

# Humans and Animals

## ANT3020

Humans and Animals, ANT3020  
Fall 2023  
Class # 487186  
[www.clas.ufl.edu/users/sdef/](http://www.clas.ufl.edu/users/sdef/)

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Office Hours -  
Monday 9:30-10:30 am  
Wednesday 3:00-4:00 pm  
(except 9/13, 10/11, 11/8)  
and by appointment

M - Period 7-8 (1:55-3:50 pm) TURL 2336  
W - Periods 7 (1:55-2:45 pm) TURL 2346

### Course Description

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Humans and Animals examines the complex and multiple relationships that people have with animals using the lens of anthropology. Throughout human history we have developed social, economic, and symbolic connections with animals. In addition to insights from cultural anthropology, archaeology, and biological anthropology, this course draws on research from multiple other disciplines to explore our unique interdependencies with other animals.

### Course Objectives

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By the end of this course, you will be able to:

- Explain how and why anthropologists study humans and animals through space and time.
- Critique different approaches to studying humans and animals.
- Evaluate different cultural practices related to animals from a non-anthropocentric point of view.

### Course Requirements

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#### Required textbook

Hurn, Samantha (2012) *Humans and Other Animals: Cross-Cultural Perspectives on Human-Animal Interactions*. Pluto Press, London.

Additional readings. You will need to download the readings through the UF library. In order to use the links provided, you must be logged into the UF library via VPN and remote access.

Many of the assigned readings are from professional anthropology journals. You need to read the articles for general themes and concepts. These are NOT articles to read and highlight for simple facts. You should take brief notes on the readings including what were the main themes, how did the reading relate to the topic for the week, what anthropological concepts did the article address (take notes on terms you do not know or understand). Recognize that different authors have different views and perspectives. You will need to incorporate specific examples from the readings into your written assignments. Taking notes when you read greatly helps with retention.

## Course policies

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Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found at [catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/](http://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/)

If you are unable to meet deadlines due to medical illness, please contact me ahead of the deadline, if possible, or as soon as you are able.

Do not plagiarize when completing the written assignments. Please see details regarding the UF Honor Code Below. Plagiarized assignments will receive a 0 and be reported to the Dean of Students.

### Course Assessments and Grading

<u>Assignments</u>	<u>Points</u>	<u>%</u>
Quizzes (best 12/15 quizzes)	10 each	20
Written Assignments (6)	100 each	60 (10% each)
Class Journal Part 1	100	5
Class Journal Part 2	100	5
Final Class Project	100	10

Online quizzes (best 12/15; all quizzes must be completed with at least a passing score to drop low scores)

Written assignments are assessments and/or comparisons of class readings or expansions of class topics. Some require original research on your part. They are posted on the class Canvas site.

The Class Journals Parts 1 and 2 cover the class material for the first and second halves of the semester. They require you to integrate the material covered in the class lectures and readings to show the linkages and connections among the topics covered.

The Final Project is PowerPoint presentation consisting of 8-10 slides on a topic related to humans and animals with original references and citations (i.e. readings not assigned in class)

## Course Schedule

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**Week 1 (August 23): Introduction**

**Week 2 (August 28-August 30): Why an Anthropology of Humans and Animal? And Humans and Animals in Western Thought**

**Week 3 (Sept 4 Labor Day Holiday - Sept 6): Humans and Animals in Western Thought**

**Week 4 (Sept 11 and 13): Animals in Our Hunting, Foraging, and Gathering Ways of Life: From Our Evolutionary Past to Today**

**Week 5 (Sept 18 and 20): Animals as Non-Human Persons: Animism, Totemism, and Symbolism**

**Week 6 (Sept 25 and 27): From Wild to Domesticated: Domination or Trust**

**Week 7 (Oct 2 and 4): Economic Animals and Identity: Pastoralists and Other Peoples Who Rely on Animals of Utility**

**Week 8 (Oct 9 and 11): Animal Flesh: Taboo Animals**

**Week 9 (Oct 16 and 18): Animal Flesh: Food Animals**

**Week 10 (Oct 23 and 25): Fur Babies, Feathered Friends, and Other Critters: The Social Role of Pets and Companion Animals**

