



USAMV form 0312010102

## SUBJECT OUTLINE

### 1. Information on the programme

1.1. Higher education institution	University of Agricultural Sciences and Veterinary Medicine of Cluj-Napoca
1.2. Faculty	Animal Science and Biotechnology
1.3. Department	Fundamental sciences
1.4. Field of study	Animal Science
1.5. Education level	Master
1.6. Specialization/ Study programme	<b>Ethology and human-animal interactions</b>
1.7. Form of education	Full time

### 2. Information on the discipline

2.1. Name of the discipline	<b>Human Ethology</b>							
2.2. Course coordinator	<b>Associate professor Rusu Alina Simona PhD</b>							
2.3. Seminar/ laboratory/ project coordinator	<b>Associate professor Rusu Alina Simona PhD</b>							
2.4. Year of study	I	2.5. Semester	I	2.6. Type of evaluation	summative	2.7. Discipline status	Content <sup>2</sup>	FD
							Compulsoriness <sup>3</sup>	CD

### 3. Total estimated time (teaching hours per semester)

3.1. Hours per week – full time programme	3	out of which: 3.2. lecture	1	3.3. seminar/ laboratory/ project	2
3.4. Total number of hours in the curriculum	42	Out of which: 3.5. lecture	14	3.6. seminar/laboratory	28
<b>Distribution of the time allotted</b>					hours
3.4.1. Study based on book, textbook, bibliography and notes					21
3.4.2. Additional documentation in the library, specialized electronic platforms and field					25
3.4.3. Preparing seminars/ laboratories/ projects, subjects, reports, portfolios and essays					25
3.4.4. Tutorials					10
3.4.5. Examinations					2
3.4.6. Other activities					
3.7. Total hours of individual study	83				
3.8. Total hours per semester	125				
3.9. Number of credits <sup>4</sup>	5				

### 4. Prerequisites (if applicable)

4.1. curriculum-related	
4.2. skills-related	

### 5. Conditions (if applicable)

5.1. for the lecture	The course is interactive, students can ask questions regarding the content of lecture. Academic discipline requires compliance with the start and end of the course. We do not allow any other activities during the lecture, mobile phones will be turned off.
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5.2. for the seminar/ laboratory/ project	During practical works, each student will develop an individual activity with laboratory materials (made available in the book that describes the laboratory work). Academic discipline is imposed throughout the course of practical works.
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## 6. Specific competences acquired

Professional competences	Understanding evidence-based scientific research methods in the field of human ethology. Ability to access scientific resources in terms of models and variables used in the literature and knowledge of ethical principles in research, including the development of scientific papers. Abilities to present in an applicative manner topics associated with the subject.
Transversal competences	Development of information and documentation skills, group activity and use of computer tools for searching and processing analytical data. Competences in reflecting on various problems, topics or methodologies, and on exercising cognitive flexibility.

## 7. Course objectives (based on the list of competences acquired)

7.1. Overall course objective	Providing theoretical and procedural knowledge for observing and interpreting human behavior in different contexts and spatio-temporal and cultural dimensions (individual, institutions: family, couple, society etc.). Applying the knowledge acquired in the field of human ethology in professional, personal levels, as well as in relation to the societal dynamic and development.
7.2. Specific objectives	Familiarization with key concepts of the human ethology subject; Immersing students in the methods used in collecting human behavioral data; Providing skills for critical thinking, reflection and interpretation of aspects of human behavior in different ontogenetic moments, cultural contexts and interactions with the environment.

## 8. Content

8.1.LECTURES Number of hours –	Teaching methods	Notes
<b><i>HUMAN ETHOLOGY: HISTORICAL REFERENCES AND INTERDISCIPLINARY APPROACHES</i></b> The context of the emergence of human ethology and the presentation of paradigmatic guidelines and definitions of work; study dimensions of human behavior: individual, group, population and species; the importance of studying human ethology in understanding human functioning in the context of human-animal interactions and in human-environment interactions.	lecture, heuristic conversation, explanation	1 lecture = 1 hour  2 lectures
<b><i>UNDERSTANDING HUMAN EMOTIONS AND AFFECTIONS</i></b> Basic research in the study of emotions and affections; universal emotions and cultural specificity of emotional manifestations; proximal and evolutionary functionality of emotions; neuronal and physiological correlates of affective states; non-invasive tools and methods for assessing behavioral and neuro-physiological indicators of human emotions.		2 lectures



<p><b>ATTACHMENT IN INTERPERSONAL RELATIONS</b>            Explanatory theories of attachment formation in interpersonal relationships: parent-child relationship, couple relationship, social partnerships, human-pet relationship; the importance of studying attachment in understanding individual functioning.</p> <p><b>HUMAN AGGRESSION AND AGGRESSIVENESS</b>            Approaching human aggression (self- and hetero-aggression) from the perspective of questions how (mechanisms) and why (adaptive value).</p> <p><b>VERBAL AND NON-VERBAL COMMUNICATION IN THE HUMAN SPECIES</b>            Communication models: signals, receivers, transmitters; Cost-benefit analysis in different types of communication; the paradox of communication and information masking strategies (protean strategy); communication in a seductive context; evolutionary explanations of language, laughter, smile and gossip; cultural influences on the types of communication / normative communication.</p> <p><b>ETHOLOGICAL PARTICULARS OF HUMAN ONTOGENETIC DEVELOPMENT</b>            Ethological aspects of ontogenetic phases; play and behaviors of exploring the environment; the model of multiple ecological systems.</p> <p><b>HUMAN CULTURAL ETHOLOGY</b>            The impact of cultural values and norms on human behaviors, the concept of extended phenotype, niche construction theory, evolutionary explanations of human products.</p> <p><b>HUMAN SOCIAL BEHAVIOR</b>            Types of behavioral manifestations and interdisciplinary explanations; Social intelligence and the evolution of moral behavior in the human species: altruism and helpful behavior.</p> <p><b>THE CONCEPT OF FITNESS APPLIED IN HUMAN ETHOLOGY</b>            Working definitions of fitness (adaptive biological potential); updated pyramid of needs; applying the concept of fitness in relation to human mental health and functional behaviors.</p> <p><b>DEVIATING HUMAN BEHAVIOR</b>            Intentional or unintentional deviant interpersonal behaviors, focusing on those identified in the human-animal relationship (neglect, abandonment, excessive anthropomorphization, cruelty, sexual abuse): Recognition, education and prevention.</p>		<p>One lecture</p> <p>One lecture</p> <p>2 lectures</p> <p>One lecture</p> <p>One lecture</p> <p>2 lectures</p> <p>One lecture</p> <p>One lecture</p>
<p><b>8.2. PRACTICAL WORK</b>  <b>Number of hours –</b></p> <p>Introduction to types of human behavioral data collection methods: observation, ethnographic interview, individual sampling and focal scan method, ethogram, sequential analysis, network analysis.</p> <p>Methods of data collection in human ethology: The social experiment.</p> <p>Non-verbal behavior and the paradox of communication: presentation of the waiting room method, analysis of video materials and interpretation from the perspective of intentionality.</p>	<p>Theoretical presentation of practical works</p>	<p>1 lab work (2 hours / work)</p> <p>1 lab</p> <p>2 lab</p> <p>3 lab</p>



<p>Presentation of the renewed pyramid of needs in the context of human functioning. Critical analysis of the article Kenrick, D. T., Griskevicius, V., Neuberg, S. L., &amp; Schaller, M. (2010). Renovating the Pyramid of Needs: Contemporary Extensions Built Upon Ancient Foundations. <i>Perspectives on psychological science: a journal of the Association for Psychological Science</i>, 5 (3), 292–314.</p>		2 lab
<p>Watching and discussing the TEDx talk “The biology of our best and worst selves” (Robert Sapolsky, Stanford University, US)  <a href="https://www.youtube.com/watch?v=ORthzIOEf30">https://www.youtube.com/watch?v=ORthzIOEf30</a></p>		1 lab
<p>Field observation of human laughter and smile - data collection by students in different social contexts, analysis and interpretation. Individual presentation of the collected material.</p>		2 lab
<p>Presentation and interactive analysis of the video “The evolution of goodness” (Prof. Dr. Lee Alan Dugatkin):  <a href="https://www.youtube.com/watch?v=thDufXdydp0">https://www.youtube.com/watch?v=thDufXdydp0</a>          Online webinar with Prof. Dr. Lee Dugatkin (collaborator of USAMV CN, Louisville University, US) - FAQ session with students.</p>		1 lab
<p>Individual or group analysis of students of good practice programs for social rehabilitation of detainees, in order to identify the mechanisms of change based on knowledge of human behavior.</p>		2 lab
<p><b>Compulsory bibliography:</b>          Lecture notes          Schmitt, A., Atzwanger, K., Grammer, K., &amp; Schaefer, K. (2007). New aspects of human ethology. Springer Science &amp; Business Media.          Kenrick, D. T., Griskevicius, V., Neuberg, S. L., &amp; Schaller, M. (2010). Renovating the Pyramid of Needs: Contemporary Extensions Built Upon Ancient Foundations. <i>Perspectives on psychological science: a journal of the Association for Psychological Science</i>, 5(3), 292–314.          Rusu, A.S. (2017). Chapter “Human Products” in Encyclopedia of Evolutionary Psychological Sciences. Eds. T.K. Shackelford, V.A. Weeked-Shackelford. Springer. ISBN: 978-3-319-16999-6.          Bronfenbrenner, U., &amp; Morris, P. A. (2006). The bioecological model of human development. In W. Damon (Series Ed.) &amp; R. M. Lerner (Vol. Ed.), <i>Handbook of child psychology: Volume 1. Theoretical models of human development</i> (6th ed., pp. 793–828). New York: Wiley          Grammer, K., Kruck, K., Juette, A., &amp; Fink, B. (2000). Non-verbal behavior as courtship signals: the role of control and choice in selecting partners. <i>Evolution and Human Behavior</i>, 21, 371-390.</p>		
<p><b>Optional bibliography:</b>          SAGE resources on Human Behavior: <a href="https://edge.sagepub.com/hutchisoness2e2/student-resources">https://edge.sagepub.com/hutchisoness2e2/student-resources</a>          Rusu A.S. (2016). Evolutionary-Based Aspects of the Optimal Social Functioning in Prison. <i>Acta Psychopathologica</i>, 2:47. doi: 10.4172/2469-6676.100073.          Andelin, I.E., Rusu, A.S. (2016). An evolutionary analysis of seductive behavior of newly convicted females during primary psychological interview: Does suicidal attempt matter? <i>The European Proceedings of Social &amp; Behavioral Sciences</i>, eISSN 2357-1330, 18:27-34.          TED x Talk Steven Pinker <a href="https://www.ted.com/talks/steven_pinker_the_surprising_decline_in_violence?language=en">https://www.ted.com/talks/steven_pinker_the_surprising_decline_in_violence?language=en</a></p>		

**9. Corroborating the course content with the expectations of the epistemic community representatives, of the professional associations and of the relevant stakeholders in the corresponding field**

The course provides information with applicability in professional training in the field of specialization, in accordance with the National Register of Qualifications in Higher Education (<http://www.rncis.ro>)

**10. Assessment**

Type of activity	10.1. Assessment criteria	10.2. Assessment methods	10.3. Percentage of the final grade
<b>10.4. Lecture</b>	Use of discipline-specific language and evidence-based bibliographic references.	Test Oral	70%
<b>10.5. Seminar/Laboratory</b>	Individual development of a project	Presentation of the project in	30%



# UNIVERSITATEA DE ȘTIINȚE AGRICOLE ȘI MEDICINĂ VETERINARĂ CLUJ-NAPOCA

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	based on observations of human behavior in different contexts, using discipline-specific methods.	a template indicated by the teacher.	
<b>10.6. Minimum performance standards</b>			
Learning scientific information and specialized language from the course and practical work at a medium level. Obtaining the final average for passing the checks on the way is a condition of passability.			

