

General Education Course Proposal

Proposed Course: A SCI 67 Animals & Society Units 3
Prefix No. Title

Department: Animal Sci & Ag Education School: Agricultural Sci & Technology

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
Breadth: B1___; B2___; C1___; C2___; D___; E X
Integration: B___; C___; D___; International/Multicultural___

Existing Course ___; Revised Course ___; New Course X

Course Included in Current GE Program ___

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Philosophical, ethical and scientific investigation of the human/animal bond and the significance of animals in our society. Importance of animals in wellness, rehabilitation/convalescence stress management; interdisciplinary investigation of controversies in animal research, animal products and human disease potential.

Enrollment limit per section: 50

Expected number of sections per semester – Year 1 1; Year 3 1

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

A.G. Parker 3/19/98
Department Chair Date

[Signature] 4/26/98
School Curriculum Committee Date

[Signature] 5-12-98
School Dean Date

[Signature] 12/15/98
General Education Subcommittee Date

[Signature] 12/22/98
Associate Provost Date

ATTACHMENT TWO - Common Elements Statement:

1. Common Subject Matter: A Sci 67 equips the student for lifelong understanding of the integrated physiological and psychological nature of humans by demonstrating the effects of the human animal bond. The physical and social aspects of human development will be emphasized each time the course is taught by adhering to the following common element topic areas:

Topic Number	Topic Area
1	The human/animal bond <ul style="list-style-type: none"> - animals as companions - unconditional love given by animals - responsibility learned because of care required
2	Strength of animal bond <ul style="list-style-type: none"> - money spent on animals - emotional ties to animals - difficulty of losing a pet
3	Physiological and medical aspects of animal companionship <ul style="list-style-type: none"> - longer life expectancy for pet owners - shorter convalescence (comparing patients with pets to those without) - stress reduction (measured by lowered blood pressure) - pain management - faster and more thorough healing
4	Psychological aspects of animal companionship <ul style="list-style-type: none"> - relationship of physical to psychological effects of animal companionship - fewer relationship problems in nursing homes if pets are allowed - advantages of animal companionship for the elderly
5	Social and Societal Issues <ul style="list-style-type: none"> - bringing people together with common interests - breaking down communication barriers - promoting social interaction
6	Animal helpers <ul style="list-style-type: none"> - seeing eye dogs - home helpers - hippotherapy (physical therapy utilizing horseback riding)
7	Dealing with aging <ul style="list-style-type: none"> - animal care shows lifespan changes in miniature - animal owner sees and deals with lifespan changes - dealing with lifespan changes including death teaches owner
8	Animal ethics <ul style="list-style-type: none"> - animal research - cloning and other biotechnology issue - animal rights issues - legal rights
9	Health issues <ul style="list-style-type: none"> - zoonotic diseases - food health issues - dietary issues
10	Summation - Quality of Life

2. Essential Student Outcomes: Each section taught will have the following goals for the students. Assessment of each student will be according to stated grading policies but based on the student outcomes listed below. At the successful completion of the course, each student should be able to:

1. Identify and logically elucidate in written and/or oral communication, the vast physical contributions of animals in our society.
2. Identify and logically elucidate in written and/or oral communication, some compelling reasons for physiological effects such as shorter convalescence due to animal companionship.
3. Explain in written and/or oral communication, rationale for positive effects animals have on human behavior.
4. Explain in written and/or oral communication, several examples of reduced stress due to animal companionship and suggest reasons for this phenomenon.
5. Through observation, reading, experiential learning and classroom presentations objectively evaluate the ability of animals to aid disabled, aged, and convalescent individuals.
6. Quantitatively and qualitatively evaluate the benefits of the human-animal bond after a hands-on pet therapy or pet companionship experience.
7. Form an organized, effectual, clearly structured argument for and against animal research.
8. Outline the responsibilities of man to protect the well-being of animals while meeting the associated needs of mankind.
9. Formulate possible solutions to conflicts that arise between animal economics and animal ethics as they pertain to bio-technology, cloning, and the food animal industry.
- 10 Show competence and understanding of health advantages and disadvantages (such as zoonotic diseases and animal-source food borne disease) of animal contact.

