

# **ANIMAL SCIENCE 2005, ROLE OF ANIMALS IN HUMAN HISTORY**

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

## **COURSE SYLLABUS - SPRING 2023**

**LECTURES** Online

**INSTRUCTORS:** Raluca Mateescu, PhD; raluca@ufl.edu

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**Office Hours:** via email or via zoom by appointment

### **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.

**Quizzes:** Following each lecture, you will have to take the quiz associated with the lecture. Make sure you review both part 1 and part 2 of a lecture before taking the quiz because the quiz covers the entire lecture. In general, each quiz consists of five questions, each worth one point. Quizzes are due at the end of each module.

**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 the lectures. 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	20.6%
First paper (75 pts)	75 pts	7.7%
Second paper (100 pts)	100 pts	10.3%
Third paper (150 pts)	150 pts	15.5%
6 assignments (30 pts each, 1 will be dropped)	150 pts	15.5%
Lecture quizzes      43 lectures	215 pts	22.2%
Discussions    4 @ 20 pts each	80 pts	8.2%
	<b>970 pts</b>	<b>100%</b>

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>.

**Animal Science 2005**  
**Spring 2023 Semester Calendar**

Week 1 Module 1	Jan 9	Lect. 1_1 Dating methods I (20:00 min); Lect. 1_2 Dating methods II (19:53 min) Lect. 2_1 Human evolution (20:59 min.), Lect. 2_2 Paleolithic revolution I (26:09 min), Lect. 3_1 paleolithic revolution II (20:04 min), Lect. 3_2 Tools, brain, hunting (20:41 min)
Week 2 Module 2	Jan 16	Lect. 4_1 Power of two, clever hands (19:41 min.); <b>Discussion 1: Carnivory in human evolution - post due - Jan 21</b> Lect. 4_2 Getting necked (32:34 min.); <b>Assignment 1 – The Naked truth</b> Lect. 5_1 Throwing arm, big brain (15:24 min); <b>Paper 1 – Animal source foods: Combat malnutrition or preserve the planet?</b> Lect. 5_2 Evolution to be a hunter (31:31 min) Lect. 6_1 Sleep, exercise (16:47 min) Lect. 6_2 Animal communication (31:06 min);
Week 3 Module 3	Jan 23	Lect. 7_1 Prehistoric art, language & animals (19:41 min) Lect. 7_2 Animate monitoring Hypothesis (19:23 min); Lect. 8_1 Egalitarian Eden, life as a food procurer (23:19 min) Lect. 8_2 The first Temple, Gobekli Tepe (27:04 min); Lect. 9_1 Neolithic Revolution (20:25 min); Lect. 9_2 Man the Domesticator (25:46 min); <b>Discussion 1: Carnivory in human evolution - response due - Jan 28</b> <b>Paper 1 – Animal source foods - continue</b> <b>Assignment 1 - The Naked truth - due - Jan 28</b>
Week 4 Module 4	Jan 30	Lect. 10_1 PIE, Domestication process (26:10 min); Lect. 10_2 Domestication Pathways (20:21 min). Lect. 11_1 Silver Fox, Domestication syndrome (21:48 min); Lect. 11_2 Dog origins, evolution, domestication (32:23 min); Lect. 12_1 Benefits of dog domestication (37:18 min); Lect. 12_2 Inconvenient truth (25:36 min); <b>Assignment 2 – Evolution from wolf to dog</b> <b>Discussion 1: Carnivory in human evolution - closed - Feb 4</b> <b>Paper 1 - Animal source foods - due – Feb 4</b>
Week 5 Module 5	Feb 6	Lect. 13 Animal connection and human evolution (47:03 min); Lect. 14_1 Sheep domestication (19:33 min); Lect. 14_2 Sheep services – milk (24:10 min); Lect. 15_1 Sheep services – wool (14:37 min); Lect. 15_2 Wool as a commodity (24:44 min); <b>Paper 2 – Roots of ancient inequality - start.</b> <b>Discussion 2: Dogs that changed the world - post due Feb. 11</b> <b>Assignment 2 - Evolution from wolf to dog - due Feb. 11</b>
Week 6 Module 6	Feb 13	Lect. 16_1 Goat Domestication (21:40 min); Lect. 16_2 Pig Domestication (17:54 min); Lect. 17_1 Pork consumption & conservation (9:23 min); Lect. 17_2 Food taboos, history of food processing (24:59 min.); Lect. 18_1 Domestication of cattle (14:08 min.); Lect. 18_2 Cattle services – milk (21:39 min.);

