

THINKING THROUGH HISTORY WITH ANIMALS
Environmental Studies 404 & History 200

Prof. Elizabeth Hennessy

Office: 115E Science Hall

Office Hours: 4-5 Tuesdays & Thursdays

Email: elizabeth.hennessy@wisc.edu

COURSE DESCRIPTION

Animals are everywhere in human history, but are rarely credited as important historical players. In this class, animals are at center stage. From the army of pigs that helped Hernando de Soto invade the New World to the whales whose oil lubricated the Industrial Revolution, animals have changed the course of history. You'll learn about how human relationships with other animals have changed over time, from early domestication, through exploration and imperialism, to contemporary agriculture, development and conservation. We will explore these questions through a combination of class discussions, lectures, and first-hand animal encounters. You'll complete mini-projects by conducting archival research and participant observation to investigate human-animal relationships in Madison and across the globe.

LEARNING OBJECTIVES

In this class, students will

- 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

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 an in-class final exam.

Participation & Small Assignments – Students will be graded on their completion of a variety of scheduled and 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, and worksheets based on out-of-class experiences. **Please be sure to bring paper and a pen or**

pencil because I will collect work in class. 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. 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.

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 NOON the day of 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. (Readings marked with an asterisk [*] are not eligible.)

Writing Projects – Students will complete two longer (1,500 word) writing projects during the semester. The first will use class readings to respond to a prompt about the role of animals in making history. The second will be based on original research and analysis of animals in Madison’s 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 October 26. (This cannot be rescheduled short of a dire emergency. Proper documentation will be necessary.)

Final Exam– In-class short answer and essay format on December 15. (This cannot be rescheduled short of a dire emergency. Proper documentation will be necessary.)

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 & Small Assignments	15%
Writing Project I: Draft	5%
Writing Project I: Final	10%

Mid-Term Exam	20%
Writing Project 2: Draft	5%
Writing Project 2: Final	10%
Presentation	5%
Final Exam	20%

Grading Scale

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.

GRADUATE ENROLLEES REQUIREMENTS

Graduate students who wish to take this course for graduate credit must obtain the instructor's approval, attend lectures, and reach a prior agreement with the instructor on a schedule of individual meetings, a list of required supplementary readings, and alternative writing (or other) assignments.

Graduate Learning Objectives

In addition to learning objectives listed above, graduate students will also:

- Analyze current academic debates about nonhuman agency and animal studies across history, geography, anthropology, and comparative literature
- Conduct original research and apply theoretical tools to inform an in-depth historiographical paper based on original archival research and analysis of course readings

Graduate Grading Rubric

A	4	BC	2.5	D	1
AB	3.5	C	2	F	0
B	3				

Graduate Assignments & Grade Structure

Participation & Small Assignments	15%
Weekly Reading Responses & Presentation	15%
Writing Project I: Final	10%
Mid-Term Exam	20%
Writing Project 2: Final	20%
Final Exam	20%

Graduate Participation & Readings

Grads are expected to participate in class discussion, activities, and assignments as do all the other students. Graduate students will be responsible for all readings assigned to undergrads as well as additional readings, as listed on the syllabus. In addition, each grad will select one additional book with Prof. Hennessy.

Reading responses: Grads will write **eight** 500-word (1-page) responses to the weeks' readings, due on Tuesday at noon. Seven of these responses should be to weekly readings I assign; one book will be your choice. At least once a month, grads will meet with Prof. Hennessy during office hours to discuss readings and their research paper.

Animal History Research Paper (20%)

Graduate students will complete an extended version of the second writing project. You will complete a 3,000-word essay that incorporates original historiographical and/or ethnographic research on primary sources as well as the extended readings for graduate students.

COURSE POLICIES

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. If you are a Dreamer, my office is a safe space.

Technology

My classroom is **device-free**. That means no phones, no laptops, no tablets unless you have an approved accommodation need. Use of phones for any purpose is grounds for having the phone taken away for the remainder of the class period. Repeat offenses will be reflected in your participation grade.

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>

COURSE PLAN

Weeks	Topic
1, 2	Introduction – History with Animals
3, 4	Animals Making History
5, 6, 7	Saving Species
8	Midterm
9, 10, 11	Animals and Modern History
12	Race
13	Animals at War
14	Presentations
15	Review

MAJOR ASSIGNMENTS SCHEDULE

Date	Assignment
9/28	Essay 1 assigned in class
10/5	Essay 1 draft due; Vilas zoo visit
Week of 10/15	Meet with peer editors
10/24	Essay 1 final & cover letter due
10/26	Mid-term exam
10/31	Essay 2 assigned in class
11/2	Historical Society archive visit
11/9	No class – archival research day
11/14	Essay 2 draft due
Week of 11/26	Meet with peer editors
12/12	Essay 2 final & cover letter due
12/15	Final exam, 5:05 to 7:05pm

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

WEEK 1 Introduction**Sept 7 – Introduction**

Reading: None.

Assignment: Review syllabus.

WEEK 2 Thinking through History with Animals**Sept 12 – Why look at animals?****Readings:**

- 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.
- Grads: Jacques Derrida, The Animal that Therefore I Am: More to Follow *Critical Inquiry*, Vol. 28, No. 2. (Winter, 2002), pp. 369-418.

