

Cover Sheet: Request 10942

ANS2XXX The Role of Animals in Human History

Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending
Submitter	Tenbroeck, Sandra Hodge sht@ufl.edu
Created	4/13/2016 7:59:55 PM
Updated	10/5/2016 9:57:55 AM
Description of request	The course surveys the importance of animals through human history, from the Stone Age 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 across human history is discussed.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Agricultural and Life Sciences - General 514903000	Brendemuhl, Joel H	Approved by the college.	4/13/2016
Added GE-application-form-for-approval-system Oltenacu .pdf					4/13/2016
Deleted Animals-human history Syllabus Oltenacu GE final 041316.pdf					4/13/2016
College	Recycled	CALS - College of Agricultural and Life Sciences	Brendemuhl, Joel H	Approved at college level prior to departmental approval so sending back to department.	4/13/2016
No document changes					
Department	Approved	CALS - Agricultural and Life Sciences - General 514903000	Brendemuhl, Joel H	Department Group should have been Animal Sciences instead of CALS but Animal Sciences has given their approval.	4/13/2016
No document changes					
College	Approved	CALS - College of Agricultural and Life Sciences	Brendemuhl, Joel H	Approved at the college level.	4/13/2016
No document changes					
General Education Committee	Pending	PV - General Education Committee (GEC)			4/13/2016
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Gen_Ed|New-Close-Modify for request 10942

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Submitter: Brendemuhl,Joel H brendj@ufl.edu

Created: 4/13/2016 8:05:42 PM

Form version: 2

Responses

Course Prefix and Number ANS 2XXX

Course TitleThe Role of Animals in Human History

Request TypeChange GE/WR designation (selecting this option will open additional form fields below)

Effective TermSpring

Effective Year2017

Credit Hours 3

Prerequisitesnone

Current GE Classification(s)None

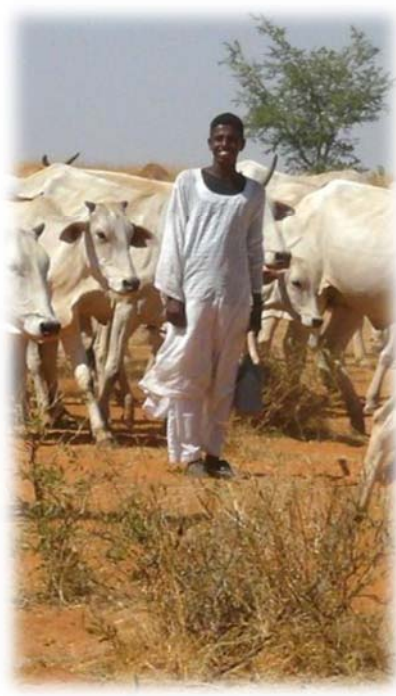
Current Writing Requirement Classification None

One-semester Approval?No

Requested GE ClassificationN

S

Requested Writing Requirement ClassificationNone



The role of animals¹ in human history

ANS 2005

Spring 2017
3 credits

Lecture Mon, Wed, Fri, 9:35am – 10:25am, Period 3

Instructor Pascal Oltenacu, DVM, PhD, oltenacu@ufl.edu

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

LECTURE

Mon, Wed, Fri, 9:35am – 10:25am, Period 3

INSTRUCTOR

Pascal Oltenacu, DVM, PhD
oltenacu@ufl.edu
L.E. 'Red' Larson Building, Room 104E
Office hours: M, W, F 10:30am- 11:30am

COURSE WEBSITE

This course will have an E-learning/Canvas webpage (<http://lss.at.ufl.edu>) for readings, assignments, discussions, essay papers, messages and class announcements. 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 Stone Age 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 across human history 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. Three major developments in history of humanity were tool making, acquiring of language and domestication of animals and plants. These developments 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 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 influenced the history of 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 driving these developments and their contributions to human societies across time and space as well as how human-animal relationship affected animals themselves and evolved across time in different societies.

