

113:126:001 ANIMALS, CULTURE, AND FOOD  
FALL 2010

Instructor: Matthew Hill

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Class Time: Mondays, 2:30-5:20, 61SH

Office: 235 MacBride Hall

Office Hours: Wednesday and Thursday 2:00-4:30 pm, or by appointment

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Department DEO: James Enloe ([james-enloe@uiowa.edu](mailto:james-enloe@uiowa.edu); 241 MacBride Hall; 335-0514)

### COURSE DESCRIPTION

Throughout human history animals have played an important role in our diet, ideology, identity, and social development of human cultures. Culture, Animals, and Food examines the long-term and continuing relationships humans have had with animals. The first part of this course outlines the evolution of Paleolithic and Neolithic period human-animal interactions from the time when early humans first scavengers carcasses of wild game, through the beginnings of intentional hunting, the process of animal domestication, and into the role of humans in animal extinctions during the Ice Age and the modern era. The latter part of the course examines how human interactions with animals changed in the context of complex human society. Topics considered in this section include (1) the roles animals play in human ideology, identity, and health, (2) modern society's impacts on wild animals, 3)the effects pets have on our life and society, and (4) the ethical/moral/economic issues resulting from industrial animal production, and the scientific testing of animals. In addition, a series of guest speakers will be invited to lecture on current issues related to human-animal relationships (e.g., veterinarian, author, medical professional, anthropologists, conservationist).

Due to the multidisciplinary nature of the topics discussion many student's may find some readings difficult to understand or outside their area of expertise. This is understandable and students are encouraged to do their best with the course material. This course is designed to challenge and expand the students perspectives and whenever possible students should cooperate with each other in understanding the readings and course material.

Please be aware this class will occasionally deal with unpleasant and troubling topics (e.g., torture and killing of animals, laboratory testing on animals, industrial agriculture), and these issues can create strong emotions among students. While students are encouraged to express your opinion in this class—and I hope this material will stimulate debates and discussion in the class—all students **MUST** show proper respect while speaking with other class members, the instructor, and guest speakers.

- This course satisfies the Power of Culture and Society breadth elective requirement for the University's Certificate in Sustainability.

## COURSE GOALS & OBJECTIVES

- (1) Develop familiarity for methods and theoretic framework used in the studying human-animal relations
- (2) Develop skills to critically read and synthesize scientific and humanities literature and clearly present original ideas through your writing and oral presentations
- (3) Critically examine our relationship with animals and understand changes in those relations within a multi-cultural framework.

## COURSE POLICIES

This course is organized as a discussion-based seminar. Attendance at all classes is obligatory, and role will be taken during every class. Students are expected to come to class having read all the week's assigned readings and participate in class discussions, and students will be graded on both attendance and participation.

To ensure that all students complete the required readings and are prepared to participate in discussion, each student NOT acting as discussion leader will submit (email is fine) THREE (3) questions about the week's readings to the instructor by the beginning of class (for a total of 13 weeks). The weekly discussion leaders do not have to submit questions. The questions should be broad and theoretical and explore the key issues made in that week's readings. There are two take-home exams during the semester that cover major issues raised in the readings and covered in class discussions on October 4th and November 29<sup>th</sup>.

Each week two students will act as a discussion leader; undergraduates will have to act as discussion leaders for one class period, and graduate students will act as discussion leader for two class periods. The weekly discussion leaders will be responsible for (1) making a short (20-30 min) presentation on key issues and themes raised in that week's reading, (2) submit a short essay (3-5 pages) summarizing their own views and reactions to the issues raised in the week's reading, and (3) facilitate class discussion by getting class member's to participate.

Finally, each student will prepare a research paper (10-12 pages undergraduate, 15-20 pages graduate) or a comparable large project (e.g., art exhibit, video, website development, or volunteer at animal shelter) on some issue related to material presented in this course (due December 13th by 5pm). Students MUST get prior approval for their topic from the instructor by October 11<sup>th</sup>, and submit a paper outline and bibliography by October 25<sup>th</sup>.

