Exploring the Human-Animal Connection
OED 222

Time: TR, 1:00-2:30
Location: Wheeler 111
Instructor: J. Grant White
Office: Wh 312
Phone: x1350
Email: gwhite@northland.edu

A Pocket Style Manual, Diana Hacker

Website: http://www.northland.edu/oe


Look to the right side of the page, under Register, and click Student. Register, making sure to enter your professor’s email (gwhite@northland.edu) in the Instructor’s Email window at the bottom of the form, in order to add your name to the course roster for the site.

Writing Support: From Gina Kirsten:

Once again I’d like to offer my services assisting the students in your courses with their writing.

I am available by appointment Monday-Friday from 9-3. In addition, the Writing Center (CSE 252) will be open and staffed by a student writing tutor each evening, Monday through Thursday from 6:30-8:30PM.

Gina Kirsten
Composition Specialist
Northland College
gokirsten@northland.edu
X1341
Please note: Students in need of academic or medical accommodation should visit the Disabilities Services page of the Northland College web site: http://www.northland.edu/student-life-support-disability.htm.

Contact:
Patti Fenner-Leino, Disabilities Coordinator
Ponzio Campus Center #229
Telephone: (715) 682-1230
Fax: (715) 682-1692
Student Services Toll Free Line: (866) 781-0001
Email: pfenlei@northland.edu

Course Overview
Few topics evoke such a strong emotional response as human interactions with animals. Further, it would be an understatement to say that our shared history has been checkered—and one-sided: we domesticate them, harvest their fur, milk them, butcher and eat them, hunt and fish for them, use them for transportation, conduct experiments on them, take them to war, shrink and contaminate their habitats, but also raise them as pets, make them members of our families, project human characteristics onto them, and attempt to treat them as equals. The situation is confusing, at best.

There are environmental implications to all of this as well. Viewed collectively, animals are, both figuratively and literally, the proverbial canary-in-the-coal-mine for the planet. If the earth becomes inhospitable to our animal compatriots, what are the implications for humankind?

It will be our purpose to explore this complex issue by means of readings, media presentations, discussions, student research, and reflective writings. Rest assured: these efforts will not produce a single answer, but we do hope to generate some clarity, by looking at the issues as objectively as possible and interacting with our peers in a manner that is simultaneously thoughtful and respectful.

Outcomes
Upon completion of the course, students will:
• Demonstrate improved writing skills
• Be able to contribute to discussions, write useful discussion questions, and help to guide the progress of conversations
• Exhibit enhanced abilities to read actively, critically, and carefully
• Become increasingly capable of developing a point of view under the stimulus of readings and class activities, and organize their thoughts into a cogent presentation or argument
• Better understand the concepts of wilderness, wildlife habitats, and the role of large predators in the ecosystem
• Develop new insights into the historical presence of indigenous hunter-gatherers in the ecosystem, their perceptions of wildlife in the context of the natural world, and their interactions with their world
• Come away with improved understandings of the energy cost and environmental impacts of modern agriculture vs. organic farming, and the ways in which various techniques of farming and animal husbandry affect animals, both wild and domesticated
Finally, and above all, students will come to appreciate that, because problems are complex and multifaceted, one must peel-away layers and consider issues from multiple points of view, in order to begin to understand them. Answers are seldom found on the surface.

The Course
- Students will be expected to participate fully and enthusiastically in all class activities.
- The structure of the course will remain flexible, in order to respond to the pace and depth of discussions, presentations, and other class activities.
- Written assignments will include:
  - Daily discussion questions generated from readings, media presentations, and other class activities
  - Two three-page (maximum) Reflection/research papers based on topics of personal interest and relevant to the course, due: 2/23/12 and 3/22/12. Pick a narrow, focused topic and address it in depth, using a tight, concise writing style.
  - During the second half of the semester, students will select a topic of personal interest that bridges the content of the two classes that constitute the block. They will research the subject and write a paper of no more than five pages, due on the last day of the semester. Again, pick a narrow, focused topic and address it in depth, using a tight, concise writing style.
- Writing Exercises: Students will complete weekly writing exercises from the Diana hacker website, supported by the text: A Pocket Style Manual.

Cellular Phones
Students will be expected to turn-off cell phones for the duration of each class. Students taking calls or texting during class will be asked to turn-off their phones and deposit them on a table at the front of the room. Refusals will result in an invitation to leave class for the day.

Computers, Tablets, and Handheld Devices in Class
While students may use electronic devices to do class-related work during class, non-class related uses will not be tolerated. Students using devices inappropriately will be asked to turn them off.

Grading
Grades in this class will be calculated on a straight percentage basis. This is accomplished by dividing the number of points earned by the total number of points possible. Your professor does not grade on improvement except to the extent that improved scores will bolster the student’s overall point total. Full and enthusiastic class participation is expected of all students and should not be viewed as something extra that can be counted on to compensate for poor performance on written assignments.

The grading scale is as follows: 93-100 A; 90-92 A-; 87-89 B+; 83-86 B; 80-82 B-; 77-79 C+; 73-76 C; 70-72 C-; 67-69 D+; 60-66 D; 0-59 F.
**Attendance**
A grade in a class, in effect, certifies that the student has been exposed to the curriculum as described in the syllabus, has participated in all activities associated with the class, and has completed all assignments to a degree reflected in the final grade. In other words, a student must attend the class in order to pass the class!

