The role of animals¹ in human history

ANS 2005

Fall 2023
3 credits

¹The term “animals” refers to nonhuman animals only, though I recognize that humans are also animals.
LECTURES
Online

INSTRUCTORS
Dr. Raluca Mateescu
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Phone: (352) 392-2367
e-mail: raluca@ufl.edu

STUDENT HOURS
By appointment -- contact Dr. Mateescu to set up an appointment. For questions about course content, your grade, or other personal issues, e-mail is the best option. Expect a response within 24 hours.

TAs
TBA

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.

Primary General Education Designation: Humanities (H). Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases, and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives. Area objectives available HERE.

Secondary General Education Designation: International (N). International courses promote the development of students’ global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people’s understanding of an increasingly connected world. Area objectives available HERE.

Writing Requirement: This course confers 6000 words towards the Writing Requirement (WR). The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. While helping students meet the broad learning outcomes of content, communication, and critical thinking, the instructor will evaluate and provide feedback on students’ written assignments with respect to grammar, punctuation, clarity, coherence, and organization.

The writing course grade assigned by the instructor has two components: the writing component and a course grade. Therefore, to receive writing credit a student must
satisfactorily complete the writing component and receive a minimum grade of C (2.0) for the course. It is possible to not meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.

A minimum grade of C is required for general education credit. Courses intended to satisfy the general education requirement cannot be taken S-U.

**COURSE OBJECTIVES AND STUDENT 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.

Student Learning Outcomes. The general education objectives will be accomplished through:

1. Evaluation of the role of domestication of animal species across human history, from food procurer (hunter-gatherer) to food producer (farmer).
2. Evaluation of process of domestication and the diverse pathways followed by domesticates.
3. Assessment of the material and cultural significance of animals in different types of society.
4. Discussion of different animal ethic views and analysis of controversial livestock systems and practices.
5. Discussion of 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.
6. Evaluation of how and why relations between humans and animals have changed over time and discussion of the key social and ethical issues influencing how animals are viewed in contemporary societies.

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:
Content: Students demonstrate competence in the terminology, concepts, methodologies and theories used within the subject area. At the end of the course the students have gained the basic knowledge regarding the critical role animals played in society and culture and how this varies cross-culturally and over time. Students will also acquire an appreciation of human cultural diversity and understand how and why the roles and values of animals in societies are diverse and changing across time and space. Achievement of this learning outcome will be assessed through quizzes, assignments, essay papers, and exams.

Communication: Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to the subject area. In this course students will be able to communicate ideas, knowledge and information in a coherent and logical manner. Students’ ability to extract, summarize and effectively present information content will be evaluated via assignments (summaries of weekly required readings) and essay papers that will be assessed for content, logical organization, grammar and development of appropriate arguments. The students will also learn how to communicate and debate on a discussion board using concise and clear statements.

Critical Thinking: Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the subject area. In this course students will be able to logically assess arguments and the accuracy and sufficiency of available scientific evidence applicable to an issue/claim. This learning outcome will be accomplished in this course through participation to board discussions designed to encourage critical assessments and debate on a variety of topics. Particularly relevant for this learning outcome are the assignments and board and class discussions debating issues raised in class lectures or documentaries (“Camel’s Empire”, “Farmers, their animals and the environment” and “Keepers of the genes” and “Buffalo Warrior”) and several agriculture and food controversies facing society today, such as the carbon footprint of diet, livestock role in climate change, the GMO technology, use of antibiotics and growth promoters in livestock, the use of animals in research and the welfare of animals raised for food in modern industrial agriculture. The discussion board is student-centered, but it is monitored and, when needed, I will seed the board with questions to stimulate critical thinking. Questioning will also be used in class to stimulate interactions.