Except in situations of illness, mandatory religious obligations, or other unavoidable circumstances or University activities, no late assignments, weekly questions, presentations, exams, or papers will be accepted, without the approval of the instructor. Students who will miss an assignment/exam due to an excused absence MUST inform the instructor in writing (email is fine) within two days of the absence. Even if late assignments/exams are accepted, the instructor reserves the right to deduct 5% of the final grade of that assignment for each day the assignment is late.

Plagiarism and any other activities when students present work that is not their own is academic fraud. In cases of academic fraud the student will receive a zero for the assignment or exam. In addition, the instance MAY be reported to the

departmental DEO and to the Associate Dean for Academic Programs and Services who enforces the appropriate consequences. Assignments must be done individually; no collaboration is permitted unless approved by the instructor.

Grade Breakdown		
Assignment	Points	Percent
13 weekly questions on readings (approx. 8 pt each)	100	11.8%
2 Take home exams (100 pt each)	200	23.5%
Discussion leader presentations	50	5.8%
Discussion leader short essays	50	5.8%
Outline & bibliography for research paper/Project	50	5.8%
Final Paper/Project	200	23.5%
Participation	200	23.5%
Grand Total	850	100%

Please note that because there are numerous opportunities to gain points in this class, there will be NO extra credit opportunities for student wishing to improve their grade.

Letter grades will be assigned using the following system:

- A+ 98-100%
- A 94-97%
- A- 90-93%
- B+ 88-89%
- B 84-87%
- B- 80-83%
- C+ 78-79%
- C 74-77%
- C- 70-73%
- D+ 68-69%
- D 64-67%
- D- 60-63%
- F <60%

## CLASS READINGS AND TOPICS

Note: All readings are to be completed prior to the relevant class period. Any changes to the schedule or assignments will be announced in class and posted on ICON.

### Week 1 (August 23):

#### Introduction

NO READINGS

### Week 2 (August 30):

#### Background, history, and overviews of Human-Animal Relationships

Ingold, Tim 1988 The Animal in the Study of Humanity. In *What is an Animal?*, edited by T. Ingold, pp. 84-99. Boston: Unwin Hyman.

Ingold, Tim 1994 From Trust to Domination: An Alternative History of Human-Animal Relations. In *Animals and Human Society: Changing Perspectives*, edited by Aubrey Manning and James Serpell, pp. 1-22. Routledge, Society, N.Y.

Mullin, Molly H. 1999. Mirrors and Windows: Sociocultural Studies of Human-Animal Relationships. *Annual Review of Anthropology* 28:201-224

Serpell, James 1996. Of Pigs and Pets. In *In the Company of Animals: A Study of Human-Animal Relationships*, pp. 3-20. Cambridge: Cambridge University Press.

### Week 3 (September 6):

Labor day: NO CLASS

### Week 4 (September 13):

#### The Role of Humans in Past Animal Extinctions and other Changes

VIDEO: LAST EXTINCTION: WHAT KILLED THE MAMMOTHS

Grayson, Donald 2001. The Archaeological Record of Human Impacts on Animal Populations. *Journal of World Prehistory*. 15(1):1-68.

Kay, Charles E. 1998. Are Ecosystems Structured from the top-down or bottom up: A New Look at an old debate. *Wildlife Society Bulletin* 26:484-498.

Martin, Paul S. and Christine R. Szuter 1997. War Zones and Game Sinks in Lewis and Clark's West. *Conservation Biology* 13:36-45.

Surovell, Todd A. 2008. Extinction of Big Game. In *Encyclopedia of Archaeology*, edited by Deborah Pearsall, pp. 1365-1374. New York: Academic Press.

### Week 5 (September 20):

#### Domesticating Animals

#### **LAB EXERCISE: IDENTIFYING DOMESTICATES THROUGH BONES**

Coppinger, Raymond and Lorna Coppinger 2001. Wolves Evolve into Dogs. In *Dogs: A New Understanding of Canine Origins, Behavior, and Evolution*, pp. 39-67. Chicago: The University of Chicago Press.

