

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

Faculty of Leadership and Integrative Studies

College/School College of Integrative Sciences and Arts Department/School

Prefix: **IDS** Number: **312** Title: **Predators, Pets, and Pests** Units: **3**

Course description: This course examines the topic of animals—both wild and domestic, human and nonhuman—from a range of disciplinary, historical, and cultural perspectives. Organized around three subtopics—predators, pets, and pests—this section of IDS 312 calls on students to consider the complicated and often intimate ways that human and animal lives intersect with one another and change over time. Throughout the term, students will analyze human-animal relations in a variety of texts, including documentaries, scientific log books, natural histories, memoirs, novels, poetry, photography, park interpretive materials, journalistic narratives, and federal animal law. This course will introduce students to emerging theories and methodologies in the environmental humanities and human-animal studies and so that they may gain a more holistic, interdisciplinary view of the other-than-human world. In their final “animal narrative” project, students will integrate knowledge and insights from some of these interdisciplinary (sub)fields in order to tell the story of a single animal or species.

Is this a cross-listed course? No If yes, please identify course(s):

Is this a shared course? No If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: Historical Awareness (H)

Mandatory Review: Yes

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2021 Effective Date: October 2, 2020

For Spring 2022 Effective Date: March 5, 2021

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

Proposals must be submitted electronically with all files compiled into one PDF.

Contact information:

Name Jada Ach E-mail Jada.ach@asu.edu Phone 951-212-4196

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Kevin Ellsworth Date: _____

Chair/Director (Signature): _____

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus, major assignment instructions, and course texts.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus, major assignment instructions, and course texts.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus, major assignment instructions, and course texts.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus, major assignment instructions, and course texts.
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses that are merely organized chronologically.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
IDS	312	Integrative Perspectives on Change: Predators, Pets, and Pests	H

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
History is a major focus of the course.	This interdisciplinary course examines how human-animal relations have changed over time and across cultures. By learning about the history of national park interpretation, the history of pet-keeping, the impacts of federal animal law, and the environmental consequences of federal and state conservation efforts, to name just a few historical themes and topics the course explores, IDS 312: Predators, Pests, and Pets greatly depends on the field environmental history to understand the importance of diverse human-animal relations.	C1--Yellow 1. Course Description (Syllabus) 2. Course topics focus on the history of animal interpretation in national parks, the evolution of federal animal law, and the way human-animal relations have changed over time, particularly in the United States. See Course Description, Course Objectives, and Course Schedule. 3. Course texts examine the history of human-animal relations in a variety of fields and genres, including fiction, travel logs, federal animal law, animal journalism, and documentaries. Many of the course discussions ask students to explore the history of human-animal relations as they are narrated in these texts. See Required Texts and Materials, Course Schedule, and Discussion 1 and 2. See also the attached document titled List of Required Texts and Readings.
The course examines and explains human development as a sequence of events influenced by a variety of factors.	This topics course examines and explains human development as a sequence of events influenced by human relations with animals and environments. The readings, assignments, and discussions in this course emphasize how animals and environments significantly influence human history. This course goes beyond reading human history alongside natural history; instead, to use the words of environmental historian Richard White, this course "want(s) the history of the relationship itself."	C2--Red 1. Course Description (Syllabus) 2. Course topics focus on the development of animal interpretation in national parks, the evolution of federal animal law, and the way human-animal relations have changed over time, particularly in the United States. See Course Description and Course Objectives. 3. Module 3 asks students to consider the history of human-animal bonds and pet-keeping, and an interview with Donna Haraway is assigned as the basis for the week's discussion. See Discussion 3. 4. In Module 4, students read the novel Under the Feet of Jesus by Helena Maria Viramontes, which focuses on the stories of a group of

		<p>undocumented workers in California's Central Valley whose lives are deeply impacted by pesticides. Essentially, the workers are treated as "pests." In the Week 4 Discussion, students are asked to reflect on the kinds of stories/histories humans tell about insects and to consider what actions those narratives tend to justify. See the Module 4 Discussion Prompt.</p>
<p>There is a disciplined systematic evaluation of human institutions as they change over time.</p>	<p>This interdisciplinary course evaluates and explains human-animal relations through a range of disciplinary lenses, and in doing so it calls on students to systematically evaluate disciplinary and social institutions as they change over time. Since human-animal relations shape a variety of disciplinary and social institutions, such as national parks, the natural sciences, media and journalism, federal animal law, sociology, Indigenous land management, etc., a human-animal studies approach to analyzing these institutions reveals how central animals are to social life and cultural/political identity.</p>	<p>C3--Blue</p> <ol style="list-style-type: none"> 1. Course Objectives (Syllabus) 2. In their assigned readings, viewings, and site visits, students analyze and evaluate human institutions and disciplines such as the National Park Service, Indigenous land management initiatives, a transdisciplinary initiative (Global Locust Initiative) at ASU, the history of the genre of scientific observations and log books, the history of the interdisciplinary subfield known as human-animal studies, and federal animal law such as the Animal Control Act and the Endangered Species Act. These disciplinary and institutional evaluations give students a broad understanding of how human-animal relations shape social life and cultural/political identity. See Course Schedule, the Wildlife Resource Evaluation Assignment, and the Animal Log Assignment.
<p>The course examines the relationship among events, ideas, and artifacts and the broad social, political, and economic context.</p>	<p>This interdisciplinary topics course is invested in using animals, as both material actors and powerful symbols, to examine the relationship among events, ideas, and artifacts and the broad social, political, and economic context. In other words, the diverse ways that humans have historically related to, bonded with, used, desired, and commodified animals impacts every aspect of our social, political, and economic life. Readings, discussions, and assignments in this course emphasize the fact that animals are never separate from social, political, and economic realities; instead, they dynamically shape such realities.</p>	<p>C4--Green</p> <ol style="list-style-type: none"> 1. Course Description (Syllabus): Students will interpret and evaluate the history of human animal relations using a variety of artifacts, including national parks, scientific log books, federal animal law, etc. (not highlighted in green since it is already highlighted in yellow) 2. The documentary film analysis assignment asks students to watch and analyze the film 'Grizzly Man.' In their responses, they examine the relationship between parks, conservation and preservation efforts, and the case of Timothy Treadwell to larger social and political contexts. See Grizzly Man Assignment. 3. Students watch pop cultural artifacts (The Animal Planet's show 'Too Cute!') and read a spider's obituary published in the 'Washington Post' ("The Extraordinary Life and Death of the World's Oldest Known Spider") as artifacts that speak to American social and cultural life. See the Course Schedule. 4. Students visit a state or national park for the

