

AP/HISTORY 3895
ANIMAL HISTORIES:
HISTORICAL PERSPECTIVES ON HUMAN-ANIMAL RELATIONSHIPS

Department of History, York University
Fall 2018

“Animals are good to think [with].” Claude Lévi-Strauss

Time: Mondays 11:30am-2:30pm

Place: Ross S130

Moodle site: <https://moodle.yorku.ca/moodle/course/view.php?id=135591>

Instructor: Dr. Jennifer Bonnell

Office hour: Wednesdays 10-11am or by appointment

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Animals have typically been excluded from the study of history. This course seeks to question that omission by exploring how humans and their environments have been shaped by interactions with other animals over time. Building on recent scholarship, we will consider how animals have served as agents of colonization, as raw material for human industry, as sources of protein and carriers of disease, and as objects of display. We will explore how our thinking about animals has changed by looking at hunting ethics, conservation movements, invasive species debates, and the evolution of animal rights. We will look at animals as symbols of race and class, and ask how our interactions with animals have shaped our understanding of ourselves as humans. Course meetings will include lectures, discussions of readings, assignment preparation and skills development, and a mid-term field trip.

LEARNING OBJECTIVES

Students who successfully complete requirements for History 3895 will be able to:

1. better understand the range of ways in which animals have shaped human histories and environments over time;
2. identify some methodologies and theoretical approaches to the history of animals and explain how they are used in studying the past;
3. explain how different types of primary sources are used by historians in the study of historical human-animal relationships;
4. comprehend and evaluate a work of scholarship (such as an article in an academic journal or a chapter of an academic monograph);

5. demonstrate improved skills in research and writing, including the ability to construct a research question, develop an argument clearly supported by evidence, and state ideas clearly and effectively;
6. write an essay on the history of human-animal relationships, making use of a range of primary and secondary sources.

REQUIRED TEXTS

History 3580 Course Kit. Available at the York University bookstore.

Links to remaining course readings will be available through the course Moodle site at: <https://moodle.yorku.ca/moodle/course/view.php?id=135591>.

EVALUATION

Class participation	15%
Reading journal (due at the beginning of class each week)	20%
Three Lenses Assignment (due Oct. 1)	15%
Animal Policy Brief (due Nov. 5)	15%
Animal History Essay (due December 3)	35%

Grading:

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g. A+ =9, A=8, B+=7, C+=5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100; A = 80-89, B+=75-79, B=70-74; C+=65-69, C+60-64, etc.).For a full description of York’s grading system, see <http://history.laps.yorku.ca/students/grading-system/>

Plagiarism is a serious offence. If I suspect that your assignment is not your own intellectual work I will ask to see your notes and rough drafts. I will not hesitate to report academic dishonesty. See below for the official university policy on plagiarism.

Religious Observance Accommodation:

<https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

ASSIGNMENTS

Attendance and Participation (15%)

Regular attendance and participation in class discussions and activities are essential for success in this course. You are expected to arrive in class each week having completed the required readings and prepared to comment on them and discuss them with other students. Your participation in our discussions will be evaluated based on your ability to engage with the course material in an informed, creative and critical manner.

Reading Journal (20%)

Length: 2-3 single-spaced paragraphs or one single-spaced typed page, 12 pt font (200-300 words maximum) weekly.

Each student will complete a weekly journal entry responding to the readings for class. The journal should reflect your independent thinking about the readings, either by developing a line of thought or a commentary on the reading, or drawing connections with other readings or class discussions. Do not reproduce the content of the reading; you can assume that we know the material. Responses should reflect serious engagement with the reading, but may be exploratory and even playful. Journal entries should be typed and submitted *on paper* at the end of each class. Students may miss two entries without penalty. Individual entries will be graded as Excellent, Satisfactory or Unsatisfactory and a final letter grade for the entire journal will be calculated at the end of term.

Three Lenses Assignment (15%, due October 1)

Length: 2-3 pp, double-spaced

This is the first of two assignments designed to support the development of your final essay. Students will choose a *minimum* of three types of sources (or “lenses”) relating to an animal of their choice (animals are selected at the beginning of term): 1) a scientific paper; 2) a children’s story; and 3) a series of newspaper articles (e.g., 5 articles at twenty-year intervals). The first paragraph should explain the animal, the human society around it, and the time frame. The next three paragraphs should describe the view of the animal put forward by each lens. The final paragraph should articulate an argument drawing from the source materials. The goal of the assignment is to come up with an original argument about your chosen animal based on a close and careful reading of these specific kinds of sources. We will discuss how to find and analyze source materials in class.