Recommended Writing Manual


TEXTBOOK

All required readings will be made available through Canvas. PowerPoint slides and transcripts will be posted on Canvas. Class resources, announcements, updates, and assignments will be made available through Canvas.
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Date</th>
<th>Lectures</th>
</tr>
</thead>
</table>
| 1    | 1      | Aug 23| Lect. 1.1 Dating methods I  
Lect. 1.2 Dating methods II  
Lect. 2.1 Human evolution  
Lect. 2.2 Paleolithic revolution I  
Lect. 3.1 paleolithic revolution II  
Lect. 3.2 Tools, brain, hunting |
| 2    | 2      | Aug 28| Lect. 4.1 Power of two, clever hands  
Discussion 1: Carnivory in human evolution - post due – Sept 2  
Lect. 4.2 Getting naked  
Assignment 1 – The Naked truth  
Lect. 5.1 Throwing arm, big brain  
Paper 1 – Animal source foods: Combat malnutrition or preserve the planet?  
Lect. 5.2 Evolution to be a hunter  
Lect. 6.1 Sleep, exercise  
Lect. 6.2 Animal communication |
| 3    | 3      | Sept 5 | Lect. 7.1 Prehistoric art, language & animals  
Lect. 7.2 Animate monitoring Hypothesis  
Lect. 8.1 Egalitarian Eden, life as a food procurer  
Lect. 8.2 The first Temple, Gobekli Tepe  
Lect. 9.1 Neolithic Revolution  
Lect. 9.2 Man the Domesticator  
Discussion 1: Carnivory in human evolution - response due – Sept 9  
Paper 1 – Animal source foods - continue  
Assignment 1 - The Naked truth - due – Sept 9 |
| 4    | 4      | Sept 11| Lect. 10.1 PIE, Domestication process  
Lect. 10.2 Domestication Pathways  
Lect. 11.1 Silver Fox, Domestication syndrome  
Lect. 11.2 Dog origins, evolution, domestication  
Lect. 12.1 Benefits of dog domestication  
Lect. 12.2 Inconvenient truth  
Assignment 2 – Evolution from wolf to dog  
Discussion 1: Carnivory in human evolution - closed – Sept 16  
Paper 1 - Animal source foods - due – Sept 16 |
| 5    | 5      | Sept 18| Lect. 13 Animal connection and human evolution  
Lect. 14.1 Sheep domestication  
Lect. 14.2 Sheep services – milk  
Lect. 15.1 Sheep services – wool  
Lect. 15.2Wool as a commodity  
Paper 2 – Roots of ancient inequality - start.  
Discussion 2: Dogs that changed the world - post due Feb. Sept 23  
Assignment 2 - Evolution from wolf to dog - due Sept 23 |
| 6    | 6      | Sept 25| Lect. 16.1 Goat Domestication  
Lect. 16.2 Pig Domestication  
Lect. 17.1 Pork consumption & conservation  
Lect. 17.2 Food taboos, history of food processing  
Lect. 18.1 Domestication of cattle |
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<tr>
<th>Week 7</th>
<th>Oct 2</th>
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| Lect. 18 _2 Cattle services – milk  
Lect. 18 _3 Livestock, life and livelihood among women and men  
**Assignment 3 – Organization of bison hunting at the Pleistocene-Holocene transition on the Plains of North America.**  
**Paper 2 – Roots of ancient inequality - continue.**  
**Discussion 2 - Dogs that changed the world - Response Due – Sept 30** |
| Lect. 19 _1 Cattle in the New World – California  
Lect. 19 _2 Cattle in the New World – Florida, Texas  
Lect. 20 _1 American Bison  
Lect. 20 _2 The end of American Bison  
Lect. 21 _1 Water buffalo  
Lect. 21 _2 Secondary Product Revolution  
**Paper 2 – Roots of ancient inequality - continue.**  
**Assignment 3 - Organization of bison hunting - due – Oct 8 Sun**  
**Discussion 2 - Dogs that changed the world - closed – Oct 8 Sun** |
| Week 8 | Oct 9 |
| Lect. 22 _1 Horse domestication  
Lect. 22 _2 Horse behavior, horses in the New World  
Lect. 23 _1 Horses in ancient wars  
Lect. 23 _2 Horses in entertainment, racing  
Lect. 24 _1 The wild horses, Animals in War  
Lect. 24 _2 Brief review of American History  
**Assignment 4 - Horses bred for speed**  
**Paper 2 – Roots of ancient inequality - due – Oct 14** |
| Lecture 25 _1 America was built with horses I  
Lecture 25 _2 America was built with horses II  
Lecture 26 _1 Horses and mechanization of Agriculture  
Lecture 26 _2 Horses in Civil War  
Lecture 27 _1 The horse as industrial worker I  
Lecture 27 _2 The horse as industrial worker II  
**Paper 3 – The Masai today - start.**  
**Discussion 3: The milk revolution - post due – Oct 21**  
**Assignment 4 - Horses bred for speed - due – Oct 21** |
| Week 10 | Oct 23 |
| Lect. 28 _1 Reindeer adaptations  
Lect. 28 _2 Humans and Reindeer  
Lect. 29 _1 Domestication insects – Honeybee  
Lect. 29 _2 Honeybee society, services, diseases  
Lect. 30 _1 Domestic cats  
Lect. 30 _2 Silkworm, silk road  
**Assignment 5 – The mite and the bee diseases.**  
**Paper 3 – The Masai today - continue.**  
**Discussion 3 - Responses Due – Oct 28** |
| Week 11 | Oct 30 |
| Lect. 31 Ships of the desert video  
Lect. 32 _1 Camel’s history, adaptations  
Lect. 32 _2 Camels’ contributions to human society |
<table>
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<tr>
<th>Week 12</th>
<th>Nov 6</th>
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<tbody>
<tr>
<td>Lect. 32_3 Domesticated Rodents: Guinea Pigs</td>
