

Friends, Food, Commodities

THE EVOLUTION OF HUMAN-ANIMAL RELATIONSHIPS AFTER 1492

| IMPORTANT INFORMATION | |
|-----------------------|--|
| Class | IDH2930 (26776) – 1 credit |
| Meeting Time/Location | Tuesday 10:40-11:30 AM – Little Hall 117 |
| Instructor | Jules (Juliana) Rubinatto Serrano (julianarubinatto@ufl.edu) |
| Office hours | TBD or by appointment |
| Required Text | <u>The Tame and the Wild: People and Animals after 1492</u> By Marcy Norton |

Course Description and Format

We explore how our relationships with animals have evolved from 1492 to contemporary times. We navigate through Europe and the Americas to investigate how different societies perceived and managed animals and examine how colonialism and cross-cultural interactions impacted both human and animal communities. What has made some animals fit for work, for our palates, or for being part of our homes?

This course is in person and discussion based. Course topics are given weekly based on the chapter we are reading. We will talk about the structure during the first week of classes.

Learning Objectives

1. **Compare** different historical and cultural perspectives on animals and their roles in society.
2. **Interpret** archaeological, anthropological, and historical evidence related to human-animal interactions, and assess the impact of colonialism on animal populations and ecosystems.
3. **Critically assess** the ethical implications of human-animal relationships in both historical and contemporary contexts.

Message from your Instructor

Hi all! Welcome to the course! I developed this class to discuss one of my favorite (academic) books and one of my favorite topics: how our relationship with animals has changed throughout history! I look forward to sharing this passion with you and getting to know why you chose this course.

A little bit about myself: I was born and raised in São Paulo, Brazil, and moved to the US for college in 2016. I graduated from Wake Forest University (NC) in 2020 (yes, pandemic year) and came to UF to pursue my MA and PhD. Now, I am an archaeology PhD candidate in the Anthropology Department. My research focuses on past and present human-animal relationships of riverine peoples in Brazil, using zooarchaeology and ethnoarchaeology to learn how they co-produced their world and environments.

You can call me Jules or Juliana, and I look forward to getting to know you all!

Classroom Social Contract

Before discussing the Introduction chapter during our first class, we will establish a **Classroom Social Contract**. Since this is a discussion-based course that touches on serious issues, we will discuss how we want our discussions and classroom to function. We will also talk about the [AI policy](#) and make any changes to it if necessary.

Statement on AI

As of now, this is the AI policy for this class. This course allows students to explore the use of generative artificial intelligence (GAI) tools such as ChatGPT for all assignments and assessments. Any such use must be **appropriately acknowledged and cited**. However, you should note that all large language models still tend to make up incorrect facts and fake citations. It is each student's responsibility to assess the validity and applicability of any GAI output that is submitted; you bear the final responsibility. Violations of this policy will be considered academic misconduct.

Assignments

Late Assignment and Make-up Policy

Assignment extensions will be given if you have a documented illness, health or other emergency, or major scheduling conflict. You can also make-up your in-class participation grade for that class period by submitting an extra [Concept Definition](#) (see Assignment Types below).

If you do not have documentation and submit late work, the assignment grade will receive a **5% reduction for each day late**. I highly recommend submitting assignments even if late. That can have an influence in your grade and help you stay prepared for class discussion.

For extension and make-up arrangements, send me an e-mail or Canvas message as soon as you can! You can send me a brief message first without any documentation to let me know about your situation, and we can later discuss any specifics about your situation.

These policies are consistent with the university policies for absences and illnesses.

Grading

A **minimum grade of B** is required to earn Academic points towards your Honors Completion Requirements. Once you have earned your final grade in this course, please upload the course information and final grade from your Unofficial Transcript into your **Honors Canvas Cohort: Honors Completion** module to earn Honors Milestone / Completion credit.

For more information on UF's grading policy, visit the [Grades and Grading Policies site](#).

| Grade | Percent | Points |
|-------|-----------|--------|
| A | > 93 | 4.00 |
| A- | 92.9 - 90 | 3.67 |
| B+ | 89.9 - 87 | 3.33 |
| B | 86.9 - 83 | 3.00 |
| B- | 82.9 - 80 | 2.67 |
| C+ | 79.9 - 77 | 2.33 |
| C | 76.9 - 73 | 2.00 |
| C- | 72.9 - 70 | 1.67 |
| D+ | 69.9 - 67 | 1.33 |
| D | 66.9 - 63 | 1.00 |
| D- | 62.9 - 60 | 0.67 |
| E | < 59.9 | 0.00 |

Assignment Types

There are 3 Assignment types totaling 100 points total.

1. Participation (38 points – 38%)

Since this course is discussion-based, the bulk of your grade involves in-class participation. Successful students demonstrate preparation for class by mentioning content from the book and other materials during contributions, good listening skills by building on or responding to other's contribution, and respectful conduct.

2. Concept Definitions (8 x 4 points each = 32 points – 32%)

Each module will have a list of relevant concepts related to the book chapter. You should pick one, define it using your own words, and illustrate your point with an example.

Try to pick a concept that has not yet been defined, but you can respond to a classmate's definition if you argue whether you agree and further illustrate it.

You **MUST** define a concept for **8 out of 10 modules** on the appropriate Canvas Discussion by **MIDNIGHT Monday before class**.

3. Final Project (30 points – 30%)

For this final assignment, you will explore the history of human relationships with an animal species of your choice. This species must **not** be extensively covered in the book *The Tame and the Wild: People and Animals after 1492*.