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

- Understand the role of domestication of other species in the greatest transition in 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 and discuss how domestication opened the door to food production and made it possible for civilization to develop i.e., agriculture as a transformative process in human society.
- Critically assess the material and cultural significance of animals in different type of societies and understand the importance of livestock for food and economic security of millions of people in the developing world today.
- Understand how and why the social values regarding animals have changed over time and why these values may be different in our and other developed societies relative to societies in developing world.
- Appreciate the economic, cultural and food security role played by local breeds in many subsistence societies today and the need for conservation of these genetic resources together as well as the knowledge and culture of the people that developed these environmentally adapted breeds.
- Understanding the role of animals in human societies across time and space is critical as we contemplate how to feed the 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 in order to develop an informed argument regarding an issue of relevance.
- Expand their worldview and cross-cultural understanding by exploring the cultural and economic role of animals in several traditional contemporary cultures outside US.

GENERAL EDUCATION INFORMATION

ANS 2005 course is a social and behavioral sciences (S) subject area course in the UF General Education Program and counts for three (3) hours of GE requirement.

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques.

In this **social and behavioral** science course we illustrate that many features of societies have been influenced by animals. 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 in this course 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 sociology 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 wild-life preserves across the world while the pastoralists of India oppose and demonstrate against them.

A major topic of the course is discussion of several agriculture and food **controversies**. I will use these topics to illustrate how *"Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions"*.

People have always talked about food, but in the past it was largely in regards to personal health, religion, taste, and affordability. Now, particularly in developed countries, food is also a public issue in that what you eat impacts you and all of society, making agriculture an ethical issue. Controversial subjects can be explored while paying respect to the character and intellect of both sides of an issue. As we discuss several agricultural controversies, we will illustrate why equally smart and kind people can form vastly different opinions about a controversial issue. To accomplish this, we will outline the basic arguments put forth by each side of a debate as well as what the economic and scientific literature says about the issues. The goal is not to convince students which position is correct, or to declare one side of the debate as champion, but to **teach them the process of reaching informed opinions**, whatever those opinions may be. The controversies to be discussed in this course include genetically modified organisms, diet and its carbon footprint, livestock and climate change, use of antibiotics and growth promoters in livestock production, use of animals in research, and animal welfare associated with how we raise livestock for food. These issues will be discussed as they are debated in the United States and Western European contemporary societies but also with respect to their relevance for societies in much of the developing world that just wants to feed their people and raise enough livestock and cash crops to help their economies grow out of subsistence and into the affluent world. The needy people of the developing world are likely puzzled as to why some

societies want to pay higher food prices and an important goal in this course is to gain a better understanding of why this dichotomy exists today. The affluent world has the opportunity to pay more attention to the environment, welfare of animals raised for food and other equally important societal issues and, as the Third World continue its economic development, it may do the same. This means that the agricultural controversies we discuss are relevant to both the developed world today and the developing world tomorrow.

ANS2005 course also counts for three (3) hours of the University of Florida General Education Requirement in the **International (N)** area by providing instruction in the values, attitudes and norms that constitute the culture of countries outside the United States.

These courses lead students to understand how geographic location and socioeconomic factors affect these cultures and the lives of citizens in other countries. Through analysis and evaluation of the students' own cultural norms and values in relation to those held by the citizens of other countries, they will develop a cross-cultural understanding of the rest of the world.

These general education objectives will be accomplished in this course 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 often do not 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, the Ladakhi and their exiled Tibetan cousins of the Himalayas, 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.

We use “**Masai Today: Changing Traditions**” documentary as a vehicle for the main essay paper. I will use it to illustrate how students, by understanding the traditions and the cultural norms and values held by people in several traditional societies in developing world in relation to their own cultural norms and values, will develop a cross-cultural understanding of the world. The importance and power of

cultural heritage in holding a society together is the first important lesson from this example. After 100 years of colonial followed by African rule, Masai society today maintains its fabric of custom and tradition, practice their ancient rituals and ceremonies, and have continued to maintain their age-set structured male dominated society, a vivid illustration of the persistence of cultural norms and values. Their resistance to change is rooted in their attachment to cattle (given into their care by God) and in their belief in their “special” status on earth.