**Week 11 (Oct 30 and Nov 1): Lions and Tigers and Bears: Why Some People Want to Possess Exotic Animals**

**Week 12 (Nov 6 and 8): The Human Gaze: Animals on Display**

**Week 13 (Nov 13 and 15): Animals of Performance: From Play to Blood Sport**

**Week 14 (Nov 20; Nov 22 – Thanksgiving Holiday): Animal Conservation: Why Do We Care?**

**Week 15 (Nov 27 and 29): Animal Tourism: Tourist Dollars, Conflict, and Animal Well-Being**

**Week 1 (August 23): Introduction**

**Week 2 (August 28-August 30): Why an Anthropology of Humans and Animal? And Humans and Animals in Western Thought**

**Readings:**

Hurn *Humans and Other Animals: Cross-Cultural Perspectives on Human-Animal Interactions*: Chapter 1: "Why Look at Human-Animal Interactions" and Chapter 2: "Animality"

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

Animals and Anthropology, Molly H. Mullin, *Society & Animals* 10:387-393 (2002)

**Assignments:**

Quiz - complete by Sunday 9/3

**Week 3 (Sept 4 Labor Day Holiday - Sept 6): Humans and Animals in Western Thought**

**Readings:**

Hurn *Humans and Other Animals: Cross-Cultural Perspectives on Human-Animal Interactions*: Chapter 2: "Animality" – complete chapter or review and Chapter 4: "The West and the Rest"

Social Construction of Animals in *Animals and Society: An Introduction to Human-Animal Studies* by Margo DeMello (2012)

The Emergence of Multispecies Ethnography *Cultural Anthropology* 25 (4): 545–76 by Kirksey, S. Eben, and Stefan Helmreich (2010)

Classifying Zoo Animals, In *Zooland: The Institution of Captivity* by Irus Braverman, Stanford Press (2012)

Humans, Animals, and Metaphors by Andrew Goatly, In *Society and Animals* (2006)  
Please only read the tables with terms; you do not need to read the full article.

VIEW video interview:

<https://mediasite.video.ufl.edu/Mediasite/Play/9664d702fff04cfca967ed89c45511071d>

Dr. deFrance interviews historian, Dr. Mackenzie Cooley for insights into the history of the concept of race, breeding animals, and breeding desirable humans.

**Assignments:**

Quiz - complete by Sunday 9/10

Written Assignment #1- Folk Taxonomies - due Wednesday 9/13

**Week 4 (Sept 11 and 13): Animals in Our Hunting, Foraging, and Gathering Ways of Life:  
From Our Evolutionary Past to Today**

**Readings:**

*Hunt Humans and Other Animals: Cross-Cultural Perspectives on Human-Animal Interactions*: Chapter 11:  
"Humans and Other Primates"

The Animal Connection and Human Evolution, Pat Shipman et al. *Current Anthropology* 51 (4): 519–38,  
please read ALL the comments that follow the main article, (2010)

["Bone Collectors and Sacred Trash"](#) by T. DeLene Beeland (Florida Museum of Natural History)

Please view these videos:

Guatemala hunting shrines with Dr. Kitty Emery ["Modern Hunting Shrines in Guatemala"](#) ["Modern Hunting Shrines in Guatemala"](#)

In this interview with Dr. Kitty Emery we discuss how modern Guatemalan hunters create hunting shrines to show respect to animals that they kill for food. The study of hunting shrines involves ethnographic research and folk taxonomies.

<https://mediasite.video.ufl.edu/Mediasite/Play/b0a2ad9d5ed245e1b4d8bb6be69bf1111d>

Explore Cave Paintings in this 360° Animated Cave: <https://youtu.be/CX4KuIBmnjI>

Ted talk from Iseult Gillespie on Paleolithic cave art - be sure to use the 360 view and look around the cave.

["Virtual Tour of Lascaux Cave"](#) [2:40]

Great tour of the cave that gives you a sense of how large the cave system is where the deep inner caverns are.

[Ice Age Cave Art: Unlocking the Mysteries Behind These Markings](#) [8:07]

In addition to the animal images discussed in the lecture, there are many geometric and other markings associated with Upper Paleolithic cave paintings. Their possible meanings are discussed.

["Cree Hunters of Mistassini"](#) [58:04]

These Cree Native Canadians practice a very traditional hunter/gatherer lifestyle in the Quebec region. Which animals do they hunt and why, are all the animals that they hunt for food, how do they process the animals, what ritual behaviors do they practice, especially for the female moose. What do they do with animal bones?

