This form should be submitted to Senior Academic Administrator Peter Law (617-353-7243) as a PDF file to pgl@bu.edu. For further information or assistance, contact Associate Dean Joseph Bizup (617-353-2409; jbizup@bu.edu) about CAS courses or Associate Dean Jeffrey Hughes (617-353-2690; hughes@bu.edu) about GRS courses.

DEPARTMENT OR PROGRAM: Anthropology

COURSE NUMBER: CAS AN 211

COURSE TITLE: Humans among Animals

INSTRUCTOR(S): Parker SHIPTON (Professor of Anthropology and Research Fellow in African Studies)

TO BE FIRST OFFERED: Sem./Year: FALL 2017

SHORT TITLE: The “short title” appears in the course inventory, on the Link University Class Schedule, and on student transcripts and must be 15 characters maximum including spaces. It should be as clear as possible.

HUMANIMAL

COURSE DESCRIPTION: This is the description that appears in the CAS and/or GRS Bulletin and The Link. It is the first guide that students have as to what the course is about. The description can contain no more than 40 words.

This course examines how humans understand (other) animals and their thought, feeling, and communication, and ways we humans in varied cultures and societies use animals for interaction and self-understanding. The approach is interdisciplinary, considering language, aesthetics, ideology, practice, and regulation.

PREREQUISITES: Indicate “None” or list all elements of the prerequisites, clearly indicating “AND” or “OR” where appropriate. Here are three examples: “Junior standing or CAS ZN300 or consent of instructor”; “CAS ZN108 and CAS ZN203 and CAS PQ206; or consent of instructor”; “For SED students only.”

1. State the prerequisites:

None

2. Explain the need for these prerequisites:
CREDITS: (check one)
☐ Half course: 2 credits  ☐ Variable: Please describe.
☒ Full course: 4 credits  ☐ Other: Please describe.

Provide a rationale for this number of credits, bearing in mind that for a CAS or GRS course to carry 4 credits, 1) it must normally be scheduled to meet at least 150 minutes/week, AND 2) combined instruction and assignments, as detailed in the attached course syllabus, must anticipate at least 12 total hours/week of student effort to achieve course objectives.

This course is a revision of one taught previously as a grad seminar and another as a KHC first year seminar course, both by the same name. (The reason for switching the course from KHC to CAS is my joining another KHC course in Fall 2017; and the adjustment in requirements for this course is a minor one.) Meeting twice or three times a week, with weekly reading and writing assignments and longer projects, it will take students at least 12 hours of effort per week.

DIVISIONAL STUDIES CREDIT: Is this course intended to fulfill Divisional Studies requirements?
☐ No.
☒ Yes. If yes, please indicate which division _______Social Sciences Expanded List____________ and explain why the course should qualify for Divisional Studies credit. Refer to criteria listed here and specify whether this course is intended for “short” or “expanded” divisional list.

Humans and many other animals are social creatures. Knowledge about how they think, feel, communicate, and otherwise interact, among themselves and with each other, is an essential part of understanding cultures and societies, at scales ranging from micro (as in families), to meso (neighborhood, community, tribe), to macro (e.g., in international waters).

HOW FREQUENTLY WILL THE COURSE BE OFFERED?
☐ Every semester  ☐ Once a year, fall  ☐ Once a year, spring  ☐ Every other year
☒ Other: Explain: (Once a year except during professor’s leaves of absence.)

NEED FOR THE COURSE: Explain the need for the course and its intended impact. How will it strengthen your overall curriculum? Will it be required or fulfill a requirement for degrees/majors/minors offered by your department/program or for degrees in other departments/school/colleges? Which students are most likely to be served by this course? How will it contribute to program learning outcomes for those students? If you see the course as being of “possible” or “likely” interest to students in another departments/program, please consult directly with colleagues in that unit. (You must attach appropriate cognate comments using cognate
This course is meant to serve students from disciplines and schools across the university. As such, it will be well suited to the planned BU Hub. Within the Hub’s stated criteria, it will involve

(1) “Philosophical, aesthetic, and historical interpretation,” for instance in matters of artistry (e.g. sacrifice, display, masking), of empathy and absence thereof, and of cultural change and continuity over time;

(2) “Social inquiry” (and some “Scientific inquiry,” for instance in readings in ethology), as in the study of individuals, groups, networks, and open ended categories;

(3) “Intellectual tools” (for instance “Critical thinking” about matters of instinct, territoriality, and zoning; or received assumptions on animal sentience, consciousness, rights, or lack thereof; about matters of linguistic translation and categorization for living beings; and about policies on service and companion animals in public places).