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<td>Lect. 32_4 Domestication of Mice and Rats</td>
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<tr>
<td><strong>Paper 3 – The Masai today - continue.</strong></td>
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<tr>
<td><strong>Discussion 3 – The milk revolution - closed – Nov 4</strong></td>
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<td><strong>Assignment 5 - due – Nov 4</strong></td>
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<td><strong>Week 13</strong></td>
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<td><strong>Module 13</strong></td>
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<tr>
<td><strong>Nov 13</strong></td>
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<tr>
<td>Lect. 33_1 Chickens domestication and behavior</td>
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<td>Lect. 33_2 Chickens’ services</td>
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<td>Lect. 34_1 Turkey and other birds</td>
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<td>Lect. 34_2 Role of the Donkey in Human History</td>
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<td>Lect. 35_1 Animal genetic resources video</td>
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<td>Lect. 35_2 Farmers, their animals and the environment – Africa video</td>
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<td>Lect. 35_3 Farmers, their animals and the environment – Asia video</td>
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<td><strong>Assignment 6 – How chicken conquered the dinner table.</strong></td>
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<td><strong>Paper 3 – The Masai today - continue.</strong></td>
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<td><strong>Discussion 4: The ethics of animal research - post due – Nov 11</strong></td>
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<td><strong>Week 14</strong></td>
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<td><strong>Module 14</strong></td>
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<td><strong>Nov 27</strong></td>
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<tr>
<td>Lect. 36_1 Domestic animals and human diseases, intro, measles</td>
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<td>Lect. 36_2 Evolution of human diseases, pertussis, smallpox, tuberculosis, plague</td>
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<td>Lect. 37_1 Humans-animals interface and diseases, Neolithic to Middle Ages</td>
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<td>Lect. 37_2 Humans-animals interface and diseases, from plague to influenza</td>
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<td>Lect. 38_1 Keepers of the genes India’s pastoralists and their breeds I</td>
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<td>Lect. 38_2 Keepers of the genes India’s pastoralists and their breeds II</td>
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<tr>
<td>Lect. 38_3 Keepers of the genes India’s pastoralists and their breeds III</td>
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<td>Lect. 38_4 Nomads of the island</td>
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<tr>
<td><strong>Assignment 6 - How chicken conquered the dinner table - continue.</strong></td>
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<td><strong>Paper 3 - due – Nov 18</strong></td>
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<td><strong>Discussion 4 - The ethics of animal research - Responses Due – Nov 18</strong></td>
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<td><strong>Nov 22 - 25</strong></td>
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<td><strong>Thanksgiving Break</strong></td>
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<td><strong>Week 15</strong></td>
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<td><strong>Module 15 (Optional)</strong></td>
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<td><strong>Dec 4</strong></td>
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<td>Lect. 42_1 Controversial animal production systems and practices</td>
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<td>Lect. 43_1 Animals in research – history</td>
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<td>Lect. 43_2 Animals in research – evolution</td>
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<td><strong>Dec 7-8</strong></td>
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<td><strong>Reading days</strong></td>
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<td><strong>Dec. 12</strong></td>
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<td><strong>Exam 2</strong></td>
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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 informed of such announcements.
ASSIGNMENT DESCRIPTION (Total Points Possible: 965)