3. Common Format: Each section of A Sci 67 will be taught with a common format of lecture, discussion, class discussion, and in-class presentations given by animal dependent persons. Essentials in class organization include: opportunities for student participation, sharing of ideas, open discussion and a required experiential activity of at least 10 hours of fostering a people-pet partnership with a person needing companionship or therapy. Evaluation will be done by examination (see course syllabus), in-class written evaluation of an interesting or controversial topic and by research papers. The number of assignments and exams will be constant for each section.

A minimum of 2000 words of written material is required of each section. Written assignments include a combination of in-class writing assignments, research papers, and essay questions as illustrated in the syllabus. Failure to submit all writing assignments is cause for failing the course. Student papers will be graded according to content and grammar. All papers for the course will be graded by a single person according to pre-determined criteria of stated expectations of the assignments.

4. Grading: Grading policies indicated in the syllabus will be standard for each section taught.

Representative Texts:

- Beck, A., & Katcher, A. 1996 Between Pets and People, The Importance of Animal Companionship. Purdue University Press.
- Bustad, L.K. 1980 Animals, Aging and the Aged. University of Minnesota Press.

Approximate Weekly Schedule

Week	Topic #	Topic Summary
1	Topic 1	Introduction - Human/Animal Bond - Unconditional Love
2	Topic 2	Human/Animal Bond - Strength of Animal Ties
3	Topic 3	Physiological and Medical Effects
4	Topic 3	Physiological Effects - Wellness
5	Topic 3	Medical Effects - Stress Reduction, Pain Management
6	Topic 3	Medical Aspects - Healing, Effective Convalescence
7	Topic 4	Psychological Effects - Relationship of Physiological and Psychological
8	Topic 4	Psychological Effects - Companion Animal Effects on Human Relationships
9	Topic 5	Social and Societal Issues - Social interaction/Communication
10	Topic 6	Animals for Therapy and Helping
11	Topic 7	Aging and Lifespan Changes
12	Topic 7	Aging - How Animal Therapy Helps
13	Topic 8	Animal Ethics - Research and Animal Rights
14	Topic 9	Health Issues - Zoonotic Disease, Dietary Issues
15	Topic 10	Summary - Quality of Life

ATTACHMENT THREE - Syllabus is Attached

ATTACHMENT FOUR - Cost Factors:

No special cost factors are associated with this course.

ATTACHMENT 3

SYLLABUS

Animals and Society - GE Area E
ANIMAL SCIENCE 67 - 3 Units, No Prerequisite
CALIFORNIA STATE UNIVERSITY-FRESNO
DEPARTMENT OF ANIMAL SCIENCE AND AG EDUCATION
SCHOOL OF AGRICULTURAL SCIENCES AND TECHNOLOGY

Michael W. Thomas, DVM
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M: 10-12
M: 2-3
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Text: Beck, A., & Katcher, A. 1996 Between Pets and People, The Importance of Animal Companionship.

Catalog Description : Significance of animals in our society. Physiological, psychological and social effects of the human/animal bond on healthy human development. Lifelong role of animals in wellness, rehabilitation/convalescence and stress management. Interdisciplinary investigation of controversies in animal research and human disease.

General Education: Breadth, Area E, Lower Division.

Course Objective: This course deals with the interaction of animals and humans and is intended to help the student begin a life-long process of learning and benefiting from the positive aspects of animals in our lives. The social, scientific, and psychological aspects of the human-animal bond will be emphasized. The main objective of the class is to give students an overview of the social and ethical issues to enable them to benefit from knowledge gained throughout their life.

Course Goals: At the successful completion of the course, each student should be able to:

1. Identify and logically elucidate in written and/or oral communication, the vast physical contributions of animals in our society.
2. Identify and logically elucidate in written and/or oral communication, some compelling reasons for physiological effects such as shorter convalescence due to animal companionship.
3. Explain in written and/or oral communication, rationale for positive effects animals have on human behavior.
4. Explain in written and/or oral communication, several examples of reduced stress due to animal companionship and suggest reasons for this phenomenon.
5. Through observation, reading, experiential learning and classroom presentations objectively evaluate the ability of animals to aid disabled, aged, and convalescent individuals.
6. Quantitatively and qualitatively evaluate the benefits of the human-animal bond after a hands-on pet therapy or pet companionship experience.
7. Form an organized, effectual, clearly structured argument for and against animal research.