ENROLLMENT: How many undergraduate and/or graduate students do you expect to enroll in the initial offering of this course?

Hard to foresee numbers. Many students show keen interest in nonhuman animals and human-animal relations, and this is subject matter to which many urban students feel underexposed.

CROSS-LISTING: Is this course to be cross-listed or taught with another course? If so, specify. Chairs/directors of all cross-listing units must co-sign this proposal on the signature line below.

OVERLAP:

1. Are there courses in the UIS Course Inventory (CC00) with the same number and/or title as this course? KHC AN101, “Humans among Animals” [Note: Not the same as CAS AN101, which is an introductory course in social and cultural anthropology.]
   - No.
   - Yes. If yes, any active course(s) with the same number or title as the proposed course will be phased out upon approval of this proposal.
   

   NOTE: A course number cannot be reused if a different course by that number has been offered in the past five years.

2. Relationship to other courses in your program or others: Is there any significant overlap between this course and others offered by your department/program or by others? (You must attach appropriate cognate comments using cognate comment form if this course might be perceived as overlapping with courses in another department/program. See FURTHER INFORMATION below.)

Most of the existing courses in anthropology that involve nonhuman animals are science courses focusing on primates. This is a course with more evenly distributed emphasis in methods between sciences and humanities, and its emphasis will not be mainly on nonhuman primates but on a much wider range of species
as they compare, contrast, and interact with humans. This course, with a social and cultural anthropological base, reaches out eclectically toward varied other subdisciplines of anthropology (biological, archaeological, and linguistic anthropology) and to other disciplines too numerous to list, sharing some of its subject matter and study methods with them.

FACILITIES AND EQUIPMENT: What, if any, are the new or special facilities or equipment needs of the course (e.g., laboratory, library, instructional technology, consumables)? Are currently available facilities, equipment, and other resources adequate for the proposed course? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

No special labs or equipment needed. Standard BU classroom equipment will suffice for diagramming and for showing motion picture segments in class when needed.

STAFFING: How will the staffing of this course, in terms of faculty and, where relevant, teaching fellows, affect staffing support for other courses? For example, are there other courses that will not be taught as often as now? Is the staffing of this course the result of recent or expected expansion of faculty? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

Because this is a variant of a course lately taught annually but shifting now into CAS as an anthropology course, the addition of the course is unlikely to affect current university offerings in total. It will require teaching fellows if enrollments warrant them by the usual Anthropology Department criteria.

BUDGET AND COST: What, if any, are the other new budgetary needs or implications related to the start-up or continued offering of this course? If start-up or continuation of the course will entail costs not already discussed, identify them and how you expect to cover them. (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

N/A

EXTERNAL PROGRAMS: If this course is being offered at an external program/campus, please provide a brief description of that program and attach a CV for the proposed instructor.

FURTHER INFORMATION THAT MUST BE ATTACHED IN ORDER FOR THIS PROPOSAL TO BE CONSIDERED:

- A complete week-by-week SYLLABUS with student learning objectives, readings, and assignments that reflects the specifications of the course described in this proposal; that is, appropriate level, credits, etc. (See guidelines on “Writing a Syllabus” on the Center for Teaching & Learning website.) Be sure that syllabus includes your expectations for academic honesty, with URL for pertinent undergraduate or GRS academic conduct code(s).
• Cognate comment from chairs or directors of relevant departments and/or programs. Use the form here under “Curriculum Review & Modification.” You can consult with Joseph Bizup (CAS) or Jeffrey Hughes (GRS) to determine which departments or programs inside and outside of CAS would be appropriate.

