

New Hest i næring

30 studipoeng

Mappe evaluering med muntlig examen

Who will benefit from this course:

- those who will to build innovative careers in the new equine sector.
- those who wish to combine their passion for horses with new ways of working with them.
- those who wish to convert farms or add equine enterprises to the farm economy.
- those who wish to go on in Higher Education to study the human-horse relationship.
- those who wish to understand new innovations and the future direction of horse-based .businesses
- those who wish to understand a key segment of a thriving rural economy and society.

Course Themes:

- 1: New Equine Landscapes
- 2: The New Equine Economy
- 3: The Human-Horse Relationship
- 4: History and Heritage of the Horse
- 5: Equine Assisted Education and Therapy
- 6: Equine Tourism

Samling topics

1: New Equine Landscapes

- a: -The New Horse-Based Enterprises transforming the rural economy and landscape
- b: What is it about the human-horse relationship that creates such potential for innovative economic opportunities?
- c: Characteristics of the equine sector across the Nordic countries and Europe

2: The New Equine Economy

- a: Rural Development and Horses
 - Opportunities to develop new horse-based activities
 - Developing existing assets for new equine businesses
 - The role of the equine sector in Farm Multifunctionality
- b: Land-use and Planning
 - multifunctional land-use, challenges and opportunities
 - conflicts and conflict management
 - conversion of farms and farm buildings.

3: The Human-Horse Relationship

- a: shared worlds, partnership, ways of knowing
- b: from the human perspective,

- motion and emotion
- the social construction of traditional and natural horsemanship
- c: from the horse perspective
- New ethologies of cooperation
- What does '*arbeidshest*' mean in the 21st Century?

4: History and Heritage of the Horse

- a: the horse in the past – technological revolution and new potentials
- b: modern transitions – Work Horse to Hobby Horse

5: Equine Tourism -- studitur

- a: native breed tourism
- b: trekking and other activities
- c: regulation and other issues

6: Equine Assisted Education and Therapy

- a: History & Types of EAT/L :
- b: EAT/L Requirements (patients, horses, staff, facilities)
- c: EAT/L Activities in Norway
 - Inn på tunet
 - Hesle og helse norge
 - Samhandlings reforma and the potential for hest og helse I norge

Introduction to Hest i næring

Hest i næring offers practical inspiration and skill development for those who want to combine a passion for horses with enterprise and innovation in rural life. The focus is on the role of horses in innovative rural development in Norway and the rest of Europe. Rural development consists of two main components – one social and cultural and the other economic. Horses have important roles to play in both. On one hand, native breed horses are key symbolic resources for local identities at a regional and national level, and on the other, new economic uses of horses have the potential to make significant contributions to the rural economy. This course focuses on both roles – the meaning of horses in human life, and the kinds of new equine enterprises which can create new opportunities in the rural economy in Norway. The focus of the course therefore is on both Rural Innovation and equine activities and enterprises. In this way it will provide vision and the critical analytical skills needed by those who wish to respond to the opportunities and challenges offered in the sector.

This course is an option course in the BA in Bygdeutvikling at the Høgskulen for Landbruk og Bygdeutvikling, and offers 30 study points towards the degree. It is proposed to be one of three optional courses in the Degree Programme although it also can stand as an independent course for practitioners. It is designed therefore, to provide independent students with enough basic information about rural development and the equine sector to enable them to understand the opportunities presented by the equine world, whilst at the same time, providing concrete examples and knowledge of the human-horse

relationship which will more completely inform students taking the other BA courses within the programme. It is taught in Norwegian and English.

It is designed to prepare students with an interest in the equine sector to identify trends and growth areas in that sector, as well as issues, ethical challenges and innovative approaches to building horse-based activities in a vibrant rural society and economy. It provides a broad overview of developments within the sector and of rural development, nationally and internationally, so that students can identify and evaluate opportunities to satisfy their passion for horses with the creation of appropriate and innovative equine services enterprises. It also offers a clear view of what the benefits of a vibrant equine sector offers to Norwegian rural society and economy, and of course, to those in Norway who have a passion for horses. As such it delivers a perspective different than other horse-based courses in Norway.

