

## **PLAN 305 SB Syllabus**

### **Dogs in Society: Understanding Human-Canine Interaction**

#### ***General Information***

Meeting times: Monday/Weds 9:30am-10:45am  
Room: Urban Studies Institute – room 123  
Semester credit hours: 3  
Enrollment: Undergraduate, no pre-requisites

#### ***Instructor Information***

Jessica Eggleston      Office Hours: in office most days - recommend appointment  
Location:                UPA 103; Phone: (502)753-9650  
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#### ***Course Overview***

There have been dramatic changes in people's attitudes towards animals and their treatment in the past few decades. In all spheres of animal interaction – pets, farming, research, conservation, zoos and species preservation, ecotourism, hunting, and veterinary medicine - people are re-examining and re-evaluating their relationships with animals. This process has stimulated a growing scientific and scholarly interest in the new field of “Anthrozoology: the study of the interactions between human and non-human animals.” (adapted from the site for the International Association for Anthrozoology).

What is the historical context of our relationship with these animals? Why dogs? How and why did the phrase “man’s best friend” become so common? This course will examine the evolution of dogs as human partners in society, and delve into the relationship of our species with one another. We will examine the many ways in which dogs serve in societal roles, as essential workers, in service capacities, and as companions. We will explore in depth the manner in which dogs contribute and the way in which our society has, or has not, accommodated these interactions. We will explore medical, safety, ethical, regulatory and legal issues, including Americans with Disabilities Act (ADA) and municipal approaches to regulating ownership. We will look at behavioral adaptations of both species, observe working dogs in action, and learn to read canine body language.

## **Page 2, Dogs in Society**

We will also explore how the built environment affects this interaction, the public health impacts of canines, and the challenges of the urban fabric for dogs and owners. Finally, we will examine what the future may hold, and what ideas and research are critical for ongoing relationships.

This course will require critical thinking skills, and incorporate field experiences. Students will be expected to analyze materials from multiple sources, synthesize perspectives, and identify strategies to approach systemic problems. The course content will include written assignments, presentations, experiential activity, and class participation.

### ***Course Objectives***

Using readings, class discussion, class exercises and assignments, the course is designed to meet the following objectives:

1. Provide students with an understanding of the inter-relationship of canines and human society.
2. Provide students with the capability to discuss and articulate arguments regarding the role and contributions of dogs in everyday life, as well as the issues that arise from this interaction.
3. Provide students an opportunity to practice their research and analytical skills as they are acquired in the course through direct application, and demonstrated by written assignments, exams, and other course requirements.

### ***Course Activity***

In order to acquire the above skills, this course will require substantial and equal parts of reading, writing, thinking, and some experiential components. It is expected that the reading will be done prior to class, and that students will be prepared to discuss it during class. In order to refine and improve writing skills, there will be a number of assignments designed to integrate class discussion, the reading, and the student's own thinking.

Where possible and appropriate, students are encouraged to use the class exercises to extend their own research interests in these areas.

Additionally, there will be a field experience component in which students observe, participate, and volunteer in a canine-related organization. This activity will have written component and students will present their experience with the class.

## Page 3, Dogs in Society

### ***Course Requirements and Grading***

This course will have a number of activities to demonstrate student proficiency. Grades will be based on the following weighted basis. More detail will be provided in assignment handouts.

20 points - Active Participation (attendance, discussions engagement, and class exercises)

30 points - Content Reflections (15 @ 2pts)

50 points - Breed Essay

100 points - Midterm Exam

100 points - Field Experience (50pts) and Service Reflection Presentation (50pts)

300 possible points

**Active Participation** is more than just attending class (which is expected), but also contributing to the intellectual discussion, working on in-class exercises, and at times in the semester, giving oral presentations. Students should be prepared to discuss the topics covered in the reading each week. Failure to attend class and participate has the potential to drop your grade significantly (20pts).

**Content Reflections** will be assigned with readings most weeks; however, some material will involve in person guest lecturers or videos. For each day students are expected to provide a thoughtful, personal reflection on the content explored (30pts).

**Breed Essay** will be a 5 - 7 page paper highlighting a canine breed. Details provided later in the semester (50pts).

**Mid-term Exam** will be on Blackboard (100pts)

**Field Experience and Service Reflection Presentation** is a two-part requirement. First, the *Field Experience* will consist of volunteering for an organization related to canines in which a minimum of two volunteer sessions (minimum 8 hour commitment) is expected to fulfill this section. Other animal centered service organizations will be considered on an individual basis with instructor approval. This experience will be followed by an in-class *Service Reflection Presentation*. A sample list of organizations will be distributed in class (Field Experience 50pts - Service Reflection Presentation 50pts).

