

Ruskin College, Oxford

BA / DIPHE History with Social Sciences

Module Handbook
Animals and Humans: whose history?

2010-11

Dr Hilda Kean rev January 2011

NB For readers of H - net Animal please note that this was a compulsory module for students taking a degree in History with Social Sciences and taught in a group combining level 5 and 6. The rather clunky wording in places was required to conform with the regulatory body approving the degree in line with the requirements of the QAA

The aim of this module handbook is to give you a summary of what we will be covering in the module, background reading for each week's classes, and ideas of what is expected. It should be read in conjunction with the formal handbook.

Although this was **not** included within the specification of the validation of the degree I will also offer tutorials as indicated as a way of easing you into the more demanding forms of study required, given that this is topic that is new for all students. You will be expected to prepare reading and some written tasks for classes, to participate inside – and outside – class in studying for this module and, together with tutors, to work on organising your time productively and efficiently. **Even if you have not previously used College support services such as study skills support or counselling support this may be a time to see such staff for some additional help.**

As previously suggested, it is recommended that you consider forming yourselves into an independent study group outside the formal classes for support and the exchange of ideas. You also need to consider the value of using the intranet for email class discussion. You also need to consider subscribing to relevant H-net discussion groups on Humanities and History issues.

As previously suggested, keeping a study diary and examples of work and achievements in your portfolio should also help keep you on track. Also think through your aims included within your ILP to help you prepare your weekly work.

As a way of coming to grips with the topic and to keep everyone on track this term's seminars will be directed around texts and ideas covered in class and drawing on materials cited in the reading list. **Every student will need to prepare a presentation of c. 10 minutes drawing on content of the previous session and to lead student discussion on the topic.** The key thing is reading, absorbing ideas and thinking about the issues. Powerpoint

presentation is fine, if you want to do this, but the main thing is the content rather than the form! This will both help you absorb ideas and think about issues for your essay/ assessments .

The formal assessment is slightly different for BA and DIPHE. **Both** years need to submit an individual essay title of your choice, discussed and agreed with me (and the external examiner). The essay should include both ideas and content and, where appropriate, contemporary materials and be c.3 - 4 K words. The Bodleian has an excellent range of materials on animal issues – please use them. In addition the BA group needs to compile a bibliography of materials that might be used as background for a course on ‘Animal- Human history’ together with critical analysis of c.1k words. (That is, compile a list of c. 10 works and critically analyse how they can help one understand the notion of animal – human history and in what ways . Needless to say that are lots of different ways of doing this). I want BOTH groups to do this even though only the BA group will be formally assessed on it. **See page 10**

Please come to a tutorial prepared to talk about your idea for your essay/ issues in doing a bibliography. I will help you with ideas for reading, structure and wording of the title.

Please do remember that you are expected to attend all classes AND if you are unable to attend through sickness to let me know asap – either email me or leave a message in reception. This is a College requirement – apart from being a common courtesy. Sick notes may be required if absence is ongoing.

**FORMAL BITS FREOM OVERALL HANDBOOK – PLEASE NOTE THAT
DIPHE AND BA BLURBS ARE SLIGHTLY DIFFERENT**

2.4 Module Title:

Animals and Humans: whose history?

Module Level: **DipHE level 2**

Module Tutor: Dr. Hilda Kean,

Class Contact Hours: 3 class hours (plus 2 directed hours) per week

Library & Individual Study Hours: 15 hours per week

Rationale

This module draws on some of the material covered in early CERTHE modules to develop students thinking on the nature of history – and the subjects of history. The growing area of ‘ Cultural Animal Studies’, which includes approaches from History, Cultural Studies, Sociology, Anthropology, Literature and Art, questions, inter alia, the way in which human history is taken as a given and seeks to explore the historical and cultural position of animals in society both as a way of understanding but also challenging set ideas of human history. The module gives students the opportunity to both deepen historical understanding and to apply concepts from cultural studies and other discourses to their studies. It could also be of interest to students with backgrounds in Social Sciences. It is taught by Dr Hilda Kean recognised as a leading national and international scholar in this field.

Indicative Content

Is it possible to write animal history?

The changing cultural representation of domestic animals in 19th century and 20th century English speaking societies

Animal Rights or Animal Welfare?