Animal Policy Brief (15%, due November 5)

Length: 2-3 pp, double-spaced

This assignment asks you to identify how an aspect of policy has transformed the life of your chosen animal. Choose a policy (an action taken by a government body at a specific time) and explain how it has changed the life of a species. The assignment requires you to describe and analyze a piece of policy critical to your animal and to write a policy brief (a summary recommendation to a specific government entity of what it should do about an animal-related issue). A copy of the policy must be submitted with your assignment. Examples of North American policies common to large groups of animals will be provided in class (e.g., game laws, endangered species legislation, etc.) but you are encouraged to seek out more specific policies relating to your chosen animal. We will discuss how to write a policy brief in class.

Animal History Essay (35%, due December 3)

Length: 2000-2500 words (10-12pp., double-spaced, 12 pt font)

This assignment gives you the opportunity to research and articulate a position on the historical relationship between a specific animal or animal species and human society. You may choose an individual animal (such as Shamu the Orca whale), a fictional animal (such as Winnie the Pooh), or an entire species, such as the black bear. Your essay should define a chronological

scope and identify the specific factors that change over time in the animal’s relationship with human society. Essays should incorporate analysis of a range of primary and secondary sources. They may draw upon the work you have done in the three lenses assignment and the policy brief. Your essay will be evaluated based on the evident quality of your research, the originality and substance of your ideas and insights, and the effectiveness with which those ideas are convincingly proposed and argued. Further details will be distributed in class.

Late Assignment Policies:

Unless otherwise indicated, all assignments should be submitted to the instructor in person at the beginning of class on the day they are due, or to the essay drop-off box in the History office, located just outside of the main history office, 2140 Vari Hall. If you use the essay drop-off box, please note that essays are not date-stamped by department staff. If you are handing in an assignment late, you can email a copy to me to stop the clock ticking, but you must provide a hard copy within 2 working days or else the paper will not be accepted. The hard copy must match the emailed copy. Save all of your rough notes or rough drafts of your assignments; you may be asked to submit these as well.

A penalty of 2% per day (including weekends) will be deducted for late assignments. In special circumstances a student may arrange for an extension. Such arrangements must be made *in person* no less than one week before the assignment is due. Requests for extensions will not be accepted over the phone or by email. If you have accommodations from the Accessibility Office, you still need to speak with me before assignments are due to arrange extensions.

The **deadline for dropping this course** without receiving a grade is February 8, 2019. See the refund table at www.yorku.ca/sfs/refunds/tables/.

Important Add/Drop Deadlines:

	FALL	YEAR	WINTER
	(F)	(Y)	(W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 18, 2018	Sept. 18, 2018	Jan. 16, 2019
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 2, 2018	Oct. 23, 2018	Jan. 30, 2019
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 9, 2018	Feb. 8, 2019	Mar. 8, 2019
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript)	Nov. 10 - Dec. 4, 2018	Feb. 9 - Apr. 3, 2019	March 9 -Apr. 3, 2019

COURSE WEB SITE AND COMMUNICATION WITH INSTRUCTOR

All electronic materials for this course, including a copy of this syllabus and links to library e-resources, will be posted on the course Moodle website.

You are welcome to communicate with me by email and I aim to respond within 24 hours, except on weekends. However, I also encourage you to come to my office hours or make an appointment to see me in person. Please send emails from your York email account and treat email as if you are writing a letter, and include the following:

- 1) Provide an appropriate salutation to the person you are addressing (title/full name)
- 2) Include HIST 3895 in the subject line of your email;
- 3) Write in full sentences;
- 4) Always sign the message using your full name and student number.

Make sure you consult the course syllabus, other handouts, and course website BEFORE submitting inquiries by email.

IMPORTANT LINKS FOR STUDENTS IN HISTORY COURSES

The History Department is located on the second floor of Vari Hall, 2140. The usual office hours during the academic term are M-F, 8:30am-4:00pm. The department's phone number for general inquiries is 416-736-5123.

