

School for New Learning
DePaul University

Integrative Seminar “The History, Psychology and Science of Animal-Human
Relationships”

Summer Quarter
Mondays 6/11/2018 through 8/13/2018

Loop Campus

General Information

Faculty: Arieahn Matamonasa-Bennett, Ph.D. Licensed Psychologist
Associate Professor DePaul University

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Phone number: 312-476-4364

Office Hours: By appt.

Location: Loop Campus

Dates/Time: Mondays 5:45 to 9:00

Credit Hours: 4

Course Description

This Advanced Elective course explores our relationships with animals from many perspectives. Animals have shared our history since the beginning of time and their many roles have been as our food, transportation, hunting partners, pests, pets, entertainers--and more recently, our partners in therapy. Students will examine the ways in which our views of animals are impacted by our culture, religion and social status. Through the recent scientific research on animal intelligence and behavior and writings of contemporary psychologists, ethologists and animal theologians, we will seek answers to questions such as, "How do animals think and feel?", "How do animals assist humans in therapy?" "Why are relationships with animals so powerful for some people-and not for others?" and "Do animals have souls?"

Competencies:

E 1 (Prerequisite: Research Seminar)

E 2, (Prerequisite: Research Seminar).

TEXTS and Materials Required:

ALL Students:

Bekoff, M (2007) *The Emotional Lives of Animals: Leading Scientist Explores Animal joy, sorrow and empathy and why they matter.* Novato CA: New World Library.

Linzey, A (2009) *Creatures of the same god: Explorations in animal theology.* Lantern Books. ISBN 978-1590561423

* Additional optional readings in various content areas:

Attachment to Pets: An Integrative View of Human-Animal Relationships.
(2013).(Eds) H. Julius, A Beetz, K. Kotrschal, D. Turner and K. Uvnas-Moberg.
Hogrefe Publishing.

White, T (2011) (Abridged Edition) In Defense of Dolphins: the New Moral
Frontier. Wiley Blackwell.

ADDITIONAL READINGS WILL BE PLACED WITH LIBRARY RESERVES

Faculty Biographical Sketch

Dr. Matamonasa-Bennett has been a faculty member at DePaul for 20 years. Her background is in clinical psychology and Native American cultural studies, diversity/multiculturalism and Human-Animal bond/interaction. She has researched, written and presented extensively internationally in the area of Animal (Equine) Assisted Therapies and ethics. Dr. Matamonasa-Bennett has Advanced Certification in Equine Assisted Psychotherapy and also serves on the scientific review board for Horses and Humans Research Foundation and the editorial board and Book Review Editor of the journal Human Animal Interaction. She has taught numerous courses at DePaul in both the undergraduate and graduate program and is excited to bring her research and presentation topics in the area of human animal interaction into the classroom with this advanced course.

Competencies -

E-1: Can critically review the current literature in the field of anthrozoology (Human-Animal-Bond) and understand the historical, social and scientific views of animal-human relationships.

E-2: Can conduct individual research on a topic in the domain of the history, science or psychology of animal-human relationships from at least 2 perspectives.

Competence Guidelines for the Advanced Electives:

1. Identifies a phenomenon, problem, or event of personal significance relating to animal human relationships.
2. Identifies at least 2 approaches (e.g. historical, religious, cultural, scientific) to the creation of knowledge that could appropriately be applied to (1).
3. Evaluates the limitations and possibilities of these approaches to the creation of knowledge.
4. Articulates a perspective in relation to this phenomenon, problem or event that integrates aspects of these approaches.

In Advanced Elective experiences, students explore the value and practice of being an integrating thinker in today's increasingly complex world. The competences here draw connections among the categories and disciplines of liberal learning. Students will demonstrate this competence by considering one phenomenon, problem or event in the area of animal human interaction through the lenses of at least two different approaches to creating and expressing knowledge. They will ask questions such as, what is knowledge? How is knowledge created? What are its sources? How can it be expressed? How is knowledge accorded value or privilege in a particular culture or society?

Students will examine different sources of knowledge, such as inspiration, deductive reasoning, or revelation. They will explore how different sources of knowledge lead to different ways of knowing, and to different forms of expressing knowledge. For instance, an artist's expression of a phenomenon is a form of knowledge, and so is a scientist's examination of the same phenomenon.

By choosing two approaches to exploring an event or a phenomenon, students will discuss how different sources and expressions of knowledge are accorded different kinds of value and privilege depending on the cultural context. This will also help students to understand how their own values and assumptions influence the way they experience or understand an event or a phenomenon.