<sup>1</sup> Education levels- choose of the three options: Bachelor/ \* Master/Ph.D.

<sup>2</sup> Discipline status (content)- for the undergraduate level, choose one of the options:- **FD** (fundamental discipline), **BD** (basic discipline), **CS** (specific disciplines-clinical sciences), **AP** (specific disciplines-animal production), **FH** (specific disciplines-food hygiene), **UO** (disciplines based on the university's options).

<sup>3/</sup> Discipline status (compulsoriness)- choose one of the options – **CD** (compulsory discipline) **OD** (optional discipline) **ED** ( elective discipline).

<sup>4</sup> One credit is equivalent to 25-30 hours of study (teaching activities and individual study).

<sup>5/ \*</sup> Disciplines: AK- Advanced knowledge, CT- Complementary Training, S- Synthesis

Filled in on

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Course coordinator  
**Assoc. prof. Alina Simona Rusu PhD**

Laboratory work/seminar coordinator  
**Assoc. prof. Alina Simona Rusu PhD**

Subject coordinator

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Approved by the  
Department on

.....

Head of the Department

**Assoc. prof. Constantinescu Radu PhD**

.....

Approved by the Faculty  
Council on

.....

Dean

**Prof. Dezmirean S. Daniel PhD**

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USAMV form 0312010103

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1.2. Faculty	Animal Science and Biotechnologies
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1.4. Field of study	Animal Science
1.5. Education level	Master
1.6. Specialization/ Study programme	<b>Ethology and human-animal interactions</b>
1.7. Form of education	Full time

### 2. Information on the discipline

2.1. Name of the discipline	<b>Psychology applied to anthrozoology</b>							
2.2. Course coordinator	Associate professor <b>Alina Simona RUSU PhD</b>							
2.3. Seminar/ laboratory/ project coordinator	Associate professor <b>Alina Simona RUSU PhD</b>							
2.4. Year of study	I	2.5. Semester	I	2.6. Type of evaluation	summative	2.7. Discipline status	Content <sup>2</sup>	FD
							Compulsoriness <sup>3</sup>	CD

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5.2. for the seminar/ laboratory/	During practical works, each student will develop an individual activity with



project	laboratory materials (made available in the book that describes the laboratory work). Academic discipline is imposed throughout the course of practical works.
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## 6. Specific competences acquired

Professional competences	<ul style="list-style-type: none"> <li>• Understanding the psychological processes involved in different types of human-animal interactions, indicators and predictors of the functionality of these relationships, attitudes, norms and behaviors.</li> <li>• Ability to access scientific sources (including standardized instrument sources) regarding the models and variables used in the literature connecting psychology and anthrozoology.</li> <li>• Abilities to present in an applicative way some topics associated with the discipline.</li> </ul>
Transversal competences	<p>Development of information and documentation skills, group activity and use of computer tools for searching and processing analytical data.</p> <p>Competences in reflecting on various problems, topics or methodologies, and on exercising cognitive flexibility.</p>

## 7. Course objectives (based on the list of competences acquired)

7.1. Overall course objective	<ul style="list-style-type: none"> <li>• Familiarization with key concepts, theories and explanatory models in psychology in order to better understand the psychological aspects and processes involved in human-animal interactions.</li> <li>• Understanding the applicability of the use of psychological methods in identifying the consequences of human-animal interactions on human and animal psycho-physiological health.</li> </ul>
7.2. Specific objectives	<ul style="list-style-type: none"> <li>• At the end of this course, students will be able to use basic concepts in psychology and explanatory models in the analysis of human-animal interactions in different contexts.</li> <li>• Development of critical reflection skills regarding scientific investigations of attitudes towards animals, by taking into account psychological aspects, such as individual, gender, cultural differences, social norms etc.</li> </ul>

## 8. Content

<p><b>8.1.LECTURES</b>  <b>Number of hours – 14</b></p> <p><b><i>PSYCHOLOGICAL APPROACH TO THE THEORY OF BIOPHILIA - PREFERENCES, SELECTIVE ATTENTION, FEAR AGAINST ANIMALS</i></b>  Revised approaches to biophilia theory: the role of learning in emotional reactions to animals, cultural modeling, evolved fears toward certain animal species (interpretation of phobias toward certain animal species), vigilance and selective attention to stimuli associated with danger; the assumption of living in child-animal interactions; the "cute response" effect - psychological mechanisms.</p> <p><b><i>DEVELOPMENT AND LEARNING PROCESSES</i></b>  Animals as agents of modeling and learning; psychological aspects of contact and exposure to animals during life; psychological components of awareness of the ontogenetic development of animals; scientific methods of investigating the associations between interaction with animals and the socio-emotional development of children; transfer and generalization; behavioral modeling; the association between context, learning and the manifestation of animal abuse; fear, disgust and positive emotions towards animals.</p> <p><b><i>ATTACHMENT AND EMPATHY TO ANIMALS - EXPLANATIONS FROM PSYCHOLOGY</i></b></p>	<p>Teaching methods</p> <p>lecture, heuristic conversation, explanation</p>	<p>Notes</p> <p>1 lecture = 1 hour</p> <p>2 lectures</p> <p>2 lectures</p> <p>2 lectures</p>
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<p>Definitions, explanatory theories of attachment; models of attachment in understanding interpersonal and human-animal relationships; components of empathy for animals - the affective and cognitive component; the relationship between interpersonal and animal empathy; positive and negative consequences of attachment relationships (functional, psychopathological aspects); methods of psychological assessment of styles of attachment to animals and empathy for animals; emotional distancing from animals.</p>		
<p><b>ATTITUDES TOWARDS ANIMALS - PSYCHOLOGICAL ASPECTS</b> Operational definitions of attitudes, affective, cognitive, instrumental components; gender differences; cultural differences; beliefs and values in relation to attitudes and behaviors; ideologies in human-animal interactions; internalization of attitudes and their manifestation at the behavioral level; psychological aspects of animal myths; Attitude assessment tools - psychometric aspects.</p>		2 lectures
<p><b>PERSONALITY AND EXTENSION OF THE SIGN IN HUMAN-ANIMAL INTERACTIONS</b> Personality traits in aspects of human-animal interactions: preferences, hatred towards certain species, activism in animals rights and protection; inclusion of animals in self / the concept of self-expansion (examples of scales for evaluating the inclusion of animals in the space of self-existence - eg Inclusion of Other in the Self Scale).</p>		2 lectures
<p><b>ANTHROPOMORPHISM - PSYCHOLOGICAL APPROACHES</b> Definitions and psychological components of anthropomorphism; antecedents, benefits and disadvantages of anthropomorphization; the needs pyramid model applied in human-animal interaction; psychological tools for assessing the tendency of anthropomorphization of animals.</p>		One lecture
<p><b>PSYCHOLOGY OF DECISION-MAKING PROCESSES IN ANIMAL MANAGEMENT</b> Psychological factors in decision-making processes in the management of human-animal interactions in different contexts; the importance of understanding the behavioral indicators of emotional states in animals; psychological aspects of the euthanasia decision; moral values and conflicting emotions in human-animal relationships.</p>		2 lectures
<p><b>PSYCHOLOGICAL ASPECTS OF PET LOSS</b> Psychological patterns of trauma associated with the loss of pets; the intensity of grief depending on different psychological factors; therapeutic and educational approaches in mourning for animals.</p>		One lecture

<p><b>8.2. PRACTICAL WORK</b> <b>Number of hours – 28</b></p>	<p>Theoretical presentation of practical works</p>	1 lab work (2 hours / work)
<p>Application of tools for assessing attachment to animals - collection of individual data, group activity: analysis and interpretation of results.</p>		2 lab works
<p>Presentation and analysis of significant resources of methods for investigating the associations between interaction with animals and the socio-emotional development of children; transfer and generalization; behavioral modeling.</p>		2 lab works
<p>Watching and analyzing video material on therapeutic approaches in the loss of pets - reflections and summary.</p>		2 lab works
<p>Critical analysis of the article and discussion of the concept "the link" Ascione, F.</p>		One lab work