The History Department website: Upcoming events, resources for undergraduate history students, faculty and staff information, and much more: <http://www.yorku.ca/uhistory/>

Undergraduate Program in History: links to information on history major career paths, degree programs (what is required for majors, minors, etc.), and degree checklists:
<http://history.laps.yorku.ca/undergraduate-program/>

History Advising Hours: The History department offers advising times weekly. The hours are posted on our website 1-2 weeks in advance. The days and times change to accommodate student's different schedules. No appointment is necessary; students will be seen on a first-come, first-served basis. The Director of Undergraduate Studies is Prof. Adrian Shubert, and he can be contacted at dushist@yorku.ca. Please note that no grade information will be discussed via email or telephone.

The Writing Centre: One-to-one help with a writing instructor on any writing assignment. You will need to enroll to set up your appointment, though they also offer some drop-in sessions. The enrollment link and further information is found at <http://www.yorku.ca/laps/writ/centre/>. Bring a copy of your assignment to your appointment.

York University Libraries: Links to the main catalogue, e-resources, on-line help chat line with librarian, and many other research aids: <http://www.library.yorku.ca/web/>

SPARK [Student Papers and Academic Research Kit]: This is an on-line tutorial that provides handy tips and tools for understanding and successfully completing university-level assignments. Go to <https://spark.library.yorku.ca>

Learning Disability Services: Learn about LDS at <http://lds.info.yorku.ca/>

York Student Code of Conduct: <http://oscr.students.yorku.ca/student-conduct>

Academic Honesty Statement:

Violations of the York Senate Policy on Academic Honesty will be treated severely. Recent penalties have included failure in the course, suspension from the University, and withholding or rescinding a York degree, diploma or certificate. Cheating during in-class or take-home examinations, collaborating on written assignments, failing to use quotations marks and citations when using or paraphrasing the printed or electronically disseminated work of others, aiding or abetting academic misconduct, and violating any other part of the Policy on Academic Honesty will result in penalties. For further details, see the relevant part of the York Website: <http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>

Academic Integrity Tutorial: http://www.yorku.ca/tutorial/academic_integrity/index.html

History department policy on grade reappraisals, including link to the grade reappraisal form: <http://history.laps.yorku.ca/students/grading-system/>

CLASS SCHEDULE AND READINGS

1. September 10. Introduction to the Course

2. September 17. Writing the History of Animals

Readings

Fudge, Erica. "A Left-Handed Blow: Writing the History of Animals." In *Representing Animals*, edited by N. Rothfels, 3-18. Bloomington and Indianapolis: Indiana University Press, 2002. COURSE KIT.

Richard Bulliet, "Postdomesticity: Our Lives with Animals." In *Hunters, Herders, and Hamburgers: The Past and Future of Human-Animal Relationships*. 1-35. COURSE KIT.

3. September 24. Animals and North American Indigenous Ways of Knowing

Readings

Paul Nadasdy, "The Gift in the Animal: The Ontology of Hunting and Human-Animal Sociality," *American Ethnologist* 34 (2007): 25-43. MOODLE LINK.

Aftandilian, Dave. "Toward a Native American Theology of Animals: Creek and Cherokee Perspectives." *CrossCurrents* 61, no. 2 (2011): 191–207. MOODLE LINK.

4. October 1. Animals as Agents of Colonization

**Three Lenses Assignment due*

Readings

Alfred Crosby, "Prologue," and Ch.8, "Animals" in *Ecological Imperialism: The Biological Expansion of Europe, 900-1900*, 2nd ed. (Cambridge and New York: Cambridge University Press, 2004): 1-7; 171-194. COURSE KIT.

Virginia D. Anderson, "King Philip's Herds: Indians, Colonists, and the Problem of Livestock in Early New England," *William and Mary Quarterly* 51, no. 4 (1994): 601-624. MOODLE LINK.

5. October 8: NO CLASS. HAPPY THANKSGIVING!

6. October 15. Once Were Many: Industrializing the Hunt

Readings

Isenberg, Andrew C. "Toward a Policy of Destruction: Buffaloes, Law, and the Market, 1803-83." *Great Plains Quarterly* 12, no. 4 (September 1992): 227–41. MOODLE LINK.

Jennifer Price, "Missed Connections: The Passenger Pigeon Extinction," in *Flight Maps: Adventures with Nature in Modern America* (New York: Basic Books, 2000): 1-55. COURSE KIT.

7. October 22. Field trip to St. Lawrence Market

Class field trip on the history of animals in nineteenth-century Toronto, led by Prof. Sean Kheraj.