DEPARTMENT CONTACT NAME AND POSITION:

DEPARTMENT CONTACT EMAIL AND PHONE:

DEPARTMENT APPROVAL:  

Department Chair  

Date  

Other Department Chair(s) (for cross-listed courses)  

Date
CAS/GRS CURRICULUM COMMITTEE APPROVAL:

☐ Approved Date: ________________
☐ Tabled Date: ________________
☐ Not Approved Date: ________________

Divisional Studies Credit:

☐ Endorsed
☐ HU
☐ MCS
☐ NS
☐ SS
☐ Not endorsed

______________________________________________________________
Curriculum Committee Chair Signature and Date
Comments:

PROVISIONAL APPROVAL REQUESTED for Semester/Year ________________

______________________________________________________________
Dean of Arts & Sciences Signature and Date
Comments:

CAS FACULTY: Faculty Meeting Date: ________________ ☐ Approved ☐ Not Approved

______________________________________________________________
Curriculum Administrator Signature and Date
Comments:
Meetings:

Office: 232 Bay State Road, 4th floor, Rm. 407. E-mail <shipton@bu.edu>. Tel. 617-353-8904 (messages). Office hours: TBA.

Approach:

The field of human-animal studies, lately generating much interest and excitement, is sometimes deemed to be an emerging discipline in its own right. But many questions in it remain unanswered, and its methods are about as diverse as its scholars. Based partly on recurring questions and long-debated ideas, and partly on new observations, experiments, and experiences of humans with (other) animals in diverse settings, this course examines ways humans understand animals, and ways we use animals to form our understanding of ourselves.

This is an anthropology course but also one with an interdisciplinary perspective. Considering species deemed wild, herded, domestic, and mixed, we ask (1) what is known and unknown about animal minds, cultures, and societies; and what humans in some different contexts assume, believe, and imagine about these knowns and unknowns; (2) what roles language and culture play in these sentiments and understandings in contemporary societies (variously engaged in hunting, fishing, herding, farming, pet keeping, and spectating as well as consumption); and (3) how our understandings about animals reflect back upon, and condition, our relations among ourselves. Questions of animal and human sentience, cognition and classification, feeling and emotion, communication, and other behavior all come into our purview. Origin myths and legends; ownership and exchange; territoriality and accommodation; symbolism and sacrifice; protection and conservation; and emergent understandings of rights are to be considered. Learning goals include analysis, synthesis, analogy, and empathy.

Emphasis This Year. In particular, we will concentrate this semester on a few key issues that have involved some speculation at the edge of current knowledge, of the sort that invites not only scholarly participation but also some wider public readership and debate. Some of them overlap. (1) Spatial relations (“proxemics”) between humans and other creatures, including contact, regulation of social distance, mobility, captivity, and borders and boundaries. We shall explore what these mean especially for ideas and emotions of (2) belonging, including territoriality and xenophobia (fear or hatred of foreigners), and their inverses, accommodation and xenophilia. In a multispecies perspective, these matters have implications for sexual access, reproduction, and emotional wellbeing as well as for wealth and political power. (3) Ways of handling prejudices including racism and “speciesism,” and variously subtle and overt links between. In all of these ways, debates and remaining mysteries about instinct and learning – particularly about migration, territoriality, and accommodation – are clarified by comparisons
between species as more abstract concepts like property, belonging, and dominion come into question. We shall ask, in a speculative vein, what humans might learn from other animals about what sorts of competition and cooperation to expect of ourselves, and to expect to have to adjust or transform, in increasingly crowded and contested spaces. And as far as animals themselves are concerned, we shall ask not only what humans might do to improve or protect the wellbeing of animals in captivity or in reserves, but why cultures seem to clash so dramatically on issues of wildlife conservation, and what should be done about it. What, if anything, ought to determine who moves and lives where? Findings will have practical, legal, and ethical implications, bearing on some of the most pressing issues of our time.

Requirements:

- Active participation in discussions. Class participation will include brief presentations of independent reading and research.