<p>R., &amp; Shapiro, K. J. (2009). People and animals, kindness and cruelty: Research directions and policy implications. <i>Journal of Social Issues</i>, 65, 569-587. <a href="http://dx.doi.org/10.1111/j.1540-4560.2009.01614.x">http://dx.doi.org/10.1111/j.1540-4560.2009.01614.x</a>.</p>		
<p>Presentation of tools for assessing attitudes towards animals - discussions of scientific results on cross-cultural analysis, gender differences, religious beliefs, moral values.</p>		2 lab works
<p>Presentation of tools for evaluating the anthropomorphization trend - analysis of items, subscales, construct validity, psychometric properties.</p>		2 lab works
<p>Watching and critically analyzing the TED presentation x Ending the suffering of billions: Overcoming speciesism. <a href="https://www.youtube.com/watch?v=swI68y2oQ60">https://www.youtube.com/watch?v=swI68y2oQ60</a></p>		One lab work
<p>Presentation and discussion of psychological tools for assessing personality traits (eg Big Five): analysis of items, subscales, methods of using scores, analysis of associated variables in the context of HAI.</p>		2 lab works
<p><b>Compulsory bibliography:</b>  Lecture notes  Amiot, C. E., &amp; Bastian, B. (2015). Toward a psychology of human-animal relations. <i>Psychological Bulletin</i>, 141(1), 6-47.  Herzog, Hal. (2011). <i>Some we love, some we hate, some we eat: why it's so hard to think straight about animals</i>. New York, NY: Harper Perennial.  Rusu, A.S., Costea-Barlutiu, C., Turner, D.C. (2019). Interpersonal and Pet Attachment, Empathy toward Animals and Anthropomorphism: An Investigation of Pet Owners in Romania. <i>People and Animals: The International Journal of Research and Practice</i>, 2(1), 1-14.  Epley, N., Waytz, A., &amp; Cacioppo, J. T. (2007). On seeing human: A three-factor theory of anthropomorphism. <i>Psychological Review</i>, 114, 864-886.  Franklin, R. G., Jr., Nelson, A. J., Baker, M., Beeney, J. E., Vescio, T. K., Lenz-Watson, A., &amp; Adams, R. B., Jr. (2013). Neural responses to perceiving suffering in humans and animals. <i>Social Neuroscience</i>, 8, 217-227. <a href="http://dx.doi.org/10.1080/17470919.2013.763852">http://dx.doi.org/10.1080/17470919.2013.763852</a>  Allen, M. W., &amp; Ng, S. H. (2003). Human values, utilitarian benefits and identification: The case of meat. <i>European Journal of Social Psychology</i>, 33, 37-56.  Bandura, A. (1999). Moral disengagement in the perpetration of inhumanities. <i>Personality and Social Psychology Review</i>, 3, 193-209.  Archer, J., &amp; Monton, S. (2011). Preference for infant facial features in pet dogs and cats. <i>Ethology</i>, 117, 217-226.  Gosling, S. D., Carson, J. S., &amp; Potter, J. (2010). Personalities of self-identified "dog people" and "cat people." <i>Anthrozoös</i>, 23, 213-222.  Herzog, H. A. (2007). Gender differences in human-animal interactions: A review. <i>Anthrozoös</i>, 20, 7-21.  Horowitz, A. C., &amp; Bekoff, M. (2007). Naturalizing anthropomorphism: Behavioral prompts to our humanizing of animals. <i>Anthrozoös</i>, 20, 23-35.  Johansson, M., Karlsson, J., Pedersen, E., &amp; Flykt, A. (2012). Factors governing human fear of brown bear and wolf. <i>Human Dimensions of Wildlife</i>, 17, 58-74.  Joye, J., &amp; De Block, A. (2011). "Nature and I are two": A critical examination of the biophilia hypothesis. <i>Environmental Values</i>, 20, 189-215.  Lowe, S. R., Rhodes, J. E., Zwiebach, L., &amp; Chan, C. S. (2009). The impact of pet loss on the perceived social support and psychological distress of hurricane survivors. <i>Journal of Traumatic Stress</i>, 22, 244-247.  Öhman, A., &amp; Mineka, S. (2001). Fears, phobias, and preparedness: Toward an evolved module of fear and fear learning. <i>Psychological Review</i>, 108, 483-522.  Preston, S. D., &amp; de Waal, F. B. M. (2002). Empathy: Its ultimate and proximate bases. <i>Behavioral and Brain Sciences</i>, 25, 1-20.  Purkis, H. M., &amp; Lipp, O. V. (2009). Are snakes and spiders special? Acquisition of negative valence and modified attentional processing by non-fear-relevant animal stimuli. <i>Cognition &amp; Emotion</i>, 23, 430-452.  Randler, C., Hummel, E., &amp; Prokop, P. (2012). Practical work at school reduces disgust and fear of unpopular animals. <i>Society &amp; Animals</i>, 20, 61-74.  Serpell, J. A. (2002). Anthropomorphism and anthropomorphic selection— Beyond the "cute response." <i>Society &amp; Animals</i>, 10, 437-454.  Serpell, J. A. (2004). Factors influencing human attitudes to animals and their welfare. <i>Animal Welfare</i>, 13(Supp. 1), 145-151.  Signal, T. D., &amp; Taylor, N. (2007). Attitude to animals and empathy: Comparing animal protection and general community samples. <i>Anthrozoös</i>, 20, 125-130.  Templer, D. I., Connelly, H. J., Bassman, L., &amp; Hart, J. (2006). Construction and validation of an Animal-Human Continuity Scale. <i>Social Behavior and Personality</i>, 34, 769-776.  Zilcha-Mano, S., Mikulincer, M., &amp; Shaver, P. R. (2012). Pets as safe havens and secure bases: The moderating role of pet attachment orientations. <i>Journal of Research in Personality</i>, 46, 571-580.</p>		
<p><b>Optional bibliography:</b>  Anthrozoös journal. Available online: <a href="https://www.tandfonline.com/toc/rfan20/current">https://www.tandfonline.com/toc/rfan20/current</a>  WBI Study Repository – Human-Animal Interaction Collection. Available online: <a href="https://www.wellbeingintlstudiesrepository.org/humint/">https://www.wellbeingintlstudiesrepository.org/humint/</a>  European Commission. (2007). <i>Attitudes of EU citizens towards animal welfare</i> (Special Eurobarometer 270/Wave 66.1). Brussels, Belgium.  Aron, A., Aron, E. N., &amp; Smollan, D. (1992). Inclusion of Other in the Self Scale and the structure of interpersonal closeness. <i>Journal of Personality and Social Psychology</i>, 63, 596-612.  Lago, D., Kafer, R., Delaney, M., &amp; Connell, C. (1988). Assessment of favorable attitudes toward pets: Development and preliminary validation of self-report pet relationship scales. <i>Anthrozoös</i>, 1, 240-254.  Vittersø, J., Kaltenborn, B. P., &amp; Bjerke, T. (1998). Attachment to livestock and attitudes toward large carnivores among sheep farmers in Norway. <i>Anthrozoös</i>, 11, 210-217.  Knight, S., &amp; Herzog, H. (2009). All creatures great and small: New perspectives on psychology and human-animal interactions. <i>Journal of Social Issues</i>, 65, 451-461.  Vollum, S., Buffington-Vollum, J., &amp; Longmire, D. R. (2004). Moral disengagement and attitudes about violence toward animals. <i>Society &amp; Animals</i>, 12, 209-235.</p>		



**9. Corroborating the course content with the expectations of the epistemic community representatives, of the professional associations and of the relevant stakeholders in the corresponding field**

The course provides information with applicability in professional training in the field of specialization, in accordance with the National Register of Qualifications in Higher Education (<http://www.rncis.ro>)

**10. Assessment**

Type of activity	10.1. Assessment criteria	10.2. Assessment methods	10.3. Percentage of the final grade
<b>10.4. Lecture</b>	Use of discipline-specific language and evidence-based bibliographic references.	Written format	70%
<b>10.5. Seminar/Laboratory</b>	Project: Application of a psychological instrument presented in the lab works, discussion of the assessed variables and interpretation of the results, elaboration of recommendations for the use of the instrument in a research plan.	Presentation of the project in a template indicated by the teacher.	30%

**10.6. Minimum performance standards**

Learning scientific information and specialized language from the course and practical work at a medium level.  
Obtaining the final average for passing the checks on the way is a condition of passability.

<sup>1</sup> Education levels- choose of the three options: Bachelor/\* Master/Ph.D.

<sup>2</sup> Discipline status (content)- for the undergraduate level, choose one of the options:- **FD** (fundamental discipline), **BD** (basic discipline), **CS** (specific disciplines-clinical sciences), **AP** (specific disciplines-animal production), **FH** (specific disciplines-food hygiene), **UO** (disciplines based on the university's options).

<sup>3/</sup> Discipline status (compulsoriness)- choose one of the options – **CD** (compulsory discipline) **OD** (optional discipline) **ED** (elective discipline).

<sup>4</sup> One credit is equivalent to 25-30 hours of study (teaching activities and individual study).

<sup>5/\*</sup> Disciplines: AK- Advanced knowledge, CT- Complementary Training, S- Synthesis

Filled in on  
.....

Course coordinator  
**Assoc. prof. Alina Simona Rusu PhD**

Laboratory work/seminar coordinator  
**Assoc. prof. Alina Simona Rusu PhD**

Subject coordinator  
.....

Approved by the  
Department on  
.....

Head of the Department  
**Assoc prof. Constantinescu Radu PhD**

.....

Approved by the Faculty  
Council on  
.....

Dean  
**Prof. Dezmarean Daniel PhD**

.....



No. \_\_\_\_\_ of \_\_\_\_\_

## SUBJECT OUTLINE

### 1. Information on the programme

1.1. Higher education institution	University of Agricultural Sciences and Veterinary Medicine of Cluj-Napoca
1.2. Faculty	Animal Science and Biotechnologies
1.3. Department	
1.4. Field of study	Animal Science
1.5. Education level	Master
1.6. Specialization/ Study programme	Ethology and human-animal interaction
1.7. Form of education	Full time

### 2. Information on the discipline

2.1. Name of the discipline	<b>Fundamental Skills for Anthrozoology (0312010105)</b>							
2.2. Course coordinator	<b>Lecturer Jurco Eugen Claudiu PhD</b>							
2.3. Seminar/ laboratory/ project coordinator	<b>Lecturer Jurco Eugen Claudiu PhD</b>							
2.4. Year of study	<b>1</b>	2.5. Semester	<b>1</b>	2.6. Type of evaluation	<b>E</b>	2.7. Discipline status	Content <sup>2</sup>	FD
							Compulsoriness <sup>3</sup>	CD

### 3. Total estimated time (teaching hours per semester)

3.1. Hours per week – full time programme	3	out of which: 3.2. lecture	1	3.3. seminar/ laboratory/ project	2
3.4. Total number of hours in the curriculum	42	Out of which: 3.5. lecture	14	3.6. seminar/laboratory	28
<b>Distribution of the time allotted</b>					hours
<b>3.4.1. Study based on book, textbook, bibliography and notes</b>					25
<b>3.4.2. Additional documentation in the library, specialized electronic platforms and field</b>					30
<b>3.4.3. Preparing seminars/ laboratories/ projects, subjects, reports, portfolios and essays</b>					20
<b>3.4.4. Tutorials</b>					-
<b>3.4.5. Examinations</b>					2
<b>3.4.6. Other activities</b>					6
3.7. Total hours of individual study	83				
3.8. Total hours per semester	125				
3.9. Number of credits <sup>4</sup>	5				

### 4. Prerequisites (is applicable)

4.1. curriculum-related	Biology, Psychology
4.2. skills-related	The student must have knowledge about structure and general functioning of the animal body