Assignment: For Thursday, bring an image of an anthropomorphized animal

Sept 14 – Anthropomorphism**Readings:**

- Mary Midgley, “What is anthropomorphism?” *Animals and Why they Matter*, Athens: University of Georgia Press, 125-133
- James Serpell, “People in Disguise: Anthropomorphism and the Human-Pet Relationship” in Lorraine Daston and Gregg Mitman, eds, *Thinking with Animals: New Perspectives on Anthropomorphism* p 131-149 [Available online through the library]
- *Rachel Rierderer, “Inky the Octopus and the Upsides of Anthropomorphism” *New Yorker*, April 26, 2016. http://www.newyorker.com/culture/culture-desk/inky-the-octopus-and-the-upsides-of-anthropomorphism?mbid=social_facebook
- Grads: Lorraine Daston and Gregg Mitman, “Introduction,” *Thinking with Animals: New Perspectives on Anthropomorphism*

WEEK 3 Animals Making History**Sept 19 – Who domesticated whom?****Readings:**

- 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,” *National Geographic*, March 3, 2013: <http://news.nationalgeographic.com/news/2013/03/130302-dog-domestic-evolution-science-wolf-wolves-human/>

Sept 21 – 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>

WEEK 4 Animals Making History II**Sept 26 – 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

Sept 28 – 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
- Grads: J. R. McNeill, *Mosquito Empires* (Cambridge: Cambridge University Press, 2010)

Assignment:

- In class, I will assign Writing Project 1: Animals Making History

WEEK 5 Seeing & Saving Species**October 3 – Zoos****Reading:**

- Kay Anderson, “Animals, Science, and Spectacle in the City,” in Jennifer Wolch and Jody Emel, eds., *Animal Geographies: Place, Politics, and Identity in the Nature-Culture Borderlands*, London: Verso Books, 1998, pp. 27-48
- Nigel Rothfels, “Catching Animals” in *Savages and Beasts: The History of the Modern Zoo* (Baltimore, Johns Hopkins Press, 2002), 44-80.

Assignment:

- Vilas Zoo Visit worksheet assigned

October 5 – VILAS ZOO VISIT/ NO CLASS

Assignment:

- Draft essays due to Dropbox@Canvas

WEEK 6 Seeing & Saving Species II

October 10 – Natural History & Extinction

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.
- Grads: Ryan Tucker Jones, *Empire of Extinction* (Oxford: Oxford University Press, 2014) OR Nigel Rothfels, *Savages and Beasts: The History of the Modern Zoo* (Baltimore, Johns Hopkins Press, 2002)

October 12 – Natural History Display

Reading:

- Donna Haraway, “Teddy Bear Patriarchy” *Primate Visions* pp. 26-58

Assignment:

- Draft essays returned in class

WEEK 7 Seeing & Saving Species III

October 17 – Galápagos

Reading:

- Selection from Prof. Hennessy’s book manuscript on Galápagos giant tortoises

Assignment:

- This week, meet with your peer editor

October 19 – Galápagos

Reading:

- Selection from Prof. Hennessy’s book manuscript on Galápagos giant tortoises

WEEK 8 Sixth Extinction

October 24 – 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>

Assignment:

- Final essay due by class time

October 26 – MIDTERM EXAM

WEEK 9 Animals & Modern History

October 31 – Animals in the City

Reading:

- Frederick Brown, “Cows,” *The City Is More than Human: An Animal History of Seattle*, Seattle: University of Washington Press, 2016, pp. 69-102
- Grads: Frederick Brown, *The City Is More than Human: An Animal History of Seattle*, (Seattle: University of Washington Press, 2016)

Assigned:

- Writing Project 2: An Animal History of Madison

November 2 – Wisconsin Historical Society Archives VISIT

- Class will meet at the Historical Society Archives Reading Room, 4th Floor

WEEK 10 Animals & Modern History II

November 7 – The Great Hunt

Reading:

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

Assigned:

- Archival document analysis worksheet

November 9 – NO CLASS (HSS) – Archival Research Day

WEEK 11 Animals & Modern History III

November 14 – 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.
- Grads: Sarah Franklin, *Dolly Mixtures: The Remaking of Genealogy* (Durham: Duke University Press, 2007)

Assignment:

- Writing Project 2 Draft Due to Dropbox@Canvas

November 16 – Eating Animals

Guest Lecture: Rachel Boothby

- **Readings:** TBD
- **Assignment:**
Writing Project 2 draft returned

WEEK 12 – Animalization & Race

November 21 – Of Apes and (Wo)Men

Readings:

- John Sorenson, *Ape* (London: Reaktion Books, 2009), 7-69.
- 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.
- Grads: Hugh Raffles, “Jews, Lice, History” in *Insectopedia* (New York: Pantheon Books, 2010), 141-161.

Assignment:

- Grads: Select book with Prof Hennessy

November 23 – HAPPY THANKSGIVING

WEEK 13 – Animals at War

November 28 – Transportation & Revolt

Readings:

- Jacob Shell, Introduction (pages 1-8) and Chapter 1, *Transportation and Revolt: Pigeons, Mules, Canals, and the Vanishing Geographies of Subversive Mobility*, Boston: MIT Press, 2015
- Ernesto Guevara, Selection from *Guerrilla Warfare*, New York: Praeger Books, 1961

Assignment:

- Meet with your peer editor this week

November 30 – Swarms of Empire

Reading:

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

Assignment:

- In class sign up for presentation slots next week

WEEK 14 Class Presentations

December 5 – Individual presentations

Assignment:

- Grads: Individual book response due

December 7 – Individual presentations

WEEK 15

December 12 – Last Class

Assignment:

- Writing Project 2 papers due

FINAL EXAM – Monday, December 15, 5:05-7:05 pm