

Eastern Kentucky University, Animal Studies, Department of Psychology

ANS 400: DOG (3 Credits) CRN: 29212 TR 3:30 pm - 4:45 pm (229 Cammack)

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Office hours: TR: 10:00-3:00

Dropdates: 01/25/2015 (100% refund) / 02/15/2015 (without a fee) / 04/12/2015 (withdraw fee)

Required texts:

Auster, P. (2009). *Timbuktu: A Novel*. New York: Picador. ISBN-10: 0312428944

Bulgakov, M. (2013) *The Heart of a Dog*. New York: Melville House. ISBN-10: 1612192882

Butler, K. (2004; 2013). *Therapy Dogs Today*. Norman: Funpuddle Publishing Associates.

Coppinger, R. & Coppinger, L. (2002). *Dogs: A New Understanding of Canine Origin, Behavior and Evolution*. Chicago: University of Chicago Press.

McHugh, S. (2004). *Dog*. London: Reaktion Books.

Miklósi, A. (2007). *Dog Behaviour, Evolution, and Cognition*. London: Oxford University Press.

Sanders, C. R. (1999). *Understanding Dogs. Living and Working with Canine Companions*. Philadelphia: Temple University Press.

Schaffer, M. (2009). *One Nation Under Dog*. New York: Henry Holt.

Sdao, K. (2012). *Plenty in Life is Free*. Wenatchee: Dogwise

Additional readings:

Excerpts from books (provided):

Arluke, A. (2006). *Just a Dog. Understanding Animal Cruelty and Ourselves*. Philadelphia: Temple University Press.

New Yorker, The (2012). *The Big New Yorker Book of Dogs*. New York: Random House.

Pickeral, T. (2008). *The Dog: 5000 Years of the Dog in Art*. London & New York: Merrell Publishing Company.

Xenophon (ca. 350 BP), *Cynegeticus*, chapters 3-4 and 6-7. Translation available at: <https://ebooks.adelaide.edu.au/x/xenophon/x5hu/contents.html>

Walker-Meikle, K. (2013). *Medieval Dogs*. London: The British Library.

Articles (provided):

Breeden, P. (2012). Dog Whispering in 21st Century. *Seattle Examiner* from 10/06/2012, also online at: <http://www.examiner.com/article/dog-whispering-the-21st-century>.

Frommer, S. & Arluke, A. (1999). Loving Them to Death: Blame-Displacing Strategies of Animal Shelter Workers and Surrenderers. *Society & Animals* Vol. 7, No. 1, pp. 1-16.

Irvine, L. (2004). Pampered or Enslaved? The Moral Dilemmas of Pets. *International Journal of Sociology and Social Policy*, Vol. 24 No. 9, pp. 5-17

Mitchell, R. W. (2001). Americans' Talk to Dogs: Similarities and Differences With Talk to Infants, *Research on Language and Social Interaction*, Vol. 34 (2), pp. 183-210

Mitchell, R. W. & Edmonson, E. (1999). Functions of repetitive talk to dogs during play. *Society & Animals* Vol. 7, No. 1, pp. 55-81.

Patronek, G. (2007). *Animal Hoarding: What caseworkers need to know*. Online: <http://vet.tufts.edu/hoarding/pubs/masshousing.pdf>.

Pręgowski, M. P. (2013). Your Dog is Your Teacher: Contemporary Dog Training Beyond Radical Behaviorism. *Society & Animals* (in press).

Schleidt, W. M. & Shalter, M. D. (2003). Co-evolution of Humans and Canids. An Alternative View of Dog Domestication: Homo Homini Lupus? *Evolution and Cognition*, Vol. 9, No. 1, pp. 57-72.

Videos:

We will be watching a few YouTube videos, as well as some or all of the following films:

My Dog Tulip

The Hardly Boys in Hardly Gold

William Wegman dog shorts
Excerpts from Lassie

Field trips:

An optional trip to Wolf Park (Indiana) is possible. Another optional field trip, to a dog show, is under consideration. None of the trips will replace classes.

Brief course description:

This course focuses on dogs and their relationships and interactions with humans. We will discuss canine history, their roles in contemporary society, as well as their presence in both culture and art of the Western civilization. The course also entails discussing the science of dogs (dog behavior, perception and social cognition), as well as practical applications of knowledge about dogs (including dog training and dog-assisted therapy and education).

