

ANIMALS IN WORLD HISTORY
History 200 / Environmental Studies 404

Spring 2015
Tuesday/Thursday 11 am - 12:15 pm
175 Science Hall

Prof. Elizabeth Hennessy

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(When you email me, please put "AWH" in the subject line.)
Office Hours: Wednesdays, 1:30-3:30
(by appointment as necessary)

COURSE DESCRIPTION

Animals are everywhere in human history, yet rarely credited as important historical players. From Cortés's army of pigs that invaded the New World to the dogs that pioneered space exploration, human history rests on the backs of animals. Moving animals to center stage, this class offers a broad survey of human-animal relationships across various world regions and historical time periods. We will focus on historical case studies of particular animals and species across four themes:

1. **Cosmology and Human Identity:** From Native American totems to Bucky Badger, what roles do animals play in how we understand ourselves and organize our social groups?
2. **Domestication and the Wild:** How and to what effect have animals—from livestock to pets—evolved along with humans? Why are some species valued for their utility to people while others are valued for their "wildness"?
3. **Development:** How has the biology and ecology of different species—such as whales, sheep, and even mosquitos—shaped patterns of empire, globalization, and economic development?
4. **Political Movements:** How are contemporary political campaigns—from veganism to attempts to bring back extinct species—redefining how we relate to nonhumans?

We will explore these questions through a combination of class discussions, lectures, and first-hand animal encounters. Students will complete mini-projects by conducting archival research and participant observation to investigate human-animal relationships in Madison and across the globe.

COURSE OBJECTIVES

In this class, students will

- Use animal histories to interpret diverse cultures around the world
- Analyze the roles of animals in shaping human identity
- Describe and apply key concepts in animal and environmental history to analyze

- changing patterns of social organization
- Integrate humanities and natural science perspectives to understand the interplay of nature and society in shaping history
- Connect changing relationships among humans and animals to broader processes of economic and cultural development
- Develop skills for approaching writing as a process
- Develop drafting, writing, and editing skills
- Become familiar with *Chicago Manual* style for professional writing

COURSE POLICIES

Assignments

The assignments for this class will include a mix of in-class and out-of-class activities focused primarily on developing your analytical and writing skills. In addition to graded in-class activities and reading responses, students will complete two major writing assignments, an in-class mid-term exam, and a final exam writing project, which will be done out-of-class during the final weeks of the semester.

In-class Activities: Students will be graded (on a ✓+/ ✓ /✓- scale) on their completion of a variety of unscheduled in-class activities. These will range from 5-10 minute free-writing exercises, to 100 word mini-essays, to short quizzes, and group exercises. **Please be sure to bring paper and a pen or pencil because I will collect work in class.**

Reading Responses – Do 5 over the course of the semester. Directions: Pick one reading for the assigned day and write a 100-word response. To do this, pick out what you think is the author's key concept or argument, explain it **in your own words** (don't quote or plagiarize), and then explain why it is important in the context of the author's topic. Post these online by midnight the night before class. No late responses will be accepted. Responses will be graded based on either doing the assignment (fully) or not. You are responsible for keeping track of how many you've done over the course of the semester. You may only do these for days for which we have assigned readings, but you may choose which days and readings you would like to respond to.

Writing Projects – Students will complete two longer (1,500-2,000 words) writing projects during the semester. The first will be an original animal fable. The second will use class readings to respond to a prompt about the role of animals in making history. For both the writing projects, a portion of student grades will be based on a draft paper and student meetings with peer Writing Fellows. Based on these consultations, students will revise their drafts and write short cover letters to accompany final, graded papers. (The draft itself will not be graded, but doing the consultation and revisions will be.) The cover letter should explain how you dealt with revision suggestions. More information about the Writing Fellows is below; additional explanation and grading rubrics will be provided in class.

Mid-Term Exam – In-class short answer and essay format on March 17. (This cannot be rescheduled short of a dire emergency. Proper documentation will be necessary.)

