

Humans and Other Animals: The Psychology of Human-Animal Interactions

NRES 399HOA

Spring 2003

Professor Joanne Vining
j-vining@uiuc.edu
Plant Sciences Lab 1013

In this class we will examine theories of and research on interactions between humans and other animals. The predominant disciplinary perspective will be psychological although other social scientific disciplines may be brought to bear on the topic.

The class meets on Tuesday 11:00 to 12:50 in room 1103 Plant Sciences Lab.

A seminar format will be used for this course. Discussions of assigned readings will constitute the first part of the semester. In the second part of the semester students will choose topics of interest and develop readings and discussions on those topics with the assistance of the instructor.

Basis for grade:

Discussion Points	50%
Participation	25%
Topic Preparation	25%

Discussion points constitute written analyses of readings to be prepared before the class in which the readings will be discussed.

Participation is active verbal interaction with other class members during class discussions. Your participation grade is also based on evidence that you have prepared for class discussions by reading the assigned material. This evidence would consist of thoughtful comments and questions on the readings during class discussions.

Students will be responsible for the preparation of a topic for one of the class sessions at the end of the semester. You will select a topic for a class period, do some background research on the topic, select readings for class members, and lead a class discussion on the assigned day. I will meet with each of the individuals or groups to assist with this process.

Class conduct

1. Class members' comments will be treated with respect. Criticism is a part of academic life, but you must make your criticism constructive.
2. Attendance is required.
3. Class will begin on time and students are expected to be on time.
4. It should not be necessary to say this, but cell phones, pagers, and any other electronic devices emitting noise are not allowed in my classroom.

Course readings collection is available at

SCHEDULE

January 21: Introductions

January 28: Historical and Cultural Perspectives

Sheldrake, R. (1999). Chapter One: The domestication of animals. In *Dogs that Know When Their Owners are Coming Home*. New York: Crown, 13-26.

Levinson, B. M., & Mallon, G. P. (1997). Chapter One: Historical background. In *Pet-Oriented Child Psychotherapy*. Springfield IL: Charles C. Thomas, 3-25.

Hill, R. (1987). Saints, beasts, and legal order in the Middle Ages. *Anthrozoos, 1*, 65-70.

Franklin, A. (1999). Chapter One: Good to think with: Theories of human-animal relations in modernity. In *Animals and Modern Culture: A Sociology of Human-Animal Relations in Modernity*. Thousand Oaks, CA: Sage, 9-33.

February 4: Theory

Kidd, A. & Kidd, R. (1987) Seeking a theory of the human/companion animal bond. *Anthrozoos, 1*, 140-145.

Herzog, H.A. & Burghardt, G.M. (1987). Are we ready for a theory of human-animal relations? *Anthrozoos, 1*, 145-???

Wilson, E. O. (1993). Biophilia and the conservation ethic. In S. R. Kellert & E. O. Wilson (Eds.) *The Biophilia Hypothesis*. Washington: Island Press, 31-41.

Kellert, S. R. (1993). The biological basis for human values of nature. In S. R. Kellert & E. O. Wilson (Eds.) *The Biophilia Hypothesis*. Washington: Island Press, 41-69.

Katcher, A., & Wilkins, G. (1993). Dialogue with animals: Its nature and culture. In S. R. Kellert & E. O. Wilson (Eds.) *The Biophilia Hypothesis*. Washington: Island Press, 173-197.

February 11: Lifespan development

Hart, L. A. (1993). Companion animals throughout the human life cycle: The contributions of Aline and Robert Kidd. *Anthrozoos, 6*, 148-153.

Poresky, R. H. (1996). Companion animals and other factors affecting young children's development. *Anthrozoos, 9*, 159-168.

Myers, O.E., & Saunders, C. (2002). Animals as links toward developing caring relationships with the natural world. In P.H. Kahn & S.R. Kellert (Eds.), *Children and Nature*. Cambridge, MA: MIT Press, 153-178.

Ascione, F. R. (1993). Children who are cruel to animals: A review of research and implications for developmental psychopathology. *Anthrozoos, 6*, 226-247.

February 18: Identity

Shepard, P. (1993). On animal friends. In S. R. Kellert & E. O. Wilson (Eds.) *The Biophilia Hypothesis*. Washington: Island Press, 275-300.

Beck, A. & Katcher, A. (1996). Chapter Four: Pets can be self. In *Between Pets and People: The Importance of Animal Companionship*. West Lafayette IN: Purdue University Press, 63-77.