### ***Course Required Reading***

Texts will be drawn from a variety of sources, including journal articles, opinion pieces, and other source material. A course reading list with due dates will be distributed. Reading material (links or the article themselves) will be made available on Blackboard or distributed in class.

### ***Course Outline and Topics***

In separate document of the same title on Blackboard.

## GRADING POLICIES

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### Grading Scale

- A+: 100-97
- B+: 90-87
- C+: 80-77
- D+: 69-67
- F: 59 and below
- A: 96-93
- B: 86-83
- C: 76-73
- D: 66-63
- A-: 92-90
- B-: 82-80
- C-: 72-70
- D-: 62-60

Instructors will determine point values/percentages/letter grades for all required coursework and products. Regardless of structure and framework, performance will be converted to scale as shown above.

### ***IMPORTANT:***

**Please note that there are penalties for late assignments or non-attendance, and that the instructor has the right to apply these penalties to the final grade. Students are encouraged to discuss any circumstances that might affect their performance before it may affect the course grade, including physical or intellectual challenges, illness, or any events of which the instructor should be aware. Specific needs will be addressed on a case-by-case basis between the student and the instructor. As the instructor, I note here the right I have to make changes in the syllabus when necessary to meet learning objectives, compensate for missed classes, or for similar reasons. In the event of any modifications or adjustments, I will be clear in the communication of any changes.**

### ***University policies and notes:***

#### **University Closure**

"If the University of Louisville is closed due to a holiday, weather-related conditions or other unusual circumstances, planned real-time activities in online classes will not be held and no form of coursework will be due. Real-time activities include scheduled class chats, virtual classroom meetings, or any other activity that requires students to access the course management system (i.e., Blackboard) at a scheduled time."

#### **University Delay**

"If the University of Louisville is on a delayed schedule, on-campus classes are canceled up until a certain time, and classes that begin at or after the delayed time meet at their regular time and include the full instruction period."

#### **Sexual Harassment**

##### **Statement provided by PEACC**

The University of Louisville strives to maintain the campus free of all forms of illegal discrimination as a place of work and study for faculty, staff, and students. Sexual harassment is unacceptable and unlawful conduct and will not be tolerated in the workplace and the educational environment. Unwelcome sexual advances, requests for sexual

## **Page 5, Dogs in Society**

favours, and other verbal or physical conduct of a sexual nature constitute sexual harassment, even when carried out through computers or other electronic communications systems.

Students and Instructors are protected from Sexual Harassment according to the [Affirmative Action policy](#), the [Student Code of Conduct](#), and the UofL [Computer Account Usage Agreement](#).

Anyone experiencing Sexual Harassment should refer to the links above and/or contact the PEACC Program at 852.2663 and an advocate will explain your choices. This is a free and confidential service.

Anyone who would like to receive more information or provide training to a classroom can contact a PEACC representative at 852.2663 and may use the educational modules provided by the [PEACC Program](#).

## **Students with Disabilities**

### **Statement provided by the Disability Resource Center**

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center (Robbins Hall, 852.6938) for verification of eligibility and determination of specific accommodations.

For more information, visit the [Disability Resource Center](#).

## **Academic Dishonesty**

### **Statement found in the Code of Student Rights and Responsibilities**

Academic dishonesty is prohibited at the University of Louisville. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty.

For more information, visit the [Code of Student Rights and Responsibilities](#) (Sections 5 and 6).

## **Religious Holy Days and Observances**

### **Statement on Calendar and Policy on Religious Holy Days and Observance**

Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days.

**Students:** Students who observe work-restricted religious holy days must be allowed to do so without jeopardizing their academic standing in any course. Faculty are obliged to accommodate students' request(s) for adjustments in course work on the grounds of religious observance, provided that the student(s) make such request(s) in writing during the first two (2) weeks of term.

## **Page 6, Dogs in Society**

Deans and department chairs must investigate and resolve student complaints arising from alleged faculty failure to make reasonable accommodations under these guidelines.

For more information, view the [Calendar and Policy on Religious Holy Days and Observances](#).

## **Statement on Diversity**

### **Statement provided by Office of the Vice Provost for Diversity and Equal Opportunity**

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias.

We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences-including race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status-that enrich a vibrant metropolitan research university.

We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

For more information, visit the [Office of Diversity](#).