**Assignments:**

Quiz - complete by Sunday 9/17

## **Week 5 (Sept 18 and 20): Animals as Non-Human Persons: Animism, Totemism, and Symbolism**

### **Readings:**

Hurn *Humans and Other Animals: Cross-Cultural Perspectives on Human-Animal Interactions*: Chapter 6: "Good to Think", Chapter 9: "Communication", and Chapter 10: "Intersubjectivity"

A Huge Amazon Monster Is Only a Myth. Or Is It?

<https://www.nytimes.com/2007/07/08/world/americas/08amazon.html>

Animals in Human Thought and Animals in Religion and Folklore in *Animals and Society: An Introduction to Human-Animal Studies* by Margo DeMello (2012)

How Dogs Dream: Amazonian Natures and the Politics of Transspecies Engagement, by E. Kohn, *American Ethnologist* 34(1):3-24. (2007)

The Dog Tribe, Jenny James, *Southern Anthropologist* 32 (1):17-46 (2006)

From Eshu to Obatala: Animals used in Sacrificial Rituals at Candomblé "Terreiros" in Brazil, by Nivaldo a Léo Neto, Sharon E Brooks, and Rômulo RN Alves, *Journal of Ethnobiology and Ethnomedicine* 5:23 (2009)

Please view these videos:

["Folk tales: Amazon"](#) [2:21]

Tells the story of the Amazonian myth that dolphins turn into humans and impregnate young women and then abandon them. Pay attention to the setting and housing. Note that the people shown in the film are westernized - they are not exclusively indigenous Amazonians. (for English subtitles make sure to click on the closed caption option for English)

["This Was the Time"](#) [16:11]

A native community in Canada on the Pacific Coast creates a new totem pole for their village, carries out a potlatch ceremony, and discusses how missionaries did not understand the social meaning and significance of their totem poles (and destroyed them). Note what features in the world they view as animated and how much animal imagery is in their costumes and the totem pole. This 50-year-old film has interesting insights into the deep social role of totem poles and the social story that they tell.

"Now is the Time" [16:12]. Use this Vimeo link <https://vimeo.com/427071024> 2019 update of the recreation of the totem raised in 1970. Haida carver Robert Davidson reflects on the social meaning the project- art and ceremony, and cultural revitalization. Note totems - eagle and raven for village clans.

### **Assignments:**

Quiz - complete by Sunday 9/24

Written Assignment #2 –Animal Symbolism in Religion - complete by Wednesday 9/27

## **Week 6 (Sept 25 and 27): From Wild to Domesticated: Domination or Trust**

### **Readings:**

Hurn *Humans and Other Animals: Cross-Cultural Perspectives on Human-Animal Interactions*: Chapter 5: "Domestication"

The Domestication of Animals in *Animals and Society: An Introduction to Human-Animal Studies* by Margo DeMello (2012)

Between Trust and Domination: Social Contracts between Humans and Animals, by Armstrong Oma, Kristin, *World Archaeology* 2010, 42 (2): 175–87 (2010)

From Wild Animals to Domestic Pets, an Evolutionary View of Domestication. By Driscoll, Carlos A., David W. Macdonald, and Stephen J. O'Brien. *Proceedings of the National Academy of Sciences of the United States of America* 106 (Supplement\_1): 9971–78 (2009)

Wild Thing: How and Why Did Humans Domesticate Animals – And What Might This Tell Us About the Future of Our Own Species? <https://aeon.co/essays/how-domestication-changes-species-including-the-human>

Domestication as Enskilment: Harnessing Reindeer in Arctic Siberia. Losey, R.J., Nomokonova, T., Arzyutov, D.V. et al. *J Archaeol Method Theory* (2020)

Please view these videos:

["Enskilment in the Process of Domestication: Reindeer in Siberia"](#)[Links to an external site.](#)

In this interview with Dr. Rob Losey (U. of Alberta) we discuss the process of enskilment that accompanied reindeer domestication in far northern Siberia. We talk about material culture, what reindeer got from trusting humans, and how people helped reindeer cooperate so they could be used to pull sleds.

<https://drive.google.com/file/d/1xxME2E2xyhjBs2KHakD1rzaY-U5Opi5I> Animated film on a Mesolithic dog burial and the life of dogs showing relationship with humans. Burial reflects care and personal relationship.