Another important lesson is understanding the complexities of their culture and the difficulties of abandoning or deviating from long held traditions and core beliefs that explains the slow and incomplete penetration of new norms and values or adoption of new technologies. A critical question in sociology is why some societies adopted the plow and others did not once the technology was made available through contact or colonization. To understand why societies in the New World adopted plow cultivation in post-Columbian era but Masai and other sub-Saharan societies did not we need to understand their cultures. The Masai core beliefs are that they work for cows and not vice versa, that working the land destroy it, and that the grass and the droughts are given by God. These beliefs have been preventing them from engaging in tilling the land and growing crops. Their strong historical stand against slavery prevents them from taking advantage of employment opportunities (working for someone else is equivalent to slavery).

It is difficult if not impossible for any society not to be affected by surrounding events and Masai society is slowly changing: children are going to schools (though the elders believe that the boys should learn how to find grass, not British history and the girls are still just a source of cattle), male circumcision is increasingly done in hospital (and paid for in goats), but women circumcision is done locally and, in spite of State regulation prohibiting it, it is still routinely practiced by Masai today. Fewer children, just one wife and marriage license granting rights to a wife are also changes on the horizon.

Still too often the ‘traditional’ societies around the world are characterized as ‘primitives’ or ‘undeveloped’. Of course these simplistic descriptions are factually wrong and a reflection of western cultural biases. In this course students will get the opportunity to learn how people in these societies actually do live, think, and behave. Understanding that these people are as intelligent and creative as us and that they have cultures that are as sophisticated and nuanced as ours should foster a broader understanding of cultures and societies outside the US and help our students develop the openness and sensitivity necessary for cross-cultural understanding.

See: <http://gened.aa.ufl.edu/subject-area-objectives.aspx>

A minimum grade of C is required for general education credit.

STUDENT LEARNING OUTCOMES

Social and Behavioral Sciences (S) and International (N) Content: *Students will demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline.* At the end of the course the students have gained the basic knowledge regarding the critical roles animals played in society and culture and how this varies cross-culturally and over time. Students will also acquire an appreciation of the human cultural diversity, understand how and why the roles and values of animals in societies are diverse and changing across time and space. Achievement of these learning outcomes will be assessed through fifteen assignments, two essay papers, and two examinations.

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline.* In this course students will be able to communicate ideas, knowledge and information in a coherent and logical manner. There are fifteen assignments where students' ability to extract, summarize and effectively present information content in a scientific paper (weekly required reading) and two essay papers that will be assessed for content, logical organization, grammar and appropriate arguments. The students will also learn how to communicate and debate on a discussion board using concise and clear statements.

Critical Thinking: *Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.* 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 use of animals in research, the carbon footprint of diet, livestock role in climate change, the GMO technology, wellbeing of animals raised for food, and use of antibiotics and growth promoters in livestock. 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.

TEXTBOOK

No formal text is required. The journal articles and the chapters from "Agricultural & Food Controversies" book by F.B. Norwood, P.A. Oltenacu, M.S. Calvo-Lorenzo and S. Lancaster (Oxford University Press, 2015) assigned for readings will be posted on the course website.