Subject focus

This course has two main focuses. The first is the role of human-horse activities in the rural economy and society. This will include the new development of equine enterprises as farm multifunctionality; the growing role of horses in health and well-being, their use in equine assisted education and therapy; and the development of equine tourism and the opportunities and challenges that these pose in their development. The second is a focus on the human-horse relationship. This will include the role of horses in Norwegian life, both pre-historic and historic, as both symbolic and productive resources. Additionally it aims to help develop understandings of the engagement of humans and horses, in particular the inter-personal and individual relations within which they are bounded, and the benefits this brings.

These innovative focuses are developed from cutting-edge and innovative social science and other research from around the world, research which is increasingly being expressed as representing a new opportunity for those who wish to work with and understand horses in their daily lives.

The course covers a range of topics from an introduction to innovation in the rural economy, through an overview of the equine sector, to an examination of the specific fields which represent the latest cutting-edge innovations in the sector. In the latter, special guest lectures will contribute to the course, each of whom is an expert in the particular field.

Programme of Work

Like the other courses in HLB's BA programme, it is *samlingsbasert*. Students attend classes for three full consecutive days per month, where they will be given lectures by the tutor and visiting lectures, engage in group discussions and work together on research projects. The course takes place over the period from September to March/April so there will be three samlinger before Christmas and three after. The rest of the time students will work within a Virtual Learning Environment online. HLB uses a customized Moodle VLE for the online components of its learning. The Hest i næring Moodle site will provide students with access to a wide range of learning resources including the latest cutting edge research, resources to develop critical thinking and research skills, videos and web links, and discussion forums.

Hest i næring includes a studitur where we will visit equine entrepreneurs, clustered in a specific region. We have visited the Skaggafjordur region of Island, and mid-central Finland in previous studytours. The current year's studitur location will be announced in the first samling.

This course is designed to foster a Learning Community amongst students so that their learning will be active and they will learn from each other as well as from the tutors and lecturers. Collaborative work will be encouraged, particularly in terms of developing evaluation and judgment skills, and student interactivity will be facilitated in numerous ways including the use of wikis, discussion forums, group discussions and small group projects. Students are respected for the life experience and knowledge they bring to the learning task and rewarded for sharing this with the group. The course places a strong emphasis on feedback within an environment where mistakes are turned into learning opportunities and attempts to make strong, confident students.

Hest i næring will use a 'mappe evaluering' assessment scheme. For each Learning Unit, students will engage in an assigned research project where they will take the ideas and theories they have learned about and explore them within the rural environment, finding examples in their own communities. In this way the course promotes both theoretical and situated, practical empirical knowledge. The three highest marked assignments (of six) will contribute to the students' final grade in the course. There will also be an Oral Exam at the end of the course.

Lecturers

Dr Rhys Evans is the Course Leader for this study. He is Førsteamanuensis in Bygdeutvikling at HLB and has a long history of research and teaching on innovative rural development. One of his research specialities is the human-horse relationship and he is the convenor of the Equine Research Network, an international network of science researchers across eleven countries (www.eqrn.net). In addition, he has taught eLearning to University lecturers and so is an expert at creating online learning environments which foster student interaction and the creation of Learning Communities.

Guest lecturers include dr Philos Dag Jørund Lønning, the rektor of HLB, who will contribute his expertise on innovative rural development based on over a decade of research into rural innovation in Norway. Others may include a representative of the Gron Omsorg movement, and others.

Hest i Næring Læringsmål

Målsetjinga med faget er å sybleggjere overfor studetane korleis dei kan nytte eige og andre menneske sitt engasjement for hestar some basis for utvikling av nye næringar. Studentane vil bli oppmoda til å aktivt knyta faget sitt teorigrunnlag til praksisar i eigne liv, og slik bli aktive entreprenørar og endringsagentar.

HiN Læringsutbytte

Kunnskap,

LU1: Students will gain and be able to demonstrate knowledge of the growing new equine sector in Norway and Europe, including the changing patterns of use and ownership, and the changing role of horses in modern society.

LU2: Students will become familiar with some of the underlying issues which both support and challenge the creation of equine enterprises and activities within local and regional planning systems, particularly within the paradigm of multi-functional land use and development, in the re-use of existing farm buildings and landscapes, and in terms of potential conflicts and processes of resolution.

LU3: Students will gain and be able to demonstrate an understanding of the concepts of *partnership* in terms of the human-horse relationship; and of the way that humans and horses are co-participants sharing agency in their collective endeavours.