["Reindeer Sledding with Anisi"](#) short clip on reindeer sledding

### **Assignments:**

Quiz - complete by Sunday 10/1

**Week 7 (Oct 2 and 4): Economic Animals and Identity: Pastoralists and Other Peoples Who Rely on Animals of Utility**

**Readings:**

Reindeer Economies: and the Origins of Pastoralism by Tim Ingold, *Anthropology Today* 2(4):5-10 (1986)

The Rise and Fall of Plains Indian Horse Cultures by P. Hämäläinen, P. *The Journal of American History*, 90(3), 833-862 (2003) - SKIM this – read conclusions

*Emergent Sustainability* (selected chapters) by Mark Moritz (2020)

Where Reindeer Are a Way of Life <https://www.nytimes.com/2018/12/16/world/europe/reindeer-norway-sami.html>

Please view these videos:

[Llama Purichig](#) [18:14]

A caravan of llamas are taken on a long journey to carry salt to markets. Pay attention to how the llamas are decorated, where they camp, how far they travel each day, what the people traveling with them do and eat.

[Reindeer Herding In Snowy Mongolia](#) [2:34]

A lovely, short view of reindeer herding life in Mongolia. A great summary of the training and the multiple purposes that reindeer serve (and what they provide).

[Reindeer Herders of the Russian Arctic](#) [2:24]

Traditional reindeer herders attempt to maintain their lives in light of Russian development of oil fields in their territory. Note the juxtaposition of modern and traditional life in the far north.

**Assignments:**

Quiz - complete by Sunday 10/8

Written Assignment #3 - complete by Wednesday 10/11



## **Week 8 (Oct 9 and 11): Animal Flesh: Taboo Animals**

### **Readings:**

The Status of Humans and Animals in Islam with Dr. Sarra Tlili by Ola Diab

<https://oladiab.com/2018/03/27/the-status-of-humans-and-animals-in-islam-with-dr-sarra-tlili/>

List of Nonhuman Animal Species in the Qur'an. Tlili, Sarra. from *Animals in the Qur'an*. Cambridge University Press, 2012. (7 pages)

Cosmology, Environment, and Health: Baniwa Food Myths and Rituals by Luiza Garnelo c. 2007 191  
*Cosmology, Environment, and Health* v.14, supplement, p.191-212, (2007)

Please view this video:

["Islamic Food Animal Prohibitions"](#) [12:29]

Dr. Sarra Tlili (UF Dept of Languages, Literatures, and Cultures) and I discuss Islam prohibitions against certain animals for food and in rituals.

### **Assignments:**

Quiz - complete by Sunday 10/15

## **Week 9 (Oct 16 and 18): Animal Flesh: Food Animals**

### **Readings:**

Hurn *Humans and Other Animals: Cross-Cultural Perspectives on Human-Animal Interactions*: Chapter 7: "Food"

The Making and Consumption of Meat in *Animals and Society: An Introduction to Human-Animal Studies* by Margo DeMello (2012)

Exploitation and Abuse at the Chicken Plant

<http://www.newyorker.com/magazine/2017/05/08/exploitation-and-abuse-at-the-chicken-plant>

The Custom of Kapparot in the Jewish Tradition by Yonassan Gershom and Richard Schwartz

<https://www.jewishveg.org/schwartz/kapparot.html>

What is Halal-A Guide for Non-Muslims <https://www.icv.org.au/about/about-islam-overview/what-is-halal-a-guide-for-non-muslims/>

Please view these videos:

["Jewish Atonement Ritual Kappores and the Chicken"](#) [9:40]

Interview with Dr. David Markus regarding the Jewish ritual Kappores that involves the chicken.

[Super Size Me 2: Holy Chicken](#) [1:42:57]

Documentary examining raising chicken for the fast-food industry.

["Mercy Halal Islamic Slaughter \(Part 2\)"](#) [14:58]

Toward the end of this segment, there is more detail on the slaughter process - how it is done and where. (note: a goat that was killed is shown, but no active butchering is present).