Class Discussions (4 discussions, 20 pts each)
There are four class discussions in this course. Each of the discussions generally involves reading and commenting on an article related to the module topics and responding to comments made by your peers. These discussions normally span two to three weeks of time. To get the full points: Post your original comment (3-6 sentences) in the next two days after the assignment to allow time for commentary; Respond to others’ posts at least 1-2 times using thoughtful statements or questions; Be timely, use proper sentence structure, grammar, etc.; If someone responds to your post, follow up if necessary.

Writing Assignments (6 assignments, 600-800 words; 30 pts each)
The next assignment type will be writing assignments. There are six writing assignments throughout the course. They will normally span two weeks’ time and involve reading and analyzing an assigned article and integrating its information with the course material. Each assignment is worth 30 points, five are used toward your final grade (the assignment with the lowest grade will be dropped). Each essay should be at least 600 words (or more). Your essay should have an introductory paragraph, several body paragraphs, and a conclusion paragraph. Your essay will be graded on content, organization and coherence, effectiveness, the proper use of grammar, capitalization, and punctuation. There will be a grading rubric for each writing assignment.

Papers (3 papers. Paper 1: 750-950 words, 75 pts; Paper 2: 1000-1200 words, 100 pts; Paper 3: 1500-1700 words, 150 pts)
The third assignment type will be papers. There are three papers that cover the overarching themes of the course. You will have several weeks to complete each paper – please make sure to work consistently on completing these assignments. There will be hints each week to help you move along and complete your paper on time. There is a minimum word count threshold for each paper: at least 750, 1,000 and 1,500 for the first, second and third paper, respectively. Each paper should have an introductory paragraph, several body paragraphs, and a conclusion paragraph. Papers will be graded on content, organization and coherence, effectiveness, the proper use of grammar, capitalization, and punctuation. There will be a grading rubric for each paper.

Exams (2 exams, 100 pts each)
The final assignment type is the exams. There will be a midterm at week 7 and a final exam at the end of the semester. The exams consist of questions with multiple-choice, true/false, matching questions, and short answer questions.

Grading of the essay papers and writing assignments: the instructor will evaluate and provide feedback on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization. All writing assignments will be graded using a rubric. There will be deductions based on meeting deadlines (2 points/day) unless the delay is justified and cleared with the course instructor. For papers as well as the writing assignments it will be a closing date beyond which papers or assignments will not be accepted.
EVALUATION OF GRADES

<table>
<thead>
<tr>
<th>Type (points)</th>
<th>#</th>
<th>Points Possible</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture Quizzes (5)</td>
<td>42</td>
<td>210</td>
<td>21.8%</td>
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<tr>
<td>Class Discussions (20)</td>
<td>4</td>
<td>80</td>
<td>8.3%</td>
</tr>
<tr>
<td>Writing Assignments (30)</td>
<td>6</td>
<td>150 (lowest dropped)</td>
<td>15.5%</td>
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<tr>
<td>Papers (75/100/150)</td>
<td>3</td>
<td>325</td>
<td>33.7%</td>
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<tr>
<td>Exams (100)</td>
<td>2</td>
<td>200</td>
<td>20.7%</td>
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<tr>
<td>Total</td>
<td></td>
<td>965</td>
<td>100%</td>
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GRADING SCALE DISTRIBUTION

A minimum grade of C is required for general education credit. Courses intended to satisfy the general education requirement cannot be taken S-U.

Letter grades will be assigned based upon the following scale:
A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, D = 60 - 69%, F = < 60%

For information on grades and grading policies see:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

WRITING REQUIREMENT

This course confers 6,000 words towards the Writing Requirement (WR). The WR ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. While helping students meet the broad learning outcomes of content, communication, and critical thinking, the instructor will evaluate and provide feedback on students’ written assignments with respect to grammar, punctuation, clarity, coherence, and organization.

Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

Attendance and Make-Up Work

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:
https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/.

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at:
https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation
period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at: https://gatorevals.aa.ufl.edu/public-results/.

**Academic Honesty**
As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: http://www.dso.ufl.edu/scrc/process/student-conduct-honor-code.

**Software Use:**
All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

**Services for Students with Disabilities**
The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

0001 Reid Hall, 352-392-8565, https://disability.ufl.edu/

**Campus Helping Resources**
Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled
students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu
  Counseling Services
  Groups and Workshops
  Outreach and Consultation
  Self-Help Library
  Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Connections Center, First Floor JWRU, 392-1601, https://career.ufl.edu/.

Student Complaints:
- Online Course: https://distance.ufl.edu/state-authorization-status/#student-complaint

Writing Studio
The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at http://writing.ufl.edu/writing-studio or in 302 Tigert Hall for one-on-one consultations and workshops.