

HSOC 591

**Capstone Seminar for
Bachelor of Health Sciences
Health & Society Major**

Topic for Winter 2007:

People, Other Animals and Health

Time and location

Wednesdays, 9-12
1509 Health Sciences Building

Course Coordinator:

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Introduction

The BHSc Health & Society Major, as you know, is an interdisciplinary research-intensive degree. Through this degree, students gain a broad perspective on human health and health care, along with significant training in social research methods and a specific social science.

We will focus on the topic of *People, Other Animals and Health*. This topic lends itself to meeting several overarching BHSc Health and Society program objectives. Furthermore, its scope is broad enough to allow for integrating your own interests and concerns. An inquiry-oriented approach to learning will, in other words, be our mainstay. In terms of content, course will span health determinants, health systems and health knowledge. We will consider both animal and human health.

The course will divide into roughly four themes:

1. Animals Threaten Human Health	2. Animals Enable Human Health
3. People Threaten Animal Health	4. People Enable Animal Health

While we will consider these themes in the sequence outlined above, in practice, they overlap. Thus, while each class will focus on a different topic in relation to these four themes, we will also be synthesizing as we go along.

In this course, you should expect to fulfill the following objectives for the BHSc Health & Society major:

- Demonstrate familiarity with determinants of health and disease;
- Demonstrate familiarity with systems that respond to health threats and disease;
- Demonstrate familiarity with how the biomedical and social sciences currently relate to one another;
- Demonstrate familiarity with the epistemological underpinnings of key social research techniques, such as semi-structured interviews, focus groups, observational research, questionnaires, and document analysis;
- Demonstrate the capacity to read original research documents representing diverse research traditions;
- Demonstrate the capacity to identify, retrieve, organize, prioritize and assess information using modern library tools;
- Communicate clearly in writing, in a style that corresponds with the conventions used in one or more social science;
- Communicate clearly when speaking or writing, in a style that facilitates cooperative learning;
- Take responsibility for your own learning.

Activities and Assessment

Two main spheres of activity will allow you to demonstrate fulfillment of the objectives listed above: class participation and a research paper.

1. Class Participation (50%)

- Instructor evaluation (25%)
- Peer evaluation (20%)
- Self evaluation (5%)

Students will demonstrate their knowledge of the assigned readings by participating in both face-to-face and on-line discussions. An informed discussion requires that students understand the major arguments. Students should also identify passages that they do not understand. In other words, a student who asks for clarification demonstrates familiarity with the readings.

On-line discussion is especially well suited to seeking, receiving and providing clarification on the major arguments in the readings. Each week, two students will take the lead in facilitating on-line discussion. Face-to-face meetings in the seminar class format will build on the on-line discussion by reviewing key points, by generating additional queries, and through commentary, comparison and synthesis.

2. Research Paper (50%)

- Proposal with preliminary literature search and annotated bibliography (10%)
- Presentation in class (10%)
- Final paper and annotated references (30%)

To facilitate the achievement of the pedagogical objectives, this course encourages students to develop a research paper in a series of steps:

- Identifying an appropriate topic;
- Conducting, organizing and documenting preliminary library research;
- Soliciting of collegial feedback;
- Deepening and documenting your inquiry;
- Developing an outline,
- Drafting the text,
- Polishing the text.

Length may vary, but as a guideline, aim for approximately 5000 words, typed double-space. The paper should have a clear plan, with titled sub-sections. You may write up the paper as either as an argumentative essay or as an empirical study written up in the IMRAD format. If you opt to carry out an empirical study, unless you already have research ethics clearance, you must use public domain sources as data (e.g., newspaper articles, television advertisements, Internet websites, or scientific papers).

The following dimensions of your work will count toward your grade:

- Grammar, spelling, punctuation, and sentence structures;
- Organization
 - You should present information in a logical and coherent manner, without repetitions. In the final written submission, there should be a central argument.
- Content
 - You should provide evidence of critical thinking in the initial proposal, oral presentation and the final written product. Moreover, the sequence of graded components should display a tightening of focus and increasing depth.
- Information literacy
 - You should document your search strategies, provide annotations that are succinct and informative, and adhere throughout to the Chicago B reference style.

