

## The role of animals in human history<sup>1</sup>

Spring, 2026

Online Asynchronous, 3 credits

### Instructor

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Student hours: By appointment - contact Saskia Hendrickx 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 (Monday to Friday).

### Teaching Assistants

TBA

### Course Description

The course surveys the importance of animals through human history, from 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 history, key themes, principles, terminology, and the theories and methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and analyze the key elements, biases, and influences that shape thought. These courses emphasize clear and compelling 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, thereby comprehending the trends, challenges, and opportunities that affect communities worldwide. Students analyze and reflect on how 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 in content, communication, and critical thinking, the instructor will evaluate and provide feedback on students' written assignments regarding grammar, punctuation, clarity, coherence, and organization.

The instructor's writing course grade consists of two components: the writing component and the 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 credit for the writing component.

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<sup>1</sup> The term "animals" refers to nonhuman animals only, though I recognize that humans are also animals

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 Learning Objectives**

All human societies have depended on animals in numerous ways, from providing food and materials to offering labor and companionship—essential elements that helped humans develop complex civilizations. Key advancements like tool making, the development of language, and the domestication of animals and plants fundamentally changed humanity's way of life, transitioning us from prey to predators, from hunters to herders, and from herders to breeders—in short, from procuring food to producing food. Animals have played a crucial role in driving these and other changes, acting as central figures in human evolution, agricultural development, the spread of zoonotic diseases, and the functioning of ecosystems in which humans live. Likewise, humans have significantly impacted animals, influencing their evolution, distribution, and overall well-being. In this course, we will explore the role animals have played in these developments and their contributions to human societies across different times and places, as well as how human-animal relationships have evolved in various societies and how these changes have affected both animals and humans.

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

1. Evaluating the role of domestication of animal species across human history, from food procurer (hunter-gatherer) to food producer (farmer).
2. Evaluating the process of domestication and the diverse pathways followed by domesticated animals.
3. Assessing the material and cultural significance of animals in different types of society.
4. Discussing various animal ethics perspectives and analyzing controversial livestock systems and practices.
5. Discussing the economic, cultural, and food security roles played by locally adapted livestock breeds in many societies today, and emphasizing the need to conserve these genetic resources.
6. Evaluating how and why human-animal relations have evolved over time, along with a discussion of the major social and ethical issues shaping how animals are perceived in modern 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 basic knowledge of the critical role animals play 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 vary 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 coherently and logically. 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.

## Course Prerequisites

None

## Textbooks, Learning Materials, and Supply Fees

Recommended Writing Manual

The Allyn & Bacon Guide to Writing, 7th Ed, by JD Ramage, JC Bean, and J Johnson. Pearson-Longman, 2014.

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.

## Technical Support

UF Computing Help Desk & Ticket Number: All technical issues require a UF Helpdesk Ticket Number. The UF Helpdesk is available 24 hours a day, 7 days a week. <https://helpdesk.ufl.edu/> | 352-392-4357

