Instructor: Dr. Lori Yancura. loriena@hawaii.edu
Class Time: T 12:45 – 3:00

Course Objectives:
Dogs are important in our society. Nearly 60% of U.S. households own a pet, most commonly a dog.¹ The goal of this course is to explore the role of dogs in social science, medicine, and the humanities. Students will come away from the course with a basic understanding of dog care and training, research on the use of dogs and other companion animals, how dogs are used in psychological and physical therapy, and how dogs are represented in art and literature. Students will come away from this course with an increased ability to read literature from a variety of academic disciplines, stronger writing skills, and a better understanding of human-animal interactions.

Course Methods:
Learning will take place in a seminar format. Groups of students will be responsible for presenting each week’s assigned readings to the class and leading discussion on related topics. Some classes will feature guest speakers and possible field trips.

• Pet Project: this Pet Project can be on any dog/animal related topic that suits students’ professional and personal interests. Possible topics include how dogs can be used to facilitate learning in elementary school classrooms, how dogs have been used to treat PTSD, representations of dogs in certain literature genres or visual media, a business plan for a dog-based business, etc...
  o Students must clear paper topics with the instructor by the 4th week of class
  o Papers should be 10-12 pages in length and include scholarly references
  o Presentations and papers are on the same topic – the presentation is simply an oral and visual representation of the paper. Presentations should be approximately 15 minutes long and can be delivered in various formats
    ▪ Brief film
    ▪ Prezzi
    ▪ Powerpoint
  o Students will receive feedback on pre-assignments throughout the duration of the class to keep them on task with their papers
    ▪ Thesis statement (1/2 page)
    ▪ Outline (1-2 pages)
    ▪ Draft (3-5 pages)

• Discussion Presentations: students will be responsible for brief, informal, group presentations summarizing assigned readings. Groups will also lead class discussions based on those readings. A separate handout describes the presentations format in detail.

¹ http://www.gallup.com/poll/25969/americans-their-pets.aspx
Grading Requirements:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Breakdown</th>
<th>Total Points</th>
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</thead>
<tbody>
<tr>
<td>Pet Project</td>
<td>Thesis statement – 50</td>
<td>500</td>
</tr>
<tr>
<td></td>
<td>Outline – 50</td>
<td></td>
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<tr>
<td></td>
<td>Final Presentation – 200</td>
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<tr>
<td></td>
<td>Final Paper – 200</td>
<td></td>
</tr>
<tr>
<td>Reading Summaries</td>
<td>3 @ 100 points each</td>
<td>300</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Active participation</td>
<td>100</td>
</tr>
<tr>
<td>Attendance</td>
<td>% of classes attended</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td><strong>1000</strong></td>
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</table>

**Pet Project (Get it??!!!)**

Each student is responsible for writing and presenting a paper on a chosen topic relating to dogs. Ideally, your topic should be related to your personal and professional goals. For example: if you are a business major, your project might be about a dog-based business; if plan to become a medical researcher, your project might be about the ethical use of dogs in medical research, etc… You will receive detailed instructions on what this paper should include at least one month before the paper is due.

**Proposed Readings by Topic:**

**Dogs 101 (pick one):**


**Human Animal Interaction² (pick one set):**

Set 1 (Culture):

- CAU, Chap 3, Motivations for pet keeping in Ancient Greece and Rome: A preliminary survey
- CAU, Chap 4, Hunting and attachment to dogs in the Pre-Modern period
- CAU, Chap 7, Creatures of the unconscious: Companion animals as Mediators

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Set 2 (Education):


Set 3 (Families):

CAU Chap 12, Pets in the network of family relationships: An empirical study
CAU Chap 13, The meaning of companion animals: Qualitative analysis of the life histories of elderly cat and dog owners

Set 4 (Human Health):

CAU Chap 8, Companion animals and human health: Physical and cardiovascular influences.

Set 5 (Service):


**Humanities (pick one chapter³)**

Chap 2: Social Institutions and Animals
Chap 3: Representing Animals
Chap 4: Working With/For Animals
Chap 5: Human- and Animal- Directed Violence
Chap 6: Protecting Animals

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Course Schedule:

<table>
<thead>
<tr>
<th>W</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01/13</td>
<td>Welcome to Class: Hello!</td>
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<tr>
<td>2</td>
<td>01/20</td>
<td>Intro to Dogs</td>
<td></td>
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<tr>
<td>3</td>
<td>01/27</td>
<td>Dogs 101 - Prep</td>
<td>Dogs 101</td>
<td>Reading Summary</td>
</tr>
<tr>
<td>4</td>
<td>02/03</td>
<td>Dogs 101 - Discussions</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>02/10</td>
<td>Project Brainstorming &amp; Thesis Statements</td>
<td>Thesis Statements/ PPT #1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>02/17</td>
<td>Education &amp; Therapy Prep</td>
<td>Ed. &amp; Therapy</td>
<td>Reading Summary</td>
</tr>
<tr>
<td>7</td>
<td>02/24</td>
<td>Free Play!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>03/03</td>
<td>Education &amp; Therapy Discussions</td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>03/10</td>
<td>Project Outlines &amp; Progress Reports</td>
<td>Paper Outlines/ PPT #2</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>03/17</td>
<td>Project Outlines &amp; Progress Reports</td>
<td>Paper Outlines/ PPT #2</td>
<td></td>
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<tr>
<td>11</td>
<td>03/24</td>
<td>Spring Break</td>
<td></td>
<td></td>
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<tr>
<td>12</td>
<td>03/31</td>
<td>Humanities - Prep</td>
<td>Humanities</td>
<td>Reading Summary</td>
</tr>
<tr>
<td>13</td>
<td>04/07</td>
<td>Humanities - Discussions</td>
<td></td>
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<tr>
<td>14</td>
<td>04/14</td>
<td>Project Presentations</td>
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<td>15</td>
<td>04/21</td>
<td>Project Presentations</td>
<td>Final Presentations</td>
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<tr>
<td>16</td>
<td>04/28</td>
<td>Project Presentations</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Final Projects Due</td>
<td>9:45-11:45</td>
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Grading Policy:

1. Attendance is expected for all scheduled class meetings and will be taken at the beginning of every class session. Work, medical and dental appointments, and other activities should be scheduled at non-conflicting times. If you miss class, it is your responsibility to borrow lecture notes from your classmates and to contact your instructor for handouts, if they were given out that day.

2. Final grades will be issued on the basis of complete assignments, projects, examinations, class attendance, and participation. INCOMPLETES will only be given in very rare, well-documented situations. Students must have completed 75% of required work to receive an incomplete.

3. All written assignments must be typewritten, double-spaced with one inch margins, with page numbers typed on the top right-hand corner of the page and references cited according to APA convention (see laulima for examples). Points will be deducted for excessive errors in spelling, punctuation, and grammar.

4. Once a test/assignment is graded, that grade is final. Grades will NOT be changed unless a mistake or omission was clearly made. In that case, it is the student’s responsibility to submit a written request for correction.

5. Assignments not submitted during class time on dates due will be considered late. Late assignments will only be accepted with documentation of a family or medical emergency.

6. Contributions to group projects must be done in a timely manner. Your group has the right to leave your name off of the final group product if you do not contribute.

7. PLAGIARISM, defined as “the act of passing off as one’s own the ideas or writings of another” (http://owl.english.purdue.edu//owl/resource/589/01/) is unacceptable and will
result in a failing (“F”) grade for the assignment. Work submitted to other instructors to fulfill other class requirements may NOT be submitted to meet requirements of this class.

Grading Scale:

<table>
<thead>
<tr>
<th></th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>97% and above</td>
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<tr>
<td>A</td>
<td>93% -- 96.5%</td>
</tr>
<tr>
<td>A-</td>
<td>90% -- 92.5%</td>
</tr>
<tr>
<td>B+</td>
<td>87% -- 89.5%</td>
</tr>
<tr>
<td>B</td>
<td>83% -- 86.5%</td>
</tr>
<tr>
<td>B-</td>
<td>80% -- 82.5%</td>
</tr>
<tr>
<td>C+</td>
<td>77% -- 79.5%</td>
</tr>
<tr>
<td>C</td>
<td>73% -- 76.5%</td>
</tr>
<tr>
<td>C-</td>
<td>70% -- 72.5%</td>
</tr>
<tr>
<td>D+</td>
<td>67% -- 69.5%</td>
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<tr>
<td>D</td>
<td>63% -- 66.5%</td>
</tr>
<tr>
<td>D-</td>
<td>60% -- 62.5%</td>
</tr>
<tr>
<td>F</td>
<td>59.5% and below</td>
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</tbody>
</table>

Respect:

Courteous and respect to your fellow students and instructor is essential for establishing a good learning environment. **Please turn off all cell phones before entering class. Please do not send test messages or surf the internet during class.** The instructor reserves the right to confiscate equipment for the duration of the class period and subtract attendance/participation points.

Students should be on-time to class and expect to remain in the classroom for the scheduled time.

Learning must take place within a respectful environment. If you feel that the environment in this course is not conducive to learning, please come talk to me and I will work with you to find a solution.

*It is a privilege to be a member of the University of Hawai‘i at Manoa community. This privilege provides students with the opportunity to learn and to participate in the many programs that are offered on campus. Along with this privilege, students are expected to be responsible in relationships with others and to respect the interests of the institution. These interests are fully set forth in the University's Student Conduct Code, which can be found at [http://studentaffairs.manoa.hawaii.edu/policies/conduct_code](http://studentaffairs.manoa.hawaii.edu/policies/conduct_code).*