LU4: Students will gain and be able to demonstrate, in discussion and writing, critical knowledge of *anthropocentric* and *zoopocentric* approaches to understanding the relationship between humans and horses.

LU5: Students will understand the social construction of various forms of 'horsemanship' and be able to demonstrate a clear critical understanding in choosing between them in discussions and in their assignments.

LU6: Students will learn new approaches to understanding equine ethology which emphasize cooperation rather than competition and will work with them to gain insight into new approaches to training, housing and working with horses.

LU7: Students will learn of the history of native breed horses in Nordic lands and evaluate the impacts of their diffusion across the region on modern Nordic breeds.

LU8: Students will gain historical knowledge of the role of horses as producers of key transport and productive innovations in early-modern norsk rural and urban life, and of the machinic technologies which replaced them in the middle of the 20th Century. They will be able to use this knowledge to critically evaluate the changing roles of horses in 21st Century Norsk society.

LU9: Students will gain a basic knowledge of the types of equine assisted therapies and learning systems in order to critically underpin their understanding of the potential roles of horses as enablers of health and well-being.

LU10: Students will gain a basic understanding of the basic requirements (of horses, their human partners, facilities, and regulatory approaches) needed to successfully engage in the use of horses in learning or therapy.

LU11: Students will learn of the range of activities in which horses are used for education or therapy and use this knowledge to critically assess the potential for creating new equine-based Green Care and other EAAT enterprises in the rural economy.

LU12: Students will learn of the range of touristic activities in which horses can be employed and will use this knowledge to analyse the current level of equine tourism activity in Norway.

LU13: Students will examine the use of native breed horses as a special category of tourism, examining the relation between native breeds and the native landscapes in which they evolved in order to assess the potential for higher-order tourism activities using native breeds.

Ferdigheter

LU14: Students will be able to demonstrate a working knowledge of the changing rural development landscape and specifically, how equine activities and enterprises fit into innovative rural development, including asset-based approaches to equine development; the potential role of horses in farm multifunctionality; and the value of equine enterprises in creating intangible value and tangible benefits within rural society.

LU15: Students will gain a working knowledge of the logistics of equine tourism in order to undertake analyses of the potential for equine tourism as a component of rural development and the farm economy.

Generell Kompetanse

LU16: Students will gain insight into innovation processes through their analysis of the way the strong human-horse relationship is a driver for new businesses in the sector, allowing them to innovate as they look to create new services in it.

LU17: Students will gain and express analytical competence through examining equine enterprises in terms of assets for development, innovation and new market services, and business competence.

LU18: Students will gain experience in academic writing through the assessment schema, which gives frequent opportunities and constant personal feedback.

LU19: Students will gain experience in research as they seek background information for their assignments.

LU20: Students ability to engage in critical thinking will be enhanced by discussion forums, project work and lectures.

Hest i næring Reading List

As in any new and evolving field, there is no established canon of definitive texts to which to refer. Examples are, therefore, taken from various appropriate contributory literatures including those on rural development; land-use and planning; agricultural economics; sociology, anthropology and human geography; from counselling psychology; and from the human/non-human animals (anthrozoology) literature. The literature that does exist is primarily in English, although there is a growing body of literature in Swedish, some of which will be included here, as well as one or two references in Norwegian.

1: New Equine Landscapes

Falkhaven, Elisabeth (2009) *Fokus; Näringslivsutveckling hast*. Hushållningssällskapet Halland, Sverige.

Liljenstope, Carolina (2009) *The Horse in the European Union*. Oslo: Equus.

Vik, Jostein & M Farstad (2102). *Hest, hestehold og føring: Status for hesteholdet i Norge*. Bygdeforskning. Trondheim. Rapport 2-2012 ISSN 1503-2035.

2: The New Equine Economy

a: Horses and Rural Development

Evans, R. (2006) *Asset-based Rural Community Development: putting the rural in ABCD in the UK*. Proceedings of Rural Futures Conference 2006. University of Plymouth.

Lee, R (2000) "Shelter from the storm? Geographies of regard in the worlds of horticultural consumption and production". *GeoForum*. 31 137±157

Johansson D, H. Andersson, A Hedberg (2004) *Hastnaringens samhalls-ekonomiska betydelse i Sverige. Sveriges lantbruksuniversitet Institutionen för ekonomi. Uppsala*.

Keveaney, S (2008) "Equines and their human companions." *Journal of Business Research* Vol. 61 (2008) 444–454.