## Weekly Course Schedule

Week 1 Module 1	Jan 12 – 18	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
Week 2 Module 2	Jan 19 – 25	Lect. 4_1 Power of two, clever hands Lect. 4_2 Getting naked Lect. 5_1 Throwing arm, big brain Lect. 5_2 Evolution to be a hunter Lect. 6_1 Sleep, exercise Lect. 6_2 Animal communication <b>Discussion 1: Carnivory in human evolution - post due – Jan 25</b> <b>Paper 1 – Animal source foods: Combat malnutrition or preserve the planet?</b> <b>Assignment 1 – The Naked truth</b>
Week 3 Module 3	Jan 26 – Feb 1	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 <b>Discussion 1: Carnivory in human evolution - response due – Feb 1</b> <b>Paper 1 – Animal source foods - continue</b> <b>Assignment 1 - The Naked truth - due – Feb 1</b>
Week 4 Module 4	Feb 2 – 8	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 <b>Assignment 2 – Evolution from wolf to dog</b> <b>Discussion 1: Carnivory in human evolution - closed – Feb 8</b> <b>Paper 1 - Animal source foods - due – Feb 8</b>
Week 5 Module 5	Feb 9 – 15	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_2 Wool as a commodity <b>Paper 2 – Roots of ancient inequality - start.</b> <b>Discussion 2: Dogs that changed the world - post due Feb. Feb 15</b> <b>Assignment 2 - Evolution from wolf to dog - due Feb 15</b>
Week 6 Module 6	Feb 16 – 22	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 Lect. 18_2 Cattle services – milk Lect. 18_3 Livestock, life and livelihood among women and men <b>Assignment 3 – Organization of bison hunting at the Pleistocene-Holocene transition on the Plains of North America.</b> <b>Paper 2 – Roots of ancient inequality - continue.</b> <b>Discussion 2 - Dogs that changed the world - Response Due – Feb 22</b>
Week 7 Module 7	Feb 23 – March 1	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 <b>Paper 2 – Roots of ancient inequality - continue.</b> <b>Assignment 3 - Organization of bison hunting - due – March 1</b> <b>Discussion 2 - Dogs that changed the world - closed – March 1</b>
<b>Thu - Fri, Feb 26 &amp; 27</b>		<b>Exam 1</b>
Week 8 Module 8	March 2 – 8	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 <b>Assignment 4 - Horses bred for speed</b> <b>Paper 2 – Roots of ancient inequality - due – March 8</b>
Week 9 Module 9	March 9 – 15	Lect. 25_1 America was built with horses I Lect. 25_2 America was built with horses II Lect. 26_1 Horses and mechanization of Agriculture Lect. 26_2 Horses in Civil War Lect. 27_1 The horse as industrial worker I Lect. 27_2 The horse as industrial worker II <b>Paper 3 – The Masai today - start.</b> <b>Discussion 3: The milk revolution - post due – March 15</b> <b>Assignment 4 - Horses bred for speed - due – March 15</b>
<b>March 14 - 21</b>		<b>Spring Break</b>
Week 10 Module 10	March 23 – 29	Lect. 28_1 Reindeer adaptations Lect. 28_2 Humans and Reindeer Lect. 29_1 Domestication of insects – Honeybee Lect. 29_2 Honeybee society, services, diseases Lect. 30_1 Domestic cats Lect. 30_2 Silkworm, silk road <b>Assignment 5 – The mite and the bee diseases.</b>

		<p><b>Paper 3 – The Masai today - continue.</b></p> <p><b>Discussion 3 - Responses Due – March 29</b></p>
Week 11 Module 11	March 30 – April 5	<p>Lect. 31 Ships of the desert video</p> <p>Lect. 32_1 Camel's history, adaptations</p> <p>Lect. 32_2 Camels' contributions to human society</p> <p>Lect. 32_3 Domesticated Rodents: Guinea Pigs</p> <p>Lect. 32_4 Domestication of Mice and Rats</p> <p><b>Paper 3 – The Masai today - continue.</b></p> <p><b>Discussion 3 – The milk revolution - closed – April 6</b></p> <p><b>Assignment 5 - due – April 6</b></p>
Week 12 Module 12	April 6 – 12	<p>Lect. 33_1 Chickens domestication and behavior</p> <p>Lect. 33_2 Chickens' services</p> <p>Lect. 34_1 Turkey and other birds</p> <p>Lect. 34_2 Role of the Donkey in Human History</p> <p>Lect. 35_1 Animal genetic resources video</p> <p>Lect. 35_2 Farmers, their animals and the environment – Africa video</p> <p>Lect. 35_3 Farmers, their animals and the environment – Asia video</p> <p><b>Assignment 6 – How chicken conquered the dinner table.</b></p> <p><b>Paper 3 – The Masai today - continue.</b></p> <p><b>Discussion 4: The ethics of animal research - post due – April 12</b></p>
Week 13 Module 13	April 13 – 19	<p>Lect. 36_1 Domestic animals and human diseases, intro, measles</p> <p>Lect. 36_2 Evolution of human diseases, pertussis, smallpox, tuberculosis, plague</p> <p>Lect. 37_1 Humans-animals interface and diseases, Neolithic to Middle Ages</p> <p>Lect. 37_2 Humans-animals interface and diseases, from plague to influenza</p> <p>Lect. 38_1 Keepers of the genes India's pastoralists and their breeds I</p> <p>Lect. 38_2 Keepers of the genes India's pastoralists and their breeds II</p> <p>Lect. 38_3 Keepers of the genes India's pastoralists and their breeds III</p> <p>Lect. 38_4 Nomads of the island</p> <p><b>Assignment 6 - How chicken conquered the dinner table - continue.</b></p> <p><b>Paper 3 - due – April 20</b></p> <p><b>Discussion 4 - The ethics of animal research - Responses Due – April 19</b></p>
Week 14 Module 14 <i>(Lectures and Quizzes Optional)</i>	April 20 – 22	<p>Lect. 39_1 Animals as pets</p> <p>Lect. 39_2 Science behind our dog fascination &amp; anthropomorphism</p> <p>Lect. 40_1 What have we done to our best friend?</p> <p>Lect. 40_2 Pedigree breeding, health concerns for dogs and cats</p> <p>Lect. 41_1 Animal ethics dilemma</p> <p>Lect. 41_2 Animal welfare science</p> <p><b>Assignment 6 - How chicken conquered the dinner table - due – April 22</b></p> <p><b>Discussion 4 - The ethics of animal research - closed – April 22</b></p>
April 23 - 24		Reading days
Monday, April 27		Exam 2

