, but at least one will be required for each of the other Opinion papers (the book's is enough for the book report). The Log is cumulative but the Opinion entries must be completed by the dates noted in the Course Outline. The Log is also a place to note questions you asked in class (and answers) or questions you wanted to ask but did not, and opinions. The number of these is up to you, but Logs will be graded on quantity and quality of entries, and at least one entry per week is expected. In addition, 2 copies of the DeMello book (**DeMello, M. [2012] *Animals and society: An introduction to human-animal studies*. New York, NY: Columbia University Press.**) is on reserve for this class in the Library. One copy can be taken out for 24 hours the other can be taken out for 2 hours. I expect at least three Log entries to reflect your having read the book. Please also include your Research Proposal (though this one is due to Dr Mather on March 20th and will be handed back with comments). Your log is due the last day of class, April 15<sup>th</sup>, in class or by 1600 in the Assignment Box (in the hallway by C866) or to Dr. Mather's Office, C888.
- 7) The Final Assignment (instead of a Final Exam), also in groups, will be an **observational study** of some simple human-animal interaction. One way to find a study is to check back with our list of organizations and find someone associated with one of them, or you might have got ideas from an interview or ethical poster. Do a formal observational research study, and write up a short scientific report on what you saw. Examples might be watching a veterinarian or a farm hand, seeing how people behave when feeding ducks (no statistical analysis expected but if one is done it will be rewarded). A proposal is due March 20<sup>th</sup> to Dr Mather, please post proposal titles on Moodle and try to avoid duplications. It will be promptly returned, and its approval is necessary for you to continue the study. Class time will be spent in describing methods for and practicing observation, and in discussing the components of a research report, on March 11<sup>th</sup> to 13<sup>th</sup>, and again on April 3rd as a discussion of work in progress.

Because so much of the grade is dependent on working with others, we will have a discussion in the first class about grouping. You will evaluate group members for relative contributions, so that the excellent leader gets rewarded and the slacker downgraded. I have previously set evaluations to range from a low of 80% and a high of 120%, this makes a huge difference in your grade.

## INTERVIEWING SOMEONE ABOUT HUMAN-ANIMAL INTERACTIONS

Who works with animals? Lots of people. Examples are farmers, wildlife specialists, researchers, veterinarians, hunters, pet shelter workers, animal trainers and people who raise animals for pets. Many of them are in easy reach of us in Lethbridge, and I will have some specific suggestions for those of you who don't find one. Interviewing someone about a part of their life takes a bit of time and care. It involves trust, listening and respect as you go through the interview.

**TRUST:** People will talk freely when they trust the listener. To get this trust, you have to start out making the person comfortable with both you and what you want to find out. So you have to get them at ease before you start working on the information part. You can start with finding 'common ground' with the person, maybe you have a pet, or maybe you're thinking of getting into a career that the person does-- or maybe you even talk about the weather. Some people may be worried about confidentiality, you can assure them up front that you will not use their name if they prefer (ask them), you can tell them why you are doing this class assignment and explain who will hear your report. Lots of people don't like having their conversation recorded, think carefully about doing this. If you are interviewing someone who is sensitive about it, we can arrange a Consent Form for you.

**LISTENING:** As the interview goes on, the person should relax and give answers to your inquiries. Try to stay away from 'yes-no' questions, you want them to tell you lots that you might not get if you go at them directly. Have general ideas of the categories of information you want, but don't pepper them with questions. Let them 'run on', use phrases like "that's interesting, can you tell me more" or "Why do you think that's important", encouraging noises such as "Mmmhmm", "very interesting" and "Oh, I see" to keep your subject talking.

**RESPECT:** This is not about you but about him/her. Don't disagree, thank the person for the opportunity of doing the interview, show interest and value their opinions and information even if you don't necessarily agree with them. Smile, show you value what the person's saying beyond just 'doing it because it's an assignment'.

What do you want to know? You'd like to know what the person does with and around animals. It would be interesting to find out what the good and bad parts of the hobby or job or avocation with animals are. You'd really like to see how the person views animals, particularly the one s/he works with, and you can ask how the situation might cause moral or ethical issues to arise and how they are handled (but be careful with this one). These four areas can be the basis of your presentation of the interview to the class as well.

## POSTER PRESENTATIONS

Posters are like other presentations but more fun. The work essentially is done before you get to the class, it is all there in front of people. When they ask questions you have to know, but the poster tells them a lot before they get to you.

**INFORMATION:** You do need to know as much when you do a poster as when you do an oral presentation. But it's divided into two parts, what the poster tells everyone and what you tell them when they ask questions and get beyond the basics. For the first part, you have to figure out what the essentials are, you can only put down what really matters and it has to be said clearly.

For the second part you have to read up and think about what others might ask you, be ready with facts and details that can't go on the poster but you might need to persuade people. You can put a couple of references on the poster or have them ready to hand out to people who really want to know.

**PRESENTATION:** This is the most important part of a poster. You only have a small part of your information to present--what's most important and most interesting? This part of it has to be visible from 2 metres, make sure that it is and that it's not so crowded that readers lose the important stuff in the crowd. Posters should be eye-catching. You can start with something informal and attention-getting to draw your audience in. You can use pictures, diagrams or graphs to help make you point more vividly. Titles have to be big to be seen. Colours in print, background or in the pictures are particularly useful, but don't make the poster so crowded or dazzling that your audience don't get the message.