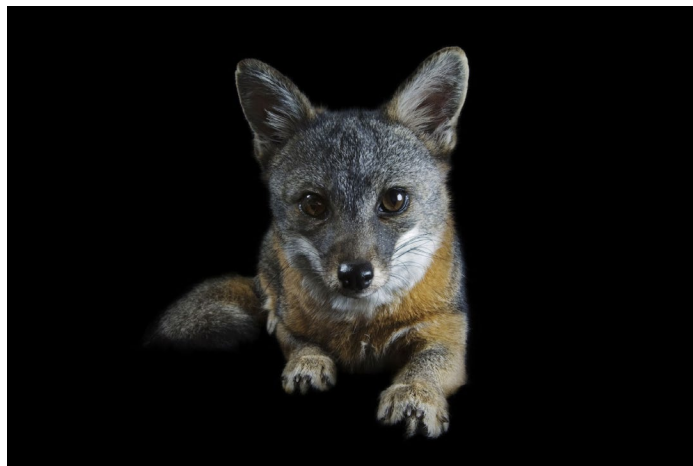
		Wildlife Resource Evaluation Assignment, viewing it as a complex artifact of American political, social, and economic life. See Wildlife Evaluation Resource Assignment.
--	--	--

Course Catalog Description for IDS 312:

“Applies integrative and interdisciplinary tools, methods, knowledge and skills to examine ideas, issues and institutions as they change over time.”

IDS 312: Integrative Perspectives on Change

Predators, Pets, and Pests



(click on photo for source info)

Spring 2021—A Session—ASU Online & iCourse
Bachelor of Interdisciplinary Studies
College of Integrative Sciences and Arts
Arizona State University

Instructor: Jada Ach, PhD

Department: Leadership and Integrative Studies

Office: Tempe Campus, USE Building #257

Office Hours: By appointment, Zoom or phone only

Email: Jada.Ach@asu.edu

Course Description:

This course examines the topic of animals—both wild and domestic, human and nonhuman—from a range of disciplinary, cultural, and historical perspectives. Organized around three subtopics—predators, pets, and pests—this section of IDS 312 calls on students to consider the complicated and often intimate ways that human and animal lives intersect with one another and change over time. Throughout the term, students will analyze human-animal relations in a variety of texts, including documentaries, scientific log books, natural histories, memoirs, novels, poetry, photography, park interpretive materials, journalistic narratives, and federal animal law. This course will introduce students to emerging theories and methodologies in the environmental humanities and human-animal studies and so that they may gain a more holistic, interdisciplinary view of the other-than-human world. In their final “animal narrative” project, students will integrate knowledge and insights from some of these interdisciplinary (sub)fields in order to tell the story of a single animal or species.

Enrollment Requirements:

Prerequisite(s): Minimum 45 credit hours.

Course Objectives:

Through weekly readings, written assignments, group discussions, and the final project, students will be able to:

- Demonstrate the ability to apply an integrative process within a particular context.
- Critically reflect on an integrative skill or process within a particular context.
- Evaluate the significance of the various insights, perspectives, and components relevant to an integrative process within a particular context.
- Understand the diverse ways in which historians, writers, literary critics, anthropologists, natural scientists, journalists, cinematographers, park interpreters, politicians, and everyday citizens contribute to animal studies subfield.
- Plan, create, and revise a variety of narrative and analytical texts.
- Examine and critique our personal, ethical, and economic relationships with animals in class discussions and course assignments.

Course Logistics & Getting Started

Welcome to IDS 312! I look forward to working with you this term. Email is the best way to reach me, and I will make every effort to respond within 48 hours. If you ever have questions about the class or need help with your work, we can meet via [Zoom](#) or over the phone. (I will not be holding in-person meetings this term due to the coronavirus pandemic.) Office hours can be used to ask questions about course material, get help with assignments, discuss your progress in the course, and gain information about IDS courses and study abroad opportunities.

Since our section of IDS 312 is an online course, most of our course materials will exist on Canvas: the syllabus, assignment prompts, additional readings, links to helpful videos, discussion boards, etc. Additionally, you will submit all of your assignments on Canvas. Each week, you can usually expect the following: assigned readings from Canvas, discussion board prompts, and an assignment that asks you to engage with course topics.

Each week you'll be working through a different module in Canvas, for a total of seven modules. With a few exceptions, assignments for each module are due by 11:59pm MST (Arizona) every Tuesday and Friday.

Required Texts and Materials

- *Under the Feet of Jesus*, Helena Maria Viramontes, Plume Publishing, 1995, ISBN 978-0452273870
- *Grizzly Man*, Werner Herzog, Lionsgate, 2005, [streaming via various online providers](#)
- Access to a reliable computer (see Computer Requirements below).