COURSE SCHEDULE

Week 1	<p>Paleolithic revolution - Stone tools, evolution of human hunter</p> <p>Required Reading: The animal connection and human evolution” – Current Anthropology, 51(4).</p> <p>Optional Reading: “Rise of the Human Predator” - Scientific American, April 2014.</p>
Week 2	<p>Cognitive revolution – language – symbolic behavior – human journey</p> <p>Required Reading: The origins of creativity” – Scientific American, March 2013.</p> <p>Optional Reading: “The First Cookout” - Scientific American, September 2013.</p>
Week 3	<p>Neolithic revolution – man the domesticator; Pathways to domestication: commensal, prey and directed pathway; Belyaev’s experiment – domestication of silver foxes; Domestication of dogs & cats– past and present roles.</p> <p>Required Reading: “Dawn of the dog & How wolf became dog” Science Vol 348 Issue 6232 (17 April 2015).</p> <p>Optional Reading: “Central Questions in the Domestication of Plants and Animals” - Evolutionary Anthropology 15:105–117 (2006).</p>
Week 4	<p>Domestication of barn animals (sheep, goats, cattle, pigs) – past and present roles.</p> <p>Required reading: The origins of animal domestication and husbandry: A major change in the history of humanity and the biosphere. Comptes Rendus Biologies 334 (2011).</p> <p>Optional reading: “The milk revolution” – Nature Vol. 500 (August 1, 2013)</p> <p>Optional reading: “On the Origin of Cattle: How Aurochs Became Cattle and Colonized the World” - Evolutionary Anthropology 19:148–157 (2010).</p>
Week 5	<p>Domestication of chickens, turkeys, horses, and water buffalo – past and present roles.</p> <p>View the film “Guns, germs and steel – Episode I - Out of Eden” - Essay Paper 1 (100 points).</p> <p>Required reading: Evolution, consequences and future of animal domestication - J Diamond - Nature Vol 418 8 August 2002.</p> <p>Optional reading: ‘The ancient roots of the 1%’ and ‘Our egalitarian Eden’ – Science (Vol 344, Issue 616) – 23 May 2014.</p> <p>Optional reading: ‘Income inequality in developing world’ - Science (Vol 344, Issue 616) – 23 May 2014.</p>
Week 6	<p>Domestication of Honeybee and silkworm – past and present roles.</p> <p>Animals that allowed people to live and prosper in harsh environments (camels, llama, yak, and reindeer) – past and present roles.</p>

	<p>View “Camel’s Empire” documentary.</p> <p>Required reading: Changing Taiga - Challenges for Mongolia reindeer herders.</p> <p>Optional reading: “Return of the Native Bees” - Scientific American, September 2013.</p>
Week 7	<p>Pastoralism and nature conservation – nomadic and semi-nomadic pastoralism, transhumance – enclosed systems (ranching) –biodiversity and trade;</p> <p>Required reading: ‘Pastoralism - critical asset for food security under global climate change’ – Animal Frontiers, Vol. 3, No. 1 (2013)</p> <p>Optional reading: “Trouble in Tibet” - NATURE (Vol 529) 14 January 2016.</p> <p>Optional readings: “Beyond milk, meat, and eggs: Role of livestock in food and nutrition security” - Animal Frontiers, Vol. 3, No. 1 (January 2013).</p>
Week 8	<p>Conservation of livestock genetic resources – Importance of genetic adaptation to specific environment, socio-economic and cultural value of local breeds and their importance in prioritizing conservation measures.</p> <p>View in class “Farmers, their animals and the environment – Africa&Asia” and “Keepers of the genes” documentaries.</p> <p>Essay Paper 1 due; Exam 1 in class</p> <p>Required reading: The state of the world's animal genetic resources - FAO 2007</p> <p>Optional reading: Keepers of the genes - The interdependence between pastoralists, breeds, access to the commons, and livelihoods – India LIFE Network</p>
	SPRING BREAK
Week 9	<p>Livestock and livelihoods in Sub-Sahara Africa – Dinka and Boran people</p> <p>Essay Paper 2 (150 points): View in class the film “The Masai today - Changing traditions”</p> <p>Required reading: “Modern and mobile - The future of livestock production in Africa’s drylands” - Report International Institute for Environment & Development (IIED) 2010</p>
Week 10	<p>Livestock and colonization of the New World, American buffalo</p> <p>View in class “Buffalo Warrior” documentary (Nature) - Breeding disease-free African buffalo</p> <p>Reading: Role of livestock in human nutrition and health for poverty reduction in developing countries. <i>J ANIM SCI</i>, 85:2788-2800</p> <p>Optional reading: “The First Americans” - Scientific American, November 2011.</p>