- Diamond, Jared 2002. Evolution, Consequences, and future of Plant and Animal domestication. *Nature* 418: 700-707.
- Serpell, J.A. 2000 The domestication and history of the cat. In *The Domestic Cat: the Biology of its Behaviour*, edited by D. Turner, and P.P.G. Bateson, pp. 1-14. Cambridge: Cambridge University Press.
- Zeder, Melinda A. 2006. Central Questions in the Domestication of Plants and Animals. *Evolutionary Anthropology* 15:105-117.

Week 6 (September 27):

Human Perceptions of Animal-Human Bond

**GUEST LECTURER: TERESA MAGNUM (UI English Department)**

- Teresa Mangum 2007 Animal Angst: Victorians Memorialize Their Pets." In *Victorian Animal Dreams*, edited by Deborah Morse and Martin Danahay, pp. 15-34. London: Ashgate.
- Sanders, Clinton 2006. "The Dog You Deserve" Ambivalence in the K-9 officer/patrol Dog Relationship. *Journal of Contemporary Ethnography* 35(2): 148-172.
- Serpell, J.A 2004 Factors influencing human attitudes to animals and their welfare. *Animal Welfare* 13: S145-151.

Week 7 (October 4): EXAM#1 DUE

Pets (mostly dogs) and their Humans

**GUEST LECTURE: LIZ FORD (Friends of the Animal Center Foundation)**

- Coppinger, Raymond and Lorna Coppinger 2001. Household Dogs. In *Dogs: A New Understanding of Canine Origins, Behavior, and Evolution*, pp. 227-252. Chicago: The University of Chicago Press.
- Franklin, Adrian 1999. Pets and Modern Culture. In *Animals & Modern Cultures: A Sociology of Human-Animal Relations in Modernity*, pp. 84-104. London: Sage Publications.
- Morey, Darcy F. 2005 Burying Key Evidence: The Social Bonds Between Dogs and People. *Journal of Archaeological Science* 33:158-175.
- Serpell, James 1996. Substituting for People. In *In the Company of Animals: A Study of Human-Animal Relationships*, pp. 23-42. Cambridge: Cambridge University Press.

Week 8 (October 11): RESEARCH PAPER TOPICS MUST BE APPROVED BY THIS WEEK

Animals in Human Disease and Wellness

**GUEST LECTURE: TARA SMITH (UI School Of Public Health)**

- Arluke, Arnold, Jack Levin, Carter Luke, Frank Ascione 1999 The Relationship of Animal Abuse to Violence and Other Forms of Antisocial Behavior. *Journal of Interpersonal Violence* 14(9): 963-975.
- Beck, Alan M. and Aaron H. Katcher 2003. Future Directions in Human-Animal Bond Research. *American Behavioral Scientist* 47(1):79-93
- Kruger, K.A. & Serpell, J.A. 2006 Animal-assisted interventions in mental health: Definitions and theoretical foundations. In *Handbook on Animal-Assisted Therapy: Theoretical Foundations and Guidelines for Practice*, 2nd Edition, edited by A.H. Fine, pp. 21-38. New York: Academic Press.

Torrey, E.F., and R. H. Yolken 2005. Humans as Diners: Mad Cows and Sane Chickens. In *Beasts of the Earth: Animals, Humans, and Disease*, pp. 97-123. New Brunswick: Rutgers University Press.

Week 9 (October 18):

Animals, Scientific Testing, and Human Ethics

**GUEST LECTURER: KEM SINGLETARY (UI Office of Animal Resources)**

Birke, Lynda, Arnold Arluke, and Mike Michael 2007. Enter the lab Animal. In *The Sacrifice: How Scientific Experiments Transform Animals and People*, pp. 17-34. West Lafayette: Purdue University Press.

Francione, Gary L. 2005. *Introduction to Animal Rights: Your Child or the Dog?*, pp. 1-49. Temple University Press, Philadelphia.

Goldberg, Alan M and Paul A Locke 2004 *To 3R is Humane*. The Environmental Law Institute. July/August. Washington, DC.

Marks, Jonathan 2006 Save the Apes from the Ape Right Activists. *Anthropology News* 47(9): 4-5.

