

ANIMAL SCIENCE 2005, ROLE OF ANIMALS IN HUMAN HISTORY

GE COURSE: 3 "H" CREDIT HOURS OR 3 "N" CREDIT HOURS

COURSE SYLLABUS - FALL 2022 – SECTION RAHH F22

LECTURES Online

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COURSE WEBSITE

This course will have an E-learning/Canvas webpage for readings, assignments, discussions, essay papers, messages, and class announcements. All required reading materials will be posted on CANVAS. Please be sure that you are familiar with using Canvas. See their webpage for information and tutorials if needed.

COURSE DESCRIPTION

The course surveys the importance of animals through human history, from the prehistory to the present. The domestication of dogs, cats, major farm animals and some less familiar, such as camels, reindeer and buffalo and the role they played in different societies and cultures is discussed.

COURSE OBJECTIVES AND LEARNING OUTCOMES

All human societies have been and are dependent on animals in multiple ways, from the food and materials to the labor and companionship they provide, all critical ingredients humans needed to develop the rich succession of civilizations. Tool making, acquiring of language and domestication of animals and plants are three major developments that changed humanity's way of life, facilitating the transitions from prey to predator, from hunter to herder and from herder to breeder, in short, from food procurer to food producer. Animals have played a major role in driving these and other developments by being central actors in human evolution, development of agriculture, spread of zoonotic diseases, and the functioning of ecosystems in which humans are embedded. Likewise, humans have greatly impacted the animals, affecting their evolution, the distribution of their populations, and the quality of their lives. In this course we will discuss the role of animals in connection with these developments and their contributions to human societies across time and space as well as how human-animal relationship have evolved over time in different societies and how these changes have affected both animals and humans.

At the end of this course, students will be able to:

- Understand how archeological evidence (material culture, faunal remains, etc.) are used to develop plausible hypotheses describing the human past (scavengers or power scavengers, hunters or super predators, herders, sedentary hunters-gatherers, or domesticators).
- Understand the role of domestication of animal species across human history, from food procurer (hunter-gatherer) to food producer (farmer).

- Recognize the nature of the relationship between humans and domesticates (mutualistic symbiosis), understand the diverse pathways that led to domestication (commensal, prey, or direct pathway) and appreciate the diversity of goods and services provided by domesticates.
- Understand the differences between a domesticated, a tamed, a dominated, a wild, or a feral animal.
- Understand behavioral characteristics that made some animal species suitable for domestication and why so few were domesticated.
- Understand and discuss how domestication facilitated different modes of food production and made it possible for different human societies to develop (i.e., agriculture as a transformative process in human society).
- Critically assess the material and cultural significance of animals in different types of society and understand the importance of livestock for food and economic security of millions of people in the developing world today.
- Broaden students' global perspective as they are introduced to the values, attitudes, and norms that represent different contemporary cultures.
- Understand how and why the social values regarding animals have changed over time and why these values are different in developed urban societies dominated by industrial agriculture, relative to more rural societies in the developing world, that are more dependent on subsistence agriculture.
- Appreciate the economic, cultural and food security role played by locally adapted livestock breeds in many societies today and the need for conservation of these genetic resources.
- Understand the value of the knowledge and culture of the people that developed these environmentally adapted breeds and the importance of preserving these cultures.
- Explain how and why relations between humans and animals have changed over time and discuss the key social and ethical issues influencing how animals are viewed in contemporary societies.
- Understand the role of animals in human societies across time and space is critical as we contemplate how to feed a growing world population in a sustainable way.
- Seek and evaluate the quality and credibility of available information and logically assess the accuracy and sufficiency of available scientific evidence to develop an informed argument regarding an issue of relevance.
- Expand students' worldview and cross-cultural understanding by exploring the cultural and economic role of animals in traditional contemporary cultures outside the US.

GENERAL EDUCATION INFORMATION

ANS 2005 course satisfies humanities (H) and international (N) requirements for UF General Education Program and counts for three (3) hours of GE requirement.

In this **humanity** course we illustrate how animals and our interactions with them have historically shaped our world. Recognizing the role of animals in human societies should have a positive contribution to social and behavioral sciences by providing new ideas and offering alternative explanations to societal changes.

The **general education** objectives will be accomplished as students will gain a thorough understanding of the role of animals in society and culture and how this vary cross-culturally and over time. They will understand the major role animals have played in the transition from Paleolithic to Neolithic, to Agrarian, to Industrial and to Post-Industrial society of today and how and why their role and value have changed in the course of human history.

In this course we discuss the material and symbolic importance of animals to human societies, past and present. Human-animal relationship is a relevant humanity topic and this course focuses on how human societies have been affected by animals and vice versa, with both aspects of this interaction being equally important. The basic concepts of ownership, property, and capitalism are intricately connected with domestication that resulted in a creation of an entirely new category of animals as commodities to be purchased, owned, traded, and sold. Not surprising that the word ‘capital’ originated from ‘capita’ that means ‘head of cattle’.

Understanding the cultural and economic role animals played across time and space provides the basic knowledge the students need to critically evaluate some of agricultural and food controversies in today society and develop an understanding of how attitude toward animals in developing and developed countries may be different and why, for example, people in Western countries donate money to establish wildlife preserves across the world while the pastoralists of India oppose and demonstrate against them.