Anti-vivisection: a long radical tradition

Hunting and class: the role of the rural animal

The Australian Dog on the Tuckerbox and American Balto: canine monuments or national icons?

Learning Outcomes

After having successfully completed this module students will be able to:

Knowledge and Understanding

1. Demonstrate critical understanding of the way that the past has been constructed as simply a human past.
2. Understand the limits of knowledge in the development of historical and cultural understandings which acknowledge the role of non human animals in human pasts.
- 3 .Critically analyse information which might be obtained through re-visiting

'given' pasts through the lens of animals.

4. Evaluate the appropriateness of applying historical concepts and those from other subjects to the study of animals ' history .

Intellectual Skills

1. Read and use a range of secondary and contemporary materials both critically and empathetically.
2. Understand different approaches used by historians and other scholars involved in writing about animals including debates around the problematic of the empathetic engagement of the scholar working in this field.
3. Continue to develop intellectual integrity and maturity and empathy and imaginative insight, including towards an analysis of the inclusion of non human animals in historical understandings.
4. Develop and communicate arguments in written and oral form, including using contemporary materials.

Generic Skills

1. Demonstrate self-discipline, direction and independence of mind and initiative, as evidenced, for example, in preparation of reading for class.
2. Work with others and have respect for others' views, particularly those which may be strongly held and controversial, as demonstrated, for example, in seminar discussion.
3. Develop structure, coherence, clarity and fluency of oral and written expression as demonstrated, for example, in seminar discussion and summative work.
4. Manage their own learning through gathering, organising and deploying material, for example, for assessments.

Teaching and learning methods

Pedagogical approaches will emphasise students' active engagement with their own learning. Although sessions will include tutor presentation of material, time in class will also involve hands- on engagement with a range of materials including those brought into the class by students. Students will be encouraged to undertake independent reading using the facilities of libraries such as the Bodleian. Students will present, in different ways, their ideas and analyses to the class or to others in a small group.

Assessment Methods

Formative Assessment

Classroom feedback, presentations and reading of materials.

Summative Assessment

In order to reflect on different sorts of intellectual concepts that might be useful for thinking about animals in the past, One assessed essay on a topic chosen by the student and agreed with the tutor (length 3 - 4, 000 words) accounting for 100% of the module assessment

Indicative reading:

Fudge, Erica (2002) *Animal* Reaktion Books

Kean, Hilda (1998/2000) *Animal Rights. Political and Social Change in Britain since 1800*. Reaktion

Kenyon - Jones, Christine (2001) *Kindred Brutes: Animals in Romantic - Period Writing*, Aldershot: Ashgate

Kete, Kathleen (1994) *The beast in the boudoir: petkeeping in nineteenth century Paris*, Berkeley: University of California Press, 1994

Lansbury, Coral (1985) *The Old Brown Dog: Women, Workers and Vivisection in Edwardian England*, University of Wisconsin Press

Masson, Jeffrey (1996) *When Animals weep. The emotional life of animals* Delta

Ritvo, Harriet (1987 *The Animal Estate. The English and Other creatures in the Victorian Age*), Harvard UP

Websites:

http://www.princeton.edu/~psinger/available_online. (Peter Singer's website)
H-animal

<http://www.psyeta.org/> (Society and Animals)

<http://grumpyvegan.com/> (Kim Stallwood's website)

<http://www.oxfordanimaethics.com/index.php> (website of Oxford animal ethics centre run by Professor Andrew Linzey)

Attendance requirements

Students are required to attend punctually and regularly all classes. Formative work, as appropriate, needs to be carried out under the guidance of the tutor.

Equal opportunities

The module aims to provide a course, which in its content, concepts and pedagogical approaches promotes ideas both of difference and inclusion. Within the course content specific attention will be paid to issues of gender, sexuality, race and class. Pedagogic approaches aim to provide a learning framework accessible to all in which all students feel able to learn and develop positively as individuals

**2.13 Module Title:
Animals and Humans: whose history?**

Module Level: BA level 3 [20 CATS points]

Module Tutor: Dr. Hilda Kean,

Class Contact Hours: 3 class hours (plus 2 directed hours) per week

Library & Individual Study Hours: 15 hours per week

Rationale

This module draws on some of the material covered in early CERTHE modules to develop students thinking on the nature of history – and the subjects of history. The growing area of ‘ Cultural Animal Studies’, which includes approaches from History, Cultural Studies, Sociology, Anthropology, Literature and Art, questions, inter alia, the way in which human history is taken as a given and seeks to explore the historical and cultural position of animals in society both as a way of understanding but also challenging set ideas of human history. The module gives students the opportunity to both deepen historical understanding and to apply concepts from cultural studies and other discourses to their studies. It could also be of interest to students with backgrounds in Social Sciences. It is taught by Dr Hilda Kean recognised as a leading national and international scholar in this field.