Computer Requirements, Support, and Expectations

Browsers and Software

This course requires a computer with Internet access and the following:

- Web browsers (Chrome, Internet Explorer, Mozilla Firefox, or Safari)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microsoft Word ([Microsoft 365](#) is free for all currently-enrolled ASU students)

Canvas Migration and Technical Support

This course uses Canvas to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Canvas home page at <http://canvas.asu.edu>. To contact the help desk, call 1-855-278-5080. You can also find helpful resources to familiarize yourself with Canvas at <https://lms.asu.edu/resources-students>.

Email Communication

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. All instructor correspondence will be sent to your ASU email account. For help with your email go to: MyASU > Service > Live Chat OR New Ticket.

Online Course Time Commitment

It's important that you are aware of the official ASU policy regarding reasonable and required course workload (per credit hour of a course). The Arizona Board of Regents, the governing board for ASU, NAU, and the U of A, has a policy for how much time students should invest in their courses: "A minimum of 45 hours of work by each student is required for each unit of credit... Off-campus courses, regardless of mode of delivery, may be assigned credit based on competencies or learning outcomes that are acquired through coursework and are equivalent to those of students in a traditional classroom setting. An equivalent of 45 hours of work by each student is required for each unit of credit." Therefore, in a 3-credit course, students should expect to invest 45 hours in class meetings (or the online equivalent), as well as 90 hours doing homework and assignments—a total of 135 hours in any given session (A, B, or C). In this course and in other courses in your degree program, your faculty are committed to this standard because it promotes the breadth and depth of learning required in a high-quality university education.

Submitting Assignments

All of your assignments will be submitted in Canvas. Do not submit assignments via email. Make sure to carefully read all assignment instructions so that you know which file type to upload.

Assignments and Grading

Grading Scale

1000+ points	A+
930-1000 points	A
900-929 points	A-
870-899 points	B+
830-869 points	B
800-829 points	B-

770-799 points	C+
700-769 points	C
600-699 points	D
599 points and below	E

Assignments and Points

- 4 Animal Log Posts on Canvas: 260 points
- Syllabus Quiz: 15 points
- 6 Weekly Discussion Posts: 310 points
- Documentary Film Analysis: 100 points
- Wildlife Resource Evaluation: 100 points
- Optional Peer Review Animal Narrative
- Final Draft Animal Narrative: 215 points

Total: 1,000 points

** Detailed prompts for each assignment can be found on Canvas.*

Course Policies

Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program; therefore, there is a limited timeline to drop or add a course. See ASU's [Academic Calendar](#) for drop/add deadlines. Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Student Success Note

To be successful:

- check the course daily
- read announcements
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access [ASU Online Student Resources](#) or [CISA Academic Resources](#)

Late Work Policy

Due to amount of work required for this course, **no late work will be accepted for full credit unless:**

- 1) you have contacted me at least two days in advance of the assignment deadline,
- 2) you are experiencing extraordinary circumstances and have appropriate documentation, and
- 3) you have received a response from me indicating a revised deadline/extension.

Students facing catastrophic illness or events are advised to make an appointment with me (whether in person, on the phone, or through Zoom), and develop a special plan of action.

If, for whatever reason, you cannot complete an assignment on time, **you will have 48 hours after the deadline to submit it for half credit.** After 48 hours have passed, you will receive a 0 if the assignment was not submitted.

It is your responsibility to make sure you submit your assignments both on time and in the correct file format. If your instructor cannot open a document you submit, you will earn a 0 on the assignment.

Policy on Incompletes

Please note that incompletes will be given only in very special circumstances. An incomplete will only be granted to a student who has only a minor portion of the work left undone at the end of the semester, as the result of special circumstances only. An incomplete will be granted for serious grounds and not when a student, through negligence or procrastination, fails to complete a major portion of the work for the course on time.

Assessment Guidelines

I will post your points to the online Grade Book in Canvas, along with individual feedback for each assignment. My hope is that this feedback will help you with subsequent assignments.

Online Classroom Behavior (Netiquette)

Even though this is an online course, we want to build a classroom climate that is comfortable for all. It is important that we 1) display respect for all members of the classroom, including the instructor and students; 2) pay attention to and participate in all class activities; 3) avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment.

College and University Policies

Student Conduct and Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <https://provost.asu.edu/academic-integrity>. Additionally, required behavior standards are listed in the [Student Code of Conduct](#), [Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications Policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process.

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial

atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

Arizona State University and the College of Integrative Sciences and Arts strongly believe in academic integrity; therefore, cheating and plagiarism is not tolerated. Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. If a student is charged with academic dishonesty and found to be in violation, disciplinary action will be taken and a student's name will be kept on file.

Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), failing to turn in your own work for group projects, as well as providing materials of any type to a homework help site or a study resource site. Disciplinary action may result in a reduced grade for the assignment or class, suspension or expulsion from the university, and/or an XE on his or her transcript. For further information, please read the Student Academic Integrity policy at <http://provost.asu.edu/academic-integrity>.

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Students with Disabilities

If you need academic accommodations or special consideration of any kind to get the most out of this class, please let me know by the first week of the course if possible. If you have a disability and need a reasonable accommodation for equal access to education at ASU, please call Student Accessibility and Inclusive Learning Services (SAILS). The site can be found at <http://eoss.asu.edu/drc>. Instructors cannot provide accommodations without authorization from SAILS.

Statement on Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access, and have an impact on our community, state, nation, and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic, and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality, and intellectual perspective.