*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.*

## Summary of Due Dates

Module	Module Start Day	Due Dates for weekly assignments	Assignment	Discussion	Paper	Quizzes
Module 1	Monday, January 12	Sunday, January 18				Quiz 1 - Dating Methods Quiz 2 - Human Evolution Quiz 3 - Tools, Brain, and Hunting
Module 2	Monday, January 19	Sunday, January 25	Assignment 1	Discussion 1 Post Due	Paper 1	Quiz 4 - Evolution to be a Hunter Quiz 5 - Throwing Arm, Big Brain Quiz 6 - Sleep, exercise animal communication
Module 3	Monday, January 26	Sunday, February 1	Assignment 1 Due	Discussion 1 Responses Due	Paper 1	Quiz 7 - Prehistoric Art, Language & Animals Quiz 8 - Egalitarian Eden Quiz 9 - Neolithic Revolution
Module 4	Monday, February 2	Sunday, February 8	Assignment 2	Discussion 1 closed	Paper 1 Due	Quiz 10 - Pathways to Domestication Quiz 11 - Dog Domestication Quiz 12 - Dog Inconvenient Truth
Module 5	Monday, February 9	Sunday, February 15	Assignment 2 Due	Discussion 2 Post Due	Paper 2	Quiz 13 - Animal connection Quiz 14 - Sheep Domestication Quiz 15 - Wool as a Commodity.
Module 6	Monday, February 16	Sunday, February 22	Assignment 3	Discussion 2 Responses Due	Paper 2	Quiz 16 - Goat and Pig Domestication Quiz 17 - Food taboos, history of food processing Quiz 18 - Cattle Domestication Quiz 18B - Livestock, Life, and Livelihood among women and men
Module 7	Monday, February 23	Sunday, March 1	Assignment 3 Due	Discussion 2 closed	Paper 2	Quiz 19 - Cattle Quiz 20 - American Bison Quiz 21 - Water Buffalo
<b>Thu-Fri, Feb 26-27</b>			<b>Exam 1</b>			
Module 8	Monday, March 2	Sunday, March 8	Assignment 4		Paper 2 Due	Quiz 22 - Horse domestication Quiz 23 - Horses in ancient wars, entertainment and racing Quiz 24 - The Wild Horses
Module 9	Monday, March 9	Sunday, March 15	Assignment 4 Due	Discussion 3 Post Due	Paper 3	Quiz 25 - America was built with horses Quiz 26 - Horses in agriculture and the Civil War Quiz 27 - Horse in the city
<b>March 14 - 22</b>			<b>Spring Break</b>			
Module 10	Monday, March 23	Sunday, March 29	Assignment 5	Discussion 3 Responses Due	Paper 3	Quiz 28 - Reindeer, people, and land Quiz 29 - Domesticated insects - the honeybee Quiz 30 - Silkworm and Cats
Module 11	Monday, March 30	Sunday, April 5	Assignment 5 Due	Discussion 3 closed	Paper 3	Quiz 31 - Ship of the Desert Quiz 32 - Camels Quiz 32B - Rodents
Module 12	Monday, April 6	Sunday, April 12	Assignment 6	Discussion 4 post due	Paper 3	Quiz 33 - Chickens Quiz 34 - Birds and Donkeys Quiz 35 - Farmers, Their Animals and the Environment
Module 13	Monday, April 13	Sunday, April 19	Assignment 6	Discussion 4 response Due	Paper 3 Due	Quiz 36 - Animals and Human Diseases Quiz 37 - Human-Animals Interface and Diseases Quiz 38A - Keepers of the Genes Quiz 38B - Kuri Cattle of Lake Chad
Module 14	Monday, April 20	Wednesday, April 22	Assignment 6 Due	Discussion 4 Closed		Quiz 39 - Animals as Pets Quiz 40 - Pedigree Breeding Quiz 41 - Animal Ethics & Welfare
<b>Monday, April 27</b>			<b>Exam 2</b>			

## Grading Policy

Course grading is consistent with [UF grading policies](#).

