

**DePaul University**

**SCHOOL FOR NEW LEARNING**

**COURSE SYLLABUS**

Faculty Designed Independent Study

IN 345 EXTERNSHIP: Animals in Contemporary Life

This syllabus was updated Summer 2008.

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Credit Hours: 4 Credit Hours B.A. program

Course Description:

This Faculty Designed Independent Study course is designed to address the Externship requirement of the School for New Learning. Students will consider their learning styles by revisiting David Kolb's Learning Styles Inventory first introduced in the initial stages of the SNL program. Learners will develop ways of expanding their learning repertoires, and of examining their own ideas as well as those of experts. Specifically, students will pursue information on the historical connections between animals and humans, and on philosophies and issues concerning breeding and use of domestic animals. Students will also be exposed to current issues in animal welfare, including a volunteer experience in an animal shelter. In this course, faculty will provide a framework for assessing the roles and condition of animals, particularly domestic animals, in our culture. Readings will begin with Nathan Winograd's noted work on animal shelters, Redemption. Students will track their own interests through further readings and commentary on their experiences.

This course is an independent learning experience. Please contact the instructor by email for more information, including course essay and competence design sheets.

### Competences Offered:

Pre-requisite: Research Seminar

L-10 Can reflect on the learning process and methods used in an experiential project.

L-11 To be developed. See Competence Worksheet on Blackboard.

### Competence Criteria:

Students will be required to address three major areas in this course. These are: reflection on and developing educational learning styles; research and reflection on issues related to domestic animals; and, a minimum of 20 hours of volunteer activities concerning animal welfare. Assessment will be based on meeting the demands of the competence statements negotiated between student and faculty. Details of assessment are listed below.

### Expected Outcomes:

At the close of this course, students will:

1. be familiar with their own developing learning styles;
2. know some issues related to domestic animals;
3. understand how working with animals increases self awareness;
4. understand how science, philosophy, and history interact to shape our contemporary attitudes toward animals;
5. be familiar with some aspects of community service; and,
6. be able to demonstrate their mastery of points 1 through 5 in writing.

### Learning Materials:

Materials in this course will be largely researched and chosen by individual students themselves. There are two required texts, which are listed below. Students will be expected to provide further books, journal articles, and interviews which fit closely with the demands of their competence statements.

#### *Required Texts:*

Auster, Paul. Timbuktu.

Written from a dog's perspective, this contemporary novel challenges readers to consider the nature of ownership, of fidelity, of comfort, and of animal consciousness.

It is the story of one dog's attempts to achieve wholeness in an often unfriendly and inhumane world.

The novel is readily available through local bookstores, or can be obtained through the Internet.

Winograd, Nathan J. Redemption.

In this new look at animal shelters, the author reviews the history of the humane treatment of homeless animals in the United States, with specific attention to the No Kill movement.

This book is also available in bookstores or on the Internet.

### Evaluation:

Students will be assessed on the following (described in greater detail below) methods of demonstration of competence:

#### Written Assignments

1. development of competence statements, including 3 or 4 discussion questions relating to each of the competence statements;
2. production of a journal responding to those questions (20 pages);
3. production of an annotated bibliography related to the issues raised in the competence statements (20 sources);
4. an artifact which symbolizes the experience, plus an accompanying description.

#### Experiential Assignments

1. 20 hours of volunteer service at Chicago's David R. Lee animal shelter;
2. Review of at least 3 episodes of any of Animal Planet's hour long programs dedicated to animal policing.

#### Assignment Explanations/Written Assignments

1. The Competence Worksheet

While the Lifelong Learning competence statement is already written, students in the BA program must write one further statement for their Externships. These statements should encompass both the theoretical and practical aspects of the chosen topic, and should indicate both breadth and depth of research and experience. Students should review the course syllabus and introductory essay and discuss their competence statements with the instructor.

Students will designate areas of inquiry pertaining to the issues raised by their competence statements, and will write three or four questions related to each competence statement. Students will use these questions to guide them through the course material and to complete their journal entries. It is recommended that students contact the instructor by phone, email or in person to discuss the competence worksheet. Furthermore, students are encouraged to contact

the instructor with any other course related questions. While there are no scheduled class meetings in this course, students may request to meet with the instructor at any time.

## 2. Journal

Written journal entries will describe the learning achieved by the student through readings, volunteer work at the animal shelter, and review of Animal Planet programs. By answering the questions they have raised on their Competence Worksheets, students will demonstrate their growing mastery of their competence statements. The journal should number four entries of five pages each (totaling 20 pages). Journal entries must be submitted periodically for review. You will receive feedback on each entry from the instructor. The journal does not require citation, but rather should be a personal account of students' interactions with the various aspects of this course. In the journal, students will attempt to capture their reactions to the readings, volunteer work, and television programs, and relate these to their own approaches to learning.

## 3. Annotated Bibliography

The Annotated Bibliography cites all sources used in the project, that is, no fewer than 20 sources. List, according to the Modern Language Association format, each source you reviewed. Write a brief (four or five sentences) description of the source and its value to your research. Comment on the author, the topic, the timeliness, the methods used, **the relevance to your topic**, and the relative ease of understanding the material.

### A Note on Sources

Students should be aware that some of the works listed in the bibliography below are written by experts in various fields related to animal welfare. They are biologists, veterinarians, philosophers, and animal welfare experts. Some works listed below are written by people with years of experience in animal training. Some are works of fiction. Some are works produced by professional non-fiction writers who may or may not have academic background in the study of animals. In this field of study, it is very easy to locate information, but not all of it is reliable. Students should take particular care to examine the backgrounds of the authors they choose, and should be particularly wary of information available over the Internet. While some Internet sources are reliable, many are not edited for content or dependability. Use the internet as you would use a library, to access appropriate, traceable journal articles, but **Please use no more than 4 websites in your Annotated Bibliography, and these should be .gov or .org sources.** Always check the provenance of your sources. If you have questions about this, please contact the instructor.