Indicative Content

Is it possible to write animal history?

The changing cultural representation of domestic animals in 19th century and 20th century English speaking societies

Animal Rights or Animal Welfare?

Anti-vivisection: a long radical tradition

Hunting and class: the role of the rural animal

The Australian Dog on the Tuckerbox and American Balto: canine monuments or national icons?

Learning Outcomes

After having successfully completed this module students will be able to:

Knowledge and Understanding

1. Demonstrate a systematic understanding of the way that the past has been constructed as simply a human past.
2. Critically engage with and understand some of the issues within recent scholarly activity which acknowledges the role of non human animals in human pasts.
- 3 .Accurately Identify some of the insights which might be obtained through re-visiting ‘given’ pasts through the lens of animals.

4. Realise the inter-relationship between historical concepts and those from other subjects as currently being informed by innovative work within and beyond the discipline of history.

Intellectual Skills

5. Read and use a range of secondary and contemporary materials both critically and empathetically.
6. Systematically analyse different approaches used by historians and other scholars involved in writing about animals including debates around the problematic of the empathetic engagement of the scholar working in this field.
7. Continue to develop intellectual integrity and maturity and empathy and imaginative insight, including towards an analysis of the inclusion of non human animals in historical understandings.
8. Devise and sustain arguments in written and oral form, including using contemporary materials.

Generic Skills

5. Demonstrate self-discipline, direction and independence of mind and initiative, as evidenced, for example, in finding their own materials on the subject.
6. Work with others and have respect for others' views, particularly those which may be strongly held and controversial, as demonstrated, for example, in seminar discussion.
7. Frame explore appropriate questions for example in structured and fluent oral and written work as demonstrated, for example, in seminar discussion and summative assessment.
8. Manage their own learning including dealing with unpredictable contexts through using their initiative in gathering, organising and deploying material, for example, for assessments.

Teaching and learning methods

Pedagogical approaches will emphasise students' active engagement with their own learning. Although sessions will include tutor presentation of material, time in class will also involve hands-on engagement with a range of materials including those brought into the class by students. Students will be encouraged to undertake independent reading using the facilities of libraries such as the Bodleian. Students will present, in different ways, their ideas and analyses to the class or to others in a small group.

Assessment Methods

Formative Assessment

Classroom feedback, presentations and reading of materials.

Summative Assessment

In order to reflect on different sorts of intellectual concepts that might be useful for thinking about animals in the past, **One critical bibliographical compilation and review of c.1,000 words comprising 30% AND**

One assessed essay on a topic chosen by the student and agreed with the tutor (length 3 - 4, 000 words) accounting for 70% of the module assessment

Indicative reading:

Fudge, Erica (2002) *Animal* Reaktion Books

Kean, Hilda (1998/2000) *Animal Rights. Political and Social Change in Britain since 1800.* Reaktion

Kenyon - Jones, Christine (2001) *Kindred Brutes: Animals in Romantic - Period Writing*, Aldershot: Ashgate

Kete, Kathleen (1994) *The beast in the boudoir: petkeeping in nineteenth century Paris*, Berkeley: University of California Press, 1994

Lansbury, Coral (1985) *The Old Brown Dog: Women, Workers and Vivisection in Edwardian England*, University of Wisconsin Press

Masson, Jeffrey (1996) *When Animals weep. The emotional life of animals* Delta

Ritvo, Harriet (1987) *The Animal Estate. The English and Other creatures in the Victorian Age*, Harvard UP

Websites:

http://www.princeton.edu/~psinger/available_online. (Peter Singer's website)

H-animal

<http://www.psyeta.org/> (Society and Animals)

<http://grumpyvegan.com/> (Kim Stallwood's website)

<http://www.oxfordanimalethics.com/index.php> (website of Oxford animal ethics centre run by Professor Andrew Linzey)

Attendance requirements

Students are required to attend punctually and regularly all classes. Formative work, as appropriate, needs to be carried out under the guidance of the tutor.