### 5. Conditions (if applicable)

5.1. for the lecture	The course is interactive, students can ask questions regarding the content of lecture. Academic discipline requires compliance with the start and end of the course. We do not allow any other activities during the lecture, mobile phones will be turned off. In the case of the didactic activity carried out on-line, the teaching methods will be adapted.
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5.2. for the seminar/ laboratory/ project	During practical works, each student will develop an individual activity with laboratory materials and animals (made available in the book that describes the laboratory work). Academic discipline is imposed throughout the course of practical works. In the case of the didactic activity carried out on-line, the teaching methods will be adapted.
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## 6. Specific competences acquired

Professional competences	Students will demonstrate skills in animal handling and restraint and use safety procedures in working with animals.
Transversal competence	- Students will know how to interpreting an Animal's Body Language and Behavior of small and large animals

## 7. Course objectives (based on the list of competences acquired)

7.1. Overall course objective	Awareness of importance of animals in human lives and provide basic knowledge in the field of animal handling and restraint.
7.2. Specific objectives	To know the role of animals Skills to handling small animals Skills to handling large farm animals To know how to apply restraint techniques for animals To understand and use safety procedures in working with animals

## 8. Content

<b>8.1. LECTURE</b> <b>Number of hours – 14</b>  Biosecurity and personal equipment for safe handling and restraint of animals (1 h) Animals and society. Importance of animals in human Lives (1h) The human-meat relationship (1h) Safety procedures in working with animals (1h) Environment, housing, and management (1h) The basics of animal handling (1h) Interpreting an animal's body language and behavior (1h) Animal procurement and transportation (1h) Small animal handling skills (2h) Handling large farm animals (2h) Restraint techniques and implications for welfare (1h) Stress and implications for handling and restraint (1 h)	Teaching methods  Lecture	Notes  1 lecture = 1 hour
<b>8.2. PRACTICAL WORK</b> <b>Number of hours – 28</b>  Protection measures and safety techniques (2h) Safety procedures in working with animals (2h) The animal body (2h) Types and tools of restraint (2h)	Theoretical presentation of practical works	1 lab work (2 hours / work)



Planning the restraint procedure (2h) Handling techniques for examining and assessing small animals (2h) Handling techniques for examining and assessing large farm animals (2h) Restraining (controlling) small and large ruminants (4h) Handling and restraining pigs and poultry (2h) Restrain horses, donkeys and mules (2h) Restraint Techniques for small animals (2h) Body response to stress stimulation (2 h) Keys to good handling and restraint of all animals (2 h).		
<i>Compulsory bibliography:</i> - <i>Course notes</i> 1. Stella J. Chapman – Safe Handling and Restraint of Animals: A Comprehensive Guide, Wiley Blackwell, 2018		
<i>Optional bibliography:</i>		

**9. Corroborating the course content with the expectations of the epistemic community representatives, of the professional associations and of the relevant stakeholders in the corresponding field**

A good collaboration with the Animal Breeders Associations will be consolidated.
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**10. Assessment**

Type of activity	10.1. Assessment criteria	10.2. Assessment methods	10.3. Percentage of the final grade
<b>10.4. Lecture</b>	Level of knowledge	Exam	60%
<b>10.5. Seminar/Laboratory</b>	Quality of presentation	Practical exam	40%
<b>10.6. Minimum performance standards</b>			
Mastery of information transmitted through lectures and practical works at an acceptable level. Obtaining the passing note 5 (five) is a condition of promovability.			

<sup>1</sup> Education levels- choose of the three options: Bachelor/\* Master/Ph.D.

<sup>2</sup> Discipline status (content)- for the undergraduate level, choose one of the options:- **FD** (fundamental discipline), **BD** (basic discipline), **CS** (specific disciplines-clinical sciences), **AP** (specific disciplines-animal production), **FH** (specific disciplines-food hygiene), **UO** (disciplines based on the university's options).

<sup>3/</sup> Discipline status (compulsoriness)- choose one of the options – **CD** ( compulsory discipline) **OD** (optional discipline) **ED** ( elective discipline).

<sup>4</sup> One credit is equivalent to 25-30 hours of study (teaching activities and individual study).

<sup>5/\*</sup> Disciplines: AK- Advanced knowledge, CT- Complementary Training, S- Synthesis

Filled in on  
September 24, 2021

Course coordinator  
**Lecturer Jurco Eugen Claudiu PhD**

Laboratory work/seminar coordinator  
**Lecturer Jurco Eugen Claudiu PhD**

Approved by the  
Department on  
.....

Head of the Department  
Prof.dr.eng. Camelia Răducu

Approved by the Faculty  
Council on  
.....

Dean  
Prof.dr.eng. Dan Dezmirean

**COURSE DESCRIPTION****1. General data**

1.1. Higher Education Institution	University of Agricultural Science and Veterinary Medicine by Cluj-Napoca
1.2. Faculty	Animal Husbandry and Biotechnology
1.3. Department	Fundamental Sciences - Biotechnology
1.4. Domain of study	Animal Science
1.5. Level of study <sup>1)</sup>	Post graduate
1.6. Specialization/ Program of study	Animal Science
1.7. Form of teaching	Day

**2. Characteristics of the course**

2.1. Name of the course	Animal Behaviour and Animal Welfare 2							
2.2. Course leader	Lecturer Ph.D. CRISTINA HEGEDUS							
2.3. Coordinator of the laboratory/seminars activity	Lecturer Ph.D. CRISTINA HEGEDUS							
2.4. Year of study	I	2.5. Semester	II	2.6. Type of Evaluation	Continuously	2.7. Course regime	Content <sup>2</sup>	DS
							Level of compulsory <sup>3</sup>	DI

**3. Total estimated time (hours/semester for the teaching activities)**

3.1. Number of hours/week- frequency form	3	Of which: 3.2. course	2	3.3. seminar/ laboratory/ project	1
3.4. Total hours in the teaching curricula	42	Of which: 3.5. course	14	3.6. seminar/laboratory	28
<b>Distribution of time</b>					hours
3.4.1. Study based on hand book, notes, bibliography					30
3.4.2. Extra documentation in the library, on specific electronic platforms and on field					20
3.4.3. Prepare the seminars / laboratories / projects, theme, essays, reports, portofolio					20
3.4.4. Tutorial					10
3.4.5. Examination					3
3.4.6. Other activities					-
3.7. Total hours of individual study	83				
3.8. Total hours on semester	125				
3.9. Number of ECTS <sup>4</sup>	5				

**4. Pre-conditions (where is the case)**

4.1. of curriculum	Anatomy, Physiology, Ecology, Microbiology, Pathology
4.2. of competences	Ethology, Animal psychology

**5. Conditions (where is the case)**

5.1. of course development	The lecture is completed as support of understanding with suggestive images for exemplification certain points provided in the program and for capturing the attention; It is interactive, through which students can express their opinion on the subject approached, with exemplification of given response; At the end of the course are addressed short summary questions, quiz, related with the presented topics
5.2. of seminar/laboratory/project development	Wearing the coat as protection is compulsory. The laboratory is equipped with appliances and devices, chemical reagents, microscope, laptop, projector and software - Power Point, Word.

## 6. Specific competences gained

Professional competences	<p>To understand and recognize the environment with the greatest impact on animal behavior and welfare</p> <p>To acquire knowledge and be able to understand the body language of animals in relation to the environment in which they live</p> <p>To acquire the minimum necessary knowledge regarding the repercussions that the oscillations of the medial parameters exert on the health of the fish</p>
Transversal competences	<p>Be able to develop interests and think action to redress the deficiencies caused by the environment in which the animals lives</p> <p>Ability to apply learned techniques, to analyze and asses of environmental factors and to take decisions in the each steps of preparing a scientific paper or their the diploma paper preparation</p> <p>To show concern for professional education and training using all the information resources, and to be able to collaborate with other colleague, to have positive relationship which came in contact</p>

## 7. Subject Objectives (as a result of the specific competences gained)

7.1. Subject general objective	<p>Understanding the concept of welfare and evaluating the behavior of animals, based on the 5 freedoms, which denotes their quality of life.</p> <p>Training of practical skills for assessing the welfare conditions of animals and fish</p>
7.2. Specific objective	<p>Identification of components related to shelter construction or environmental factors that induce changes in animal , fish behavior and affect welfare</p>

## 8. Content

8.1. LECTURE Number of hours – 14	Methods of teaching	Observations
<p>Introduction lecture. The place of animal in human society Animal welfare and protection: general principles, ethical, moral, legislative motivation :</p>	Lecture presentation ppt	1 lecture-1 hour
<p>Assessing the quality of welfare and behavior in farm animals in terms of the 5 freedoms. General considerations. The 5 freedoms and contradictions in animal farms. Stress and stressors. General considerations Stress versus animal welfare and behavior. Human–Animal Interactions and Animal Stress</p>	Lecture presentation ppt	3 lecture- 3 hours
<p>Animal farm environment , welfare and health</p>	Lecture presentation ppt	4 lecture- 4 hours
<p>Introduction in welfare and behaviour of laboratory animals in relation to the environment</p>	Lecture presentation ppt	1 lecture-1 hour
<p>Introduction in body language for dog and cat</p>	Lecture presentation ppt	3 lecture- 3 hours
<p>Handling, Transport and Humane Control of Domestic Animals</p>	Lecture presentation ppt	2 lecture-2 hours