Final Exam Writing Project – The “final” will be an out-of-class research and writing assignment based on a visit to the Vilas Zoo. During the week of April 21, students will need to visit the Vilas Zoo (on your own time – we won’t have class meetings that week), choose an animal or species to write about, and then use class concepts to analyze the history of your species. More details will be given in class. A polished paper will be due, handed to me in-person, during the final exam period.

Participation – Participation grades will be based on attendance and active participation in class. Active participation includes listening, speaking, sharing ideas with other students, and otherwise being engaged in what is going on in class. (Being attentive to your phone or e-mail or preferred online game would be the antithesis to active engagement in class.) I encourage all students to come to my office hours or chat with me after class – these are excellent ways to show me that you’re engaged and interested in the course.

Grading

During the semester I will circulate rubrics outlining how I will grade writing for particular assignments. All assignments are due at the beginning of class in hard copy unless otherwise instructed. I will not accept emailed assignments. Late assignments will be marked down five percentage points (on a 100-point scale) per day late. (I.e., after class time on Tuesdays = 1 day late; anytime on Wednesdays = 2 days late, etc.) Following is the breakdown for the overall course grade per assignment:

Participation	10%
Reading Responses	10%
In-class Activities	10%
Writing Project I: Draft	5%
Writing Project I: Final	10%
Mid-Term Exam	20%
Writing Project 2: Draft	5%
Writing Project 2: Final	10%
Final Exam Project	20%

Rubric

A 93-100	B 83-87.5	C 70-77.5	F <59.5
AB 88-92.5	BC 78-82.5	D 60-69.5	

Writing Fellow Consultations

The [Writing Center](#) assigned three peer-writing tutors, called Writing Fellows, to our course this semester. These peer-tutors will work with you individually outside the classroom to improve the clarity and effectiveness of your writing.

Writing Fellows are:

- undergraduate students who will read your writing and make constructive suggestions for revision.
- trained in how to critically evaluate writing and respond helpfully.
- supervised closely by your professor.

Writing Fellows do not:

- grade your papers.
- teach you course-specific content.

How does it work? Writing Fellows will work with you on the two major paper assignments. In each case, you will submit a polished draft* of your paper to me on the assigned due date. I will pass it on to your Writing Fellow, who will carefully read your paper, make comments on your draft, and then meet with you individually for a conference to discuss suggestions for revision. You will then revise your paper and submit both the original draft and your revised version on the specified due date. Finally, you will be expected to include a cover letter that briefly explains how you responded to the Writing Fellow's comments and suggestions.

What is a polished draft? A polished draft represents your best effort at the assignment. It is typewritten (double-spaced; 1-inch margins; 11-12 point font) and has a complete bibliography (if applicable). It is of quality comparable to what you would turn in for grading. It is not an outline, a rough draft, or a first draft. It should be proofread carefully to remove any grammar or spelling errors (see handouts on common usage errors and editing your own prose). This will ensure that when you meet, your Writing Fellow can focus on larger issues like organization, presentation, and style.

Attendance

Regular attendance in class will be essential to your success. You may miss three class periods without a documented excuse without an effect on your participation grade. I will circulate a sign-in sheet at the beginning of every class. Being more than 10 minutes late will count as an absence. If your absence is not pre-approved, you may not make up any in-class assessments. If you know you will need to miss class, the best thing you can do is communicate with me about your absence before hand.

Respect for Diversity

I am committed to making the classroom an open and safe space for everyone involved. Doing so will require you to respect each other's differences. I will make every effort to accommodate any physical, learning or other disabilities. If you are a McBurney student, please come see me after class or during my office hours to discuss accommodations.

Technology

You are all adults so I will treat you as such and expect you to be responsible for your own conduct in class. However, I do have some basic ground rules I expect you to follow: you may use your laptops to take notes, but you may not shop, watch videos, play games, use social media, or IM during class. I will not permit you to use cell phones in class in any way. If you do, I will take your phone for the remainder of the class period.