Mental Health

As a student, like anyone else, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating, and/or lack of motivation. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk in to any ASU counseling center for a same-day or future appointment to discuss any personal concern. Here is the website: eoss.asu.edu/counseling. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

Establishing a Safe Environment

Learning takes place best when a safe environment is established in the classroom. In accordance with [SSM 104-02](#) of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others' intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the [Office of the Dean of Students](#). If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Syllabus Disclaimer

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Canvas.

Course Schedule

MODULES	DUE DATES	TENTATIVE READINGS & ASSIGNMENTS
Module 0-1: Introduction to the Course: Animalizing the Disciplines	Fri., Jan. 15, 11:59 pm	READ/WATCH: <ul style="list-style-type: none"> • Read Ch. 1: “Human-Animal Studies,” from <i>Animals and Society: An Introduction to Human-Animal Studies</i>, Marge DeMello (2012) (pdf) • Read excerpt from John Steinbeck’s <i>The Log from the Sea of Cortez</i> (1951) (pdf) • Read “The Endangered Species Act Basics: 40 Years of Conserving Endangered Species,” U.S. Fish & Wildlife Service (Jan. 2013) (link) • Watch “How Wolves Change Rivers,” <i>Sustainable Human</i> (2014) (link) SUBMIT: <ul style="list-style-type: none"> • Syllabus Quiz • Academic Integrity Agreement • Discussion 1
Module 2: Predators and Big Game	Tues., Jan. 19, 11:59 pm	READ/WATCH/LISTEN: <ul style="list-style-type: none"> • Ch. 4: "Animals in the Wild and in Human Societies," <i>Animals and Society: An Introduction to Human-Animal Studies</i>, Margo DeMello (2012) (pdf) • Read “Lions of Los Angeles,” Dana Goodyear, <i>The New Yorker</i> (pdf) • Listen to “Eating Wild: Bushmeat, Game, and the Fuzzy Line between Them,” <i>Gastropod Podcast</i> (2020) • Watch <i>Grizzly Man</i>, Werner Herzog, streaming • Watch “A Tale of Two Mountain Lions,” <i>SoCAL Connected</i> (link) SUBMIT: <ul style="list-style-type: none"> • Animal Log Post 1
	Fri., Jan. 22 11:59pm	SUBMIT: <ul style="list-style-type: none"> • Discussion 2 • Documentary Film Analysis Worksheet
Module 3: Pets and “Significant Otherness”	Tues., Jan. 26, 11:59 pm	READ: <ul style="list-style-type: none"> • Read “Making Kin: An Interview with Donna Haraway,” <i>Los Angeles Review of Books</i> (2019) (pdf) • Read one or two poems from <i>The Poetry Foundation’s “Dog Poems”</i> page (link)

		<ul style="list-style-type: none"> • Read “Preface” and “Part 2: Rattlesnakes” of Silko’s <i>The Turquoise Ledge</i> • Watch “Growing up Golden,” an excerpt from <i>The Animal Planet’s Too Cute!</i> (link) <p>SUBMIT:</p> <ul style="list-style-type: none"> • Animal Log Post 2
	Fri., Jan. 29, 11:59 pm	<p>SUBMIT:</p> <ul style="list-style-type: none"> • Discussion 3 • Discussion 3 Part 2—Final Paper Ideas
Module 4: Pests, Insects, and Love under the Microscope	Tues., Feb. 2, 11:59 pm	<p>READ/DO:</p> <ul style="list-style-type: none"> • Read Parts 1 & 2 (pgs. 1-90) of <i>Under the Feet of Jesus</i> • Read “The Extraordinary Life and Death of the World’s Oldest Spider” (link) • Review ASU’s Global Locust Initiative website (links) • Visit (in person or virtually) a state, regional, or national park (see Wildlife Resource Evaluation in Module 5) <p>SUBMIT:</p> <ul style="list-style-type: none"> • Animal Log Post 3
	Fri., Feb. 5, 11:59 pm	<p>SUBMIT:</p> <ul style="list-style-type: none"> • Discussion 4
Module 5: Pests, Insects, and Love under the Microscope	Tues., Feb. 9, 11:59 pm	<p>READ/REVIEW</p> <ul style="list-style-type: none"> • Finish <i>Under the Feet of Jesus</i> • Review <i>The Dam Birds Project</i> (link)
	Fri., Feb. 12 11:59 pm	<p>SUBMIT:</p> <ul style="list-style-type: none"> • Wildlife Resource Evaluation • Discussion 5
Module 6: Animal Futures: Extinction, Resilience, Art	Tues., Feb. 16, 11:59 pm	<p>LISTEN/Watch:</p> <ul style="list-style-type: none"> • “Valérie Courtois on Indigenous-Led Land and Wildlife Stewardship,” <i>When We Talk about Animals: A Yale University Podcast</i>, episode 33, 15 June 2020. • “Honouring the Land,” Indigenous Leadership Initiative, 15 May 2020.
	Fri., Feb. 19 11:59 pm	<p>SUBMIT:</p> <ul style="list-style-type: none"> • Animal Log Post 4—Final Summary • Discussion 6—Self-Evaluation • Optional Peer Editing

Module 7: Final Exam Week	Fri., Feb. 26 11:59 pm	SUBMIT: <ul style="list-style-type: none">• Final Draft Animal Narrative or Podcast• Course Evaluation
--	---------------------------	--

List of required texts and readings for IDS 312

Course texts include novels, podcast episodes, travel logs, interviews with animal studies scholars, films, national park spaces, and other texts.