Rantamaki-Lahtinen, L & H Vihinen (2004) "The role of equine industries in Finnish rural development – rural entrepreneurship and policy perspectives" In: *Nordic Association of Agricultural Scientists: Horse Management – Premises and Landscape (Summit 367)*.

b: Land-use and Planning

Elgåker Hanna, S Pinzke, G Lindholm & C Nilsson. (2010) "Horse keeping in Urban and Peri-Urban Areas: New Conditions for Physical Planning in Sweden" *Danish Journal of Geography* 110(1):81-98,

Elgåker, H (2012) *Planering Och Tillgänglighet För Ridning I Det Skånska Landskapet*. Skåne kommune, Sverige. Utkast 2011-12-07.

Løberg, Gry (2012). Raaport Hest som næring. Rådet for drammensregion.

2: The Human-Horse Relationship

a: shared worlds, partnership, ways of knowing

b: from the human perspective, from the horse perspective

Argent, G (2011). "Toward a Privileging of the Nonverbal: Communication, Corporeal Synchrony and Transcendence in Humans and Horses" In: J.A. Smith and R.W. Mitchell, eds. *Experiencing Animals: Encounters between Animal and Human Minds*. Animal Studies Series: Columbia University Press.

Bekoff, M. (2002). *Minding animals: Awareness, emotions, and heart*. New York: Oxford University Press (excerpts)

Brandt Keri (2004) "A Language of Their Own: An Interactionist Approach to Human-Horse Communication" *Society & Animals* 12:4

Byrke, L & K Brandt (2009) Mutual corporeality: Gender and human/horse relationships, *Women's Studies International Forum* 32 (2009) 189–197.

Byrke, Lynda (2008) "Talking about Horses: Control and Freedom in the World of 'Natural Horsemanship'" *Society and Animals*, Volume 16, Number 2, pp. 107-126(20)

Cassidy, Rebecca (2005) "Falling in Love with Horses: The International Thoroughbred Auction". *Society & Animals* 13:1.

Evans, R & A Franklin. (2010) 'Equine Beats: the unique rhythms of horses and their riders in the UK countryside' Chapter 13 in T. Edensor (eds) *Geographies of Rhythm: Nature, Place, Mobilities and Bodies*. Ashgate: England.

Fudge, E. (2007) "Anthropomorphism: a Review" *Society & Animals*. Vol 15. Pp 401 – 408.

Game, Anne. (2001) "Riding: Embodying the Centaur" *Body & Society* . Vol 7(4), pp 1 - 12

Hartmann E & E Sonderheim, & L J Keeling (2012) Keeping Horses in a Group, A Review. *Applied Animal Behaviour Science* 136 (2012) 77– 87.

Maurstad, Anita, D. Davis, S Cowles (2013) "Co-being and intra-action in horse–human relationships: a multi-species ethnography of be(com)ing human and be(com)ing horse." *Social Anthropology/Anthropologie Sociale* 21, 3 322–335.

Rees, Lucy 2010. *Cooperation vs Dominance in Equine Hierarchies – rethinking the dominant paradigm*. Unpublished paper.

Tyler, T (2003) "If Horses Had Hands" *Society and Animals*. Vol 11, 3.

3: History and Heritage of the Horse

a: the horse in the past: technological revolution and new potentials

b: modern transitions – Work Horse to Hobby Horse

Argent, Gala (2010) 'Do the clothes make the horse? Relationality, roles and statuses in Iron Age Inner Asia', *World Archaeology*, 42: 2, 157 – 174.

Lee, Jennifer (2008) *When Horses Posed a Public Health Hazard*.
<http://cityroom.blogs.nytimes.com/2008/06/09/when-horses-posed-a-public-health-hazard/>

Morris, Eric (2007) From Horse Power to horsepower. *Access No 10* Spring 2007.

Oma Armstrong, K (2005) Hestetenner i kokegroper – på sporet av blot? Eit perspektiv frå Veien. In: *De gåtefulle kokegroper*. Ed. by L. Gustafson, T. Heibreen & J. Martens. KHM Varia 58: 243-259.

Oma Armstrong, K (2011) Between trust and domination: social contracts between humans and animals. In: *Humans and animals*. World Archaeology: 42:2.