<p><b>8.2.PRACTICAL WORK</b>  <b>Number of hours –28</b>  Determination and recording of temperature and humidity. Determination of thermal stress in animals</p> <p>Determination of wind speed and air flow  Determination of chemical parameters of air: CO<sub>2</sub>, NH<sub>3</sub> and H<sub>2</sub>S</p> <p>Air dust and aeromicroflora</p> <p>Assessment and calculation of area and air volume necessary inside on the shelters depending on species and age categories. Assessment of lighting shelters</p> <p>Calculation of air volume in natural ventilation after CO<sub>2</sub>, humidity</p> <p>The calculation of the area of air inlet and chimney for removal de noxious gas  Artificial ventilation shelters. Volume calculation of air</p> <p>Assessment of housing and welfare, health status of farm animals using different chart (scores) as tools.  Theoretical improvement measures</p> <p>Bibliographic paper</p>	<p>Lecture  Presentation the apparatus and devices  Practical demonstration</p> <p>Lecture  Presentation the apparatus and devices  Practical demonstration</p> <p>Lecture  Practical demonstration</p> <p>Lecture  Presenting the calculation procedures</p> <p>Lecture  Presenting the calculation</p> <p>Lecture  Presenting the calculation</p> <p>Chart, photos, interpretation</p> <p>Oral presentation of the project</p>	<p>1 practical work – 2 hours</p> <p>1 practical work – 2 hours</p> <p>1 practical work –2 hours</p> <p>1 practical work –2 hours</p> <p>1 practical work – 2 hours</p> <p>2 practical work – 4 hours</p> <p>4 practical work –8 hours</p> <p>2 hours</p>
<p><i>Compulsoru bibliography:</i></p> <ol style="list-style-type: none"> <li>Banhazi Thomas, Andres Aland, Jörg Hartung (2018)- Air quality and livestock farming . CRC Press/Balkema. ISBN: 978-1-138-02703-9 (Hbk), ISBN: 978-1-315-73833-8 (eBook)</li> <li>Broom Donald M.and Andrew F. Fraser (2015).Domestic animal behaviour and welfare 5th ed. CAB International, ISBN 978-1-78067-563-6</li> <li>Cristina El Mahdy (2018)The diamond of well-being, the ABC of hygiene and comfort in cattle. ed. Napoca Star, Cluj Napoca,ISBN 978-606-690-740-8,CIP 636.09, pg.482</li> <li>Cristina I., El Mahdy (2020) Importance of Fresh Water for Livestock. In: Goldstein, M.I., DellaSala, D.A. (Eds.), Encyclopedia of the World's Biomes, vol. 4. Elsevier, pp. 29–34, ISBN: 9780128160961</li> <li>McMillan Franklin (2020) Mental health and well-being in animals. Second edition. CABI. ISBN 9781786393425 (ebook)</li> <li>Moberg G.P. and J.A. Mench (2000). The Biology Of Animal Stress. Basic Principles And Implications For Animal Welfare. Ed. CAB International, ISBN 0-85199-359-1</li> <li>Nielse Birte (2020) Asking Animals An Introduction to Animal Behaviour Testing. Ed. CABI, ISBN 9781789240627</li> <li>Simona Pașcalău, Cristina El Mahdy (2017)- Growth of hens for consumption eggs, ed. Napoca Star Cluj Napoca,ISBN 978-606-690-593-0, pg.129</li> <li>Temple Grandin (2019)- Livestock handling and transport.5th edition.   Wallingford, Oxfordshire, UK ; Boston, MA : CABI, [2019], ISBN 9781786399175 (epdf)</li> </ol>		
<p><i>Facultative bibliography:</i></p> <ol style="list-style-type: none"> <li>Tomecek Stephen M. (2009). Animal Behavior: Animal Communication. ISBN 978-1-60413-091-1</li> <li>Yeates James (2019) Companion animal care and welfare: the UFAW companion animal handbook. ED. Wiley-Blackwell, ISBN 9781118688793</li> <li>Eadie Edward N. (2011) Education For Animal Welfare. Ed Springer. ISSN 1572-7408, ISBN 978-3-642-16813-0, DOI 10.1007/978-3-642-16814-7</li> </ol>		



**9. Corroboration of the subject content with the expectations of the epistemic communities` representatives,of the professional associations and representatives employers in the domain**

The content of the discipline presents topics of interest in terms of animal welfare that are also found in the curricula of other universities in the country and abroad.

**10. Evaluation**

Type of activity	10.1. Assessment criteria	10.2. Assessment methods	10.3. Percentage of the final grade
<b>10.4. Lecture</b>	Basic principles in the recognition and appreciation of full, poor and very poor animal welfare indices	Oral exam	50%
<b>10.5. Laboratory</b>	Identifying animal welfare according to behavior	Practical exam	30%
	Preparation of a bibliographic paper to the discipline according to the proposed topics	Oral presentation of the project	20%
<p><b>10.6.Minimal standard of performance</b>                      From baggage of their acquired knowledge (theoretical and practical), the student have to be able to use specific terms and respond to some questions with applicative character in a satisfactory manner.</p>			

<sup>1</sup> level of study – to be chosen one of the following – Bachelor /Post graduate/Doctoral

<sup>2</sup> Course regime (content)- for bachelor level it will be chosen one of the following - **DF** (fundamental subject), **DD** (subject in teh domain), **DS** (specific subject ), **DC** (complementary subject).

<sup>3</sup> Course regime ( compulsory level)- to be chosen one of the following – **DI** (compulsory subject) **DO** ( Optional subject) **DFac** ( Facultative subject).

<sup>4</sup> One ECTS is equivalent with 25-30 de hours of study (didactical and individual study).

Filled in on  
24.09.2021

Course coordinator  
Lecturer Ph.D CRISTINA HEGEDŪS

Laboratory work/seminar coordinator  
Lecturer Ph.D CRISTINA HEGEDŪS

Approved by the  
department on  
.....

Head of the Department  
Assist professor.Ph.D. RADU CONSTANTINESCU



## SUBJECT OUTLINE

### 1. Information on the programme

1.1. Higher education institution	University of Agricultural Sciences and Veterinary Medicine of Cluj-Napoca
1.2. Faculty	Animal Science and Biotechnologies
1.3. Department	Fundamental sciences
1.4. Field of study	Animal Science
1.5. Education level	Master
1.6. Specialization/ Study programme	<b>Ethology and human-animal interactions</b>
1.7. Form of education	Full time

### 2. Information on the discipline

2.1. Name of the discipline	<b>Animal Cognition and Consciousness</b>							
2.2. Course coordinator	<b>Assoc. prof. Alina Simona Rusu PhD</b>							
2.3. Seminar/ laboratory/ project coordinator	<b>Assoc. prof. Alina Simona Rusu PhD</b>							
2.4. Year of study	I	2.5. Semester	I	2.6. Type of evaluation	summative	2.7. Discipline status	Content <sup>2</sup>	FD
							Compulsoriness <sup>3</sup>	CD

### 3. Total estimated time (teaching hours per semester)

3.1. Hours per week – full time programme	2	out of which: 3.2. lecture	1	3.3. seminar/ laboratory/ project	1
3.4. Total number of hours in the curriculum	28	Out of which: 3.5. lecture	14	3.6. seminar/laboratory	14
<b>Distribution of the time allotted</b>					hours
3.4.1. Study based on book, textbook, bibliography and notes					30
3.4.2. Additional documentation in the library, specialized electronic platforms and field					20
3.4.3. Preparing seminars/ laboratories/ projects, subjects, reports, portfolios and essays					35
3.4.4. Tutorials					10
3.4.5. Examinations					2
3.4.6. Other activities					
3.7. Total hours of individual study	97				
3.8. Total hours per semester	125				
3.9. Number of credits <sup>4</sup>	5				

### 4. Prerequisites (if applicable)

4.1. curriculum-related	
4.2. skills-related	

### 5. Conditions (if applicable)

5.1. for the lecture	The course is interactive, students can ask questions regarding the content of lecture. Academic discipline requires compliance with the start and end of the course. We do not allow any other activities during the lecture, mobile phones will be turned off.
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5.2. for the seminar/ laboratory/ project	During practical works, each student will develop an individual activity with laboratory materials (made available in the book that describes the laboratory work). Academic discipline is imposed throughout the course of practical works.
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### 6. Specific competences acquired

Professional competences	Understanding, critical analysis and application of scientific research methods on the evolution and operationalization of consciousness and cognitive processes in animals, with applicability in the integrative understanding of animal behavior patterns and responsible human-animal interactions. Ability to access scientific sources in terms of experimental models and interpretive frameworks of the concepts addressed. Ability to present in an applicative manner some topics associated with the discipline.
Transversal competences	Trans- and interdisciplinary thinking skills, through the analytical presentation of models from different disciplines in the scientific study and interpretation of cognitive processes and consciousness in animals, as well as planning interventions to manage human-animal interactions in accordance with understanding these concepts. Abilities to analyze the applicability of the models presented in the professional training in the direction of optimizing the human-animal interaction and increasing the quality of life.

### 7. Course objectives (based on the list of competences acquired)

7.1. Overall course objective	Deepening of the understanding and using of working definitions from a comparative perspective of cognitive processes, intelligence, attention, reasoning, decision-making mechanisms and animal consciousness, in relation to social and environmental challenges.
7.2. Specific objectives	<ul style="list-style-type: none"> <li>• Analysis of experimental and observational methods for approaching cognitive processes and consciousness, with emphasis on the importance of interpretations in the ecological context of mental processes in animals.</li> <li>• The use of interpretive perspectives on animal consciousness based on the analysis of ways of communication and information processing.</li> </ul>

### 8. Content

<p><b>8.1.LECTURES</b> <b>Number of hours – 14</b></p> <p><b>COMPARATIVE COGNITION - OPERATIONS</b> Presentation of concepts and experimental models on animal cognition and consciousness; working definitions of the field of comparative cognition; approaching animal consciousness from an adaptive / evolutionary perspective; tests of adaptive explanations.</p> <p><b>PERCEPTUAL WAYS AND ATTENTION PROCESSES IN ANIMALS</b> Sensory systems specialized in processing environmental and social stimuli; methods of analysis and interpretation of perceptions in animals; psychophysiological correlates; signal detection and multisensory processing theory; object processing; attentional animal processes and study methods in laboratory, semi-natural and wild conditions.</p> <p><b>ANIMAL LEARNING: QUESTIONS HOW AND WHY</b> General processes and adaptive and functional specializations; learning analysis frameworks - inter-, trans- and multidisciplinary perspectives; the evolution and dynamics of learning processes; types of conditioning and associative learning; elements of neuroplasticity and epigenetics in understanding learning; familizarea; perceptual learning; imprinting in ontogenetic development.</p>	Teaching methods  lecture, heuristic conversation, explanation	Notes 1 lecture = 2 hours  One lectures  2 lectures  2 lecture
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<p><b>ANIMAL LEARNING AND SOCIAL COGNITION</b> Behavioral ecology of social learning; social learning mechanisms; use of tools in animals; artifact construction; mechanisms of cultural transmission of information - scientific investigations into different species; individual recognition; expressing social emotions; prosocial behaviors - the evolution of altruism and morality.</p> <p><b>MEMORY - ANIMAL PROCESSES AND CIRCUITS IN ANIMALS</b> Memory operationalization and memory categories; methods for studying mnemonic processes in animals; adaptive specializations of memory - differences between species; mnemonic contents.</p> <p><b>SPACE EXPLORATION STRATEGIES AND PERCEPTION OF TIME IN ANIMALS</b> Mechanisms of spatial orientation in animals; benefits social organization in spatial exploration depending on the ecological context; risk assessment based on the cost-benefit equation at the fitness level; integration of spatial information; spatial cognitive maps; circadian rhythms; time interval characteristics (timing interval); quantity assessment skills - experimental studies.</p> <p><b>SYMBOLIC COMMUNICATION AND THE EVOLUTION OF LANGUAGE</b> Approaches in the study of symbolic communication in animals; intra-group and out-of-group communication strategies; natural communication systems; forming and encoding concepts; individual animal signatures; alliance formation theory and language evolution; communication in situations of human-animal interactions.</p> <p><b>THEORIES REGARDING THE EVOLUTION OF THE MIND IN ANIMALS</b> Neuro-physiological indicators of thinking ability; Explanations of cognitive ethology; modularity of mind; intentions and intentionality; mind theory; the social theory of the intellect; perspectives from evolutionary psychology "the adapted mind"; anthropocentrism and anthropomorphization - implications in the interpretation of mental processes in animals.</p> <p><b>EMOTIONS, AFFECTIONS AND INTRAPSYCHIC PROCESSES IN ANIMALS</b> Adaptive functions of emotions; neuro-psycho-physiological circuits involved in positive effects on animals; universality of emotions; anthroponegenic selection in modeling perceptions and expression of emotions; the phenomena of self-deception and deceptive behaviors - adaptive explanations; neuro-physiological and behavioral correlations of emotional disorders in animals.</p>		<p>2 lectures</p> <p>One lectures</p> <p>One lecture</p> <p>Two lectures</p> <p>One lectures</p> <p>2 lectures</p>
<p><b>8.2. PRACTICAL WORK</b> <b>Number of hours –14</b></p> <p>Observational and experimental methods in the analysis of cognitive processes in mammals, self-awareness - Examples of scientific studies conducted in the Family Dog Project, Animal Cognition Lab</p> <p>Observational and experimental methods in the analysis of cognitive processes in birds - Examples of scientific studies conducted at Corvid Lab Vienna University <a href="https://cogbio.univie.ac.at/research/research-groups/corvid-lab/">https://cogbio.univie.ac.at/research/research-groups/corvid-lab/</a> and <a href="http://www.pigeon.psy.tufts.edu">http://www.pigeon.psy.tufts.edu</a> / AVC / emmertont /</p>	<p>Theoretical presentation of practical works</p>	<p>1 lab work (2 hours / work) 2 lab works</p> <p>2 lab works</p> <p>2 lab works</p>