Ethical issues can be anything, make sure they involve direct person-animal interaction. Please try to get issues that are much larger than the local community, we need local people for the interview and observation. Is raising hens in battery cages immoral? Who is right in the British fight over outlawing fox hunting? Did we do Keiko the killer whale a favour when we released her (and was it worth all that money)? Is it a good thing to spay or neuter pets so they won't produce unwanted offspring? Should cities have leash laws for cats (Lethbridge was worried about that)? Should we allow seismic blast that the oil companies use for looking for underwater sources when it hurts whales' ears? Should the US drill in the calving ground of the Porcupine caribou herd, and are there ways they can prevent disruption? Is the killing of animals for food justified, or should we all turn vegetarian? Are Disney films producing warped views of animal behaviour and is this a problem? Are zoos and aquariums good or bad for animals?

**SCHEDULE**

January 9 <sup>th</sup>	Discussion of course outline, grouping, weightings of assignment and grade boundaries.
January 14 <sup>th</sup>	Lecture: philosophical approaches.
January 16 <sup>th</sup>	Lecture: philosophical approaches. Grouping for assignment.
January 21 <sup>st</sup>	Interview discussion. Opinion paper 1 due.
January 23 <sup>rd</sup>	Lecture.
January 28 <sup>th</sup>	Lecture
January 30 <sup>th</sup>	Lecture
February 4 <sup>th</sup>	Interview presentations 1. Opinion paper 2 due.
February 6 <sup>th</sup>	Interview presentation 2.
February 11 <sup>th</sup>	Poster discussion. Opinion paper 3 due.
February 13 <sup>th</sup>	Lecture. Poster description due.
February 18, 22	Spring break. (Informal assignment).
February 25 <sup>th</sup>	Lecture. Book report (Opinion paper 4) due.
February 27 <sup>th</sup>	Poster work day.
March 4 <sup>th</sup>	Poster presentation in Markin Hall
March 6 <sup>th</sup>	Lecture.
March 11 <sup>th</sup>	Research discussion. Opinion paper 5 due.
March 13 <sup>th</sup>	Research discussion.
March 18 <sup>th</sup>	Lecture.
March 20 <sup>th</sup>	Lecture. Research proposal due.
March 25 <sup>th</sup>	Lecture.
March 27 <sup>th</sup>	Research discussion.
April 1 <sup>st</sup>	Lecture.
April 3 <sup>rd</sup>	Research work day.

April 8 <sup>th</sup>	Lecture.
April 10 <sup>th</sup>	Lecture.
April 15 <sup>th</sup>	Summary, feedback. Log in. Group evaluations.
April 29th	4:00 PM, Report of Observational Study due. Please drop off in the drop box by the Psychology Office, C866 in the hallway or to Dr. Mather's Office at C888.

**Assignments:****Grade Percentage:**

## Individual:

Opinions (five)	<b>3 % each</b>	<b>15%</b>
Participation Log		<b>25%</b>
<u>Overall Individual Total: <b>40%</b></u>		

## Group:

Interview		<b>10%</b>
Poster		<b>20%</b>
Observational Study		
Proposal		<b>5%</b>
Report		<b>25%</b>
<u>Overall Individual Total : <b>60%</b></u>		



## BOOK REPORT

You will be required to read a book that is relevant to the course topic and write a brief book report. You may choose a book from the following list or another one that focuses on human-animal interactions. If you choose the latter you will be required to have it approved in advance by Dr Mather (have it in hand). This book review will be considered *Opinion 4*. It is due the first day of class after Reading Week, Tuesday February 25. Books on the reading list are on reserve in the library. However, the library will only have one copy of most of the listed books and it is likely that many students will be waiting until reading week to work on this assignment. As such, ***do not wait until the last minute to read a book or have a book approved because there is no guarantee that the book you want or any book will be available at such time.*** Include the following:

- 1) A summary of your reading. Discussion should summarize and explain how the reading was relevant to the course topic (i.e., keep the discussion focused).
- 2) What was the major problem or concern the author or authors were trying to address (i.e., why did the author write this book)? Was the author or were the authors successful in doing so (i.e. did they make their case or demonstrate what they were attempting to demonstrate)?
- 3) What perspective did the author or authors take in addressing the issue?
- 4) What did you learn from reading this book? Describe a few points that you took away from reading this or that shaped your understanding of the subject.
- 5) Cite the book you read as a reference.

### Reading List:

Akhtar, A. (2012). *Animals and public health: Why treating animals better is critical to human welfare*. New York, NY: Palgrave Macmillan.

– U of L online library access.

Aronson, S. (2010). *Animal control management: A new look at a public responsibility*. West Lafayette, IN: Purdue University Press.

Clayton, S. & Myers, G. (2009). *Conservation psychology: Understanding and promoting human care for nature*. Chichester, West Sussex: Wiley.

Cummins, B. D. (2013). *Our debt to the dog*. Durham, NC: Carolina Academic Press.

DeStefano, S. (2010). *Coyote at the kitchen door: Living with wildlife in suburbia*. Cambridge, MA: Harvard University Press.

Fa, J. E., Funk, S. M., & O'Connell, D. (2011). *Zoo conservation biology*. New York, NY: Cambridge University Press.

Garrett, J. R. (Eds.). (2012). *The ethics of animal research: Exploring the controversy*. Cambridge, MA: MIT Press.

Jerolmack, C. (2013). *The global pigeon*. Chicago, IL: The University of Chicago Press.

Maple, T. L. & Perdue, B. M. (2013). *Zoo animal welfare*. New York, NY: Springer-Verlag.

Rowlands, M. (2009). *The philosopher and the wolf: Lessons from the wild on love, death, and happiness*. New York, NY: Pegasus.

– Available at the Lethbridge Public Library