

ANFS 100: Animals and Human Culture

Instructor

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Professor

Class Sections:


ANFS 100-010: Traditional undergraduate for non-majors

ANFS 100-011: Traditional undergraduate for majors (ANSC, PVMAB, FOSS)

These are some of the approaches being used in 2018 as test cases and developmental exercises for 2019.

<i>Area</i>	<i>Mechanism</i>	<i>Assessment mechanism</i>
<i>Diversity Self-Awareness and Perspective Taking</i>	<i>Students identified an animal that they had interacted or worked with. Students sketched the animal as the animal saw them. In the ensuing discussion, most of the students realized that the animal did not see many of the means of identification that we use – race, gender, and ethnicity – in their view.</i>	<i>Discussion in class with presentation of selected sketches. Several sketches collected for course assessment.</i>
<i>Diversity Self-Awareness and Perspective Taking</i>	<i>Students sketched the last living thing (vegetable, animal, bacteria, who knows) that they ate.</i>	<i>Discussion in class with presentation of selected sketches created a discussion about vegetarianism, veganism, and other dietary selections.</i>
<i>Diversity Self-Awareness and Perspective Taking</i>	<i>Students created a definition of a pet they could tell a wookiee</i>	<i>Discussion in class of student answers.</i>
<i>Diversity Self-Awareness and Perspective Taking</i>	<i>Students compared the animal welfare implications for a US based animal sport (Rodeo) to a Spanish based animal sport (Bullfighting)</i>	<i>In small teams, students created arguments in favor for each sport. Selected teams presented their answers.</i>
<i>Diversity Self-Awareness and Perspective Taking</i>	<i>Students viewed a historical picture of an African American squire and his steed</i>	<i>In small teams, students discussed the racial balance (or lack thereof) in jobs within the horse racing industry</i>

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<p><i>Diversity Self-Awareness and Perspective Taking</i></p>	<p><i>Students read a short article on the arraber, a role often filled by freed slaves in northern cities and still found in modern Baltimore.</i></p>	<p><i>In small teams, students discussed the impact that the arraber had on the individual and collective population. Teams volunteer to present their conclusions.</i></p>
<p><i>Diversity Self-Awareness and Perspective Taking</i></p>	<p><i>Students view team developed video and imagery on the use and view of animals by the Amish and Mennonite</i></p>	<p><i>In small teams, students identify how and why animals are crucial parts of Amish and Mennonite life and compare it to their own view of animals.</i></p>
<p><i>Diversity Self-Awareness and Perspective Taking</i></p>	<p><i>Students learned about culture-based food taboos. Hindu, Jewish, and Muslim taboos introduced.</i></p>	<p><i>In small teams, students discussed their food taboos and what the basis was for the taboo. Teams volunteer to present their conclusions.</i></p>
<p><i>Diversity Self-Awareness and Perspective Taking</i></p>	<p><i>View video and imagery of US and international live bird markets.</i></p>	<p><i>Discuss the biosecurity problems associated with live bird (or animal) markets and the cultural phenomena that promote the continued existence of the markets.</i></p>
<p><i>Diversity Self-Awareness and Perspective Taking</i></p>	<p><i>Topic module presents the ethical dilemma in India that balances the sacred nature of the cow with being one of the largest leather producers in the world</i></p>	<p><i>Students discuss the challenges of balancing ethics versus economics, first in the context of India and later with an animal issue closer to home.</i></p>

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<i>Diversity Self-Awareness and Perspective Taking</i>	<i>Students met with a graduate student with a service dog and learned about the types of service animals.</i>	<i>Two page written assignment required students to consider how having a service dog would impact their daily life.</i>
<i>Diversity Self-Awareness and Perspective Taking</i>	<i>Students completed a topic module on evacuation</i>	<i>Two page written assignment required students to identify how different demographic groups and their animals impacted by disasters and evacuation orders.</i>
<i>Diversity Self-Awareness and Perspective Taking</i>	<i>Class discussed the role of animals in different cultures and how the same animal can have different roles in different cultures or across time.</i>	<i>Written assignment required students to identify the differing roles of animals across cultures. Examination questions covered the same area</i>
<i>Diversity Self-Awareness and Perspective Taking</i>	<i>Class discussed changes in the use of animals in wartime and how this impacted the growth in certain cultures, concentrating on the differences between the Mongols and Napoleon</i>	<i>Examination questions</i>
<i>Diversity Self-Awareness and Perspective Taking</i>	<i>Class discussion on disease prevention in animals. Class discussed how the cultural tendency towards bush meat and fighting birds compromised disease control</i>	<i>Classroom discussion and examination questions</i>
<i>Cultural Difference</i>	<i>In 2019, we are adding significant content on the Amish and Mennonite communities in the form of team created videos and an optional extra credit experience. They represent an underrepresented group with a use of working animals is very different from most</i>	<i>Team created videos highlighting an underrepresented group's use of animals. Students will view the videos as a class and identify how the activity is related their culture and beliefs.</i>

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<p><i>Cultural Difference</i></p>	<p><i>In the live bird market topic module, the idea of the live bird market is introduced, and the biosecurity aspects are discussed. Hmong and practitioner of Santeria are two groups whose religious beliefs require use of the live bird market system.</i></p>	<p><i>Team created videos highlighting an underrepresented group's use of animals.</i></p> <p><i>Students will view the videos as a class and identify how the use of the live bird market is related their culture and beliefs.</i></p>
<p><i>Personal and Social Responsibility</i></p>	<p><i>Animal welfare has evolved significantly and approaches that would have been considered commonplace 100 years ago would today be grounds for arrest. In class, we will discuss animal welfare in the context of horses and how the standards have evolved.</i></p>	<p><i>Students will listen to a Things You Learned in History Class prior to class, providing background for the class.</i></p> <p><i>Students will discuss how the standards of animal welfare have changed. Students will discuss how the changes were brought about and the potential role that they can have in shaping animal welfare.</i></p>
<p><i>Personal and Social Responsibility</i></p>	<p><i>There has been a rise in consumerism and this has had both positive and negative impacts on animal agriculture.</i></p>	<p><i>Students will discuss how commercialism has had an impact on animal welfare. In small groups, students will identify was that their actions may have already impacted animal welfare and both intentional and unintentional choices they make may have impacts in the future.</i></p>
<p><i>Understanding Global Systems</i></p>	<p><i>In developing nations, rooftop poultry is used as a mechanism for small holders to raise poultry in urban areas. Growing poultry helps provide a stable food supply and economic benefit.</i></p>	<p><i>In the section on small holder or backyard operations, students will be introduced to rooftop poultry in Egypt. Students will discuss how rooftop poultry provides opportunities for women and is breakdown previous barriers.</i></p>

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<i>Understanding Global Systems</i>	<i>Live bird markets have an important role, but somewhat limited in the United States. Internationally, live bird markets play a key role.</i>	<i>Students will evaluate the live bird markets both domestically and internationally. Team developed videos of the US live bird market along with cooperator images and videos of the live bird markets will serve as a counterpoint. Students will develop an understanding of the roles and factors that give rise to the live bird markets.</i>
<i>Understanding Global Systems</i>	<i>In many developing nations, horses, donkeys, and oxen are used as a power source. Oxen, in particular, play a key role in many cultures.</i>	<i>In the section on working animals, students learn about the use of working draft animals, primarily in developing nations. Students will discuss how the use of oxen can empower women and reduce inequality.</i>