Lasher, M. (1998). A relational approach to the human-animal bond. *Anthrozoos*, 11, 130-133.

Davis, J. H. (1987). Preadolescent self-concept development and pet ownership. *Anthrozoos*, 1, 90-94.

Melson, G. (2001). Animal selves. Chapter 6 in G. Melson, *Why the Wild Things Are: Animals in the Lives of Children*. Cambridge, MA: Harvard University Press, 132-158.

February 25: Personality

Perrine, R. M. & Osbourne, H. L. (1998). Personality characteristics of dog and cat persons. *Anthrozoos*, 11, 33-40.

Budge, R. C., Spicer, J., Jones, B. R., & St. George, R. (1996). The influence of companion animals on owner perception: Gender and species effects. *Anthrozoos*, 9, 10-18.

Gosling, S. D. & Bonnenburg, A. V. (1998). An integrative approach to personality research in anthrozoology: Ratings of six species of pets and their owners. *Anthrozoos*, 11, 148-156.

March 4: Mental Health

Garrity, T. F. & Stallones, L. (1998). Effects of pet contact on human well-being. In C. C. Wilson & D. C. Turner (Eds.), *Companion Animals in Human Health*. Thousand Oaks, CA: Sage, 3-22

Beck, A. & Katcher, A. (1996). Chapter Seven: Pets as therapists. In *Between Pets and People: The Importance of Animal Companionship*. West Lafayette IN: Purdue University Press, 125-159.

Levinson, B. M., & Mallon, G. P. (1997). Chapter Four: Animal aides in psychotherapy. In *Pet-Oriented Child Psychotherapy*. Springfield IL: Charles C. Thomas, 58-84.

Melson, G. (2001). The healing lick. Chapter 5 in G. Melson, *Why the Wild Things Are: Animals in the Lives of Children*. Cambridge, MA: Harvard University Press, 99-131.

March 11: Mental Health - Cases

Nathanson, D. E., de Castro, D., Friend, H., & McMahon, M. (1997). Effectiveness of short-term dolphin-assisted therapy for children with severe disabilities. *Anthrozoos*, 10, 90-100.

Nathanson, D. E., de Castro, D., Friend, H., & McMahon, M. (1998). Effectiveness of long-term dolphin-assisted therapy for children with severe disabilities. *Anthrozoos*, 11, 22-32.

Marino, L. & Lilienfeld, S. O. (1998). Dolphin-assisted therapy: Flawed data, flawed conclusions. *Anthrozoos*, 11, 194-200.

Nathanson, D. E. (1998). Reply to Marino and Lilienfeld. *Anthrozoos*, 11, 201-202.

Folse, E. B., Minder, C. C., Aycock, M. J., & Santana, R. T. (1994). Animal-assisted therapy and depression in adult college students. *Anthrozoos*, 7, 188-194.

Rajaram, S. S., Garrity, T. F., Stallones, L., & Marx, M. B. (1993). Bereavement - loss of a pet and loss of a human. *Anthrozoos*, 6, 8-16.

March 18: Women and Animals

Galdikas, B. M. F. (1995). Chapter One: Akmad. In *Reflections of Eden*. Boston: Little, Brown. 3-18.

Lawrence, E. M. (1997). A woman veterinary student in the fifties: The view from the approaching millennium. *Anthrozoos*, 10, 160-169.

Antonio, D. (1995). Of wolves and women. In C. J. Adams, & J. Donovan (Eds.), *Animals and Women*. Durham: Duke University Press, 213-230.

Herzog, H. A., Betchart, N. S., Y Pitman, R. B. (1991). Gender, sex role orientation, and attitudes toward animals. *Anthrozoos*, 4, 184-191.

April 1: Wildlife

Kellert, S. R. (1996). Chapter Two: Values. In *The Value of Life*. Washington, D. C.: Island Press, 9-34.

Fiedeldey, A. C. (1994). Wild animals in a wilderness setting: An ecosystemic experience? *Anthrozoos*, 7, 113-123.

Lawrence, E. A. (1989). Wild birds: Therapeutic encounters and human meanings. *Anthrozoos*, 3, 111-118.

Lott, D. (1988). Feeding wild animals: The urge, the interaction, and the consequences. *Anthrozoos*, 1, 255-257.

April 8: Student-initiated Topic

April 15: Student-initiated Topic

April 22: Student-initiated Topic

April 29: Student-initiated Topic

May 6: Student-initiated Topic