- Weekly assignments. Explanation of weekly assignments: Each week, for the first class, students will write a short assignment, for peer critique. The format is simple. Unless otherwise indicated, the standard assignment is as follows. It includes three pages (stapled, please). The first page should present a summary of the first (or only) listed reading for the week, in your own words (indented outline form is acceptable and preferred, and single-spacing is O.K.). On the second page, write an original question on that reading, in the middle of a blank page. (A fertile question will be one that, in the search for an answer, would spawn “offspring” questions. No need to answer it yet in writing -- we will do some of that in class.) The third page should contain a creation of your own that is based upon, or uses as a point of departure, anything in the week’s required reading. This third page is an opportunity for diagrams, flow charts, comparisons, critiques, tie-ins to current news, or something more personal, poetic, or artistic of your own. What you do with this page is up to you, but you should try out different genres over the semester. You may include material from other sources, but it is not a substitute for your own work; try to add to it somehow. These three-part weekly assignments will not be graded as individual papers but will be handed in on the day due, and evaluated at the end of the term as a dossier; and their number and evident over-all quality are an important part of the final evaluation. (Everyone is allowed to miss one or two weekly assignments. If you miss one, just go on to the next, in order to keep up with the group; then fill in the missing one later if time permits.) All papers are collected in class; not to be mailed, e-mailed, or dropped off. Please keep a copy of your work.

- Two longer papers (or paper-diagrams), to be assigned. Max. 1,200 words apiece (length excludes notes and references). One will be about an animal species or type to be chosen by the student, and its relation to humans (similarities, dissimilarities, and interaction if any). The other will be about a human cultural institution (recurring pattern of thought and action) concerning animals, in which more than one animal type may be involved.

As implied above, each member of the group will become a specialist of sorts, on some aspect(s) of human-animal relations, to make a special contribution to the group. Start focusing early in the semester on: (1) a species, considering what is known or unknown about its sentience, communication, and other interaction, including with humans – and including comparison/contrast with humans; (2) a capacity or ability, for instance perception, cognition, memory, emotion, communication, cooperation, competition; (3) a culture, society, or setting, discussing the ways the people there relate to animals, and ways these might have changed or endured; (4) a custom or institution (as a recurring pattern of thought and action). Among those to consider as these last are: hunting, fishing, collecting, herding, riding, breeding, pet keeping, zoo or aquarium keeping/visiting, confinement, resettlement, conservation/preservation, training for performing (as in circus or marine park) or subduing (rodeo,
bullfight), marketing, factory farming, vivisection, experimentation, extermination, or sacrificial killing/offering, and museum displaying. Finally, consider (5) forms of control between humans with regard to (other) animals. These can include rules, laws, or conventional expectations that attempt to regulate the custom or institution you have chosen. Consider how people respond to these, and whether anything needs to be done to change these rules and/or responses. We will discuss these choices together in class.

For the larger assignments above, it is O.K. to re-use material from the weekly assignments. It is also O.K. to combine with one or more other students for these assignments (please indicate, as far as practicable, who did what), adjusting length limit accordingly.

Any student who has read any of the assigned readings for more than one other course, or who is unable to obtain a week’s required reading, may choose a substitute reading from the recommended list of the same week. As a further recourse, you may use another related source as may be available online (as through Google Books or JSTOR).

Evaluation:

Longer projects 20 percent each. Final exam 20 percent. Class participation, including weekly writing assignments and contribution to colleagues’ work, 40 percent. The emphasis of the course is on constructive collaboration no less than competition.

Students are expected to abide by BU’s Undergraduate Academic Conduct Code. Handing in someone else’s work as one’s own, failing to properly cite words and ideas taken from others, copying answers, and unauthorized conversation during exams are clear violations of the Code with serious implications. For CAS students, the relevant URL is <http://www.bu.edu/academics/policies/academic-conduct-code/>

Materials

Our readings include several books for scholarly and broader intellectual readership, and a number of brief essays and commentary on them, exemplifying current discussion and debate between disciplines. Case material on several selected species, and several human languages and societies, will be drawn from settings in Africa south of the Sahara, from parts of western Europe, and from some Native and other people in the Americas. And we will read some intensive ethnography of how people in one part of the world (this semester, in the interior of Africa) relate to animals of various kinds. Limited use will be made of film segments, usually stopped and started for discussion, in class; some movies used this way will be available in Krasker (Mugar basement) or Geddes (CAS 5th floor) film libraries for optional independent viewing (TBA).

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Readings (Required) (*=at bookstore, and on reserve or available online through library):


Supplementary Readings Especially Recommended (but not required):


READINGS to be used in class (not required reading, but being ordered for reserve):

Borges, Jorge Luis, Book of Imaginary Beings.
Reid, Bill, and Robert Bringhurst, Raven Steals the Light.

