

WP4: Tutorial about the value of animal: An introduction through literature

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Materials and method :

This tutorial is meant to introduce the students to the main questions they will have to deal with concerning the value of animal for their owners.

The main goals of the training for the students are:

FIRST PART:

- To be able to quote the main basic needs of an human being ;
- To be aware that the balance between these needs may differ from one people to another ;
- To understand how far an animal meets these needs ;
- To make a connection between the fulfilled needs, the valuation of the animal and the acceptance concerning the vet costs.
- To discover basic economic terms.

SECOND PART:

- To understand the difference between individual utility and public goods.
- To discover the contingent valuation method and limits.

The main goals of the tutorial for the lecturer are:

- To let students discover the main questions by themselves (this is an introduction)
- To introduce the economic terms and ideas afterwards

Time	Job	First half of students	Second half of students
0-5'	Introduction		
5'-25'	Reading and answering first range of questions (alone or in small groups)	Tale from R. Kipling (first part)	Tale from R. Kipling (second part)
25'-40'	Whole class	One student/group presents its work; others students/groups complete the presentation; the teacher comments to deepen.	
40'-1h00	Whole class	Debate and introduction of economic items	
1h00-1h20	Whole class	Questionnaire, vote and debate	
1h20-1h30	Conclusion		

Introduction:

This tutorial is an introduction to the main questions vets will have to deal with concerning the value of animal for their owners. It is based the reading of a tale (first part) and on a questionnaire (second part).

The documents used are:

1. The cat that walked by himself, Rudyard Kipling in Just so stories, Originally published 1902. (It can also be used in own language, since it has been translated almost everywhere)
2. A theory of human motivation, A.H. Maslow, Originally published in Psychological review, Vol. 50, pp. 370-396, 1943.

Questions:

FIRST PART:

- What are the main uses of animals for the human beings in the tale of Rudyard Kipling?
- For each use, what is the woman ready to give in exchange?
- What would she be ready to give if the animal is ill so that it is cured?

Animal concerned	Use in daily life	Terms of trade	Willingness to pay for health (low, medium, high)

SECOND PART:

What would you be ready to give for animal health in the following cases?

1. How much would you spend to cure your companion animal which has fleas?
2. What vet costs would you be ready to spend if your companion animal was very old and had a cancer?
3. What increase in the price of one piece of meat would you accept if you would like the chicken you eat to have better taste?
4. What increase in the price of one piece of meat would you accept if you would like to be positive the chicken you eat has had no production disease (leg injuries...)?
5. What increase in the price of one piece of meat would you accept if there was an outbreak to be positive the chicken you eat has not been ill?
6. What percentage of your income would you give to support animal rights?
7. What percentage of your income would you give to support biodiversity?
8. How much do you spend a year to go and spend time in the nature (transport costs)?



Answers: FIRST PART

- While working in whole class, the lecturer might take care that the different uses follow Maslow classification, so that it can be shown that the willingness to pay follows this classification in this case.
- Many concepts may be discussed afterwards: preferences, labour theory of value, cost-benefit analysis, even inelasticity.
- On another hand, to stress out these points may also help the student understand what motivations they have to explore with their clients in a vet's consultation.

Maslow classification	Animal concerned	Use in daily life	Terms of trade/Willingness to pay
Self-actualization	Mutton : the bone of the shoulder of mutton is a comb	Magic	<u>Hunting (animal killed)</u>
Self-actualization	Cat : makes the baby laugh, plays with the baby	Pleasure, games	Authorized to go into the cave
Love needs	Cat : calms the baby so that it falls asleep	Comfort	Authorized to sit near the fire
Esteem needs	Cat : Compliments the woman	Pride	<i>The woman accepts a deal.</i>
Safety needs	Cat : catches mice	Safety	The woman gives the cat milk (and the man stops threatening it ¹ – fast readers!)
Safety needs	Cow : Gives milk	Eating : milk	Fresh grass ; the man goes to find the cow and milk it
Safety needs	Horse : carries man for ever	Transport	Fresh grass
Safety needs	Dog : first domesticated animal : hunts through the day and guards the cave at night	Hunting and security	Roast bones
Safety needs	Dog : the dog pulls the baby from the river	Security	Roast bones
Physiological needs	Sheep, duck, and so on : they eat wild sheep roasted and wild duck	Eating	<u>Hunting (animal killed)</u>
Physiological needs	Horse : she uses a dried wild horse skin	Get dressed, curtains	<u>Hunting (animal killed)</u>
Physiological needs	Fish : the man has a net to catch salmon with	Eating	<u>Fishing (animal killed)</u>

¹ *It's more a question of indifference and tolerance than of exchange or care*

Debate (lecturer's guidelines):

1. Students may forget uses. In this case, the lecturer will have to remind them during the debate. It can be of interest to explore the motivations why they forget these (we are not aware of the amount of animal products around us).
 - Hunting, fishing, get dressed, aso.
 - Pride : gives examples of the ways pets give us pride about ourselves
 - Religious uses (here, about magic). Are there some other religious uses you may think of?