Sunkvist, Annali (2004) "Herding horses: a model of prehistoric horsemanship in Scandinavia – and elsewhere?" *PECUS. Man and animal in antiquity. Proceedings of the conference at the Swedish Institute in Rome, September 9-12, 2002*. Ed. Barbro Santillo Frizell (The Swedish Institute in Rome. Projects and Seminars, 1), Rome 2004.

4: Equine Assisted Education and Therapy

-using horses for therapeutic health and rehabilitation

-horses helping young people to learn

Burgon, H. 2010. 'Case Studies of a group of adult users of a mental health team receiving riding therapy'. *'Anthrozoos'* (2003) 16 (3) pp 263-277

Dalke Karen, (2010) "At the Threshold of Change: The Inmates and Wild Horses of Cañon City, Colorado". *Society and Animals*. (in press.)

Dell, Colleen A, Darlene Chalmers, D Dell, E Sauve, T. MacKinnon (2008) "Horse as Healer: An Examination of Equine Assisted Learning in the Healing of First Nations Youth from Solvent Abuse." *Pimatisiwin: A Journal of Aboriginal and Indigenous Community Health* 6(1).

Ekholm-Fry, Nina (2011) Definitions of Equine Assisted Activities and Therapy (EAAT). Prescott College, Arizona USA.

Ewing, Carrie A, P M MacDonald, M Taylor, M J. Bowers. (2007) "Equine-Facilitated Learning for Youths with Severe Emotional Disorders: A Quantitative and Qualitative Study". *Child Youth Care Forum*. pp 36:59–72.

Hallberg, Lief (2010) Overview of Equine Assisted Therapies in the United States (2010). Presentation to the EAAP Conference, Stavanger, Norway, 2010.

Hassink, Jan and Majken van Dijk. (2006) *Farming For Health Across Europe: Comparison between countries, and recommendations for a research and policy agenda*. In Jan Hassink and Majken van Dijk (eds.), *Farming for Health*, Netherlands: Springer. 347-357.

Haubenhof, Dorit Karla, M Elings, J Hassink & R E Hine, (2010) The Development Of Green Care In Western European Countries. *Explore*; 6:106-111.

Klontza Bradley T, A Bivens, D Leinart, T Klontz (2007) "The Effectiveness of Equine-Assisted Experiential Therapy: Results of an Open Clinical Trial." *Society and Animals* Vol 15 257-267.

Quiroz, Rothe Eugenio, B Jiménez Vega, R Mazo Torres, SM Campos Soler, & R M Molina Pazos (2005) "From kids and horses: Equine facilitated psychotherapy for children" *International Journal of Clinical and Health Psychology*, Vol. 5, Nº 2, pp. 373-383 .

Smith-Osborne, Alexa & A Selby (2010) "Implications of the Literature on Equine-Assisted Activities for Use as a Complementary Intervention in Social Work Practice with Children and Adolescents" *Child Adolescent Soc Work* Springer.

Tucker, S. (1997). Effects of equine facilitated therapy on self-concept, locus of control, impulsivity, and hopelessness in adolescent males. In B. T. Engel (Ed.), *Rehabilitation with the aid of a horse: A collection of studies* (pp. 207-220). Durango, CO: Barbara Engel Therapy Services.

5: Equine Tourism

- native breed tourism**
- trekking and other activities**
- regulation and other issues**

Evans, R. (2013) "Riding Native Nordic Breeds: Native breeds as cultural heritage development in Nordic Countries (Norway, Iceland, Scotland and the Faeroe Islands)" in R. Evans, S. Cheval Pickel (eds) *Cheval, tourisme, et loisirs: Vers l'internationalisation d'un pehomene de societe?*. Edition Speciale de Mondes du Tourisme.

Helgadottir, G & I. Sigurdardottir (2010) "Horse-based Tourism: Community, Quality and Disinterest in Economic Value" *Scandinavian Journal of Hospitality and Tourism* 8 (2), 105-121

Helgadottir, G (2009) "The culture of horsemanship and horse based tourism in Iceland" *Current Issues in Tourism*. 9 (6), 535-548.

Sigurdardottir, I (2011) *The Economic Importance of the Horse Industry in Northwest Iceland: A Case in Point*. Presented to the 2nd International conference for PhD Candidates, South-West University, Iceland.

Ollenburg, Claudia (2006) Worldwide Structure of the Equestrian Tourism Sector" *Journal of Ecotourism*.