That being said, the policy for attendance and late assignments with respect to grading is as follows:

Attendance in this class does count, with 1 point being deducted from the student’s final point total for each hour of unexcused absence. Excused absences include, but are not limited to, such things as illness, certain family obligations, and certain school sponsored activities and trips. Studying for an exam for another class is not an excused absence on the basis of it being a school sponsored activity.

Misses can be made up by writing and submitting a paper which covers the material covered in class on the day in question. Under no circumstances should a student assume that by merely submitting a paper, she or he has made up for 100% of the class missed. In order to be considered equivalent, the paper must be of adequate length, substance, and quality, based on the judgment of the course professor. For purposes of calculating a final grade for the class, the one point deduction for the absence will be thrown out if a paper is submitted. The paper will be graded, and the grade averaged with the scores on all other written work. Therefore, the degree to which the paper actually substitutes for the class experiences on the day missed will be directly reflected in the final grade.

Because this professor has had students run a doctor’s appointment scam as a means to generate excused absences, he will expect students to schedule medical appointments outside of class time. Exceptions will be made for emergencies and extenuating circumstances.

In this class, attendance is taken with an attendance sheet. Any forgeries of signatures will result in the hour being counted as an unexcused absence for both the forger and the person for whom the forgery was attempted.

**Late Work**
It is the instructor’s policy to allow the class, as a whole, to negotiate due dates for out of class assignments. That being said, assignments must be turned in on time. There will be a penalty of –5% per day late. Any exceptions must be negotiated in advance.

**Course Progression (Subject to Change)**

**Week 1 Introduction**
Thursday: Brief course introduction
- Radiolab: Zoos
Week 2  Sub-theme: Wilderness  
- Section 1, Chap. 1 Kerasote  
- Chap. 2 Kerasote  

Thursday Read:  
- What We Mean When We Talk About Wilderness  
- The American Wilderness: A Special Report  

Week 3  Sub-theme: Humans in the Ecosystem  
Tuesday Read:  
- Section 1, Chap. 3 Kerasote  
- Chap. 4 Kerasote  

Thursday Read:  
- Hunters, Gatherers, and the Cycle of Life  
- The Future of America’s Predators  

Week 4  Sub-theme: Humans, Animals, and Natural Cycles  
Tuesday Read:  
- Section 1, Chap. 5 Kerasote  
- Chap. 6 Kerasote  

Thursday Read:  
- Jack London short story (Audio)  
- The Cull of the Wild  

Week 5  Sub-theme: Habitat Loss  
Tuesday Read:  
- Section 1, Chap. 7 Kerasote  
- Chap. 8 Kerasote  

Thursday Read:  
- Biodiversity: more than just a Word  
- Walking the Walk, Talking the Talk  
- The Cost of Nature  

Week 6  Sub-theme: Large Predators  
Tuesday Read:  
- Section 3, Chap. 1 and 2 Kerasote  
- Chap. 3 Kerasote  

Thursday Read:  
- Confronting the Grizzly Dilemma  
- The Great Alaskan Wolf Debate
**Week 7**  **Sub-theme: Game management**  
Tuesday Read:  
• Read Section 3, Chap. 4 Kerasote  
• Chap. 5 Kerasote

Thursday Read:  
• Back to the Pleistocene  
• Wildlife Management: Cropping to Manage, or Managing to Crop?

**Week 8**  **Sub-theme: Modern Hunters**  
Tuesday Read:  
• Read Section 3, Chap. 6 Kerasote  
• Chap. 7 Kerasote

Thursday Read:  
• Chasing Antelope With Annie Oakley  
• The New Hunter

**Week 9**  **Sub-theme: Agriculture—Sustainable, and otherwise**  
Tuesday:  
• Excerpts—*The Omnivore’s Dilemma* (Animal husbandry)

**Week 10**  **Sub-theme: Agriculture—Sustainable, and otherwise**  
Tuesday and Thursday:  
• Excerpts—*The Omnivore’s Dilemma* (Animal husbandry)

**Week 11**  **Sub-Theme: Hunting and Sustainability**  
Tuesday Read:  
• Kerasote Section 3, Chapters 8, 9, & 10

Thursday Read:  
• For Keeps: The Truth About Catch-and-Release  
• Catch & Release or Hook & Cook

**Week 12**  **Sub-theme: First Nation and other indigenous cultures**  
Tuesday:  
• DVD—*Ice Man* and hunter-gatherer community re-enactment

Thursday:  
• Guest Panel—First Nation views of the natural world, animals, hunting, and spirituality (TBA)

**Week 13**  **Sub-theme: Human minds/Animal Minds**  
Tuesday:  
• DVD—*Temple Grandin*

Thursday:  
• Radiolab—*Animal Minds*
**Week 14**  
**Sub-theme: Food—If not animals, then . . .**  
Tuesday:  
- DVD—*Food, Inc.*

Thursday: Discussion

**Week 15 (Finals Week) Sub-theme: Hope for the future**  
Tuesday:  
- DVD—*The Future of Food*