## 4. Artifact

Students will create or choose a **tangible item** which represents their experiences in this course. Artifacts might include photo journals, case studies, works of art which students have produced, or other physical items, and should be explained in a written document of approximately 3 pages. This document should answer the following questions:

What is the artifact?

What are its elements, history, or other relevant info?

How does it symbolize your experience?

How does it relate to your competence statements?

### Assignment Explanations/Experiential Assignments

1. 20 Hours of Volunteer service in a Chicago animal shelter.

SNL students in this course, living within 100 miles of Chicago, complete their volunteer service at the David R. Lee Chicago city shelter at 2741 S. Western Ave. Contact the shelter via the Chicago Animal Care and Control website (see below). This shelter has hosted many SNL volunteers in the past, and is in continual need of volunteer assistance. n.b. As stated above, the Lee is the shelter for the city of Chicago. While some suburban shelters might be closer to your home, they cannot provide the array of experiences available to you at the Lee. Furthermore, the animals at the Lee need your help. You can reach the Lee by going to the shelter's website to check on their next volunteer training day: <http://www.cityofchicago.org/AnimalCareControl/> Under "Get Involved" click on "Volunteer Opportunities".

Please be patient. Like many publically funded shelters, the Lee is chronically understaffed. It is unlikely that anyone will return your phone call or email. The staff simply do not have the time to do this. Remember that volunteer work means that you provide a service to the institution, and that sometimes means just going to the shelter to volunteer.

2. Animal Planet Programming

Animal Planet offers several hour long programs devoted to animal care and control officers from various major American cities. (New York, Detroit, Miami, San Francisco, Houston) These programs deal with issues related to mistreatment of animals, urban problems related to animal abuse, and the 'humane' aspects of shelter care. They can provide a good amount of food for thought about the human/animal bond. You are not required to agree with the perspectives of the Animal Planet producers or with the officers involved. You are required to think through the situations presented as they relate to your competence statements. You can use up to three of these programs in your annotated bibliography.

### Submission Calendar

As with any Externship, students can use up to two quarters to complete the experience. Use the Competence Worksheet to define your time frame. Remember to submit your journals periodically for review.

### Some Recommended Authors:

*n.b. The authors listed below are just a small part of the literature related to the human/animal bond. These represent a good place to start your research, but keep in mind that your individual competence statement might focus your reading in areas not represented here.*

#### *Animal Behavior Experts*

Abrantes, Roger

Carras, Roger

Coppinger, Raymond and Lorna

Coren, Stanley

Csanyi, Vilmos

Dodman, Nicholas

Fogel, Bruce

McConnell, Patricia

Milan, Cesar

Milani, Myrna

The Monks of New Skete

#### *Animal Rights/Philosophy*

Griffin, Donald R.

Lorenz, Conrad

Midgley, Mary

Singer, Peter.

Wise, Steven M.

#### *Art/Poetry*

Bark editors. Dog is My Co-Pilot.

Duemer, Joseph and Jim Simmerman, eds. Dog Music: Poetry about Dogs

Hempel, Amy and Jim Shepard. Unleashed: Poems by Writers' Dogs.

Photographic Works by Wegman, William

Erwitt, Elliott. Dog Dogs (Photography)

MacDonogh, Katharine. Reigning Cats and Dogs

Patrick, Michael. Mutts of the Masters.

*Fiction*

Bakis, Kristin. The Lives of the Monster Dogs.  
Mayle, Peter. A Dog's Life.  
Parkhurst, Carolyn. The Dogs of Babel  
Stapledon, O Sirius  
Stein, Garth. The Art of Racing in the Rain  
Thurber, James. Thurber's Dogs.  
Watson, Brad. Last Days of the Dog Men.  
Willis, Connie. The Last of the Winnebagos

*Human Animal Psychology*

Beck, A.M.  
Irvine, Leslie  
Katcher, A. H.  
Melson, Gail  
Serpell, James

*Specialist Non Fiction*

Budiansky, Stephen  
Clark, Kenneth.  
Delise, Karen.  
Garber, Marjorie.  
Grandin, Temple.  
Katz, Jon.  
Knapp, Caroline.  
Morris, Desmond  
Moussaieff Masson, Jeffrey.  
Sawicki, Stephen.  
Stern, Jane and Michael.  
Thurston, Mary Elizabeth.

*Magazines and Journals*

Animals  
Animals Today  
Animals' Agenda  
Animal Law  
Bark  
DogWatch  
Nature  
Science

*Some relevant websites:*

[www.americanhumane.org](http://www.americanhumane.org) (The American Humane Association)  
[www.aspca.org](http://www.aspca.org) (The American Society for the Prevention of Cruelty to Animals)

[www.akc.org](http://www.akc.org) (The American Kennel Club)

[www.avma.org](http://www.avma.org) (The American Veterinary Association)

[www.AnimalBehavior.net](http://www.AnimalBehavior.net) (The Animal Behavior Network)

[www.deltasociety.org](http://www.deltasociety.org) (The Delta Society)

[www.hsus.org](http://www.hsus.org) (Humane Society of the United States)

[www.uan.org](http://www.uan.org) (Animal Disaster Rescue)

[www.morrisanimalfoundation.org](http://www.morrisanimalfoundation.org) (Morris Animal Foundation)

[http://www.humanesocietyu.org/careers\\_with\\_animals/](http://www.humanesocietyu.org/careers_with_animals/)