Equal opportunities

The module aims to provide a course, which in its content, concepts and pedagogical approaches promotes ideas both of difference and inclusion. Within the course content specific attention will be paid to issues of gender, sexuality, race and class. Pedagogic approaches aim to provide a learning framework accessible to all in which all students feel able to learn and develop positively as individuals

BA formal assessment and DIPHE informal :

Compile a bibliography – of books, articles, websites, visual material, artefacts etc – that you think would be useful in thinking about animals in the past.

In addition to this list, write a critical review – or report – on what you have compiled that gives the rationale for doing this. Do not write more than 1,000 words.

The ‘trick’ with this is to think through HOW you will compile materials before you start reading or doing internet searches. Arguably it might be useful to include material that you could then criticise! Also, do you want things from the past or about the past?

You might also approach this by thinking about the possibility – or not – of writing about animals (as opposed to humans) in the past AND also the constraints (or opportunities) offered by looking at this from an historical perspective. That is, how might your list be different if you were looking at animals in literature or art?? Alternatively, you might think that it is more valid drawing up a list of philosophical /ethical works focussing on animals rather than, say, works of social history. As long as you then critically analyse what you have written it doesn't matter so much what you have listed.

I suggest confining your list to c.10 works or it will be difficult to write a critical piece. NB. 30% only of marks

BA and DIPHE formal essay assessment:

You need to devise your own title – agreed with me – on an aspect of animal –human history. The essay will be between 3 - 4k words.

You need to think about your own interests – **and** concepts covered in the module AND the learning outcomes jargon to ensure that your title is ARGUMENT based and NOT descriptive.

You may chose an aspect of a topic covered in class but not one on which you have given the student seminar presentation.

You can write an essay that could be said to be **social history** e.g. Critically analyse why pit ponies and not women were used in the pits of County Durham or Why did the Labour government of 1945 not ban fox hunting?

You can also write an essay that could be said to be **cultural history** e.g. What impact did the paintings and etchings of Landseer have upon people's view of animal cruelty? Or To what extent might the British be called a national of animal lovers?

You can also write an essay that attempts to explore a known topic in a **new way** e.g. re-visiting the NHS as institutionalising state sponsorship of vivisection or looking at the growth of domesticity between the wars through an animal lens.

You can also write an essay that is **theoretical and / or inter disciplinary** in scope e.g. Is it possible to write animal –human history within the current constraints of history writing? Writing animal history is impossible. Discuss

In devising your title pay attention to outcomes jargon e.g. demonstrate systematic understanding of construction of the past as human, critical understanding of limits of knowledge, re-visiting given pasts, using concepts other than the historical, using a range of contemporary materials, problematic of empathetic engagement, using different writers.

Weighting is different:

BA students – 70% of marks
DIPHE students - 100%

For both assessments make sure you do proper footnotes and underlining of book titles and ‘ ‘ for articles etc. **This is important!** Refer to the booklet John gave you !

Timetable of topics for the module

Please note that reading week is 'late' and end of term 'early'. Inter alia this means working on your essay BEFORE reading week!

Tuesday January 11:

1. What is an animal? What is a human? Introducing Animal – and Human history

Thinking through assessment tasks
Tutorials

Tuesday 18 January

2. The possibility of the past without animals? Writing in an absence

Student led seminar on last week's themes
Tutorials

Tuesday 25 January

3. Issues in writing animal history:

Changing attitudes in early C19th Britain. Why cattle? Why Bull baiting? Is this really about non-human animals??

Student led seminar on last week's themes

Tuesday 1st February

4. Issues in writing animal history:

Were animals actually changing in C19th Britain – or were these merely human perceptions and how can we tell?

Student led discussion on bibliographies

Tutorials on initial essay topic

Tuesday 8 February

5. Issues in writing animal history:

Were /are campaigns against vivisection really about animals?