8. Outline the responsibilities of man to protect the well-being of animals while meeting the associated needs of mankind.
9. Formulate possible solutions to conflicts that arise between animal economics and animal ethics as they pertain to bio-technology, cloning, and the food animal industry.
10. Show competence and understanding of health advantages and disadvantages (such as zoonotic diseases and animal-source food borne disease) of animal contact.

Topic Number	Topic Area
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10	Summation - Quality of Life

Topics/Approximate Weekly Schedule

	Topic		Reading (Beck)	Assignments
Week 1	Topic 1	Animal Bond	Foreword, Preface, Ch. 1	
Week 2	Topic 2	Animal Bond	Ch. 2	Issues Paper 1 pg
Week 3	Topic 3	Phys Effect	Ch. 7	In Class Writing
Week 4	Topic 3	Phys Effect	Ch. 8,9	Exam 1
Week 5	Topic 3	Medical Effect	Ch. 3	In Class Writing
Week 6	Topic 3	Medical Effect	Ch. 4	3 pg Res Paper Due
Week 7	Topic 4	Psych Effect	Ch. 10	
Week 8	Topic 4	Psych Effect	Ch. 11	
Week 9	Topic 5	Social Issues	Study Guide Ch. 1	Ref. Paper Due 5 pg
Week 10	Topic 6	Therapy	Study Guide Ch. 2	
Week 11	Topic 7	Aging	Study Guide Ch. 3	Exp. Paper Due
Week 12	Topic 7	Aging & Lifespan	Study Guide Ch. 4	Exam 2
Week 13	Topic 8	Animal Ethics	Study Guide Ch. 5	
Week 14	Topic 9	Health Issues	Study Guide Ch. 6	
Week 15	Topic 10	Summary	Ch. 13	Final Exam

Assignments: In order to succeed in this class, students must fulfill all assignments and course requirements listed below. Failure to turn in written assignments will result in failure of the course. It should be obvious by the nature of the assignments listed that regular attendance in class is imperative.

1. **Homework/Classwork:** Homework and classwork assignments such as worksheets and short opinion or position papers are assigned on occasion to give the student an opportunity to develop writing and evaluative skills. Assignments of this type are given with more frequency at the beginning of the semester to give the student a chance to prepare for more comprehensive writing assignments given later. This arrangement also gives the instructor the opportunity to evaluate writing skills and detect problem areas before more heavily weighted assignments are given.

2. **Opinion Papers/Research Papers:** University General Education policy states that each course in lower division GE must have a 2,000 word writing requirement. Accordingly, each student must complete all in-class and out-of-class writing assignments to receive credit for the course. On two occasions, written assignments will be done in class following an introductory discussion to introduce the writing topic. Two additional research papers will also be required. Writing assignments will be evaluated on content, grammar and organization. Late papers will be accepted up to two weeks late, but will receive a lower grade. No papers will be accepted for credit during the last two weeks of the semester.

3. **Service Assignment.** Each student is expected to do an out-of-class service assignment such as pet therapy to gain deeper appreciation and understanding by hands-on learning experience. Suggestions and examples will be given to the class after the first two weeks and short proposals will be written by each student and each project will be approved by the instructor. A minimum of 10 hours of service will be required and a written summary of the activity will be due at an assigned time. The report will include personal references of the organization or individuals who were served.

Exams: Exams will be given at announced times according to the schedule above. The final exam is comprehensive and mandatory.

Grading: Grading will be based on two exams, a final exam, homework and 4 written assignments as shown below. Exams and in-class writing assignments are to be given on the assigned dates only. No make-up exams will be given. Assignments must be turned in on or before the assigned due dates to receive full credit.

Midterm Exams (2 @ 100)	200 pts	A = 900 + points and all 4 writing assignments
Final Exam	200 pts	B = 800-900 pts and all 4 writing assignments
In-class writing (2 @ 50)	100 pts	C = 700-800 pts and all 4 writing assignments
Short Paper	100 pts	D = 600-700 pts and all 4 writing assignments
Research Paper	200 pts	
Homework/Classwork	200 pts	

Cheating Students are expected to do their own work on in-class and out-of-class assignments. University policy defines cheating as “the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit”. Cheating/plagiarism will not be tolerated. Students caught cheating may not receive credit for the class according to university policy.

Disabilities/Special Needs: Students with special needs must identify themselves to the university and the professor so that reasonable accommodation for learning and evaluation can be made. Please contact Services to Students with Disabilities, Library Room 1049, 278-2811.

Note:

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.