### **Assignments:**

Quiz - complete by Sunday 10/22

Written Assignment #4 - **Flesh Food Animals and Commodity Chains** complete by Wednesday 10/25

### ***Week 10 (Oct 23 and 25): Fur Babies, Feathered Friends, and Other Critters: The Social Role of Pets and Companion Animals***

### **Readings:**

Hurn *Humans and Other Animals: Cross-Cultural Perspectives on Human-Animal Interactions*: Chapter 8: "Pets"

The Pet Animal in *Animals and Society: An Introduction to Human-Animal Studies* by Margo DeMello (2012)

Wild Animals and Other Pets Kept in Costa Rican Households: Incidence, Species and Numbers by Carlos Drews *Society & Animals* 9 (2): 107–26 (2001)

Beyond Dominance and Affection: Living with *Rabbits* in *Post-Humanist* Households, by Jennifer Smith, *Society and Animals* 11(2):181-197 (2003)

Pet Keeping and Pet Hiding in Black America" by Katheryn Lawson

<https://ushistoryscene.com/article/pets-black-america/>

Please view these videos:

["The History of the World According to Cats"](#) [4:21]

["A Brief History of the Dog"](#) [4:41]

["Xoloitzcuintle, or Xolo the Mexican Hairless Dogs"](#) 18:26

Interview with Petra Cunningham-Smith regarding the role of the Xolo, the Mexican hairless dog through time and today.

### **Assignments:**

Quiz - complete by Sunday 10/29

## **Week 11 (Oct 30 and Nov 1): Lions and Tigers and Bears: Why Some People Want to Possess Exotic Animals**

### **Readings:**

Global Trade in Exotic Pets 2006-2012, by Bush, Emma R., Sandra E. Baker, and David W. Macdonald. *Conservation Biology* 28 (3): 663–76 (2014)

18 Tigers, 17 Lions, 8 Bears, 3 Cougars, 2 Wolves, 1 Baboon, 1 Macaque, and 1 Man Dead in Ohio by Chris Heath, *GQ Magazine*, March (2012) read online:  
<https://www.gq.com/story/terry-thompson-ohio-zoo-massacre-chris-heath-gq-february-2012#ixzz2lhEpaOJd>

*Which Exotic Species are Really Scary?* By David Steen, Slate (2014) read online:  
[http://www.slate.com/blogs/wild\\_things/2014/01/06/worst\\_invasive\\_reptiles\\_florida\\_s\\_exotic\\_pythons\\_anacondas\\_monitors\\_tegus.html](http://www.slate.com/blogs/wild_things/2014/01/06/worst_invasive_reptiles_florida_s_exotic_pythons_anacondas_monitors_tegus.html)

Through Cage Bars, an Exotic Peek into Drug Wars, by Simon Romero, NY Times (2010) read online:  
<http://www.nytimes.com/2010/03/31/world/americas/31colombia.html>

Please view these videos:

["Abandoned Animals in Colombia"](#) [4:18]  
Exotic animals castoff from drug lords are rescued

["China's Demand for Exotic Pets Brings Business, and Concern"](#) [7:00]  
The various animals desired in China and the motivations are similar across the globe. Whenever people can afford exotic animals, they will acquire them. The rehabilitation center for birds indicates the difficulty of raising some bird species, especially raptors.

["The Wildlife Warehouse: Where the U.S. Government Sends Illegal Animal Goods"](#) [6:54]  
People not only want live exotics, they desire dead exotic animals to display. Wildlife officials explain how illegal animal goods are curated.

### **Assignments:**

Quiz - complete by Sunday 11/5

## **Week 12 (Nov 6 and 8): The Human Gaze: Animals on Display**

### **Readings:**

Naturalizing Zoo Animals, In *Zooland: The Institution of Captivity* by Irus Braverman, Stanford Press (2012)

Seeing Zoo Animals, In *Zooland: The Institution of Captivity* by Irus Braverman, Stanford Press (2012)

The Culling, by Ian Parker in *The New Yorker*

(2017) <https://www.newyorker.com/magazine/2017/01/16/killing-animals-at-the-zoo>

As a Major Zoo Closes - 10 Reasons to Rethink the Concept by Barbara

King <https://www.npr.org/sections/13.7/2016/06/24/483439080/as-a-major-zoo-closes-10-reasons-to-rethink-the-concept>

Display, Performance, and Sport, Chapter 6 in *Animals and Society: An Introduction to Human-Animal Studies* by Margo DeMello (2012)

["The Human Zoo Science's Dirty Little Secret \(Part 1\)"](#) [13:56]

History of human zoos and racist theories of different peoples across the globe that were popular in the late 1800s.