Course description:

This course is a seminar that focuses on dogs and their roles in our lives. The course will be discussion-oriented; students will be required to read material before class, and then will discuss the material in class. The reading required for this course will be extensive but engaging. A seminar is a group of "advanced students studying under a professor, with each student contributing to class participation through active reading, library research, presenting and discussing the material with one another and the professor" (quoted from a syllabus at Illinois State University). Consequently, students in a seminar are graded on three activities: (1) class participation/preparation, (2) a formal presentation, and (3) written material. There are no formal exams. Students will be expected to read materials prior to class and discuss the material. The presentation and paper will require students to select (in consultation with the instructor) some aspect of work on dogs to examine in depth.

Student learning outcomes and evaluation methods

The course will introduce students to the field of animal studies by reading, discussing, thinking, and writing about various traditions in the field, including anthropology, art, biology, history, literature philosophy, psychology, and sociology. At the end of this course students should:

- A. Demonstrate comprehension of diverse methodologies to gaining knowledge about and thinking about dogs. How this objective is evaluated: Class discussion.
- B. Read, evaluate talk, and write knowledgeably about research about dogs in science, humanities, and applied fields. How this objective is evaluated: Class discussion, quizzes, class presentation, term paper.
- C. Analyze, evaluate and integrate diverse ideas about dogs. How this objective is evaluated: Class discussion.
- D. Analyze one aspect of dogs in depth. How this objective is evaluated: Term paper, class presentation.
- E. Demonstrate sensitivity to (and appreciation of) diverse points of view. How this objective is evaluated: Class discussion, class presentation, term paper.

Class preparation and participation:

During each of the 25 class discussion periods, students are evaluated for their preparation and participation. A brief quiz worth 2 points will be given at the beginning of the class, and the participation will be graded on a 3-point scale: 1 = mere presence, 2 = adequate participation, 3 = very good or excellent participation. The maximum points available to obtain per class is therefore 5. Class participation is worth **110 pts**, and three lowest evaluations will be dropped.

Term project (usually a term paper):

The term project (worth **110 pts.**) is intended to be an integrative work in which the student incorporates points of view and information across disciplines which contribute to the field of Animal Studies: sciences and social sciences (biology, psychology, anthropology, sociology), arts and humanities (philosophy, religion, art, literature, history), and applied fields (law, conservation, agriculture). The project will typically be a written prose or research paper, but other more creative written works are possible, including a play, a graphic or standard novel, or a series of interrelated short stories. Alternatives, such as an elaborated series of artworks or other nonverbal forms, are also possible; such alternatives must be accompanied by some written material elaborating their meaning and the ideas behind them. These themes must exhibit the student’s awareness and knowledge of points of view and his or her interpretation of class readings and discussions, as well as provide evidence of the student’s examination of material from outside the class. The audience for the term project is any educated person. Providing references for any written material is required and must be in APA style (for additional information see Purdue Owl resources at <https://owl.english.purdue.edu/owl/resource/560/01/>).

Class presentation:

Each student presents her or his term project to the class during a 10-minute period. The actual presentation should take 10 minutes, which is followed by a 2-3 minute question and answer period. Students are evaluated on the quality of their overall presentation, their apparent preparation and thoroughness, and the coordination of their materials to affect understanding in their audience. The presentation is worth **80 pts.**

Grading:

The maximum is 300 points. Cutoffs are as follows:

- A - 90% = 270-300 pts.
- B - 80% = 240-269 pts.
- C - 70% = 210-239 pts.
- D - 60% = 180-209 pts.
- F - below 60% = 0-159 pts.

Additional information:

No make-up points are planned; however active participation in the “Living with Animals 2” conference will be rewarded with extra points (max. 5). To obtain said points, preparation of a brief one page commentary on three conference presentations about dogs, will be required. The commentary entails writing thoughts about the work and ideas presented.