JOURNALS (recommended only)

Animal Cognition
Animal Sentience
Anthrozoós
Humanimalia
Nomadic Peoples
GENERAL HISTORY (recommended only)


WEBSITES


H-Animal

DNAPES (pop science and conservation)

ONLINE BIBLIOGRAPHY (of human-animal studies), continuously updated:

(Kalof, Linda, Steven Mattes, and Amy Fitzgerald, eds.)
SCHEDULE

Introduction:
SITUATING OUR SPECIES

Week 1
Pieces of Prehistory: Picture, Sculpture, and Mystery Traces
Reading:
Shipman, Pat, The Animal Connection, first half (chs. 1-8).
[No written assignment this week]

(No Writing Assignment Due this Week.)

Recommended:
Part I: Mythologies of the Primitive Hunters and Gatherers
Lewis-Williams, J.G. San Rock Art.
Rowan, Andrew, “The Power of the Animal Symbol,”
Herzog, Harold Jr., and Gordon M. Burghardt,
“Attitudes toward Animals: Origins and Diversity.” In Rowan, ed.,
Animals and People Sharing the World, pp. 75-94
Shepard, Paul, The Others


Week 2
Space and Sex, in Sculpture and Scripture

Reading:
Shipman, Pat. The Animal Connection, second half (chs. 9-17).

Recommended:
Anon., The Epic of Gilgamesh
Germond, Philippe, and Jacques Livet, An Egyptian Bestiary
Jacq, Christian, Fascinating Hieroglyphics
Aelian, Of Animals
Aristotle, The History of Animals
Burkert, Walter, Ritual and Symbol in Ancient Greek Mythology
Pliny (the Elder), Natural History
Plutarch, “On the Cleverness of Animals”
Fisher, Jonathan, Scripture Animals
Johns, Catherine. Cattle
(Film suggs.: as above)

SENTIENCE AND CONSCIOUSNESS

Week 3
Animal Emotion: What Kinds?

Reading:
Masson, Jeffrey Moussaieff, and Susan McCarthy, When Elephants Weep, first half.

Recommended for further reading:
Bekoff, Marc, The Emotional Lives of Animals
Bekoff, Marc, and Jessica Pierce, Wild Justice
Cohen, Anthony P., and Nigel Rapport, Questions of Consciousness
De Waal, Frans. The Age of Empathy.


Week 4
Animal Emotion: What Limits?

Reading:
Masson, Jeffrey Moussaieff, and Susan McCarthy, When Elephants Weep, second half.
Hrdy, Sarah Blaffer, “How Humans Became Such Other-Regarding Apes.”
On the Human website.

Recommended:
Bradshaw, G.A., Elephants on the Edge

ANIMALS, HUMANS, AND SPATIAL RELATIONS

Range, Territory, and Shared Belonging

Week 5
Hunting and Healing (While Farming and Trading)

Reading:
Morris, Brian. The Power of Animals, first half
Marks, Stuart, “Wild Animals and a Different Human Face”

Recommended:
Week 6
**Hunting and Healing (While Farming and Trading) (cont’d.)**

*Reading:*
Morris, Brian, *The Power of Animals*, second half

*Recommended:*
As above.

Week 7
**The Pastoralist Mode… and the Agrarian Encounter**

*(Reading)*
Broch-Due, Vigdis, “Animal in Mind:
People, Cattle and Shared Nature on the African Savannah.”
On the Human website

*(Recommended:)*
Barfield, Thomas, *The Nomadic Alternative*
Evans-Pritchard, Edward, *The Nuer*
Evans-Pritchard, Edward, *Nuer Religion*
Saitoti, Teplit Ole, *Worlds of a Maasai Warrior*
Hodgson, Dorothy, *Once Intrepid Warriors*
Johns, Catherine. *Cattle*


Week 8
**Moving with Herds – and Pressures to Settle**

*Reading:*
Mavhunga, Clapperton Chakanetsa, “Mobility and the Making of Animal Meaning”
   In Kalof and Montgomery, eds., *Making Animal Meaning* (pp. 17-44).
Ardrey, Robert, *The Territorial Imperative* (as assigned in class)

*Recommended:*
Brockington, Dan, et al., eds., *Nature Unbound*
Igoe, Jim, *Conservation and Globalization*
Marks, Stuart, *The Imperial Animal*
Week 9
Proximity and Belonging: Animal (and Human) Territoriality and Accommodation

Reading:
Ardrey, Robert, The Territorial Imperative, first third (chs. 1 through 3) or as assigned in class.