- **Novel:** *Under the Feet of Jesus*, Helena Maria Viramontes, Plume Publishing, 1995, ISBN 978-0452273870
- **Film:** *Grizzly Man*, Werner Herzog, Lionsgate, 2005.
- **Chapter:** “Human-Animal Studies,” from *Animals and Society: An Introduction to Human-Animal Studies*, Marge DeMello (2012)
- **Travel log excerpt:** John Steinbeck’s *The Log from the Sea of Cortez* (1951)
- **Article:** “The Endangered Species Act Basics: 40 Years of Conserving Endangered Species,” U.S. Fish & Wildlife Service (Jan. 2013).
- **Film:** “How Wolves Change Rivers,” *Sustainable Human* (2014)
- **Chapter:** “Animals in the Wild and in Human Societies,” *Animals and Society: An Introduction to Human-Animal Studies*, Margo DeMello.
- **Article:** “Lions of Los Angeles,” Dana Goodyear, *The New Yorker*.
- **Video:** “A Tale of Two Mountain Lions,” *SoCAL Connected*
- **Podcast episode:** “Eating Wild: Bushmeat, Game, and the Fuzzy Line between Them,” *Gastropod Podcast*
- **Interview:** “Making Kin: An Interview with Donna Haraway,” *Los Angeles Review of Books* (2019)
- **Webpage:** *The Poetry Foundation’s* “Dog Poems” page ([link](#))
- **Creative nonfiction:** “Preface” and “Part 2: Rattlesnakes” of Silko’s *The Turquoise Ledge*
- **Article:** “The Extraordinary Life and Death of the World’s Oldest Spider”
- **Initiative’s website:** ASU’s Global Locust Initiative
- **National or state park of student’s choosing:** We treat parks as texts worthy of analysis in this course.
- **Photo essay:** *The Dam Birds Project*
- **Podcast episode:** “Valérie Courtois on Indigenous-Led Land and Wildlife Stewardship,” *When We Talk about Animals: A Yale University Podcast*, episode 33, 15 June 2020.
- **Video:** “Honouring the Land,” Indigenous Leadership Initiative, 15 May 2020.

Evidence of How Course Meets Criteria

Module 1: Discussion

Overview

Click Reply below to begin your response. Make sure to include both Part 1 and Part 2 in a single post. Consider posting a photo or video to increase the engagement of your post! Note that you will not be able to see your peers' posts until you post your own.

Part 1: Introduce yourself. (150-400 words)

- Where do you live, and what do you do? Are you a full-time student, part-time administrative assistant, stay-at-home parent, entrepreneur, barista, etc.?
- What are your majors and minors? If you are an IDS/OGL student, describe your concentration areas. What do you hope to do when you finish your degree?
- What are your expectations for this class?
- How has the COVID-19 pandemic altered your life, and what do you hope humans learn from this experience?

Part 2: Define "the animal," "animal studies," and/or "human-animal studies." (150-400 words)

- How do you define the term "animal," and what are the different ways that you engage with animals in your day-to-day life? Try to categorize some of those different types of engagements. In what way did this week's assigned learning materials encourage you to think about the history of human-animal interactions from a new perspective? Which text intrigued you the most, and why? Make sure to refer to at least two of this week's assigned texts (readings or videos) in your response via paraphrasing or direct quotations. One of the texts that you cite should be DeMello's "Human-Animal Studies."

Posting Requirements

This discussion requires one initial response that includes Part 1 and Part 2, as well as a response to a peer's original post. Additional replies are encouraged, but they are neither required nor graded. Both your original post *and* your reply to a peer should be **at least 300 words and no more than 800 words each**. You'll be able to see a running word count as you type in the text box. Try to respond early if you can so that your classmates have enough posts to reply to.

Grades

Your original post (Part 1 & 2 combined) is worth 35 points, and your reply to a peer is worth 15 points, for a total of 50 points. Replies that are posted late will be subject to the Late Work Policy. See the [Syllabus](#) for more information.

Module 2: Discussion

Overview

Click Reply below to begin your response. Consider posting a photo or video to increase the engagement of your post! Note that you will not be able to see your peers' posts until you post your own.

Prompt for Original Post (35 points, 300-600 words)

- Choose one or two of the following questions to answer in your original post. How do you define terms like "predator" or "injurious species," and what characteristics do you associate with these terms? What role should humans play in managing predators and/or big-game animals, if any? In what way did this week's assigned learning materials encourage you to think about the history of human relations with predatory or game species from a new perspective? Which stories intrigued you the most, and why? Make sure to refer to at least three of this week's assigned texts (readings or videos) in your response via paraphrasing or direct quotations. One of the texts that you cite should be DeMello's "Animals 'in the Wild' and in Human Societies."

Posting Requirements

This discussion requires one initial response to the question(s) above as well as a response to a peer's original post. Additional replies are encouraged, but they are neither required nor graded. **Your original post should be at least 300 words and no more than 600 words, and your response to a peer should be no less than 150 words.** You'll be able to see a running word count as you type in the text box. Try to respond early if you can so that your classmates have enough posts to reply to.

Grades

Your original post is worth 35 points, and your reply to a peer is worth 15 points, for a total of 50 points. Replies that are posted late will be subject to the Late Work Policy. See the [Syllabus](#) for more information.

Module 3: Discussion

Overview

Click Reply below to begin your response. Consider posting a photo or video to increase the engagement of your post! Note that you will not be able to see your peers' posts until you post your own.