["13 Shameful Pictures of Europeans Placing African People in Human Zoos"](#) [2:28]

Photo montage with captions of various human zoos where Africans were put on display during the late 1800s and early 1900s.

["Ota Benga: The Man Who Was Kept in a New York Zoo"](#) [1:16]

The tragic story of Ota Benga, an African pygmy, brought to U.S. for the St. Louis World's Fair.

### **Assignments:**

Quiz - complete by Sunday 11/12

Written Assignment #5 - complete by Wednesday 11/15

## **Week 13 (Nov 13 and 15): Animals of Performance: From Play to Blood Sport**

### **Readings:**

Deep Play: Notes on the Balinese Cock Fight, Clifford Geertz, *Daedalus* reissue (2005 of 1973)

How a Cockfighting Ban Could Affect Puerto Rico's Struggling Economy"

Please watch the video clip in the article (but note the warning - it shows fighting, but not the death of the animal). <https://www.pbs.org/newshour/economy/making-sense/how-a-cockfighting-ban-could-affect-puerto-ricos-struggling-economy>

Who Would Want to Kill a Lion? Inside the Minds of Trophy Hunters

<https://www.theguardian.com/environment/2018/nov/04/trophy-hunters-who-would-kill-lion-elephant-big-game-hunting>

Please view these videos:

["Spain's Elite Female Bullfighter"](#) [4:17]

Spanish female bullfighter discusses her life in a male dominated activity.

["Bali Beyond Cockfighting"](#) [13:45] | In this interview with Dr. Michael Wylde we discuss how Balinese cockfighting is related to Hindu religion and blood sacrifice to the god, Durga. We discuss why this Hindu practice is allowed in Indonesia, which is predominantly Muslim. We also discuss the role of women in Bali village and domestic life.

["Using Forensic Methods to Investigate Animal Abuse"](#) I talk with Amanda Fitch, a doctoral student who uses forensic techniques to investigate animal abuse cases in coordination with the ASPCA.

### **Assignments:**

Quiz - complete by Sunday 11/19

Written Assignment #6 - complete by Tuesday 11/21

## **Week 14 (Nov 20; Nov 22 – Thanksgiving Holiday): Animal Conservation: Why Do We Care?**

### **Readings:**

Hurn *Humans and Other Animals: Cross-Cultural Perspectives on Human-Animal Interactions*: Chapter 13: "Conservation"

Mark Moritz, Alice Kelly Pennaz, Mouadjamou Ahmadou, and Paul Scholte. Why blaming ivory poaching on Boko Haram isn't helpful. *The Conversation*. (2017) <https://theconversation.com/why-blaming-ivory-poaching-on-boko-haram-isnt-helpful-83038>.

The Whaling War: Conflicting Cultural Perspectives, by Adrian Peace, *Anthropology Today* 26(3): 5-9 (2010)

Please review the web site for The Mad Dog Initiative <http://www.maddoginitiative.com/>

Please view these videos:

[Moreangels Mbizah: How Community-led Conservation Can Save Wildlife](#) [5:08]

In this TED Talk, Mbizah discusses conservation efforts in Zimbabwe and why she believes that local communities living with wildlife can best protect animals near their communities. This short film addresses the impact of trophy hunting on wildlife as well.

["The Ocean's Glory- and Horror"](#) [15:56]

National Geographic photographer, Brian Skerry, highlights the beauty of the ocean wildlife with modern issues confronting ocean fauna to bring attention to conservation needs.

["Living With Snow Leopards - Tashi's Story"](#) [9:01]

This short film from PBS Nature explores how Himalayan villagers work with the Snow Leopard Trust so that both people and snow leopards can survive.

["Madagascar Island Wildlife Conservation Through Dog Control"](#) [26:16]

I meet with Dr. Kim Valenta, one of the Co-Directors of the The Mad Dog Initiative - an international collaborative program to spay and neuter domestic and feral dogs on Madagascar Island. This program serves to help protect the highly diverse native wildlife on the island. We discuss the role of social scientists and other researchers in local conservation.