Student led seminar on last week's themes

Tutorials on agreed titles

FRIDAY 11th FEBRUARY BA hand in **2 copies of bibliography - word processed- and plagiarism form to Student enquiry office or Headington reception by 4.30. If DIPHE students would like feedback on this as a way of preparing for your essay also hand in by this deadline. This date is DELIBERATE so that reading week is spent on your essays**

Tuesday 15 February

6. Issues in writing animal history:

The changing position of domestic animals: from guard dogs and rat catchers to pets

Student led seminar on last 2 week's themes

Tutorials

7. Reading week

Tuesday 1 March

8. Difficulties of animal history: the nature of representation. Can we get beyond this or not?

Student led seminar on last week's themes

Tutorials on essay issues

Tuesday 8 March

9. What might animal history look like? Is the incorporation of animals within human history the only way forward?

And module evaluation

Tuesday March 15th

Individual tutorials queries re assessment essay

FRIDAY March 18th

Hand in 2 copies of essay - word processed- and plagiarism form to Student enquiry office or Headington reception by 4.30 . PLEASE ENSURE YOU STATE CLEARLY WHETHER YOU ARE BA or DIPHE

Reading lists for weekly topics.

These are provided so that you use them to undertake reading for seminars and as background for the topic generally and to think about your own essay title. Please make use of this. Remember you are expected to spend a minimum of c 17 hours a week working on this module.

1. What is an animal? What is a human? Introducing Animal – and Human history

Jonathan Balcombe Second nature The inner lives of animals, 2010

Marc Bekoff and Jessica Pierce Wild Justice. The Moral Lives of Animals, 2009

Marc Bekoff The animal manifesto Six reasons for expanding our compassison footprint

*Jeremy Bentham Principles of Morals and Legislation in various including ed Kalof and Fitzgerald The Animals Reader 2007

*Lynda Birke Naming Names – or, what’s in it for the animals? Humanimalia. A journal of human/animal interface studies vol 1: September 2009 available online

Matthew Calarco Animals in Continental Philosophy available online at http://www.h-net.org/~animal/ruminations_calarco.html

*Robert Darnton, “Workers Revolt: The Great Cat Massacre of the Rue Saint-Séverin,” in The Great Cat Massacre (Vintage Books, 1984 and other eds.

Descartes from the Letters of 1646 and 1649 in Kalof and Fitzgerald Animals Reader 2007

DEFRA: Animal by-products: Disposal of fallen stock - Questions & answers (DEFRA website) Also see consultation of the code of practice for cats,dogs, and horses on DEFRA website,

*Fudge, Erica. 2002. A left-handed blow: Writing the history of animals. In N. Rothfels (ed.) Representing Animals. 3-18. Indiana University Press.

Garner, Robert. 2005. Animal Ethics. Polity Press.

Garner, Robert. 2005. The Political Theory of Animal Rights (Perspectives on Democratization). Manchester University Press.

Gold, Mark. 1995. Animal Rights: Extending the Circle of Compassion. Oxford: Jon Carpenter Publishing.

Kazez, Jean Animalkind. What we owe to animals, 2009

Masson, Jeffrey and Susan McCarthy. 1995. When Elephants Weep: The Emotional Lives of Animals.

Munro, Lyle. 2001. Compassionate Beasts: The Quest for Animal Rights. Westport: Praeger.

Munro, Lyle. 2005. Confronting Cruelty: Moral Orthodoxy and The Challenge Of The Animal Rights Movement (Human-Animal Studies). Brill Academic Publishers.

*Mike Radford Animal Welfare Law in Britain 2004

Regan, Tom. 1983. The Case for Animal Rights. Berkeley, CA: University of California. Or any work by Regan

Tom Regan The Rights of Humans and Other Animals in Kalof and Fitzgerald The Animals Reader 2007

Rowlands, Mark. 2002. Animals Like Us. London: Verso.

The Philosopher and the Wolf, Granta, 2009

Serpell, J.A. 1986. In the Company of Animals: A Study of Human-Animal Relationships. New York: Basil Blackwell.