## Course Grading Structure

Assignment Type (points)	#	Points Possible	Percent of Final Grade
Lecture Quizzes (5)	41	205	21.35%
Class Discussions (20)	4	80	8.33%
Writing Assignments (30)	6	150 (lowest dropped)	15.63%
Papers (75/100/150)	3	325	33.85%
Exams (100)	2	200	20.83%
Total		960	100%

**Class Discussions (4 discussions, 20 pts each):** There are four class discussions in this course. Each discussion usually involves reading and commenting on an article related to the module topics and replying to your peers' comments. These discussions typically last two to three weeks. To earn full points: Post your original comment (3-6 sentences) within the next two days after the assignment to allow time for responses; Respond to others' posts at least once or twice with thoughtful comments or questions; Be timely, use proper sentence structure, grammar, and so on; If someone replies to your post, follow up if needed.

**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 and involve reading and analyzing an assigned article, then 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. Three papers cover the course's overarching themes. You will have several weeks to complete each paper – please make sure to work consistently on these assignments. There will be hints each week to help you progress and finish your paper on time. Each paper has a minimum word count: at least 750, 1,000, and 1,500 words for the first, second, and third paper, respectively. Each paper should include an introductory paragraph, several body paragraphs, and a conclusion paragraph. Papers will be graded on content, organization, coherence, effectiveness, proper formatting, grammar, capitalization, and punctuation. There will be a grading rubric for each paper.

**Exams (2 exams, 100 points each):** The final assessment consists of exams. There will be a midterm during week 7 and a final exam at the end of the semester. The exams include multiple-choice, true/false, matching, and short-answer questions.

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

## Grading Scale

A minimum grade of C is required for general education credit. Courses intended to satisfy the general education requirement cannot be taken Satisfactory/Unsatisfactory (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>

## Academic Policies and Resources

Academic policies for this course are consistent with university policies, see <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

## Campus Health and Wellness Resources

Visit <https://one.uf.edu/whole-gator/topics> for resources that are designed to help you thrive physically, mentally, and emotionally at UF.

Please contact [UMatterWeCare](#) for additional and immediate support.

## 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.

## Privacy and Accessibility Policies

- Instructure (Canvas)
  - [Instructure Privacy Policy](#)
  - [Instructure Accessibility](#)
- Zoom
  - [Zoom Privacy Policy](#)
  - [Zoom Accessibility](#)

## Tips for Navigating Canvas and More

1. **CANVAS.** I suggest you access each module from the Course Home page rather than using the Module link in the left-hand panel. When you click a module on the Home page, you'll see all the content for that week, along with the activities. At the bottom of that page, you'll also find information about upcoming assignments and their deadlines. For example, I included a screenshot below of the bottom part of the Module 6 page. Notice the three assignments currently open during this module. Each one has a pacing guide that explains what is due and when for each assignment.

**ASSIGNMENTS**

**ASSIGNMENT 3: ORGANIZATION OF LARGE-SCALE BISON HUNTING**

**Pacing Guide**

**Due Date: End of Module 7**

In this module, you should utilize your notes and outline to write a detailed summary making sure to follow the guidelines from the instructions and rubric.

In this assignment, you will read the article "Organization of bison hunting at the Pleistocene/Holocene transition on the Plains of North America" from *Quaternary International* and write a detailed summary to elaborate on the key concepts from the article about the development of large-scale bison hunting across the North American Great Plains.

**Complete the Activity**

**PAPER 2: ROOTS OF ANCIENT INEQUALITY**

**Pacing Guide**

**Due Date: End of Module 8**

In this module, you should utilize your notes and create an outline for this paper. You should then begin to write the rough draft while keeping the rubric requirements in mind. Make sure to have at least 1,000 words.

In this paper, you will summarize the approach used by Jared Diamond while also elaborating on the role of plant and animal domestication as key factors driving ancient inequality.

**Complete the Activity**

**DISCUSSION 2: DOGS THAT CHANGED THE WORLD**

**Pacing Guide**

**1st Peer Response Due: End of Module 6**

**Discussion Closes: End of Module 7**

In this module, you should be responding to the responses of your peers. Remember that you are required to have at least two responses to your peers per discussion assignment.

In this discussion, you will watch the video "Dogs That Changed the World: The Rise of the Dog" and write a post in response to the reading about the domestication of dogs and their importance. You will also respond to at least two of your peers' posts.

**Complete the Activity**

Figure 1. Screenshot of the bottom part of the module page.