Final Project Instructions

The final project contains 4 components, explained below. Pay attention to their DUE DATES!

1. Discussion Post - Select a Species (2 pts):

- Post the chosen animal species under the appropriate Canvas Discussion.
- **DUE NOVEMBER 4TH, 11:59 PM**

2. Prepare presentation – Key events (5 events @ 4 pts each):

- Identify **at least five key events** in the history of human interactions with this species. These events should span different time periods and contexts.
- Prepare a visual presentation (timeline, powerpoint, social media, infographic):
 - EACH EVENT MUST INCLUDE: **(1)** one image, **(2)** the time period and dates, and **(3)** a summary of the event and its significance (150-200 words).
- **DUE DECEMBER 1ST, 11:59 PM**

3. Citations - (3 pts):

- Include proper **in-text citations** for all sources used in your research AND submit a **full bibliography** with your Presentation submission.
- *Failure to do so will result in a **zero** as your work will be considered plagiarized.*
- **DUE DECEMBER 1ST, 11:59 PM**

4. In-class Presentation (5 pts):

- Prepare to show your work to class during a **5- to 10-minute presentation**.
- Highlight the significance of each event and discuss the broader implications of those human-animal relationships.
- **DUE DECEMBER 2ND, CLASS TIME**

Course Schedule

| Week | Date | Module | Readings | Assignment (due 11:59 PM MONDAY before class) |
|------|--------|-----------------------------|----------------------------|---|
| 2 | Aug 26 | Introduction | Introduction | Classroom Social Contract (in class) |
| 3 | Sep 2 | Hunting | Ch 1 | Define Concepts* |
| 4 | Sep 9 | Predation | Ch 4 | Define Concepts* |
| 5 | Sep 16 | Livestock | Ch 2 p.43-68 | Define Concepts* |
| 6 | Sep 23 | Familiarization | Ch 5 | Define Concepts* |
| 7 | Sep 30 | Conquest | Ch 3 | Define Concepts* |
| 8 | Oct 7 | Adopting Domesticates | Ch 9 | Define Concepts* |
| 9 | Oct 14 | Blurring Lines | Ch 10 | Define Concepts* |
| 10 | Oct 21 | Case studies | Pick two from article list | Define Concepts* |
| 11 | Oct 28 | | | |
| 12 | Nov 4 | Heresy and Witches | Ch 2 p. 68-75 & Ch 8 | Define Concepts* PICK SPECIES FOR FINAL PROJECT |
| 13 | Nov 11 | <i>no class</i> | | |
| 14 | Nov 18 | Novel old ways to do things | Ch 11 & Epilogue | Define Concepts* |
| 15 | Nov 25 | <i>no class</i> | | |
| 16 | Dec 2 | Final Project Presentation | <i>presentations</i> | PROJECT DUE DEC 1ST 11:59 PM + PROJECT PRESENTATION DEC 2ND |

Define Concepts*: You only need to submit 8 out of 10 for full grade.

University Policies

UF Honesty Policy

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 Conduct Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. If you have any questions or concerns, please consult with the instructor of this course.

Accommodations

Students with disabilities requesting accommodations should first register with the [Disability Resource Center](#) (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter via email. Other accommodations may be granted without documentation after students schedule a meeting with the instructor to discuss. Students should follow this procedure as early as possible in the semester.

Religious Observances

Students seeking modification of due dates for class participation, assignments, and exams for religious reasons (e.g., holiday observances) should contact the instructor in advance and request this modification; it will then be granted. Please make requests early in the semester.

In-Class Recording:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A class lecture does not include student presentations, academic exercises involving solely student participation, assessments (quizzes, tests, exams), private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

For more information, visit the [In-Class Recording policy here](#).

Campus and Academic Resources

Counseling and Emergency Services:

301 Peabody Hall, (352)392-1575, [website](#)

Student Health Care Center:

2140 Stadium Rd, (352)392-1171, [website](#)

Career Resource Center:

Reitz Union, (352)392-1601

University Police Department:

(352)392-1111 (non-emergency); Call 9-1-1 for emergencies.

Honors Program:

201 Walker Hall, 352-392-1519

Quick questions for an Honors advisor? Email advisor@honors.ufl.edu

Need an Honors advising appointment? [Schedule via Microsoft Bookings](#).

Anthropology Library Guide

Consider using the [Anthropology Library Guide](#) and resources during your Final Project Research!

Feel free to contact our librarian, Guinnessa Mahar (gimahar@ufl.edu), if you have questions.

Writing Program (UWP)

They offer face-to-face and online tutoring as well as [video resources](#). [The Writing Studio](#) offers feedback sessions on essays; students can schedule two 30 min appointments weekly, with face-to-face time including business and evening hours, and an online option as well. Students are highly encouraged to make appointments since our times fill up quickly. The tutors here are mostly graduate teaching assistants trained in both humanities and scientific prose.

Center for Sexual Assault/Abuse Recovery and Education

Student Health Care Center, (352)392-1161

[Resources for Sexual Assault and Harassment listed here](#)

You are welcome to talk to me if you ever feel unsafe. However, know that **Instructors are MANDATORY REPORTERS**, which means that if you talk to me about an incident or suspected incident of sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report it to Title IX. Some employees are confidential: Counselors, Healthcare professionals, and Religious Advisors. The [Title IX Policy website](#) outlines definitions, the Mandatory Reporting role, and how they respond to a report.