Academic Integrity & Plagiarism

Plagiarism amounts to turning in work or participating in class activities based on work that is not your own. It is a serious offense and grounds for failing an assignment (or worse) in my classroom. You must give attribution in your written work both when you

directly quote someone else's words and when you use their ideas. It is your responsibility to understand what plagiarism is and to avoid it. For more information, consult the UW-Madison Writing Center:

<http://writing.wisc.edu/Handbook/QuotingSources.html>

If you would like further guidance, just ask.

Sexual Assault Resources

There is an epidemic of sexual assault on college campuses and the UW is, sadly, no exception. If you or someone you know is the victim of assault, the university provides a number of helpful resources, including medical and psychological care as well as the option of confidential reporting. More information is available here:

<http://uhs.wisc.edu/assault/sa-resources.shtml>

Written Communication Skills/ How to Address the Professor

Part of the focus of this class is learning professional communication skills. Mostly we'll do this by working on polished writing, which includes email communication. Writing appropriate professional emails can be tricky, especially when you just need to send a quick note. When in doubt about how formal your tone should be, err on the side of more formality rather than less. You don't want to address your professors (or bosses in the working world) the way you would a friend. Please don't begin your emails to me "Hey" or "Yo" or by directly jumping in to your question. ("Hello" and "Hi" are great.) Also, it can be difficult to know what to call your professors. If in doubt, it's always OK to ask someone what she or he would like to be called. I prefer to be called Prof. Hennessy.

COURSE READINGS

Required Books

- Garry Marvin, *Wolf*. London: Reaktion Books, 2012.
- Susan McHugh, *Dog*. London: Reaktion Books, 2004.
- Annie Potts, *Chicken*. London: Reaktion Books, 2012.
- Hannah Velten, *Cow*. London: Reaktion Books, 2007.
 - These Reaktion books are all available used through Amazon for about \$10 or under. New they are closer to \$20 a piece.
- *The Chicago Manual of Style, 15th or 16th edition*. Chicago: University of Chicago Press.
 - Personally, I prefer to use a hard copy of this (large) reference. But UW's Library subscribes to the online version of the *Chicago Manual*, which you can access for free through the library here:
<http://www.chicagomanualofstyle.org.ezproxy.library.wisc.edu/home.html>

COURSE PLAN

Readings and assignments listed here are subject to change. Changes will be discussed in class and updated on Learn@UW. It is your responsibility to keep up with changes and regularly consult the class web space. Readings should be done before class! Keeping up with the reading will prepare you to do well on in-class activities.

WEEK 1 Introductions

January 20 – Introduction

Reading for class: None.

Assignment: Review syllabus.

January 22 – Why look at animals?

Readings for class:

- Harriet Ritvo, “Animal Planet” in *The Animals Reader*, ed. L. Kalof & A. Fitzgerald (New York: Berg Books, 2007), 129-140.
- John Berger, “Why look at animals?” in *The Animals Reader*, ed. L. Kalof & A. Fitzgerald (New York: Berg Books, 2007), 251-261.

WEEK 2 Origin Stories

January 27 – Prehistory: Who domesticated whom?

Readings for class:

- Juliet Clutton-Brock, “How Domestic Animals Have Shaped the Development of Human Societies,” *Cultural History of Animals in Antiquity*, ed. Linda Kalof (New York: Berg, 2011), 71-96.
- Edmund Russell, “Evolution Revolution” in *Evolutionary History: Uniting History and Biology to Understand Life on Earth* (Cambridge: Cambridge University Press, 2011), 54-70.
- *Brian Hare and Vanessa Woods, “We Didn’t Domesticate Dogs. They Domesticated Us.” in *National Geographic*, March 3, 2013:
<http://news.nationalgeographic.com/news/2013/03/130302-dog-domestic-evolution-science-wolf-wolves-human/>
 - *This reading not eligible for a reading response. The other two are.