Recommended:
Wrangham, Richard, and Dale Peterson, Demonic Males
De Waal, Frans, Chimpanzee Politics
Holloway, Ralph, ed., Primate Aggression, Territoriality and Aggression
Howard, Eliot, Territory in Bird Life
Bakker, Cornelis, and Marianne K. Bakker-Rabdau, No Trespassing!
Hall, Edward T., The Hidden Dimension

.... and on humans and territory:
Delaney, David, Territory: A Short Introduction
Alexander Diener and Joshua Hagen, Borders: A Very Short Introduction
Geschiere, Peter, The Perils of Belonging
Malmberg, Torsten, Human Territoriality
Pécoud, Antoine, and Paul Guchteneire, eds., Migration Without Borders
Sack, Robert, Human Territoriality
Saltman, Michael, ed., Land and Territoriality
Tiger, Lionel, and Robin Fox, The Imperial Animal

.... and a few general ethology texts and reference books:
Alcock, John, Animal Behavior
Manning, Aubrey, An Introduction to Animal Behavior
McFarland, David, The Oxford Companion to Animal Behavior
Reynolds, Vernon, The Biology of Human Action
Wittenberger, James F., Animal Social Behavior

Week 10
Territory and Range, Aggression and Conciliation

Reading:
Ardrey, Robert, The Territorial Imperative, middle third (chs. 4 through 6), or as assigned in class.

Recommended:
Malmberg, Torsten, Human Territoriality
Pécoud, Antoine, and Paul Guchteneire, eds., Migration Without Borders
Wrangham, Richard, and Dale Peterson, Demonic Males
De Waal, Frans, Our Inner Ape
Also available:
Shipton, Parker, “Belonging, Exclusion, and Ethnic Competition.” (Reserve)
Shipton, Parker, Mortgaging the Ancestors

Week 11
Fishers and (Over)fishing: To Part the Waters? Commons, Open Access, and the Unasked

Reading:
Ardrey, Robert, The Territorial Imperative, final third, (chs. 7 through 9), or as assigned in class.

Recommended:
Taylor, Joseph E. III, Making Salmon
Reid, Bill, and Robert Bringhurst, The Raven Steals the Light

Film suggs. (for independent viewing): Box of Treasures. Darwin’s Nightmare. The Perfect Storm.

Cartmill, Matt, A View to a Death in the Morning
Klieman, Kairn, The Pygmies Were Our Compass
Frank Marlowe, The Hadza: Hunter-Gatherers of Tanzania
Cormier, Loretta, Kinship with Monkeys
Sapolsky, Robert, A Primate’s Memoir
Bradhaw, G.A., Elephants at the Edge
Moran, Emilio F., Human Adaptability
Igoe, Jim, Conservation and Globalization
Brockington, Dan, Rosalind Duffy, and Jim Igoe, Nature Unbound

THE BORDER QUESTION:
Containing Xenophobia, Reducing Racism?

Week 12
Borders and Boundaries: The Human Experiment in Governance beyond Sight and Sound

Reading:
Alexander Diener and Joshua Hagen, Borders: A Very Short Introduction
<http://nationalhumanitiescenter.org/on-the-human/>

Recommended:
Pécoud, Antoine, and Paul Guchteneire, eds., Migration Without Borders
Ardrey, The Territorial Imperative
Sack, Robert, Human Territoriality
Brockington, Dan, et al., *Nature Unbound*

Film suggestions (for independent viewing): Rabbit Proof Fence. Cartel Land.

EMPATHY AND ETHICS
From Other Eyes, Other Minds

*Week 13*

**The Morality of Killing**

*Reading:*


*Recommended*
Cartmill, Matt, *A View to a Death in the Morning*
Foer, Jonathan, *Eating Animals.*
Nussbaum, Martha, *Frontiers of Justice*

*Week 14*

**Conclusion**

*Reading:*
Review

[Study period  ]
[Final exam:  ]