No.	Date	Topic	Material	Assignment and Exam Due Dates
1	01/20	Introduction	Syllabus McHugh Ch. 1 (pp. 7-57)	
2	01/22	The science of dogs: History and methods of studying dogs	Miklósi Ch. 1 (pp. 1-26) + Miklósi Ch. 2 (pp. 27-46)	
3	01/27	Dog domestication 1/2	Coppingers Ch. 1-3 (pp. 39-100) + Schleidt & Shalter	
4	01/29	Dog domestication 2/2	Miklósi Ch. 5 (pp. 95-136)	
5	02/03	Dogs vs. wolves	Miklósi Ch. 4 (pp. 67-93) +	

			Coppingers Ch. 11 (pp. 295-316)	
6	02/05	Dog perception	Miklósi Ch. 6 & 7 (pp. 137-163) + “What it’s like to be a dog” exercise w/ leash and collar + Dog POV videos from YouTube	
7	02/10	Behavior & Social cognition	Miklósi Ch. 8 (pp. 165-200) + Coppingers Ch. 6 (pp. 189-226)	
8	02/12	Dog in society: Canines and consumerism 1/3	Schaffer pp. 1-98	
9	02/17	Canines and consumerism 2/3	Schaffer pp. 99-179	
10	02/19	Canines and consumerism 3/3	Schaffer pp. 180-257	
11	02/24	Social life with dogs 1/2	Sanders Ch. 1-3 (pp. 1-58)	
12	02/26	Social life with dogs 2/2	Sanders Ch. 4-5 (pp. 59-110)	
13	03/03	Ethical status of dogs	Irvine	
14	03/05	Mistreatment and cruelty 1/2	Arluke Ch. 3 (85-114) + Patronek	
15	03/10	Mistreatment and cruelty 2/2	Arluke Ch. 4 (115-148) + Frommer & Arluke	
16	03/12	Dogs in culture: Early human concepts of dog	Xenophon on training/hunting (Ch. 3-4, 6-7) Early dog poems + Walker-Meikle (in class)	<i>Midterm grades due 03/15/2015</i>
17	03/17	Dogs of the contemporary West 1/3	McHugh Ch. 2 (pp. 58-126)	
18	03/19	NO CLASS	“LIVING WITH ANIMALS 2” CONFERENCE AT ECU, 03/19-03/21/2015	<i>Conference attendance</i>
18	03/24	Dogs of the contemporary West 2/3	McHugh Ch. 3 (pp. 127-170) + <i>The Hardly Boys in Hardly Gold</i>	
19	03/26	Dogs of the contemporary West 3/3	McHugh Ch. 4 (pp. 171-199) + Bulgakov (entire novel)	
	03/30-04/03	SPRING BREAK!		
20	04/07	Dogs as surrogates 1/2	Mitchell (<i>Americans’ Talk to Dogs...</i>) + two selected <i>The New Yorker</i> stories	
21	04/09	Dogs as surrogates 2/2	<i>My Dog Tulip</i>	
22	04/14	Inverting roles: a dog’s perception of society	<i>My Dog Tulip</i> (continued) + Auster (entire book)	

23	04/16	Dogs in art	Pickeral (in class)	<i>Students are to come up with their favorite dog art, contemporary or from the past</i>
24	04/21	Living and working with dogs: Rules of play, rules of training	Mitchell & Edmonson + Pręgowski	
25	04/23	Ethical dimensions of dog training	Sdao (entire book)	
26	04/28	Training dogs in practice	Breeden + Dog training videos (Millan, Larlham, Stewart, Fugazza)	
27	04/30	Dog-assisted therapy and education	Butler (entire book)	
28	05/05	Presentations 1/2		<i>Term project presentation</i>
30	05/07	Presentations 2/2		<i>Term project presentation</i>

Note: Student scores, along with final grades, will be provided during the final exams week. Final exams end on May 15, 2015.

For all papers, use Times font, size 12, with at most 1 inch margins all around.

Departmental Writing Statement: Students in all psychology courses are expected to use correct grammar, spelling and composition in written assignments. These elements of writing will be taken into consideration in grading all out-of-class writing assignments. If you would like free help with your writing, you may use the Noel Studio in Library 208.

Disability Statement: If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the Office in the Student Services Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622 2933 V/TDD. Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity Statement: Students are advised that ECU's Academic Integrity policy regarding plagiarism, cheating, and fabrication will strictly be enforced in this course. Information on sanctions for academic dishonesty can be found at <http://studentrights.eku.edu/student-code-conduct>. The Academic Integrity policy is available at www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Official E-mail: An official ECU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this ECU e-mail address.