January 29 – Cosmologies: Where did we come from?

Reading for class:

- Peter Young, “Myths and Symbols” in *Tortoise*, (London: Reaktion Books, 2003), 40-72.

WEEK 3 Social Organization

February 3 – Totemism & Animism: What's your spirit-animal?

Reading for class:

- Morten A. Pedersen, "Totemism, Animism and North Asian Indigenous Ontologies" in *The Journal of the Royal Anthropological Institute*, Vol. 7, No. 3 (Sept. 2001), 411-427

February 5 – Classical Life: Aesop's Fables

Reading for class:

- Edward Clayton, "Aesop, Aristotle, & Animals," in *Humanitas*, Vol. XXI, Nos. 1 and 2, (2008), 179-200
- *Aesop's Fables (TBD)
 - *This reading not eligible for a reading response.

Assignments:

- In class, I will assign Writing Project 1
- I will also assign preparation for the next class, when we'll celebrate the festival of Lupercalia.

WEEK 4 From Wolves to Elephants

February 10 – Festival of Lupercalia

Reading:

- Garry Marvin, "Lupophobia" and "Lupophilia" in *Wolf* (London: Reaktion Books, 2012), 35-80 and 119-144.

Assignment:

- Bring assigned festival material

February 12 – Retreat of the Elephants

Reading:

- Mark Elvin, "Humans v. Elephants: The Three Thousand Years' War" and "The Great Deforestation: An Overview" in *The Retreat of the Elephants: An Environmental History of China* (New Haven, Ct.: Yale University Press, 2004), 9-39. [Also table on p. 6]

Assignment:

- Draft of Writing Project 1 fable due to peer editor

WEEK 5 Monstrous Middle Ages

February 17 – Rats & Plague

Readings:

- Jonathan Burt, "Introduction" and "Plague and Pollution" in *Rat* (London: Reaktion Books, 2006), 7-20; 115-129
- Michael McCormick, "Rats, Communications, and Plague: Toward an Ecological History," in *Journal of Interdisciplinary History*, xxxiv:1 (Summer, 2003), 1-25.
<http://nrs.harvard.edu/urn-3:HUL.InstRepos:3208221>

Assignment:

- This week meet with your peer editor

February 19 – Exploration: Sea Monsters & Fish

Reading:

- Mark Kurlansky, *Cod* (New York: Penguin Books, 1997), 17-60.

WEEK 6 Ecology & Imperialism in the Americas

February 24 – Ecology & Conquest: Pigs conquered the Americas?

Readings:

- Alfred Crosby, "Ecological Imperialism" in *Global Environmental History: An Introductory Reader*, eds. J.R. McNeill & A. Roe, 166-179. New York: Routledge, 2013.
- Alfred Crosby, "Animals" in *Ecological Imperialism* (Cambridge: Cambridge University Press, 1986), 171-194

Assignment:

- Final Writing Project 1 fable due with cover letter

February 26 – Mosquito Empires: Slavery, Disease & the Haitian Revolution

Reading:

- J. R. McNeill, "The Argument (and its Limits) in Brief" and "Revolutionary Fevers: Haiti" in *Mosquito Empires* (Cambridge: Cambridge University Press, 2010), 1-11, 235-267

WEEK 7 Life at Sea

March 3 – The Great Hunt

Reading:

- Joe Roman, *Whale* (London: Reaktion Books, 2006), 27-98, 117-126.

March 5 – Natural History & Siberian Sea Cows

Readings:

- Ryan Tucker Jones, "Introduction: The Meanings of Stellar and His Sea Cow" in *Empire of Extinction* (Oxford: Oxford University Press, 2014), 1-20.
- *Rudyard Kipling, "The White Seal" in *The Jungle Book* (New York: Grosset & Dunlap, 1950 [1893]), 131-171.
 - *This reading not eligible for a reading response.