Week 10 (October 25): RESEARCH PAPER OUTLINE AND BIBLIOGRAPHY DUE

Modern Farming and Carcass Processing: The Costs of Cheap Meat

**GUEST LECTURER: ALEJANDRO MUZZIO (UI Anthropology)**

Delind, Laura B. 2004 Social Consequences of Intensive Swine Production: Some Effects of Community Conflict. *Culture and Agriculture* 26(1-2):80-89.

McCorkle, Constance 1994 The 'Cattle Battle' in Cross-Cultural Context. *Culture & Agriculture* 15(50): 2-4.

Stull, Donald D. and Michael J. Broadway. 1995. Work in Meatpacking Plants and What it does to Workers. In *Any Way You Cut it: Meat Processing and Small-Town America*, edited by D.D. Stull, M.J. Broadway, and D. Griffith, pp. 61-83. Lawrence: University of Kansas Press.

Stull, Donald D. and Michael J. Broadway. 2004. The Human Price of Our Meat. In *The Slaughterhouse Blues: The Meat and Poultry Industry in North America*, pp. 65-81 Belmont, CA: Thomson/Wadsworth.

Week 11 (November 1):

Constructing Identity through Animals

Adams, Carol J. 1990 The sexual Politics of Meat. In *The Sexual Politics of Meat: A Feminist-Vegetarian Critical Theory*, pp. 35-49. New York: Continuum.

Evans, Rhonda, DeAnn K. Gauthier, and Craig J. Forsyth 1998 Dogfighting: symbolic expression and validation of masculinity" *Sex Roles* 39:825-838.

Geertz, Clifford 1973. Deep Play: Notes on the Balinese Cockfight. In *The Interpretation of Cultures*, pp. 412-453. New York: Basic Books.

Siskind, Janet 2002. The Invention of Thanksgiving: A Ritual of American Nationality. In *Food in the USA: A Reader*, edited by C. M. Counihan, pp. 41-58. New York: Routledge.

Week 12 (November 18):

Animals in Religion and Cosmology

- Bahti, Mark T. 1990 Animals in Hopi Duality. In *Signifying Animals: Human Meaning in the Natural World*, edited by R. Willis, pp. 134-139. London: Unwin Hyman.
- Douglas, Mary 1999 Animals in Lele Religious Symbolism. In *Implicit Meanings*, pp. 47-62. New York: Routledge.
- Preece, Rod and David Fraser 2000. The Status of Animals in Biblical and Christian Thought: A Study of Colliding Values. *Society and Animals* 8:245-263.
- Serpell, J.A. 2005. Animals and religion: Towards a unifying theory. In *The Human-Animal Relationship*, edited by de Jong, F. & van den Bos, R., pp. 9-22. Assen, Netherlands: Royal Van Gorcum.

Week 13 (November 15):

The thrill of the hunt

**GUEST LECTURER: SCOTT SCHNELL (UI Anthropology)**

- Luke, Brian 1998. Violent love: hunting, heterosexuality, and the erotics of men's predation. *Feminist Studies* 24: 627-655.
- Marvin, Garry 2007. An Anthropological Examination of Hunting: Ethnography and Sensation. In *A Cultural History of Animals*, Vol. 6, edited by R. Malamud, pp. 49-66. New York, Berg.
- Nadasdy, Paul. 2007. The Gift in the Animal: The Ontology of Hunting and Human-Animal Sociality. *American Ethnologist* 34(1): 25-43.
- Waguespack, Nicole 2005. The Organization of Male and Female Labor in Foraging Societies: Implications for Early Paleoindian Archaeology. *American Anthropologist* 107:666-676.

Week 14 (November 22):

Thanksgiving Break NO CLASS

Week 15 (November 29): EXAM#2 DUE

**GUEST LECTURER: NELSON TING (UI Anthropology)**

Animal conservation and Zoos

- Beardsworth, Alan and Alan Bryaman. 2001. The Wild Animal in late Modernity: The Case of the Disneyization of Zoos. *Tourist Studies* 1(1): 83-104.
- Hancocks, David 2007. Zoo Animals as Entertainment Exhibitions. In *A Cultural History of Animals*, Vol. 6, edited by R. Malamud, pp. 95-118. New York, Berg.
- Hill, Catherine 2002. Primate Conservation and Local Communities: Ethical Issues and Debates. *American Anthropologist* 104(4): 1184-1194
- Franklin, Adrian 1999. The Zoological Gaze. In *Animals & Modern Cultures: A Sociology of Human-Animal Relations in Modernity*, pp. 62-83. London: Sage Publications.
- Groce, Nora Ellen, Jonathan Marks. 2001 The Great Ape project and Disability Rights: Ominous Undercurrents of Eugenics in Action. *American Anthropologist* 102(4): 818-822.

