

Course Title: Dog Origin and Early History

Prerequisites: none

Course length: 6 lessons

Purpose: To provide the information needed for a critical discussion concerning the origin and development of the domestic dog.

Course Info: Using easily understood information from biology, genetics, animal behavior, and anthropology, this course invites critical examination of the support for the two most likely theories about the origin of the domestic dog. The development of distinct breeds from early generalized landraces is also discussed.

Course Dates and Times:

This course runs 6 weeks.

What you can expect to learn from this Course (Course Objectives):

- The latest information on the relationship of dogs and wolves.
- Various ideas about what “domestication” means.
- Possible relationships of early dogs and humans.
- The original dog’s likely appearance and behavior.
- The definition of a “breed” and how they are developed.

Texts:

- Bökönyi, Sandor. (1989). Definitions of animal domestication. In Clutton-Brock, J. (Ed.) *The Walking Larder*, pp. 24-27
- Boyd, D. K. 2006. (Case Study) Wolf habituation as a conservation conundrum. *Principles of Conservation Biology*. <http://www.sinauer.com/groom/article.php?id=24>.
- Fondon, J.W. III and H.R. Garner. 2004. Molecular origins of rapid and continuous morphological evolution. *Proceedings National Academy of Science* 101(52): 18258-18063
- Koler-Matznick, J. 2001. The origin of the dog revisited. 2002. *Anthrozoös* 15(2): 98 - 118.
- Koler-Matznick, J. Is the dog a wolf with an alternative lifestyle? Unpub. Ms.
- Medred, C. 2002. Food handouts doom wolf. Safety: animal shot after it confronted hitchhikers. *Anchorage Daily News*. Aug 1.
- Miklósi, Á., E. Kubinyi, J. Topál, M. Gácsi, Z. Virányi and V. Csányi. 2003. A simple reason for a big difference: wolves do not look back at humans, but dogs do. *Current Biology* 13: 763-766.
- Parker, H.G., L.V. Kim, N.B. Sutter, S. Carlson, T.D. Lorentzen, T.B. Malek, G.S. Johnson, H.B. DeFrance, E.A. Ostrander and L. Kruglyak. 2004. Genetic structure of the purebred domestic dog. *Science* 304:1160-1164.
- Vilà, C., P. Savolainen, J. E Maldonado, I. R. Amorim, J. E. Rice, R. L. Honeycutt, K. A. Crandall, J. Lundenberg and R. K. Wayne. 1997. Multiple and ancient origins of the domestic dog. *Science* 276: 1687 – 1689.
- Savolainen, P., Y. Zhang, J. Luo, Lundeberg, and T. Leitner T. 2002. Genetic evidence

- Plausible behavior: human and canid
- Lesson 4. Is the dog *Canis familiaris*?
 - Definitions of “species”
 - Why knowing the true ancestor matters
 - Scientific naming
 - Morphology dog vs. wolf
- Lesson 5. Early history of the dog
 - Ancestral characteristics
 - Natural dogs
 - Ancient landraces
- Lesson 6. Breed development
 - Purpose-bred dogs
 - Breed histories
 - “Purebred” myths
 - Registries

Instructor:

Janice Koler-Matznick, M.S., A.C.A.A.B, C.P.D.T.

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Biography

Janice Koler-Matznick has worked with dogs professionally in various capacities for 35 years and has been researching the origin of the dog for fifteen years. In addition to her Masters degree in biology, Jan is professionally certified in applied animal behavior by the Certification Counsel of the Animal Behavior Society, and in dog training by the Certification Council for Professional Dog Trainers. Her life-long interest in the behavior of primitive dogs and wild canids has been fulfilled in her studies of New Guinea singing dogs (*Canis hallstromi*), ongoing now for thirteen years. She has published scientific journal papers on the NGSD and the origin of the dog, and presented her work at several scientific conferences, including those of the I.U.C.N. Canid Specialist Group, the Animal Behavior Society, and the Western Division of the A.A.A.S. In addition, she has consulted on, and been featured in, several documentaries, including National Geographic’s *The Search For The First Dog*, Discover Channel’s *The Ultimate Guide: Dogs*, and *Dogs that Changed the World* for PBS.

My Expectations of You as a Student are:

1. To keep up with the assignments in the course.
2. To participate in discussions.
3. To ask me questions.
4. For you to maintain honesty and respect toward your classmates and myself.

What You Can Expect of Me

1. Prompt answers to your questions and e-mail inquiries (with 24 hours, excluding weekends or holidays).
2. Concern about your success in this course.
3. Respect for you and your ideas, in return for the respect you accord others.
4. Assistance in navigating the course.

Who do you ask?

At times, questions and problems arise in an online course. Where do you turn with these questions?

- To ask me about course related questions use the internal or external email to contact me at: (jkoler@ccountry.com) Be sure to tell me what course you are in and your name.
- For **registration, login or other technical problems:**
Phone: Call 1-800-945-9120 Customer Number: 143029322

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A very important aspect of learning is an environment that provides for respectful communication. The **e-Training for Dogs, Inc.** learning community is based on the value of mutually respectful communication. Upon enrolling in programs in **e-Training for Dogs, Inc.**, students assume responsibility for respectful communications with other students and with course instructors.

Disruptive Communications:

Definition:

Communications which disrupt the respectful learning environment; use of profanity, insulting or harassing remarks in email, discussions, chat or telephone communications.

Consequences:

A student who participates in disruptive communications forfeits the right to further class participation and is subject to removal from all **e-Training for Dogs, Inc.** courses for the given term without reimbursement by **e-Training for Dogs, Inc.** A student who is suspended more than once for disruptive communications forfeits the rights to further enrollments at **e-Training for Dogs, Inc.** For further information on proper Netiquette, please refer to this website: <http://www.albion.com/netiquette/index.html>

Using Hyperlinks

Any time you see something in blue type with an underline, click there to a direct connection to a Web site, course page, exercise, etc. Sometimes you will be asked to hit “control” plus click.