Prompt for Original Post (35 points, 300-600 words)

- In Donna Haraway's [The Companion Species Manifesto](#) (Links to an external site.) (2003), she claims that human relations with animals, especially dogs, represent a kind of "significant otherness." What she means is that such relations can be incredibly intimate and meaningful; at the same time, however, human-pet relationships are difficult to describe and define since they are based on "mutually felt and lived connections" that go *unspoken*. In other words, such relationships are *significant*, but they might be felt as a kind of undefinable *otherness*. In this week's post, I'd like for you to ponder the close relationship--or what we might even call "bond"--between humans and pets in Western cultures. What have pets historically offered humans and, in turn, what have humans offered pets? Is it dangerous or safe to assume that human-pet companionship is "mutually felt," as Haraway describes it? What might pet-keeping say about a culture's beliefs, values, or desires, especially since cultures around the world define and treat "pets" differently? Respond to one or two of these questions, and make sure to refer to at least three of this week's assigned texts (readings or videos) in your response via paraphrasing or direct quotations. One of the texts that you cite should be "Making Kin" with Donna Haraway.

Posting Requirements

This discussion requires one initial response to the question(s) above as well as a response to a peer's original post. Additional replies are encouraged, but they are neither required nor graded. **Your original post should be at least 300 words and no more than 600 words, and your response to a peer should be no less than 150 words.** You'll be able to see a running word count as you type in the text box. Try to respond early if you can so that your classmates have enough posts to reply to.

Grades

Your original post is worth 35 points, and your reply to a peer is worth 15 points, for a total of 50 points. Replies that are posted late will be subject to the Late Work Policy. See the [Syllabus](#) for more information.

Module 4: Discussion

Overview

Click Reply below to begin your response. Consider posting a photo or video to increase the engagement of your post! Note that you will not be able to see your peers' posts until you post your own.

Prompt for Original Post (35 points, 300-600 words)

Unless they bite us, scare us, or appear in our homes, insects and arachnids often go unnoticed despite the important roles they play in maintaining human food systems and ecosystem biodiversity. Humans sometimes think of insects/arachnids as "pests" that need to be managed or exterminated via an array of chemical methods. At other times, we often compare human societies to different insect communities, such as those of ants and bees. This week's assigned Learning Materials ask you to consider the diverse ways that journalists, novelists, and others tell stories of insects and arachnids. In these texts, insects and arachnids emerge as lively beings whose lives intersect with humans and other animals in complex ways. With the assigned readings in mind, I'd like for you to consider the ways that stories get told about bugs. What kind of work do words like "pest" and "infestation" do, and what actions might these words justify? How do works like *Under the Feet of Jesus* and "The Extraordinary Life of the World's Oldest Known Spider" either complicate or problematize "pest" and "infestation" narratives, and what vision of insect life do they offer instead? Do you have any bug memories of your own, or moments when an insect or spider left you feeling fascinated, disgusted, scared, or otherwise affected? Answer one or a few of these questions, making sure to cite from at least two of this week's assigned Learning Materials. One of the texts you cite should be *Under the Feet of Jesus*.

Posting Requirements

This discussion requires one initial response to the question(s) above as well as a response to a peer's original post. Additional replies are encouraged, but they are neither required nor graded. **Your original post should be at least 300 words and no more than 600 words, and your response to a peer should be no less than 150 words.** You'll be able to see a running word count as you type in the text box. Try to respond early if you can so that your classmates have enough posts to reply to.

Grades

Your original post is worth 35 points, and your reply to a peer is worth 15 points, for a total of 50 points. Replies that are posted late will be subject to the Late Work Policy. See the [Syllabus](#) for more information.

Module 5: Wildlife Resource Evaluation



Assignment Description:

For this Wildlife Resource Evaluation assignment, you will analyze how a city, state, county/regional, or national park interprets one of its wildlife resources. (Zoos and animal conservancies are options as well.) *Wildlife resources* are fish, birds, wildlife, and their aquatic and terrestrial habitats. *Wildlife interpretation* is the practice of teaching visitors about wildlife resources. Such teaching comes in the form of signs, live animal demonstrations and displays, birdwatching classes, brochures, visitor center materials (dioramas, photographs, informational signage, wildlife taxidermy, etc.), website information, signs that warn visitors about certain animals, wildlife photography classes, wildlife tours and classes, and any other animal-related park programming.

As a Wildlife Resource Evaluation, this assignment is meant to be not only *descriptive*, but also *evaluative*; in other words, you will both describe how a park (or zoo) of your choice interprets your chosen resource, and you will then evaluate how well the park narrates this resource to visitors. Here are some of the central questions your analysis should answer:

- Why is it important that the park interpret this particular wildlife resource for visitors?
- How does the park currently interpret this resource, if at all?
- Are the current interpretive strategies for this resource effective? What makes them effective? How else could this resource be interpreted?
- What recommendations, if any, do you have for how the park might interpret this resource?

Two Choices:

Since this is an online class, I'm aware that not every student will live in close proximity to a park or zoo. Additionally, some of you might not feel comfortable visiting zoos and nature parks during the pandemic, and many of these locations remain closed to prevent community spread. Others might not have the time to visit a park or zoo to conduct an onsite evaluation, which is completely understandable. For that reason, you have two options below:

Option #1: Visit a city, state, regional/county, or national park that actively interprets a wildlife resource. Choose just one wildlife resource (scorpions, javelinas, hummingbirds, etc.), visit the park, and evaluate how well the park interprets that single resource. A single sign or brochure that mentions the animal is enough to analyze, so no worries if there is not a lot of available interpretation. If you are in Arizona, here are a few websites that describe the various city ([Tempe \(Links to an external site.\)](#)), [Phoenix \(Links to an external site.\)](#)), [state \(Links to an external site.\)](#), [regional \(Links to an external site.\)](#), and [national parks \(Links to an external site.\)](#) in the state. If you are outside of Arizona, any zoo, park, or animal conservancy will work so long as it actively interprets at least one wildlife resource.