<p>Familiarization with DogFACS and CatFACS animal emotion coding systems - analysis of videos filmed by students using the FACS system.</p> <p>Analysis of scientific studies and reports on the use of tools in animals - critical analysis and reflections on functions in the context of interaction with the environment - e.g. <a href="https://www.sciencedirect.com/science/article/pii/S0960982210011607">https://www.sciencedirect.com/science/article/pii/S0960982210011607</a></p> <p>Behaviors related to attachment and expression of emotional states in animals - viewing and analysis of TED x Talks / documentation and critical analysis of several papers in the field.</p> <p>Social learning, information manipulation and animal theory of mind (ToM) - analysis of research projects - e.g. Center for Social Learning and Cognitive Evolution</p> <p>Research in the field of cognitive processes and consciousness in primates in wild conditions - examples of research projects - Frans de Waal <a href="https://www.emory.edu/LIVING_LINKS/people/dewaal.shtml">https://www.emory.edu/LIVING_LINKS/people/dewaal.shtml</a></p> <p>Behavioral indicators of positive effects in human-animal interactions - examples of scientific studies and the method of cognitive enrichment (cognitive enrichment) applied in animal welfare.</p>		<p>One lab work</p> <p>One lab work</p> <p>2 lab works</p> <p>2 lab works</p> <p>2 lab works</p>
<p><b>Compulsory bibliography:</b> Lecture notes</p> <ul style="list-style-type: none"> <li>Birch, J., Schnell, A., &amp; Clayton, N. (2020). <b>Dimensions of Animal Consciousness</b>. Trends in cognitive sciences, 24 (10), 789-801.</li> <li>Boissy, A., &amp; Erhard, H.W. (2014). How Studying Interactions Between Animal Emotions, Cognition, and Personality Can Contribute to Farm Animal Welfare. In Genetics and the Behaviour of Domestic Animals. Second Edition, Academic Press. Pages 81-113.</li> <li>Shettleworth, S.J. (2102). Do animals have insight and what is insight anyway? <i>Canadian Journal of Experimental Psychology</i>, 666, 217-226.</li> <li>Humphrey, T., Proops, L., Forman, J. <i>et al.</i> (2020). The role of cat eye narrowing movements in cat-human communication. <i>Sci Rep</i> 10, 16503, <a href="https://doi.org/10.1038/s41598-020-73426-0">https://doi.org/10.1038/s41598-020-73426-0</a></li> <li>Dugatkin, L.A. (2019). Principles of Animal Behavior. Forth Edition.</li> <li>Pennartz, C. M. A., Farisco, M., &amp; Evers, K. (2019). Indicators and criteria of consciousness in animals and intelligent machines: A new approach. <i>Frontiers in Systems Neuroscience</i>, 13, Article 25. <a href="https://doi.org/10.3389/fnsys.2019.00025">https://doi.org/10.3389/fnsys.2019.00025</a></li> <li>Budaev, S., Jørgensen, C., Mangel, M., Eliassen, S., Giske, J. (2019). Decision-making from the animal perspective: Bridging ecology and subjective cognition. <i>Frontiers in Ecology and Evolution</i>, 7, 164, doi: <a href="https://doi.org/10.3389/fevo.2019.00164">10.3389/fevo.2019.00164</a>.</li> <li>Family Dog Project: <a href="https://familydogproject.elte.hu/">https://familydogproject.elte.hu/</a></li> <li><b>CatFACS</b>: Caeiro, C.C., Burrows, A.M., Waller, B.M., 2017. Development and application of CatFACS: Are human cat adopters influenced by cat facial expressions? <i>Applied Animal Behaviour Science</i> 189, 66–78.</li> <li><b>DogFACS</b>: Waller, B.M., Peirce, K., Caeiro, C.C., Scheider, L., Burrows, A.M., McCune, S., &amp; Kaminski, J. (2013). Paedomorphic facial expressions give dogs a selective advantage. <i>PLoS one</i>, 8 (12), e82686.</li> </ul> <p><b>EquiFACS</b>: Wathan, J., Burrows, A.M., Waller, B.M., McComb, K., 2015. EquiFACS: The Equine Facial Action Coding System. <i>PLoS ONE</i> 10, e0131738.</p>		
<p><b>Optional bibliography</b></p> <p>Boly, M., Seth, A. K., Wilke, M., Ingmundson, P., Baars, B., Laureys, S. (2013). Consciousness in humans and non-human animals: recent advances and future directions. <i>Front. Psychol.</i> 4:625. PMID: 24198791 <a href="https://doi.org/10.3389/fpsyg.2013.00625">https://doi.org/10.3389/fpsyg.2013.00625</a></p> <p>de Waal, F.B.M. (2009). Animal emotions. In: <i>Oxford Companion to the Affective Sciences</i>. D. Sander &amp; K. R. Scherer (Eds.), pp. 33-36. Oxford: Oxford University Press.</p> <p>Frans de Waal TED x talks on reconciliation and social life of primates: <a href="https://www.ted.com/speakers/frans_de_waal">https://www.ted.com/speakers/frans_de_waal</a></p> <p>Online Resources for Animal Behavior Students: <a href="http://www.animalbehaviorsociety.org/web/applied-behavior-resources.php">http://www.animalbehaviorsociety.org/web/applied-behavior-resources.php</a></p> <p>Public educational platform for understanding Evolutionary Biology/ Evolution Matters: <a href="https://eseb.org/evolution/">https://eseb.org/evolution/</a></p> <p>Gácsi, M., Miklódi, Á, Varga, O., Topál, J. &amp; Csányi, V. Are readers of our face readers of our minds? Dogs (<i>Canis familiaris</i>) show situation-dependent recognition of human's attention. <i>Anim. Cogn.</i> 7, 144–153 (2004).</p> <p>Proctor, H. S. &amp; Carder, G. Measuring positive emotions in cows: do visible eye whites tell us anything?. <i>Physiol. Behav.</i> 147, 1–6 (2015).</p> <p>Hintze, S., Smith, S., Patt, A., Bachmann, I. &amp; Würbel, H. Are eyes a mirror of the soul? What eye wrinkles reveal about a horse's emotional state. <i>PLoS ONE</i> 11, e0164017 (2016).</p>		

**9. Corroborating the course content with the expectations of the epistemic community representatives, of the professional associations and of the relevant stakeholders in the corresponding field**

The course provides information with applicability in professional training in the field of specialization, in accordance with the National Register of Qualifications in Higher Education (<http://www.rncis.ro>)



## 10. Assessment

Type of activity	10.1. Assessment criteria	10.2. Assessment methods	10.3. Percentage of the final grade
<b>10.4. Lecture</b>	Use of discipline-specific language and evidence-based bibliographic references.	Test Oral/Written format *by choice	70%
<b>10.5. Seminar/Laboratory</b>	Making a report with three analyzes of videos on the identification of emotions in three species of animals, based on the use of the FACS system.	Presentation of the project in a template indicated by the teacher.	30%
<b>10.6. Minimum performance standards</b>			
Mastery of information transmitted through lectures and practical works at an acceptable level. Obtaining the passing note 5 (five) is a condition of promovability.			

<sup>1</sup> Education levels- choose of the three options: Bachelor/ \* Master/Ph.D.

<sup>2</sup> Discipline status (content)- for the undergraduate level, choose one of the options:- **FD** (fundamental discipline), **BD** (basic discipline), **CS** (specific disciplines-clinical sciences), **AP** (specific disciplines-animal production), **FH** (specific disciplines-food hygiene), **UO** (disciplines based on the university's options).

<sup>3/</sup> Discipline status (compulsoriness)- choose one of the options – **CD** ( compulsory discipline) **OD** (optional discipline) **ED** ( elective discipline).

<sup>4</sup> One credit is equivalent to 25-30 hours of study (teaching activities and individual study).

<sup>5/</sup>\* Disciplines: AK- Advanced knowledge, CT- Complementary Training, S- Synthesis

Filled in on  
.....

Course coordinator  
**Assoc. prof. Alina Simona Rusu PhD**

Laboratory work/seminar coordinator  
**Assoc. prof. Alina Simona Rusu PhD**

Subject coordinator  
.....

Approved by the  
Department on  
.....

Head of the Department  
**Assoc prof. Constantinescu Radu PhD**  
.....

Approved by the Faculty  
Council on  
.....

Dean  
**Prof. Dezmirean Daniel PhD**  
.....