Week 16 (December 6):

Avoiding Animals

- Harris, Marvin 1992. (originally published in 1966). The Cultural Ecology of India's Sacred Cattle. *Current Anthropology* 33:261-276.
- Pollan, Michael 2006. The Ethics of Eating Animals. In *The Omnivore Dilemma: A Natural History of Four Meals*, pp. 304-333. New York: Penguin Books.
- Simoons, Frederick J. 1994. Pork. In *Eat Not This Flesh: Food Avoidance from Prehistory to the Present*, pp. 13-102. Madison: The University of Wisconsin Press.
- Willetts, Anna 1997. "Bacon Sandwiches Got the Better of Me" Meat-eating and Vegetarianism in South-East London. In *Food, Health, and Identity*, edited by P. Caplan, pp. 111-130. New York, Routledge.

Week 17 (December 13: Finals Week)

FINAL PAPER DUE 5:00 PM

**Resources Available to Students:**

I am here to help you succeed in this course. If you have difficulty with the readings and assignments, or have other questions or concerns, please contact me as soon as possible. The University of Iowa also provides other services to assist students, including

- Writing Center: 110 English-Philosophy Building, 335-0188, <http://www.uiowa.edu/~writingc/>. The Writing Center helps students improve their writing, and reading skills. They can also assist with reading.
- Speaking Center: 153 English-Philosophy Building, 335-0205, <http://www.uiowa.edu/~rhetoric/centers/speaking.html>. The Speaking Center help students improve their public speaking skills, and improve basic conversational language skills. One-on-one and small group instruction is available.
- Tutor Referral Service: Campus Information Center, Iowa Memorial Union, 335-3055, <http://imu.uiowa.edu/tutor-referral-service/>. The Tutor Referral Service provides students with a list of qualified tutors in various academic areas.

The College of Liberal Arts and Sciences  
Policies and Procedures

**Administrative Home**

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS [Student Academic Handbook](#).

**Electronic Communication**

University policy specifies that students are responsible for all official correspondences sent to their University

of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences. (Operations Manual, [III.15.2](#). Scroll down to k.11.)

### **Accommodations for Disabilities**

A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See [www.uiowa.edu/~sds/](http://www.uiowa.edu/~sds/) for more information.

### **Academic Fraud**

Plagiarism and any other activities when students present work that is not their own are academic fraud. Academic fraud is a serious matter and is reported to the departmental DEO and to the Associate Dean for Undergraduate Programs and Curriculum. Instructors and DEOs decide on appropriate consequences at the departmental level while the Associate Dean enforces additional consequences at the collegiate level. See the CLAS Academic Fraud section of the [Student Academic Handbook](#).

### **CLAS Final Examination Policies**

Final exams may be offered only during finals week. No exams of any kind are allowed during the last week of classes. Students should not ask their instructor to reschedule a final exam since the College does not permit rescheduling of a final exam once the semester has begun. Questions should be addressed to the Associate Dean for Undergraduate Programs and Curriculum.

### **Making a Suggestion or a Complaint**

Students with a suggestion or complaint should first visit the instructor, then the course supervisor, and then the departmental DEO. Complaints must be made within six months of the incident. See the CLAS [Student Academic Handbook](#).

### **Understanding Sexual Harassment**

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI [Comprehensive Guide on Sexual Harassment](#) for assistance, definitions, and the full University policy.

### **Reacting Safely to Severe Weather**

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Public Safety [web site](#).

These CLAS policy and procedural statements have been summarized from the web pages of the College of Liberal Arts and Sciences and The University of Iowa Operations Manual. <http://www.clas.uiowa.edu/faculty/teaching/policies.shtml>