2. The idea of **transaction** should be underlined. Both the woman and the animals agree on the terms of transaction, because they both **have a utility** to do so. What are the animals' **surpluses** in this case? What would be **the social welfare** in this case?
 It is also possible to lead the students to the **price** notion. Observe therefore that there is no **market** in this peculiar tale (first domestication, or at least supposed to be), and price is related to a market.

3. It can be stressed out that the **willingness to pay** of the woman seem to follow the classification of Maslow (see the triangles) :
 - Roast bones are actually a waste to her (domestication of the dog) ;
 - She cuts the grass ; she works to get the horse domesticated
 - Both the woman and the man work to get the milk since the man goes to find the cow and milk it
 - The woman gives from her own home, fire and food to domesticate the cat

Therefore, even a waste at the beginning of the story may represent a lot for the woman, while a cup of milk at the end is not much.

By the way, this is an opportunity to explain **labour theory of value** to evaluate the way people value things. The class may discuss its validity in our modern context, and then come to the concept of **money**.

4. The introduction of Maslow classification may also help the students have a debate about **the hierarchy of preferences** expressed here. The lecturer might give some examples to guide the class discussion :
 - What about **inelasticity**? The woman says “we have no more need of either friends or servants in our Cave”
 - What about her hierarchy and willingness to pay? Would the students have the same? Would people from a Chinese rural area have the same?
 - Is this compulsory that one need is fulfilled before the other (partly the hypothesis made by Maslow)?
 - The teacher is also likely to help students carry a risk analysis, for instance on the transport use of animal. Are people who use an animal driving force well-off? What happens if the animal dies?
 - What about homeless people and their companion animals (security, love, self-esteem)?

To go further in the debate if needed (lecturer's guide)

Main source of meat supply	HUNTING		HUSBANDRY					
	-11	-10	-9	-8	-7	-6	-5	-4
<i>Kyrs BP</i> ²								
Sheep	X							
Goat	X	milk						
Cattle	X	milk		X				
Pig	X				X			
Cat (mice)		X						
Lama					X			
Horse							X	
Camel							X	
Buffalo							X	
Dog ?								

The tale doesn't follow the historical background.

There is a similarity in the domestication of cats, which is mainly linked to the beginning of cultivation and stock keeping, and might be subsequent to others domestications. But we have no piece of information about dog domestication. The main difference in the chronology concerns the domestication of horses (or any other "driving force" animal), which occurred much later than the domestication of other mammals.

There might be several reasons why the tale is not historically correct. First of all, the main researches on the field of domestication were undertaken after the writing of the tale (1902). Moreover, the tale carries a post-hoc rationalization based on an economical conception of man-animal relationship. That's why the tale introduces the domestication of transport animals so early. The domestication is presented from a term of trade point of view, whereas symbolic aspects seem to be more relevant to analyze the very beginning of domestication. It has involved for instance self-esteem, social prestige, wealth, maternal link, religious practices...

² Kiloyears before present

SECOND PART: In this part, the lecturer has to guide the student from their own valuation of animal health to the valuation of animal health as a public good. Their answers will help discover the contingent valuation method and its limits.

Questions	Debate
<ol style="list-style-type: none"> 1. How much would you spend to cure your companion animal which has flees? 2. What vet costs would you be ready to spend if your companion animal is very old and has a cancer? 	<p>May be discussed the hierarchy of preferences among students and the concepts of health and welfare of animals. But the lecturer shouldn't spend too much time on this point which has already been evocated.</p>
<ol style="list-style-type: none"> 3. What increase in the price of one piece of meat would you accept if you would like the chicken you eat to have better taste? 4. What increase in the price of one piece of meat would you accept if you would like to be positive the chicken you eat has had no production disease (leg injuries...)? 	<p>Give very precise examples to focus either on the student's own utility or the animal's one.</p>
<ol style="list-style-type: none"> 5. What increase in the price of one piece of meat would you accept if there is an outbreak to be positive the chicken has not been ill? 	<p>On an individual level : discuss the idea of crossed elasticity (you eat beef or pork instead of chicken) Detail the idea of whole food industry and the impact on global economy What about zoonosis? Cite the costs associated to surveillance networks, public health system and so on to give the concept of public good</p>
<ol style="list-style-type: none"> 6. What percentage of your income would you give to support animal rights? 	<p>As we have discussed only from the human's point of view, it is worth asking whether the animal has a value in itself.</p>
<ol style="list-style-type: none"> 7. What percentage of your income would you give to support biodiversity? To maintain the genetic diversity among production animals? 8. How much do you spend a year to go and spend time in the nature (transport costs for instance)? 	<p>The lecturer might calculate how much this percentage of a student's income represents and ask them to give this amount just now – guess they will refuse! Compare this to the amount of money they really spend to be in nature. Discuss the limits of contingent evaluation method and the necessity of public funding of public good, and then come to the interest of demand curves.</p>

CONCLUSION: Summarize the main items and definitions : value, transaction, price, market, willingness to pay, utility, surplus, social welfare, preference, elasticity, labour theory of value, contingent evaluation method.