General course information

Grading Scheme

A+ (98-100)	B (75-79)	C- (57-59)
A (90-97)	B- (70-74)	D+ (54-56)
A- (85-89)	C+ (65-69)	D (50-53)
B+ (80-84)	C (60-64)	F (0-49)

Standard rules will be applied for rounding numbers to the next level.

A	A+	Exceeds expectations
A-	B+	Meets all expectations
B	B-	Meets most expectations (minor issues)
C+	C	Meets some expectations (major issues)
C-	D to F	Meets few or no expectations

Blackboard

It is your responsibility to ensure that you receive all posted communications and documents and that you receive e-mails sent by instructors or fellow students through Blackboard. Your e-mail address on Blackboard is the one you gave to the Registrar. Using an e-mail address on the University of Calgary server (your name@ucalgary.ca) will ensure that you receive e-mails and that, should the server ever be down, instructors are aware of it. We have found that other servers sometimes filter our group mailings as spam. We therefore request that you provide your ucalgary.ca e-mail address on Blackboard.

Attendance is mandatory

Your attendance is necessary in this course. Notify Dr Melanie Rock via email should you be unable to attend class or take part in on-line discussions, and explain why.

Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offence. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the University. The University calendar includes information on academic misconduct and guidance on the appropriate penalties.
http://www.ucalgary.ca/pubs/calendar/current/how/How_LB.htm

You must document not only direct quotations, but also paraphrases and ideas *where they appear in your text*. A reference list at the end is insufficient in itself. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin.

Cases of plagiarism can be very clear, but can also sometimes be more difficult to define. In the latter cases, we look for the work the student did. A "cut-and-paste" paper, in which the student has lifted ideas from many sources, but has not worked to present them in a personal and coherent way is easy to identify and is most likely to fail, even if the references are cited properly. Note, however, that entirely original ideas are rare and that it is perfectly acceptable to present other people's ideas. What you need to know is that we need to see the sources of these ideas, as it sometimes helps us evaluate their relevance and credibility, and that we will look at how you worked with these ideas and how you presented them.

Attached is a week-by-week outline for the course. This outline remains somewhat provisional, to allow the class to pursue issues and interests in adequate depth. Any changes to the required reading will require unanimity among students. The instructor may, however, alter the order of the required readings with advance notice of at least one week.

	Focus	Required Reading
Week 1 10 January	Introduction to the course, the topic and pertinent library resources	
Week 2 17 January	Background to the topic 'People, Other Animals and Health' Meetings with instructor to explore possible research paper topics	Franklin, Adrian, and Robert White. 2001. Animals and modernity: Changing human-animal relations, 1949-98. <i>Journal of Sociology</i> 37 (3):219-238. http://library.ucalgary.ca/u.php?id=856 Shapiro, Kenneth. 2002. Editor's introduction: The state of human-animal studies: Solid, at the margin! <i>Society & Animals</i> 10 (4):331-338. * 10 th Anniversary Issue http://library.ucalgary.ca/u.php?id=857 Rock, Melanie, Eric Mykhalovskiy, and Thomas Schlich. forthcoming. People, other animals and health knowledges: Toward a research agenda. <i>Social Science & Medicine</i> .
Week 3 24 January	Animals threaten human health: Infectious diseases	Hardy, Anne. 2003. Animals, disease, and man: Making connections. <i>Perspectives in Biology and Medicine</i> 46 (2):200-215. http://library.ucalgary.ca/u.php?id=858 Lindenbaum, Shirley. 2001. Kuru, prions, and human affairs: Thinking about epidemics. <i>Annual Review of Anthropology</i> 30:363-385. http://library.ucalgary.ca/u.php?id=667 Schlich, Thomas. 2000. Linking cause and disease in the laboratory: Robert Koch's method of superimposing visual and 'functional' representations of bacteria. <i>History and Philosophy of the Life Sciences</i> 22:71-88.