Week 11	<p>Livestock & human diseases; Use of animals in research</p> <p>Required reading: “The origin of human pathogens – role of agriculture and domestic animals” - Biol. Rev. (2006), 81</p> <p>Optional reading: “Ethical Review of the Use of Animals in Research - reflection on the Journey’</p>
Week 12	<p>Agriculture & food controversies:</p> <ul style="list-style-type: none"> • livestock and climate change • Diet and the carbon footprint <p>Required reading: Clearing the Air: Livestock’s Contribution to Climate Change – Advances in Agronomy Vol 103 (2009)</p> <p>Optional reading: ‘Designing a sustainable diet’ - Science-2015</p>
Week 13	<p>Agriculture & food controversies:</p> <ul style="list-style-type: none"> • The GMO technology • Use of antibiotics and growth promoters in livestock <p>Required reading: “Animal Agriculture and the Importance of Biotechnology” - Agriculture & Food Security (2015) 4:21</p> <p>Optional reading: “Farming and antibiotics resistance” Nature Vol 499, 25 July 2013</p>
Week 14	<p>Agriculture & food controversies: The well-being of livestock raised for food</p> <p>Required reading: “Animal Welfare in Different Human Cultures, Traditions and Religions – Asian-Aust. J. Anim. Sci. Vol. 25 (11), 2012</p> <p>Optional reading: ‘Current factors influencing perceptions of animals and their welfare’ - J. Anim. Sci. 2014</p> <p>Essay Paper 2 due.</p>
Week 15	<p>University of Florida/USAID livestock systems research program to reduce malnutrition among most vulnerable.</p> <p>Can we feed 9 billion people and preserve the planet? - The roles of livestock in developing countries.</p> <p>Required reading: “The roles of livestock in developing countries” – Animal, 2012</p> <p>Optional reading: Empower women to slow population growth in Africa - Scientific American February 2016</p>
Final week	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.

Example of Weekly Assignment

- Read the required article and write a short summary including any comments you might have related to the topic discussed in the article.
- Your summary should be between 1-2 pages, single spaced, written in Word.
- Please upload your summary under “Assignment #” on Canvas before 5pm on Wednesdays each week.

Example of Assignment Rubric

Possible total: 8 points

	Excellent	Satisfactory	Poor
Comprehension and evaluation of the article's key components	Summary demonstrates a clear and analytical understanding. (5 point)	Summary somewhat demonstrates a clear understanding. (3 point)	Poor summary; does not outline the article at all. (0 points)
Grammar, spelling, and coherence in overall presentation	Very well written and organized, with no spelling or grammatical errors. (2 point)	Generally well written and organized with a few spelling and/or grammatical errors. (1 point)	Poorly written or organized with many spelling and grammatical errors. (0 points)
Followed instructions properly	All listed instructions were followed in detail and all items specified in the assignment are clearly demonstrated. (1 point)	Some of the listed instructions are not followed and some of items required in the assignment are not demonstrated. (0.5 point)	Instructions were not followed and all items specified in the assignment are not demonstrated. (0 points)

Online Weekly Discussion

Initial post: Post a comment or raised a question related to the material covered in class or in one of the reading articles provided each week.

Follow up posts: After you post your original comment, respond to 1-2 of your classmates' posts, either asking questions about their responses or making thoughtful responses or comments on their responses. In addition, please be sure to follow up with any questions or comments posted on your original post.

To get the full points:

- Post your original comment (3-6 sentences) no later than Wednesday 10 pm each week 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

Example of Online Discussion Rubric

Possible total: 4 points

	Excellent	Satisfactory	Poor
Question or statements generated.	Post is related to the article and demonstrates a thorough analysis of the material presented. (2 point)	Post somewhat demonstrates an analysis of the material presented in the article. (1 point)	Poor choice of online post; does not relate to the article at all. (0 points)
Grammar, spelling, and coherence in overall post	Very well written and organized, with no spelling or grammatical errors. (1 point)	Generally well written and organized with a few spelling and/or grammatical errors. (.5 point)	Poorly written or organized with many spelling and grammatical errors. (0 points)
Followed instructions properly	All listed instructions were followed in detail (posted on time, 1-2 responses to other posts) (1 point)	Some of the listed instructions are not followed. (.5 point)	Instructions were not followed. (0 points)

EXAMS

There will be 2 exams worth 100 points each. The final exam is not comprehensive. The material covered in the exam will be detailed prior to each exam.

ESSAY PAPERS

There will be 2 essay papers worth 100 and 150 points.