Option #2: Evaluate how well a national park website interprets a single wildlife resource. If you choose this option, your central questions will be this: How does the national park interpret my chosen wildlife resource on its website, and how effective is that interpretation? What else could the website do to tell the story of this animal or habitat? Similar to Option #1 above, you will be evaluating just one wildlife resource (one animal, species, or habitat). Below I've listed three example national park websites; the links will take you directly to their wildlife/animal resource pages.

[Grand Canyon National Park \(Links to an external site.\)](#)
[\(Links to an external site.\)Zion National Park \(Links to an external site.\)](#)
[Yellowstone National Park \(Links to an external site.\)](#)

If you choose Option #2, feel free to choose any national park. Note that official National Park Service websites will always begin with nps.gov. Click [here \(Links to an external site.\)](#) to see a listing of national parks by state.

Example Topics for your Paper:

- Mountain lions in Grand Canyon National Park
- "Invasive" wild hogs at Congaree National Park
- Scorpions at Utery Regional Park

- Birds at the Desert Botanical Garden
- Hummingbirds at Arizona-Sonora Desert Museum
- Rattlesnakes at South Mountain Park and Preserve

Optional Writing & Research Process:

1. **Planning:** Before heading to your park, you should have a couple of broad topics in mind for this assignment. For example, head to the park's official website, and take note of the particular wildlife resources and histories the park chooses to highlight, if any.
2. **Gathering Evidence:** The "evidence" in this essay will come from your own observations of and experience in the park. This means that you should take notes during your visit. You are not expected to use any outside sources in this essay; however, feel free to cite from park brochures, park website, trail maps, trail signs, Visitor Center interpretive materials, or other texts that lend support to your chosen topic. Take photos of signs and other materials that relate to your topic; not only will these photos be useful for your research, but you might also decide to include them in the paper itself. Let's say you decide to write about how the park interprets scorpions. During your trip, you might take note of how the park's signage tells stories about that chosen resource. How does the Visitor Center interpret scorpions? Do any signs along the trails educate visitors on scorpions? What kind of programming exists that tells "scorpion stories"? (Many of the regional parks in the Phoenix area actually lead Scorpion Walks!) If you are analyzing the way a single wildlife resource gets interpreted on a park's website, read all of the available information about the animal, take note of photographs and other visuals, and see if the website describes park programming (tours, talks, etc.) related to your chosen animal.
3. **Synthesize, Evaluate:** In the days following your visit, you will need to make sense of and synthesize these interpretive materials as they relate to your topic. Here are some questions to consider after you have gathered observations in the field. Many of these questions will work for website evaluations as well: What is most effective about how the park narrates the story of your chosen resource? What kind of stories does the park tell about the resource? What kinds of interpretive materials could be added to enhance the narrative? Consider how signs, educational programs, Visitor Center displays, posters, tours, readings, outreach programs, invited speakers, new trail designs, interactive displays, technology, or a tweaking of the rhetoric on current interpretive materials could transform the way your chosen topic gets narrated/experienced at the park. If you are perfectly satisfied with the way the park interprets your topic, then tell readers, specifically, what makes the current materials so effective.
4. **Draft:** After you have planned, gathered evidence, and synthesized your observations via pre-writing, you can begin the writing process. Your resource evaluation should have an introduction, a body, and a conclusion.

- -

- In the one-paragraph *introduction*, you should introduce your chosen topic/resource and provide a succinct, one- to two-sentence evaluative thesis statement.
- The *body* of your review should remain focused on the way the park interprets your chosen resource. Each body paragraph should include a topic sentence, evidence/observations from the park, and an evaluation of the evidence.
- Your one-paragraph *conclusion* summarizes how the park effectively interprets your chosen resource, remarks on some of the possible shortcomings, and offers solutions for how this resource could be interpreted in the future. Be very specific when it comes to your solutions. Simply saying that “more signs should be devoted to scorpions” is not specific enough. What should those signs look like? What should they say? Where should they be located? Etc.

Length, Formatting, Point of View

In its entirety, this assignment should be no less than 400 words and no more than 700 words total. Please make sure to stay within this range.

As with all formal assignments you will submit for this class, this assignment should include a heading (on page 1 only), page numbers, a centered title, and double spacing throughout. Do not include a cover page. Please follow the [IDS 312 Formatting Guidelines](#). For in-text citations, follow the formatting guidelines in your chosen style guide. Here are the recommendations for [MLA \(Links to an external site.\)](#) and [APA \(Links to an external site.\)](#).

While third person point of view has long been the standard in academic writing, first person point of view also has its place when used with intent. Second person point of view is usually unnecessary, however, and can sound too conversational. Avoid using it altogether.

Submission Guidelines

Submit your document as an attachment in one of the following file types: doc, docx, or pdf.

Value & Assessment

This assignment is worth 100 points. Your grade will be based on the following:

- About 80% of your final grade will be based on Higher Order Concerns (HOCs), which include content, structure and organization, and quality of evaluation.
- About 20% of your final grade, give or take, is based on Lower Order Concerns (LOCs), which include spelling, grammar, sentence structure and clarity, formatting, point of view, and word choice.

I will try to respond to your work in a timely manner, usually within a week, and will provide you with an explanation of how I arrived at your grade. If you ever have questions about a grade or need further clarification, please see me during office hours.

Module 2: Animal Log Post 1

Assignment Description

This assignment was inspired by John Steinbeck's efforts in *The Log from the Sea of Cortez* to "see everything our eyes would accommodate...and build some kind of structure in modeled imitation of the observed reality" (1-2). In your own Animal Logs **you will closely observe one animal per week**; after each sustained observation, you will then share your Log with the rest of the class. You will write a total of four Logs this term. The purpose of the Animal Log Assignment is to become attuned to the wild and domesticated animals that live both with and around you—to become aware of their physical features, habitats, movements, behaviors, and perhaps even desires. Each Log documents your observations of just one animal during one moment.