	Focus	Required Reading
Week 4 31 January	Animals threaten human health: Injuries and fear thereof	<p>Schalamon, J., H. Ainoedhofer, G. Singer, T. Petnehazy, J. Mayr, K. Kiss, and M. E. Hollwarth. 2006. Analysis of dog bites in children who are younger than 17 years. <i>Pediatrics</i> 117 (3):374-9. http://tinyurl.com/ydueux</p> <p>Boyd, C. M., B. Fotheringham, C. Litchfield, I. McBryde, J. C. Metzger, P. Scanlon, R. Somers, and A. H. Winefield. 2004. Fear of dogs in a community sample: Effects of age, gender and prior experience of canine aggression. <i>Anthrozoos</i> 17 (2):146-166.</p> <p>Crichlow, Renee, Steve Williamson, Mike Geurin, and Heather Heggem. 2006. Self-reported injury history in Native American professional rodeo competitors. <i>Clinical Journal of Sport Medicine</i> 16 (4):352-4. http://tinyurl.com/ylpdfd</p>
Week 5 7 February Paper proposals due at the beginning of class	Animals enable human health: Animals models in medical research	<p>Lederer, Susan. 1992. Political Animals: The Shaping of Biomedical Research Literature in Twentieth-Century America. <i>Isis</i> 83:61-79. http://tinyurl.com/ydm839</p> <p>Birke, Lynda. 2003. Who – or what – are the rats (and mice) in the laboratory? <i>Society & Animals</i> 11 (3):207-224. http://tinyurl.com/yb4br2</p> <p>Rock, Melanie. 2005. Figuring out diabetes: Reckoning kinship and the causes of sickness through genetic research. <i>Anthropology & Medicine</i> 12 (2):115-127. http://tinyurl.com/yjnxnm</p>
Week 6 14 February *Note: Reading week >> 19-23 February	Animals enable human health: Animal bodies and human genetic material as ‘spare parts’	<p>Lundin, S. 1999. The boundless body: Cultural perspectives on xenotransplantation. <i>Ethnos</i> 64 (1):5-31. http://tinyurl.com/yjuae</p> <p>Einsiedel, E. F., and H. Ross. 2002. Animal spare parts? A Canadian public consultation on xenotransplantation. <i>Science & Engineering Ethics</i> 8 (4):579-91.</p>

	Focus	Required Reading
<p>Week 7 28 February</p> <p>Paper presentations begin during class time</p>	<p>Animals enable human health: Animal-Assisted Therapy</p>	<p>Banks, M.R. , and W. A. Banks. 2005. The effects of group and individual animal-assisted therapy on loneliness in residents of long-term care facilities. <i>Anthrozoos</i> 18 (4):396-408.</p> <p>Antonioli, Christian, and Michael A. Reveley. 2005. Randomised controlled trial of animal facilitated therapy with dolphins in the treatment of depression. <i>BMJ</i> 331 (7527):1231-1234.</p> <p>➤ Plus responses http://www.bmj.com.ezproxy.lib.ucalgary.ca/cgi/content/full/331/7527/1231 Responses: http://www.bmj.com.ezproxy.lib.ucalgary.ca/cgi/eletters/331/7527/1231</p>
<p>Week 8 7 March</p>	<p>Animals enable human health: Co-promoting the health of people and companion animals in everyday life</p>	<p>McNicholas, J, A Gilbey, A Rennie, S Ahmedzai, JA Dono, and E Ormerod. 2005. Pet ownership and human health: A brief review of evidence and issues. <i>British Medical Journal</i> 331 (7527):1252-4. http://www.bmj.com.ezproxy.lib.ucalgary.ca/cgi/content/full/331/7527/1252</p> <p>Cutt, H., B. Giles-Corti, M. Knuiman, and V. Burke. 2007. Dog ownership, health and physical activity: A critical review of the literature. <i>Health and Place</i> 13 (1):261-72. http://tinyurl.com/ykzf7r</p> <p>Wood, Lisa, Billie Giles-Corti, and Max Bulsara. 2005. The pet connection: Pets as a conduit for social capital? <i>Social Science & Medicine</i> 61 (6):1159-73. http://sfx.exlibrisgroup.com:9003/calgary?id=doi%3A10.1016%2Fj.socscimed.2005.01.017</p>
<p>Week 9 14 March</p>	<p>Animals enable human health: Animals as food</p>	<p>MacLachlan, Ian. 2005. Feedlot growth in southern Alberta: A neo-Fordist interpretation. In <i>Rural Change and Sustainability: Agriculture, the Environment and Communities</i>, edited by S. J. Essex, A. W. Gilg and R. B. Yarwood: CABI Publishing.</p> <p>Povinelli, Elizabeth. 1992. “Where we gana go now”: Foraging practices and their meanings among the Belyuen Australian Aborigines <i>Human Ecology</i> 20 (2):169-202.</p>