- [Essay Paper 1](#) (100 points): View in class the film “Guns, germs and steel – Episode I - Out of Eden”. In *Guns, Germs, & Steel*, Jared Diamond argues that geographic location and resource access determine the “haves” and “haves-not” of our contemporary world. Consider the argument Diamond makes and the evidence he uses to support it. Write a 1,000-word essay in which you will:
 - 1) Describe in few paragraphs the approach Jared Diamond took to identify the roots of inequality in the world and what he concluded.
 - 2) Elaborate on how and why animals played a critical role in this outcome. You may go beyond the material from the video and use information from lectures and other sources to elaborate on the contemporary role of animals in developed and developing countries.

Take a position with respect to Diamond's argument regarding the roots of inequality in the world (**it is or it is not** sufficient to explain inequality in the world) and provide support for your position.

- **Essay Paper 2** (150 points): View in class the film "The Masai today - Changing traditions". You have been employed by a non-governmental organization (NGO) to educate American workers who will travel to Africa for additional training prior to their assignment with various Masai tribes/sub-tribes. The purpose of the program is to work with the Masai people and help them navigate through turbulent changing times. Everyone understands that to survive the Masai must change. Your job is to ensure the workers have the necessary **background knowledge** on the Masai to be able to understand their traditional way of life with its culture and traditions, their perspectives, and their willingness (or lack thereof) to change. Write a 1,500-word essay in which you will compare and contrast the "old" (traditional lifestyle) way of life of the Masai with the "new" evolving way of life (modern lifestyle) as depicted in the film. As examples, compare and contrast such things as the way the more modern of the Masai people are dealing with the modern world compared to the traditional members of the tribe, the animals, the agriculture and other means the traditional Masai used to support themselves and how this is changing, how traditional vs. modern Masai view each other and what are the agents of change in Masai society today.

Essay Papers Rubric

Paper 1 Max. Pts	Paper 2 Max. Pts	Grading Item	
12	18	Support	Your paper uses facts which are accurate and relevant to your argument
12	18	Organization	Your paper is clearly laid out, using a cohesive and coherent structure
12	18	Intro/conclusion	Your paper contains an introduction that states your main topic and previews what is to come in the paper as well
12	18	Flow	Your paper reads well and is easy to follow
12	18	Audience	Your paper recognizes and addresses your specific audience
12	18	Sources	Your paper uses the sources well and organizes them in a manner that supports your argument
12	18	Thesis	Your paper clearly states its argument and efficiently refers back to it in your supporting paragraphs.
8	12	Grammar/ Spelling	
8	12	Word choice	
100	150		

EVALUATION OF GRADES

Item	Total Points	Percent of Grade
Assignments (15)	120	19%
Online discussion(15)	60	9%
Exams (2)	200	32%
Essay Paper 1	100	16%
Essay Paper 2	150	24%
TOTAL	630	100%

GRADING SCALE DISTRIBUTION

Letter grades will be assigned based upon the following scale:

A	A-	B+	B	B-	C+	C
93-100%	90-92.9%	87-89.9%	83-86.9%	80-82.9%	77-79.9%	73-76.9%

C	C-	D+	D	D-	E
73-76.9%	70-72.9%	67-69.9%	63-66.9%	60-62.9%	60% and Below

The scale may be lowered but it will not be raised.

For information on current UF policies for assigning grade points, see

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

ATTENDANCE POLICY

All exam information will be covered during the course of the lectures. Attendance is strongly encouraged and students are responsible for all material covered in lectures.

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/ugrad/current/regulations/info/attendance.aspx>

Make-up examinations will be given if arrangements are made prior to missing the exam or in case of emergencies. It is the student's responsibility to schedule make-up exams to be taken, preferably no longer than one week after the original exam, unless emergencies that will be accommodated.

The essay papers may be handed in late (with no penalty) in emergency situations or if it is arranged with the instructor. Otherwise there will be a 2-point penalty per day.

GENERAL INFORMATION

Services for Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Grades and Grade Points

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Online course evaluation process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

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.

Academic Honesty

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

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/cwc/ Counseling Services, Groups and Workshops, Outreach and Consultation, Self-Help Library, Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

Student Complaint Process

For information see https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.