2. **QUIZZES.** We will review quizzes and regrade them manually as needed. If a question asks for a short answer or is a fill-in-the-blank, the system will mark your answer as wrong if it doesn't match exactly. We regrade early in the week after a module closes, usually by Tuesday or Wednesday. Sometimes we make mistakes, so if you believe your answer was graded incorrectly, please get in touch with me directly (include the class, section, and quiz number).
3. **NOTIFICATIONS.** The TAs will send weekly messages and reminders about what's due – ensure you have notifications enabled in Canvas and read their messages.
4. **DISCUSSIONS.** Each discussion lasts two to three weeks. Canvas only shows the final due date (you can't set multiple due dates), but to earn full points, you need to post your initial comment (3-6 sentences) within the first two days to allow for responses and discussion. Respond to others' posts at least once or twice with thoughtful comments or questions. You can check the specific due dates for each part of a discussion on this Syllabus or at the bottom of the Module Page on Canvas.
5. **COURSE RESERVES.** Please follow the instructions for accessing student reserves correctly – on Canvas, under Orientation, at the bottom of the page under "Prepare for a successful semester". If you can't access the articles or you're asked to pay for them, you probably haven't connected to the VPN first. Connect to the VPN, then click the links to the course reserves, and you should be able to access the articles for free.
6. **EMAILS.** When emailing me, please include "ANS 2005" in the email subject line. Thank you!

7. **REACH OUT.** If something doesn't work or is confusing (such as links not working, lectures not playing, quizzes you didn't expect to take, etc.), please do not wait in hopes that things will get resolved. Instead, send me an email through Canvas or to [scjhendrickx@ufl.edu](mailto:scjhendrickx@ufl.edu).

## Writing Requirement

This course counts for 6,000 words toward the Writing Requirement (**WR**). The WR helps students maintain their writing fluency and use writing as a learning tool. While aiding students in achieving broad learning outcomes in content, communication, and critical thinking, the instructor will assess and give feedback on students' written assignments regarding grammar, punctuation, clarity, coherence, and organization.

Course grades consist of two parts. To earn writing requirement credit, a student must get a grade of C or higher and satisfactorily complete the writing component of the course.

## Use of AI tools

Since writing, analytical, and critical thinking skills are part of this course's learning outcomes, all work submitted by students must be their own. Additionally, students are prohibited from using any generative artificial intelligence tools (e.g., ChatGPT or Dall-E 2) at any stage of the work process, including preliminary steps. AI-generated submissions are not allowed and will be treated as plagiarism.

## Attendance and Make-Up Work

Requirements for class attendance, make-up exams, assignments, and other work adhere to university policies available at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

## Online Course Evaluation Process

Student assessment of instruction is a crucial aspect of efforts to enhance teaching and learning. At the end of the semester, students are encouraged to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students should submit professional and respectful feedback by completing course evaluations online via GatorEvals. Guidance on providing feedback professionally and respectfully is available at: <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period begins and can submit their 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 accessible 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 on each course unless the instructor explicitly allows collaboration on course tasks (e.g., assignments, papers, quizzes, exams). Additionally, as part of your obligation to uphold the Honor Code, you should report any condition that enables academic misconduct to the appropriate personnel. It is your personal responsibility to know and follow 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 disciplinary review. For more information about the Student Honor Code, please visit: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

## **Software Use**

All faculty, staff, and students of the university are required and expected to comply with the laws and legal agreements governing software use. Failure to do so can result in monetary damages and/or criminal penalties for the individual violator. Since such violations also violate university policies and rules, disciplinary action will be taken as appropriate.

## **Services for Students with Disabilities**

The Disability Resource Center manages the accommodations needed for students with disabilities. This includes registering disabilities, recommending academic adjustments, providing specialized adaptive computer equipment, offering interpretation services, and mediating disability-related issues between faculty and students. Students requesting classroom accommodations must first register with the Dean of Students Office. That office will give the student documentation, which must then be submitted to the instructor when requesting accommodations. Contact: Reid Hall, 1316 Museum Rd Room 001, Gainesville, FL or visit: <https://disability.ufl.edu/>

## **Campus Helping Resources**

Students facing crises or personal issues that affect their overall well-being are encouraged to seek help from the university's counseling resources. The Counseling & Wellness Center offers confidential counseling services at no cost to currently enrolled students. Resources are available on campus for students dealing with personal problems or lacking clear career or academic goals, which may impact their academic performance.

- [University Counseling & Wellness Center](#), 3190 Radio Road, 352-392-1575,
- U Matter We Care, [www.umatter.ufl.edu/](http://www.umatter.ufl.edu/)
- Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/>
- Student Success Initiative, <http://studentsuccess.ufl.edu>

## **Writing Studio**

The writing studio is dedicated to helping University of Florida students achieve their academic and professional goals by improving their writing skills. Visit the writing studio online at <http://writing.ufl.edu/writing-studio> or stop by 2215 Turlington Hall for personalized consultations and workshops.

## **Academic policies and resources**

<https://go.ufl.edu/syllabuspolicies>