WEEK 8 Modernization

March 10 – Pigs, Sheep & the Industrial Revolution

Readings:

- Sam White, "From Globalized Pig Breeds to Capitalist Pigs: A Study in Animal Cultures and Evolutionary History," in *Environmental History* 16 (January 2011): 94-120.
- Sarah Franklin, "Colony" in *Dolly Mixtures: The Remaking of Genealogy* (Durham: Duke University Press, 2007), 118-157.

March 12 – The Lost Wolves of Japan

Reading:

- Brett Walker, "Meiji Modernization, Scientific Agriculture, and Destroying the Hokkaido Wolf" in *The Lost Wolves of Japan*, (Seattle: University of Washington Press, 2005), 129-157.

WEEK 9 Mid-term

March 17 – Mid-Term Exam

March 19 –NO CLASS (ASEH)

WEEK 10 Crossing Lines between People and Animals

March 24 – Of Apes and Men

Reading:

- John Sorenson, *Ape* (London: Reaktion Books, 2009), 7-69.

Assignment:

- In class I will assign Writing Project 2

March 26 – Eugenics & Social Darwinism

Readings:

- Hugh Raffles, "Jews, Lice, History" in *Insectopedia* (New York: Pantheon Books, 2010), 141-161.
- Garland Allen, "'Culling the Herd': Eugenics and the Conservation Movement in the United States, 1900-1940" in *Journal of the History of Biology* (2012), 42 pp.

WEEK 11 SPRING BREAK

Enjoy!

WEEK 12 Saving Species

April 7 – Conservation, Zoos, Empire

Reading:

- Nigel Rothfels, "Catching Animals" in *Savages and Beasts: The History of the Modern Zoo* (Baltimore, Johns Hopkins Press, 2002), 44-80.

April 9 – A Tale of Two Tortoises: 20th Century Conservation

Reading:

- Henry Nicholls, "Prologue" and "Lonesome George's Girlfriend" in *Lonesome George: The Life and Loves of a Conservation Icon* (London: Pan Books, 2006), xv-xviii; 17-32.

Assignment:

- Writing Project 2 Draft Due

WEEK 13 War & Pets

April 14 – Animals at War

Reading:

- Jake Kosek, "Ecologies of Empire: On the New Uses of the Honeybee" in *Cultural Anthropology*, Vol. 25, Issue 4, (2010), 650-678.

Assignment:

- This week meet with your peer editor.

April 16 – Dogmanity: Do our pets make us human?

Reading:

- Susan McHugh, *Dog* (London: Reaktion Books, 2004), 58-170.

Assignment:

- Final Exam Assigned

WEEK 14 NO CLASS (AAG) – Vilas Zoo Visit

April 21 – No class

Assignment:

- Writing Project 2 Due by Midnight
- This week visit Vilas Zoo & complete questionnaire

April 23 – No class

WEEK 15 Eating Animals

April 28 – Holy Cows & Cheeseburgers

Reading:

- Hannah Velten, *Cow* (London: Reaktion Books, 2007), 97-178.

April 30 – Chicken Soup for the Soul?

Reading:

- Annie Potts, *Chicken* (London: Reaktion Books, 2012), 95-111; 139-187.

WEEK 16 The Sixth Extinction

May 5 – The Sixth Extinction

Readings:

- Elizabeth Kolbert, *The Sixth Extinction: An Unnatural History*. (New York: Henry Holt, 2014), 1-22.
- *Nathaniel Rich, “The Mammoth Cometh” *New York Times Magazine*, Feb. 27, 2014: <http://www.nytimes.com/2014/03/02/magazine/the-mammoth-cometh.html?module=Search&mabReward=relbias%3Ar%2C%7B%22%22%3A%22RI%3A12%22%7D&r=0>
 - *This reading not eligible for a reading response.

May 7 – Last Lecture

Readings:

- None

FINAL EXAM – May 11, 5:05-7:05 pm

Vilas Zoo species project paper due in hardcopy!