**NO QUIZ this week**

## **Week 15 (Nov 27 and 29): Animal Tourism: Tourist Dollars, Conflict, and Animal Well-Being**

### **Readings:**

Hurn *Humans and Other Animals: Cross-Cultural Perspectives on Human-Animal Interactions*: Chapter 13: "Conservation" - this chapter was assigned in Module 13, but has many issues relevant to animals and tourism. Please review again

Natural cultural Encounters In Bali: Monkeys, Temples, Tourists, and Ethnoprimateology, A. Fuentes, *Cultural Anthropology*, 25: 600–624 (2010)

The Cull of the Wild: Dingoes, Development and Death in an Australian Tourist Location. By Adrian Peace, *Anthropology Today* 18(5):14-19 (2002)

Wijngaarden, Vanessa A close-up look at what happens when tourists and Maasai communities meet. <https://theconversation.com/a-close-up-look-at-what-happens-when-tourists-and-masai-communities-meet-84095>

Please watch these videos:

["Galapagos Islands"](#) [3:26]

The islands are densely populated with people; however, the animals and habitats of the islands are shown void of people thus contributing to a myth that the islands are pristine wilderness.

["When Wildlife Tourism Hurts Animals"](#) [3:19]

Well-intentioned tourists interacting with animals in potentially harmful ways, primarily in Latin America - Peruvian Amazon.

["Can Cuba Preserve Ecosystems While Profiting From Tourism?"](#) [8:51]

Cuba's efforts at ecotourism of it's coastal and wildlife habitats are highlighted. The challenges that Cuba faces to develop a sustainable system is explored.

["Bali Monkey Temples and Tourism"](#) [8:24] Dr. Michael Wylde and I discuss tourism in Bali, particularly tourist visits to "monkey temples." We also discuss tourist's desire to see traditional Bali life as though captured in time and the local desire for economic development and change.

### **Assignments:**

Quiz - complete by Sunday 12/3

Complete Final Project by Sunday, DEC 3 AND UPLOAD TO CANVAS

PLEASE REVIEW CLASSMATES PROJECTS

## Week 16 (Dec 4): The Future of Anthropology and Human-Animal Studies

### Readings:

Hurn *Humans and Other Animals: Cross-Cultural Perspectives on Human-Animal Interactions*: Chapter 16: "From Anthropocentricity to Multi-species Ethnography"

The Humanity of Animals and the Animality of Humans: A View from Biological Anthropology Inspired by J. M. Coetzee's "Elizabeth Costello", by Agustin Fuentes, *American Anthropologist*, 108(1), 124-132. (2006)

Man Grabs Shark with Bare Hands, Blames Vodka: On Sharks, Stereotypes, Speciesism, and the Late Steve Irwin. Adrian Peace, *Australian Zoologist* 35, No. 1, pp. 9-17 (2009)

**Dec 6 – Discussion of Final Projects - you must be present and able to answer questions on your project.**

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## UF Policies

### University Policy on Accommodating Students with Disabilities:

Students with disabilities requesting accommodations should first register with the [Disability Resource Center](#) (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### University Policy on Academic Conduct

UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'"

The [Student Honor Code and Student Conduct Code](#) specifies the number of behaviors that violate this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### Health and Wellness

- **U Matter, We Care:** If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [umatter.ufl.edu](http://umatter.ufl.edu) to refer or report a concern and a team member will reach out to the student in distress.
- **Counseling and Wellness Center:** Visit [counseling.ufl.edu](http://counseling.ufl.edu) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit [shcc.ufl.edu](http://shcc.ufl.edu).
- **University Police Department:** Visit [police.ufl.edu](http://police.ufl.edu) or call 352-392-1111 (or 9-1-1 for emergencies).



- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [ufhealth.org/emergency-room-trauma-center](https://ufhealth.org/emergency-room-trauma-center).

## Academic and Student Support

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- **Career Connections Center:** Career assistance and counseling services. 352-392-1601; [UF Career Connections Center website](#).
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources. [UF George A. Smathers Libraries Ask-A-Librarian website](#)
- **Teaching Center:** General study skills and tutoring. 352-392-2010; [UF Teaching Center website](#)
- **Writing Studio:** Help brainstorming, formatting, and writing papers. 352-846-1138; [University Writing Program Writing Studio website](#)

## Course Evaluations

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Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback professionally and respectfully is available at the [Providing Constructive Feedback website](#). Students will be notified when the evaluation period opens and complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via the [GatorEvals website](#). Summaries of course evaluation results are available to students at the [GatorEvals Public Results website](#). More information about UF's course evaluation system can be found at the [GatorEvals - Faculty Evaluations website](#).