Throughout the term, you should observe different types of animals for each of your Logs. While I do not want to limit your choices too much, I do want you to experiment with different environments, species, and times of day for this assignment. Therefore, I ask that you choose different "categories" of animals to observe, and I've given you some choices below. When categorizing animals, words like "domesticated" and "wild" are highly contested and occasionally problematic, and we will spend a lot of time deconstructing them in this class. Despite the problems often associated with these terms, I've used them here as broad frames for encouraging diversity across your four Animal Logs:

- ***"Domesticated" Animals or Animals in Captivity (Choose 1-2 from this category)***
 - - Livestock
 - Zoo animals
 - Pets (yours or someone else's)
 - Animals in pet stores
 - Any caged or contained animal
 - Stray animals
- ***"Wild" Animals (Choose 1-2 from this category)***
 - - Insects, worms, and arachnids
 - Birds
 - Wild or otherwise "untamed" animals/wildlife
 - Reptiles
 - Big-game species
 - Predators
 - Aquatic species

Length, Point of View, Links, and Images

Length: Each Animal Log Post should be between 450 and 850 words. Your response to a classmate's Log should be between 100 and 300 words.

Point of View: Since Animal Logs depend on your own observations and points of view, it would make sense to write your posts in first-person singular point of view: *I, me, my*. Third-person point of view would also make sense when describing the animal(s) you are observing: *The tarantula reared up on its hind legs in an aggressive manner when it saw me approaching.*

Links/Research: While research is not required for the Animal Log Assignment, you will probably find that you need to conduct informal research to learn more about the animal(s) you are observing. For example, if you observe a bird in your apartment's courtyard, and you don't know what kind of bird it is, it would make sense to do a quick Google search: "red bird orange beak Tempe Arizona spring" OR "Arizona birds." If you are able to identify the animal online, feel free to include the links in your post as a reference.

Images: If you are able to capture a photo or video of the animal you've observed, include it as an attachment or embedded image in your post. (See the course Announcement on adding images to Discussions.) You might also (or instead) include a photo from the Internet—but make sure to link it. If you are unable to identify the animal you observed but you captured a picture of it, feel free to ask your peers for help in the Animal Log Post! Likewise, if one of your peers has misidentified an animal in their post, feel free to correct them. Sometimes it is difficult to tell the difference between different birds, reptiles, and insects!

Suggested Process for Conducting Your Observation and Writing Your Log

1.
 1. Find a location to conduct your observation. Make sure to bring your phone/camera and something to take notes on.
 2. Once you've found an animal to observe, try to watch it for at least 20 minutes. The longer you are able to observe the animal, the better. With more elusive or "wild" animals, you might only get a few minutes (or seconds!) to conduct your observation, which is fine. If you are observing birds, fish, or insects, it might be difficult to focus on just one individual animal; in those situations, feel free to expand your observation to the entire group, flock, or school.
 3. Take notes: How does the animal move or act? What sounds does it make? How does it interact with other animals? How would you describe its physical features? If you are able to touch it, what does it feel like? How does it engage with or respond to you, if at all? What do you know about this animal? What is its habitat? What does it eat? Where did you observe it, and at what time of day?
 4. After you've conducted your observation, reflect on the experience. Do you know the animal's name (species, type, etc.)? What did you learn about the animal by watching it? What might you need to research?

5. Informally research what you don't know by doing quick Internet searches or reviewing guidebooks. If you can't find what you are looking for, no worries—you can always ask your peers for help with identifying the animal in the Animal Log Discussion Board.
6. Write your post, telling us what you witnessed and learned during the sustained observation. Be sure to be as specific as possible when describing the animal; for example, say "golden eagle" instead of "bird," or say the dog's fur "appeared to be two inches in length" instead of simply saying it was "long." Feel free to include links and images with your post. Make sure to also respond to a peer's original post.

Posting Guidelines and Assessment

This assignment requires one original Log (55 points) and a short response (10 points) to one of your classmate's Logs, both of which are due by the deadline that appears in Canvas. After this deadline passes, you will have 48 hours to post or respond for half credit (see the Late Work Policy in the [Syllabus](#) for more information). See the word-count guidelines above, and make sure your Logs reflect the different animal categories noted under "Assignment Description."

For each of your Animal Logs, you will be graded on originality and specificity of your written observation, adherence to the guidelines established in the prompt, and grammar/sentence structure.

Grizzly Man (2005), Lionsgate, Werner Herzog (100 points)

Respond to each question in at least 75 words. Each question is worth 25 points for a total of 100 points. Feel free to type your answers directly onto this worksheet.

1. How does Werner Herzog, the filmmaker/narrator, characterize or define Timothy Treadwell? How do you define Treadwell? Is he a hero? A protector? A threat to bears and other wild animals? A radical environmentalist? Something else? Explain.

2. Why did Treadwell find grizzly bears so enthralling? What is it about bears that spark our own curiosity? In other words, why do humans so often find bears, wolves, and other predators more interesting than, say, gnats, squirrels, or earthworms?

3. In [a 2015 review of *Grizzly Man*](#), Scott Tobias says, “What haunts me is that in all the faces of all the bears Treadwell filmed, I discover no kinship, no understanding, no mercy. I see only the overwhelming indifference of nature.” Do you agree with this view of nature and the animal world? Was the fox indifferent? Explain.

4. Is this a documentary about bears? Humans? What sense do you make of the title *Grizzly Man*?