Readings TBA.

8. October 29. Animals in the Nineteenth-Century City

Readings

McNeur, Catherine. "The 'Swinish Multitude': Controversies Over Hogs in Antebellum New York City." *Journal of Urban History* 37, no. 5 (2011): 639-660. MOODLE LINK.

Ted Steinberg, "Death of the Organic City," in *Down to Earth: Nature's Role in American History*. 2nd ed. (New York: Oxford University Press, 2009): 155-169. COURSE KIT.

9. November 5. Industrializing Animals

**Animal Policy Briefs due*

Film in class: *Chicken of Tomorrow* (1948)

Readings

Anderson, J.L. "Lard to Lean: Making the Meat-Type Hog in Post World War II America," in Belasco, Warren, and Roger Horowitz. *Food Chains: From Farmyard to Shopping Cart* (University of Pennsylvania Press, 2010): 29-46. COURSE KIT.

Ted Steinberg, "The Secret History of Meat," in *Down to Earth: Nature's Role in American History*, 2nd ed. (New York: Oxford University Press, 2002): 187-202. COURSE KIT.

9. November 12. Insects, Agriculture, and the Anti-pesticides movement

Film in class: *Rachel Carson's Silent Spring* (PBS American Experience, 60 mins)

Readings

Edmund P. Russell, "'Speaking of Annihilation': Mobilization for War Against Human and Insect Enemies, 1914-1945," *Journal of American History* 82, no. 4 (March 1996): 1505-1529. MOODLE LINK.

Blu Buhs, Joshua. "The Fire Ant Wars: Nature and Science in the Pesticide Controversies of the Late Twentieth Century." *Isis* 93, no. 3 (September 2002): 377-400. MOODLE LINK.

10. November 19. Wildlife Conservation and Predator Control

Film in class: Bill Mason, *Cry of the Wild* (NFB: 1972)

Readings

Brett L. Walker, "Meiji Modernization, Scientific Agriculture, and the Destruction of Japan's Hokkaido Wolf," *Environmental History* 9, no. 2 (April 2004): 248–274. MOODLE LINK.

Barrow, Mark V. "Science, Sentiment, and the Specter of Extinction: Reconsidering Birds of Prey during America's Interwar Years." *Environmental History* 7, no. 1 (2002): 69–98. MOODLE LINK.

11. November 26. Unwelcome Opportunists: Animal Invasions and Biodiversity

Film in class: *Cane Toads: An Unnatural History* (47 mins)

Readings

Ritvo, Harriet. "Going Forth and Multiplying: Animal Acclimatization and Invasion," *Environmental History*, February 2012. MOODLE LINK.

Coates, Peter. "Eastenders Go West: English Sparrows, Immigrants, and the Nature of Fear." *Journal of American Studies* 39, no. 3 (2005): 431–62. MOODLE LINK.

12. December 3. Animal Captives, Animal Spectacle

Readings

Jason Colby, "Change in Black and White: Killer Whale Bodies and the New Pacific Northwest," 19-37, in Susan Nance, ed., *The Historical Animal* (Syracuse: Syracuse University Press, 2015). COURSE KIT.

John Berger, "Why Look at Animals?" 3-2, in *About Looking* (New York: Vintage, 1992). COURSE KIT.

Nance, Susan. "Introduction: Turning the Circus Inside Out," *Entertaining Elephants: Animal Agency and the Business of the American Circus*, Johns Hopkins University Press, 2013. 1-14. MOODLE LINK.

Additional Resources

Animal Studies Bibliography: <http://www.animalstudies.msu.edu/bibliography.php>

Reaktion Books “Animal” series

http://www.reaktionbooks.co.uk/browse/series/-/*/Series. The full series is available through the York University Libraries.

Animal is a pioneering series from Reaktion Books. The first of its kind to explore the historical significance and impact on humans of a wide range of animals, each book in the series takes a different animal and examines its role in history around the world. The importance of mythology, religion and science are described as is the history of food, the trade in animals and their products, pets, exhibition, film and photography, and their roles in the artistic and literary imagination.

Nance, Susan, ed. *The Historical Animal*. Syracuse: Syracuse University Press, 2015.

The Animal Museum, Los Angeles CA: <http://theanimalmuseum.com/>

Animal History Museum, <http://animalhistorymuseum.org/>