		Lect. 18_3 Livestock, life and livelihood among women and men (13:57 min.) <b>(Check if a quiz for lect. 18C exists);</b> <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. 18</b>
Week 7 Module 7	Feb 20	Lect. 19_1 Cattle in the New World – California (19:18 min.); Lect. 19_2 Cattle in the New World – Florida, Texas (15:43 min.)
		Lect. 20_1 American Bison (14:16 min.); Lect. 20_2 The end of American Bison (12:28 min.);
		Lect. 21_1 Water buffalo (10:27 min.); Lect. 21_2 Secondary Product Revolution (17:17 min.); <b>Paper 2 – Roots of ancient inequality - continue.</b> <b>Assignment 3 - Organization of bison hunting - due – Feb. 25</b> <b>Discussion 2 - Dogs that changed the world - closed – Feb. 25</b>
	Feb 24	<b>Exam 1</b>
Week 8 Module 8	Feb 27	Lect. 22_1 Horse domestication (19:03 min.); Lect. 22_2 Horse behavior, horses in the New World (16:41 min.);
		Lect. 23_1 Horses in ancient wars (20:57 min.); Lect. 23_2 Horses in entertainment, racing (13:43 min.);
		Lect. 24_1 The wild horses, Animals in War (23:48 min.); Lect. 24_2 Brief review of American History (6:29 min.); <b>Assignment 4 - Horses bred for speed</b> <b>Paper 2 – Roots of ancient inequality - due – March 4</b>
Week 9 Module 9	March 6	Lect. 25_1 America was built with horses I (16:04 min.); Lect. 25_2 America was built with horses II (32:46 min.);
		Lect. 26_1 Horses and mechanization of Agriculture (15:26 min.); Lect. 26_2 Horses in Civil War (23:54 min.);
		Lect. 27_1 The horse as industrial worker I (11:57 min.); Lect. 27_2 The horse as industrial worker II (23:05 min.); <b>Paper 3 – The Masai today - start.</b> <b>Discussion 3: The milk revolution - post due – March 11</b> <b>Assignment 4 - Horses bred for speed - due – March 11</b>
<b>March 13–18</b>		<b>Spring Break</b>
Week 10 Module 10	March 20	Lect. 28_1 Reindeer adaptations (33:15 min.); Lect. 28_2 Humans and Reindeer 41:33 min.);
		Lect. 29_1 Domestication insects – Honeybee (23:21 min.); Lect. 29_2 Honeybee society, services, diseases (31:58 min.);
		Lect. 30_1 Domestic cats (32:59 min.); Lect. 30_2 Silkworm, silk road (33:19 min.); <b>Assignment 5 – The mite and the bee diseases.</b> <b>Paper 3 – The Masai today - continue.</b> <b>Discussion 3 - Responses Due – March 25</b>
Week 11 Module 11	March 27	Lect. 31 Ships of the desert video (50:13 min.);
		Lect. 32_1 Camel’s history, adaptations (26:15 min.); Lect. 32_2 Camels’ contributions to human society (32:31 min.);
		Lect. 32_3 Domesticated Rodents: Guinea Pigs Lect. 32_4 Domestication of Mice and Rats <b>Paper 3 – The Masai today - continue.</b> <b>Discussion 3 – The milk revolution - closed – April 1</b> <b>Assignment 5 - due – April 1</b>
Week 12	April 3	Lect. 33_1 Chickens domestication and behavior (25:04 min.);

Module 12		Lect. 33_2 Chickens' services (29:48 min.);
		Lect. 34_1 Turkey and other birds (18:33 min.); Lect. 34_2 Role of the Donkey in Human History (41:37 min.);
		Lect. 35_1 Animal genetic resources video (7:28 min.); Lect. 35_2 Farmers, their animals and the environment – Africa video (16:26 min.); Lect. 35_3 Farmers, their animals and the environment – Asia video (16:50 min.); <b>Assignment 6 – How chicken conquered the dinner table.</b> <b>Paper 3 – The Masai today - continue.</b> <b>Discussion 4: The ethics of animal research - post due – April 8</b>
	Week 13 Module 13	April 10
Week 14 Module 14	April 17	Lect. 36_1 Domestic animals and human diseases, intro, measles (25:40 min.); Lect. 36_2 Evolution of human diseases, pertussis, smallpox, tuberculosis, plague (34:54 min.)
		Lect. 37_1 Humans-animals interface and diseases, Neolithic to Middle Ages (19:58 min.); Lect. 37_2 Humans-animals interface and diseases, from plague to influenza (26:20 min.);
		Lect. 38_1 Keepers of the genes India's pastoralists and their breeds I (9:51 min.); Lect. 38_2 Keepers of the genes India's pastoralists and their breeds II (9:19 min.); Lect. 38_3 Keepers of the genes India's pastoralists and their breeds III (9:51 min.); Lect. 38_4 Nomads of the island (7:19 min.); <b>(check if quizzes for 38A-D exists)</b> <b>Assignment 6 - How chicken conquered the dinner table - continue.</b> <b>Paper 3 - due – April 15.</b> <b>Discussion 4 - The ethics of animal research - Responses Due – April 15.</b>
		Lect. 39_1 Animals as pets (23:41 min.); Lect. 39_2 Science behind our dog fascination & anthropomorphism (26:44 min.);
Week 15 Module 15	April 24	Lect. 40_1 What have we done to our best friend? (25:48 min.); Lect. 40_2 Pedigree breeding, health concerns for dogs and cats (23:25 min.);
		Lect. 41_1 Animal ethics dilemma (24:43 min.) Lect. 41_2 Animal welfare science (24:55 min.); <b>Assignment 6 - How chicken conquered the dinner table - due – April 22.</b> <b>Discussion 4 - The ethics of animal research - closed – April 22.</b>
		Lect. 42_1 Controversial animal production systems and practices (29:02 min.); Lect. 43_1 Animals in research – history (11:11 min.); Lect. 43_2 Animals in research – evolution (19:52 min.);
<b>April 27 - 28</b>		<b>Reading days</b>
	May 3	<b>Exam 2</b>

**Spring 2023 papers and exams preliminary schedule:**

**Paper 1: Animal Source Foods (75 pts.): 600 words**

Jan 16 (M2) start  
Feb. 4 (M4) final paper due

**Paper 2: Roots of ancient inequality (100 points): 1000 words**

Feb 6 (M5) start  
March 4 (M8) Final paper due

**Paper 3: Massai Today (150 points): 1500 words**

March 6 (M9) start  
April 15 (M13) final paper due

**Exam 1 Feb. 24**

**Exam 2 May 3rd**

**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.

## Grades and Grade Points

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

## 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.ua.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.ua.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/sccr/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](http://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/](http://www.umatter.ufl.edu/)
- Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/> .
- Student Success Initiative, <http://studentsuccess.ufl.edu> .

## Student Complaints:

- Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> .
- Online Course: <https://distance.ufl.edu/state-authorization-status/#student-complaint>