	Focus	Required Reading
<p>Week 10 21 March</p> <p>Opportunity to submit draft outline of research paper for feedback</p>	<p>People enable animal health: Veterinary medicine</p>	<p>Swabe, Joanna. 2000. Veterinary dilemmas: Ambiguity and ambivalence in human-animal interaction. In <i>Companion Animals and Us: Exploring the Relationships between People and Pets</i>, edited by A. L. Podberscek, E. S. Paul and J. A. Serpell. Cambridge Cambridge University Press.</p> <p>Shaw, J. R., B. N. Bonnett, C. L. Adams, and D. L. Roter. 2006. Veterinarian-client-patient communication patterns used during clinical appointments in companion animal practice. <i>Journal of the American Veterinary Medical Association</i> 228 (5):714-21.</p>
<p>Week 11 28 March</p>	<p>People enable animal health (and, in the process, perhaps their own health too): Caring for companion animals</p>	<p>Sanders, Clinton R. 1993. Understanding dogs: Caretakers' attributions of mindedness in canine-human relationships. <i>Journal of Contemporary Ethnography</i> 22 (2):205-226. http://tinyurl.com/yf6s33</p> <p>Fox, Rebekah. 2006. Animal behaviours, post-human lives: Everyday negotiations of the animal-human divide in pet-keeping. <i>Social and Cultural Geography</i> 7 (4):525-537. http://tinyurl.com/yehvur</p> <p>Serpell, James. 2002. Anthropomorphism and anthropomorphic selection: Beyond the 'cute response'. <i>Society & Animals</i> 10 (4):437-454. http://tinyurl.com/yj2gms</p>
<p>Week 12 4 April</p>	<p>People threaten animal health: Cruelty, injuries and environmental degradation</p>	<p>Ascione, F. R., W. N. Friedrich, J. Heath, and K. Hayashi. 2003. Cruelty to animals in normative, sexually abused, and outpatient psychiatric samples of 6-to 12-year-old children: Relations to maltreatment and exposure to domestic violence. <i>Anthrozoos</i> 16 (3):194-212.</p> <p>Michael, Mike. 2004. Roadkill: Between humans, nonhuman animals and technologies. <i>Society and Animals</i> 12 (4):277 - 297. http://tinyurl.com/ymwwfz</p> <p>Naidoo, Robin, and Wiktor L Adamowicz. 2005. Biodiversity and nature-based tourism at forest reserves in Uganda. <i>Environment and Development Economics</i> 10 (2):159-178. http://tinyurl.com/ycnpwr</p>

	Focus	Required Reading
Week 13 11 April Research papers due at the beginning of class	Wrap up	Hardin, Garrett. 1968. The tragedy of the commons. <i>Science</i> 162:1243-1248. http://tinyurl.com/yc4l3f