No. \_\_\_\_\_ from \_\_\_\_\_

USAMV form 0312010109

## SUBJECT OUTLINE

### 1. Information on the programme

1.1. Higher education institution	University of Agricultural Sciences and Veterinary Medicine of Cluj-Napoca
1.2. Faculty	Animal Husbandry and Biotechnologies
1.3. Department	Department 2 – Technological Sciences – Animal Husbandry
1.4. Field of study	Animal Science
1.5. Cycle of study <sup>1</sup>	Master
1.6. Specialization / Study programme	Ethology and Human-Animal Interaction
1.7. Form of education	Full time

### 2. Information on the discipline

2.1. Name of the discipline	Academic Ethics and Ethics Applied to Animal Research		
2.2. Course coordinator	Lecturer Mihai Șuteu, PhD		
2.3. Seminar / laboratory / project coordinator	Lecturer Mihai Șuteu, PhD		

3.1. Hours per week – full time programme	2	Out of which: 3.2. lecture	2	3.3. seminar/ laboratory/ project					
3.4. Total number of hours in the curriculum	28	Out of which: 3.5. lecture	28	3.6. seminar/laboratory					
<b>Distribution of the time allotted</b>					hours				
3.4.1. Study based on book, textbook, bibliography and notes					20				
3.4.2. Additional documenting in the library, specialized electronic platforms and field					30				
3.4.3. Preparing seminars / laboratories / projects, subjects, reports, portfolios and essays					40				
3.4.4. Tutorials					10				
3.4.5. Examinations					2				
3.4.6. Other activities					-				
3.7. Total hours of individual study	23								
3.8. Total hours per semester	125								
3.9. Number of credits <sup>4</sup>	5								
2.4. Year of study	I	2.5. Semester	I	2.6. Type of evaluation	Periodical	2.7. Discipline status	Content <sup>2</sup>	UO	
								Compulsoriness <sup>3</sup>	CD

### 3. Total estimated time (teaching hours per semester)

### 4. Prerequisites (is applicable)

4.1. curriculum-related	Not applicable
4.2. skills-related	Not applicable

### 5. Conditions (if applicable)

5.1. for the lecture	This academic discipline requires compliance with the start and end of the session duration. The course is interactive, students can ask questions regarding the content. We do not allow any other activities during the lecture, mobile phones will be powered off.
5.2. for the seminar/ laboratory/ project	



## 6. Specific competences acquired

Professional competences	Students will gain competences specific to academic ethics and academic integrity. This course will enable students to develop academic papers (papers, projects, essays, theses and dissertations) according to the latest standards in the field. The course will allow students to search electronic databases to identify the latest developments in the field, to manage bibliographic references and to use them in accordance with national and international laws on plagiarism. The overall objective is to train students to use these competences in their professional and moral development.
Transversal competences	We aim to develop competences related to the main of view in academic ethics and to form abilities to recognise and solve problems with ethical implications (moral dilemmas). The principles and the techniques presented have a wide applicability, the skills being useful to the students in the writing of non-academic documents (e.g.: CV, letter of intent etc.). The students will gain knowledge and abilities required to understand, respect, and implement ethical codes and professional integrity, such as (but not limited to) the laws and regulations regarding plagiarism.

## 7. Course objectives (based on the list of competences acquired)

7.1. Overall course objective	This course is intended to familiarize the student with to academic ethics and academic integrity. The course is compulsory for students of the first year.
7.2. Specific objectives	<p>To understand the complexity of ethics as a broad domain.</p> <p>To know the types of academic documents.</p> <p>To know the main databases that host the main flow of scientific literature and the various ways to search them.</p> <p>To know how to handle bibliographic references.</p> <p>To know the correct way of citing references in the text, and of drawing up of the bibliographic list.</p> <p>To know the rules of academic writing.</p> <p>To know the laws and regulations regarding plagiarism.</p> <p>To know the university's Code of Ethics.</p>

## 8. Content

8.1. LECTURE Number of hours – 20 hours	Teaching methods	Notes 1 lecture = 2 hours
<b>Introduction. Presentation of the curricula, of the objectives and ways of working. Introduction to Ethics as a philosophical concept</b>	Lecture	1 lecture
<b>What is Ethics? What is Integrity? Interdisciplinary and integrative approaches</b>	Lecture	1 lecture
<b>Academic writing and ethical implications</b>	Lecture	4 lectures
<b>Animal welfare in animal husbandry (ethical implications)</b>	Lecture	3 lectures
<b>The ethics of animal experimentation</b>	Lecture	3 lectures
<b>The university's Code of Ethics</b>	Lecture	1 lecture
<b>Final evaluation</b>	Lecture	1 lecture

8.2. PRACTICAL WORK Number of hours – 0 hours	Theoretical presentation of practical work

### Compulsory bibliography:

Ardelean M., 2007, Metodologia elaborării tezelor de doctorat. Ed. AcademicPres, Cluj-Napoca.

Beauchamp T. L., D. DeGrazia, 2019, Principles of animal research ethics. Oxford University Press.

Blum S. D., 2009, Academic integrity and student plagiarism: A question of education, not ethics. The Chronicle of Higher Education, 55(24), A35.





Chiriac V., 2005, Etica și eficiența profesională, Ed. Bic All, București.  
Cighi V., 2008, Elemente de tehnică experimentală, Ed. Risoprint, Cluj-Napoca.  
Corlett J. A., 2009, Moral integrity and academic research. Journal of Academic Ethics, 7(1), 45-49.  
Keeney P., 2017, Academic Ethics. Routledge.  
Macfarlane B., Zhang J., Pun, A., 2014, Academic integrity: a review of the literature. Studies in Higher Education, 39(2), 339-358.  
\*\*\*Codul de etică și deontologie profesională USAMV (disponibil la: <https://www.usamvcluj.ro/index.php/codul-de-etica>)  
\*\*\*Ghid de redactare Proiecte de Diplomă / Lucrare de Licență, 2013, USAMV Cluj-Napoca (disponibil la: [http://www.usamvcluj.ro/images/ghid\\_de\\_redactare\\_lucari\\_licenta.pdf](http://www.usamvcluj.ro/images/ghid_de_redactare_lucari_licenta.pdf))  
\*\*\*Legea 8/1996 a drepturilor de autor și drepturilor conexe.  
\*\*\*Szász A. Z., 2011, Plagiatul: forme și tehnici de evitare (disponibil la: <http://www.apubb.ro/wp-content/uploads/2011/03/ReguliPlagiat.pdf>).  
*Optional bibliography:*  
Joubert P. H., Rogers S. M., 2015, Strategic Scientific and Medical Writing - the Road to Success. Springer-Verlag, Berlin.

**9. Corroborating the course content with the expectations of the epistemic community representatives, of the professional associations and of the relevant employers in the corresponding field**

The corroboration of the content was made following consultations with Medical Writing companies.

**10. Assessment**

Type of activity	10.1. Assessment criteria	10.2. Assessment methods	10.3. Percentage of the final grade
<b>10.4. Lecture</b>	Lecture attendance. Correct and comprehensive responses to periodic verification tests. The mandatory approach and proper treatment of all subjects on the examination sheet.	Written exam	100%
<b>10.5. Seminary / Laboratory</b>			
<b>10.6. Minimum performance standards</b>			
Acquiring the information provided at the lecture and practical sessions at a level that allows passing the designated forms of verification.			

<sup>1</sup> Cycle of studies- choose of the three options: Bachelor/Master/Ph.D.

<sup>2</sup> Discipline status (content) - for the undergraduate level, choose one of the options: **FD** (fundamental discipline), **BD** (basic discipline), **CS** (specific disciplines-clinical sciences), **AP** (specific disciplines-animal production), **FH** (specific disciplines-food hygiene), **UO** (disciplines based on the university's options).

<sup>3</sup> Discipline status (compulsoriness) - choose one of the options – **CD** (compulsory discipline) **OD** (optional discipline) **ED** (elective discipline).

<sup>4</sup> One credit is equivalent to 25-30 hours of study (teaching activities and individual study).

Filled in on  
24/09/2021

Course coordinator  
**Lecturer Mihai Șuteu, PhD**

Laboratory work/seminar coordinator  
**Lecturer Mihai Șuteu, PhD**

Subject coordinator  
**Lecturer Mihai Șuteu, PhD**

Approved by the  
Department on  
24/09/2021

Head of the Department  
**Prof. Camelia Răducu, PhD**

Approved by the Faculty  
Council on  
30/09/2021

Dean  
.....



USAMV form 0312010111

## SUBJECT OUTLINE

### 1. Information on the programme

1.1. Higher education institution	University of Agricultural Sciences and Veterinary Medicine of Cluj-Napoca
1.2. Faculty	Animal Science and Biotechnologies
1.3. Department	Fundamental sciences
1.4. Field of study	Animal Science
1.5. Education level	Master
1.6. Specialization/ Study programme	Ethology and human-animal interaction
1.7. Form of education	Full time

### 2. Information on the discipline

2.1. Name of the discipline	<b>Animals in Society and Humane Education</b>							
2.2. Course coordinator	<b>Assoc. prof. Alina Simona Rusu, PhD</b>							
2.3. Seminar/ laboratory/ project coordinator	<b>Assoc. prof. Alina Simona Rusu, PhD</b>							
2.4. Year of study	I	2.5. Semester	II	2.6. Type of evaluation	summative	2.7. Discipline status	Content <sup>2</sup>	FD
							Compulsoriness <sup>3</sup>	CD

### 3. Total estimated time (teaching hours per semester)

3.1. Hours per week – full time programme	3	out of which: 3.2. lecture	1	3.3. seminar/ laboratory/ project	2
3.4. Total number of hours in the curriculum	42	Out of which: 3.5. lecture	14	3.6. seminar/laboratory	28
<b>Distribution of the time allotted</b>					hours
3.4.1. Study based on book, textbook, bibliography and notes					30
3.4.2. Additional documentation in the library, specialized electronic platforms and field					28
3.4.3. Preparing seminars/ laboratories/ projects, subjects, reports, portfolios and essays					20
3.4.4. Tutorials					10
3.4.5. Examinations					2
3.4.6. Other activities					18
3.7. Total hours of individual study	108				
3.8. Total hours per semester	150				
3.9. Number of credits <sup>4</sup>	6				

### 4. Prerequisites (if applicable)

4.1. curriculum-related	Human Ethology
4.2. skills-related	Fundamental Skills for Anthrozoology

### 5. Conditions (if applicable)

5.1. for the lecture	The course is interactive, students can ask questions regarding the content of lecture. Academic discipline requires compliance with the start and end of the course. We do not allow any other activities during the lecture, mobile phones will be turned off.
5.2. for the seminar/ laboratory/	During practical works, each student will develop an individual activity with



project	laboratory materials (made available in the book that describes the laboratory work). Academic discipline is imposed throughout the course of practical works.
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### 6. Specific competences acquired