The general education courses with International (N) designation “*provide instruction in the values, attitudes, and norms that constitute the contemporary cultures of countries outside the United States.*” These general education objectives will be accomplished by providing students with a better understanding of the **diversity of roles and values of animals as well as the relationship between humans and other species** in different contemporary societies and cultures. This course presents the importance of livestock in developing countries and the multitude of goods and services they provide, such as *Producing Food; Generating Income; Providing Manure; Producing Power; Serving as Financial Instruments* (the subsistence farmers in developing countries seldom, if ever, have access to standard financial markets, and livestock offer an alternative for storing their savings or accumulated capital as a “living savings account”); *Enhancing Social Status* (traditional cultural norms in many societies place considerable value on livestock as an indicator of social importance within the community, either based on the size of a family’s livestock holdings, or in their sharing of livestock with others and livestock is the common “currency” used to strengthen social bonds, including the use of livestock as dowry or bride price). We analyze in considerable depth several contemporary societies (New Guinea people, Masai people, the Dinka tribe, Mongolia’s reindeer herders and pastoralist societies of India where 70% of rural population grow livestock). In all these ‘traditional’ communities, livestock not only provides livelihood but it's the source of their identity.

Papers: There will be three essay papers first (75 pts) due early, second (100 pts) due mid-semester, and a longer paper (150 pts) toward the end of the semester.

Writing assignments: There will also be 6 assignments based on reading material posted on Canvas (30 points each, lowest one will be dropped). Dates and all other information for papers and assignments will be announced on CANVAS.

Question sets: Following each lecture, you will have to review the material covered during the lecture (except for movies or videos shown during lectures) and formulate one question (with correct answer included). Each question will be worth two points and to receive credit the questions must be relevant to the material covered, posted on time on Canvas (before midnight the end of the week), use proper sentence structure, grammar.

Discussion assignments: Several Discussion assignments will be posted during this class and will consist of short readings, which will be posted on Canvas and will be relevant to material presented in class. After reading these postings, you will be required to prepare and post a comment/question or present your view on the content (3-6 sentences). You will also be required to respond to Instructor’s post and other students’ posts at least 1-2 times.

To get the full points you need to be timely with your initial comment and responding to other posts and to use thoughtful statements or questions, proper sentence structure, grammar, etc. If someone responds to your post, follow up if necessary.

Grading of the papers and writing assignments: your instructor determines the grade for your papers, writing and discussion assignments and question sets. The papers will be graded using a matrix. There will be **deductions** based on meeting deadlines (**1 point/day**). For papers as well as the writing assignments it will be a closing date beyond which papers or assignments will not be accepted.

Policy on Missed Examinations: For an exam absence to be excused, you must make arrangements with the instructor **prior** to missing an exam. Requests must be in writing on standard paper. In case of an emergency, you may send an e-mail and turn in your written request **within 1 week**. All make-up exams should be made up **within ONE week** of the scheduled exam. Grades not made up within **ONE** week will be assigned a zero. If this is a problem for you, please see me first week of classes while you can still drop the class if we cannot work the problem out.

Grading Policy

2 Exams (100 pts each)	200 pts
First paper (75 pts)	75 pts
Second paper (100 pts)	100 pts
Third paper (150 pts)	150 pts
6 assignments (30 pts each, 1 will be dropped)	150 pts
Lecture quizzes ~ 43 lectures	~215 pts
Discussions ~ 4 @ 20 pts each	80 pts
	~ 970 pts

Letter grades will be assigned based upon the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = < 60%.

It is possible that a sliding scale will be imposed on the class, but the scale would always be used to lower the number of points needed to achieve a grade rather than increase it.

University Policy Regarding Academic Dishonesty: The expectation for all students in this course is that complete integrity will always be demonstrated. The minimum penalty for an act of academic dishonesty will be a grade of zero. Penalties may be much severe, however, and may include a grade of "F" for the entire semester and a recommendation for additional disciplinary action by appropriate University officials. You should be aware that both "taking" and "giving" improper assistance during quizzes or examinations constitutes academic dishonesty. The papers and writing assignments will be screened for plagiarism using Turnitin software and penalized accordingly.

On days when a quiz or an exam is completed, students will be required to exhibit behavior that leaves no question about their intent to be honest.

Special Needs: If any member of this class feels that he/she has a disability and needs special accommodation of any nature whatsoever, the instructor will work with you and the Disability Resource Center to provide reasonable accommodations to ensure you have a fair opportunity to perform in this class. Please advise the instructor of such disability and the desired accommodations at some point before, during or immediately after the first scheduled class period. There can be no retroactive accommodation and testing.

The instructor will be available for students. **The best method to reach me is through e-mail. DO NOT WAIT UNTIL EXAMINATION TIME!**

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>.

Papers and exams - preliminary schedule (tentative dates)

First paper: Animal source foods – combat malnutrition or preserve the planet? (75 pts):

Module 2: Assignment given

Module 4: Final paper due

Second paper: Roots of Ancient inequality (*Guns, Germs and Steel*) (100 pts):

Module 5: Assignment given

Module 8: Final paper due

Third paper: *Massai today* (150 points):

Module 9: Assignment given

Module 13: Final paper due

Exam 1: Module 7

Exam 2: Module 15.

Modifications to syllabus: The instructor reserves the right to modify the syllabus during the semester with verbal or written announcements in class. It is the student's responsibility to stay apprised of such announcements.