Learning Outcomes Across all competencies:

1. Students will understand and critically analyze the current scientific literature on dimensions of animal cognition, emotion and behavior and the implications to contemporary societies
2. Students will understand the current theories and methods in the field of human-animal interaction and animal-assisted therapies (AAT)
3. Students will explore the most pressing ethical issues in the field of Human-Animal interaction.

Learning Experience

The learning experiences in this course will include, readings, independent research, lectures, films, on-line (D2L discussion) individual and groups projects and experiential learning opportunities.

Attendance Policy

Attendance and participation are essential. In the event of an absence it is imperative that you (1) let me know ahead of time, and (2) contact a classmate ahead of time to be your "tutor" for the missed session. Always consult our D2L site for handouts and assignments. Students missing more than 2 class meetings may not meet the requirements to pass the course.

Evidence the Students will Submit -

All Students will submit individual competency- specific research projects in the form of a written academic paper and poster session. Specific project guidelines will be provided in class.

Academic Integrity Policy- Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

Criteria for Assessment -

Written work will be assessed as follows:

A= designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

B= designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

C= designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

D= designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

On-Line Discussions- All on-line discussions will be assessed according to the specific prompt and rubric posted on the D 2 L site for the course.

Grading Scale and Assignments:

There are a total of 500 possible points for this course. At any point during the seminar students may calculate their letter-grades by dividing their points by the number of completed total possible points. My goal in evaluating the work in the manner is to provide fair and consistent feedback on each assignment- and also to allow time for students to revise and receive the highest possible points for each assignment prior to the end of the seminar. The grading and points criteria/rubric for each assignment will be discussed in class.

Course Participation: 100 total points- Participation points are awarded by the following criteria:

*Through your class comments and questions you demonstrate that you read and understood the materials or if you did not understand them sought further clarification.

*Through your questions and comments in large and small group discussions you not only demonstrated your interest in learning but your willingness to help classmates learn and understand more as well.

*Through your written work you demonstrate an understanding of the materials and issues.

*Through your participation in class activities and assignments you demonstrate your ability to present content material in a meaningful manner.

On-line- (40 points) Students will be expected to post reflections on the reading to the discussion board in-between seminar sessions each discussion section is worth 10 points. Late postings will only be awarded 1/2 credit (5 points). For the maximum number of points responses on the D 2 L discussion board should be well written, detailed and insightful. Students will be allowed to add to or supplement on-time postings if they are insufficient for full points.

In-Class- (10 points per session= 60 points) Students will be expected to actively engage in all classroom activities including being well prepared for each class meeting by having done all the required readings and assignments.

Written Assignments: All written assignments should be done using APA 6th Edition or MLA and contain the minimum number of scholarly sources required.

1. Essay One: "Personal Reflections and experiences with animals" (50 points)
2. Competence- Specific Essay 2 (100 points) utilizing, reflecting and applying the 2 Self-assessment measures, Cultural Autobiography assignment and readings.
3. Final Topic Paper (100 points) (students will supplement the course readings and content with a review of the literature on most recent theories on difference for a particular cultural, or ethnic group (or gender). In preparation for Section III and the final session /poster presentations, students will chose an area of focus- learning, communication, vocation or interpersonal relationships to guide the selection of articles/literature.

4. Scholarly Poster Session Presentations (150 points) For the final session of the seminar, students will be utilizing their individual, in-depth topics and research in combination to complete a poster session presentation.

Grades: Letter grades are based on the percentage of points that the student earns in the seminar:

91-100% = A

81-90% = B

71-80% = C

61-70% = D

60% or below = F

PASS/FAIL grades: Students may request a pass/fail grade by notifying the instructor in writing by the 2nd week of the course.

Class Schedule – [Please see attached “Course Schedule and Assignments](#)

[DePaul University Incomplete Policy](#)

Undergraduate and graduate students will have up to two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

In order for a student to have an incomplete (IN) grade granted in this course, there must be a significant extenuating circumstance evidenced by the student (e.g., medical and/or significant personal issues). The student will need to initiate and file an SNL Incomplete grade contract before the final session of the course to receive an incomplete grade. Students are strongly advised to review the university deadlines for withdrawal without tuition refund and the implications for financial aid and grades.

The SNL student who wishes to receive the grade of IN must have completed 60% of the course assignments and formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

Writing Help

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the [Writing Guide for SNL Students](http://snl.depaul.edu/writing/index.html) at <http://snl.depaul.edu/writing/index.html>. For on-campus and online tutoring, see the [DePaul University Writing Centers](http://condor.depaul.edu/~writing/) at <http://condor.depaul.edu/~writing/>.