Professional competences	<ul style="list-style-type: none"> <li>• Ability to access scientific sources documenting the models and variables used in the literature and knowledge of ethical principles in research, including in the development of scientific papers.</li> <li>• Abilities to present in an applicative manner several topics associated with the discipline.</li> </ul>
Transversal competences	<p>Development of information and documentation skills, group activity and use of computer tools for searching and processing analytical data.</p> <p>Competences in reflecting on various problems, topics or methodologies, and on exercising cognitive flexibility.</p>

### 7. Course objectives (based on the list of competences acquired)

7.1. Overall course objective	<ul style="list-style-type: none"> <li>• Providing theoretical and procedural knowledge to study human-animal interactions in societal, historical and evolutionary contexts, as well as the development of responsibility towards humans, animals and the environment.</li> <li>• Familiarization with basic concepts and working methods in the field of education based on compassion (humane education).</li> <li>• Applying the knowledge acquired in professional, personal and operational development in society.</li> </ul>
7.2. Specific objectives	<ul style="list-style-type: none"> <li>• Identifying the roles of animals in society, focusing on cross-cultural and trans-generational similarities and differences.</li> <li>• Providing critical thinking, reflection and interpretation skills regarding currents and positions towards animals.</li> <li>• Ability to plan, implement and evaluate compassion-based education programs in general and Service-Learning programs in particular.</li> </ul>

### 8. Content

<p><b>8.1.LECTURES</b>  <b>Number of hours – 14</b></p> <p>ANIMALS AS A SOCIAL CONSTRUCTION  Sociological perspective on animals; human-animal co-existence; otherness; anthropocentrism; antropomorfizare; zoomorfizare.</p> <p>THE ROLE OF ANIMALS IN SOCIETY  Domestication and anthropogenic selection - sociological interpretation; animals as companions; working animals; animals as help / assistance agents - service dogs, therapy animals; animals in recreation / sports; animals as food; animals in research.</p> <p>TRANSCULTURAL AND UNIVERSAL PERCEPTIONS OF ANIMALS  Symbolism, myths, beliefs, rituals, spiritual values related to animals; artistic representations of animals - visual art, music, cinematography, written art, etc .;</p> <p>culturally modeled behaviors towards animals; animals individuals with impact</p> <p>CURRENT TRENDS AND POSITIONS TOWARD ANIMALS  Vegetarianism and veganism, animal rights movements, protests against circuses, positions on zoos; definitions of responsible pet ownership; statements about animals as sentient beings.</p> <p>COMPASSION / HUMAN EDUCATION  Historical and temporal perspectives, definitions of work in relation to empathy and</p>	Teaching methods	Notes
	Lecture	1 lecture = 1 hours
		2 lectures
		2 lectures
		One lecture
		One lecture
		2 lectures



<p>compassion for people, animals and the environment; outstanding personalities in the development of the field; the emergence of concepts of lessons in kindness to animals; social justice in human-animal interactions.</p> <p><b>THEORIES OF LEARNING IN COMPASSION-BASED EDUCATION</b> Mechanisms of change in the direction of cultivating compassion; socio-emotional learning; experiential learning; prosocial and character education; community-oriented learning.</p> <p><b>MODELS FOR DEVELOPING HUMAN EDUCATION AND SERVICE-LEARNING TYPES</b> Mapping the needs of the community; pre-planning, planning, closing, evaluation phases; transversal processes: reflection, documentation and monitoring; analysis of some examples of good practices existing in the literature.</p> <p><b>THE CONNECTION BETWEEN ANIMAL ABUSE AND HUMAN VIOLENCE</b> Sociological analysis of animal abuse; identification of risk factors; types of animal abuse; recent connection research and statistics / the link; documented examples of cases of abuse.</p> <p><b>RISK FACTORS AND PROTECTIVE IN ANIMAL ABUSE</b> Individual factors, family factors, factors related to the school environment and the elderly, factors related to the community; the role of formal and non-formal educators in cultivating protective factors.</p>		<p>One lecture</p> <p>One lecture</p> <p>2 lectures</p> <p>One lecture</p>
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<p><b>8.2. PRACTICAL WORK</b> <b>Number of hours – 28</b></p> <p>Methods for mapping community needs - practical exercises. Procedures for evaluating Humane Education and Service Learning programs - the analysis by each student of two programs from databases indicated by the subject holder. Elaboration of a Service-Learning program sketch from the perspective of the human-animal-environment triangle. Examples of Service-Learning programs on the Roots &amp; Shoots educational platform / four-step formula for planning and implementing Service-Learning. Interdisciplinary curricular development in the direction of civic involvement of students first interactions with animals - examples of learning objectives. Values and missions of NGOs active in the fields of animal protection and rights - individual content analysis of two web pages. Viewing and reflective analysis of the lecture "How to tame a fox and build a dog" (Lee Alan Dugatkin) in the context of understanding anthropogenic selection and domestication. Animals in art, movies, stories - watching sequences from movies that illustrate individuals of the animal species that have had an impact on humanity. Critical analysis of animal stories for children from the perspective of compassion-based education criteria; elaboration of a short story following the criteria of Humane Education. Guidelines for reporting animal abuse - analysis of national, European and international legal frameworks.</p>	<p>Theoretical presentation of practical works</p>	<p>1 lab work ( 2 hours / work )</p> <p>1 lab</p> <p>1 lab</p> <p>1 lab</p> <p>1 lab</p> <p>1 lab</p> <p>1 lab</p> <p>1 lab</p> <p>1 lab</p> <p>1 lab</p>
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*Compulsory bibliography:*

Lecture notes

De Mello, M. (2012). *Animals and Society. An Introduction to human-animal studies.* Columbia University Press.

Herzog, H. (2010). *Some we love, some we hate, some we ate: Why it's so hard to think straight about animals.* Harpe Collins.

Komorosky, D., & O'Neal, K.K. (2015). The development of empathy and prosocial behavior through humane education, restorative justice, and programs. *Contemporary Justice Review*, 18, 395–406.

Rusu, A.S. (2020). Service-Learning in Higher Education Institutions – Fostering Human-Animal Interactions through Service-Learning – Babeș-Bolyai University. In *Humane Education in Higher Education. Advancing Inclusive Social Justice Studies in a Postsecondary Environment* (Ed. Stephanie Itle-Clark). WYC Humane Press, US, ISBN 978-1-946044-86-0, pages 242-252.

Rusu, A.S. (2020). *Educația bazată pe compasiune și învățarea spre comunitate (Service-Learning). Dezvoltare curriculară interdisciplinară.* Ed. Presa Universitară Clujeană, ISBN 978-606-37-0865-7, 110 pages.

National Link Coalition. (n.d.). Intergenerational cycle of violence. <http://nationallinkcoalition.org/faqs/what-is-the-link>

Platforma educațională Roots & Shoots Jane Goodall Institute <https://www.rootsandshoots.org/>

Berger Kaye, C. (2013). The five stages of service learning. Education Week. Retrieved from <http://www.cbkassociates.com/wp->



<content/uploads/2013/07/The-Five-Stages-of-Service-Learning-Asia-Society.pdf>

Serpell, J. A., & Paul, E. S. (2011). Pets in the family: An evolutionary perspective. In C. A. Salmon and T. K. Shackelford (Eds.) *The Oxford handbook of evolutionary family psychology* (pp. 298-309). New York: Oxford University Press.

**Optional bibliography:**

Rusu, A.S. (2019). Interdisciplinary Learning Objective for Service-Learning Curricula: Neurobiological and Evolutionary Explanations of Helping Others. *Proceedings of EDULEARN19 Conference*, 1st-3rd July 2019, Palma, Mallorca, Spain. 2100-2106. doi: 10.21125/edulearn.2019.0571  
Rusu, A.S. (2019). Educational practices for civic engaged students: Service-Learning - from general to applied values in animal-oriented professions. *Journal of Educational Sciences & Psychology*, IX (LXXI), 29-35.  
Research and Writing in Humane Education HSUS Animal Studies  
Repository: [http://animalstudiesrepository.org/do/discipline\\_browser/articles?discipline\\_key=784](http://animalstudiesrepository.org/do/discipline_browser/articles?discipline_key=784)  
Ascione, F.R. (2005). *Children and Animals: Exploring the roots of kindness and cruelty*. West Lafayette, IN: Purdue University Press.

**9. Corroborating the course content with the expectations of the epistemic community representatives, of the professional associations and of the relevant stakeholders in the corresponding field**

The course provides information with applicability in professional training in the field of specialization, in accordance with the National Register of Qualifications in Higher Education (<http://www.rncis.ro>)

**10. Assessment**

Type of activity	10.1. Assessment criteria	10.2. Assessment methods	10.3. Percentage of the final grade
<b>10.4. Lecture</b>	Use of discipline-specific language and evidence-based bibliographic references.	Test Oral	70%
<b>10.5. Seminar/Laboratory</b>	Evaluation of two compassion-based education programs (among those existing in the databases indicated by the teacher) and presentation of a Service-Learning program plan.	Presentation of the project in a template indicated by the teacher.	30%

**10.6. Minimum performance standards**

Learning scientific information and specialized language from the course and practical work at a medium level. Obtaining the final average for passing the checks on the way is a condition of passability.

<sup>1</sup> Education levels- choose of the three options: Bachelor/\* Master/Ph.D.

<sup>2</sup> Discipline status (content)- for the undergraduate level, choose one of the options:- **FD** (fundamental discipline), **BD** (basic discipline), **CS** (specific disciplines-clinical sciences), **AP** (specific disciplines-animal production), **FH** (specific disciplines-food hygiene), **UO** (disciplines based on the university's options).

<sup>3/</sup> Discipline status (compulsoriness)- choose one of the options – **CD** ( compulsory discipline) **OD** (optional discipline) **ED** ( elective discipline).

<sup>4</sup> One credit is equivalent to 25-30 hours of study (teaching activities and individual study).

<sup>5/\*</sup> Disciplines: AK- Advanced knowledge, CT- Complementary Training, S- Synthesis

Filled in on  
.....

Course coordinator  
**Assoc. prof. Alina Simona Rusu, PhD**

Laboratory work/seminar coordinator  
**Assoc. prof. Alina Simona Rusu, PhD**

Subject coordinator  
.....

Approved by the  
Department on  
.....

Head of the Department  
**Assoc. prof. Constantinescu Radu, PhD**

Approved by the Faculty  
Council on  
.....

Dean  
**Prof. Dezmiorean S.Daniel, PhD**



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