Singer, Peter. 1976 or 1990. Animal Liberation. Second Edition. New York: Random House. (various eds. Or any work by Singer)

*Peter Singer Animal Liberation or Animal Rights? In Kalof and Fitzgerald Animals Reader

Peter Singer In Defense of Animals. The Second Wave

Gary Steiner Animals and the moral Community. Mental Life, Moral Status, and Kinship , 2008

Wise, Steven M. 2000. Rattling the Cage: Toward Legal Rights for Animals. Cambridge

2.The possibility of the past without animals? Writing in an absence

Adams, Carol. 1991. The Sexual Politics of Meat: A Feminist-Vegetarian Critical Theory. New York: Continuum.

Adams,Carol J. 2003. The Pornography of Meat. Continuum.

Adams, Carol J. and Josephine Donovan (eds.). 1995. Animals and Women: Feminist Theoretical Explorations. Durham, NC: Duke University Press.

Bartrip, P.W.J. Myxomatosis in 1950s Britain in Twentieth Century British History, November 2007 AND Myxomatosis. A History of pest control and the rabbit, 2008

Ernest Bell and Harold Baillie Weaver Horses in Warfare, 1912, In Bodleian

Major General Sir L J Blenkinsop & Lt Col J W Rainey eds. History of the Great War based on official documents: Veterinary Science 1925. In Bodleian

J W Brereton The Horse in War, 1976 Bodleian

*Fudge, Erica. 2002. Animal. London: Reaktion.

Hinchliffe, Steve Geographies of Nature. Societies environments ecologies, 2009

*Jason C. Hribal Animals, Agency, and Class: Writing the History of Animals from Below Human Ecology Review 14:1 2007. Available, online

Linzey, Andrew and Dan Cohn-Sherbok. 1997. After Noah: Animals and the Liberation of Theology. New York: Cassell.(Or any work by Linzey)

Mark Hamilton Lyle The Gentle Subversive Rachel Carson, Silent Spring and the Rise of the Environmental Movement

John Reader Propitious esculent. The potato in World history 2007

Spencer, Colin. 1990. The Heretics Feast: A History of Vegetarianism. London: Fourth Estate.

Thompson, F.M.L. ed Horses in European Economic History. A preliminary canter, 1983.

Robert Trow Smith British Livestock. A History of British Livestock Husbandry 1700 – 1900, 1959

3.Issues in writing animal history:

Changing attitudes in early C19th Britain. Why cattle? Why Bull baiting? Is this really about non-human animals??

Archer, John E. 1985. 'A fiendish outrage?' A study of animal maiming in East Anglia : 1830-1870. Agricultural History Review 33(Part II): 147-157.

Blaisdell, John D. 1999. The rise of man's best friend: The popularity of dogs as companion animals in late eighteenth-century London as reflected by the dog tax of 1796. Anthrozoös 12(2): 76-87. (Bodleian)

Cartmill, Matt. 1993. A View to a Death in the Morning: Hunting and Nature Through History. Cambridge, MA: Harvard University Press

Fudge, Erica. 2000. Perceiving Animals: Humans and Beasts in Early Modern English Culture.

Fudge, Erica, Ruth Gilbert and S. J. Wiseman. 1999. At the Borders of the Human: Beasts, Bodies and Natural Philosophy in the Early Modern Period.

Gompertz, Lewis Moral Inquiries on the Situation of Men and of Brutes 1824, Reprinted Fontwell 1992. Bodleian

*Kean, Hilda. 1998. Animal Rights: Political and Social Change in Britain Since 1800. London: Reaktion.

Humphrey Primatt The Duty of Mercy and the Sin of Cruelty to Brute Animals , 1776, reprinted in ed Richard Ryder, 1992. Bodleian

*Thomas, Keith. 1983. Man and the Natural World: A History of the Modern Sensibility. New York: Pantheon.

Turner, E.S. All heaven in a rage, second ed Fontwell 1991

4. Issues in writing animal history:

Were animals actually changing in C19th Britain – or were these merely human perceptions and how can we tell?

Asma, Stephen T. 2001. Stuffed Animals and Pickled Heads: The Culture and Evolution of Natural History Museums. New York: Oxford University Press.

*Berger, John. 1980. About Looking. New York: Pantheon Books.

Bostock, S. 1993. Zoos and Animal Rights. London and New York: Routledge.

Burt, Jonathan. 2002. Animals in Film. London: Reaktion Books.

*Burt, Jonathan. 2004 . Rat. London: Reaktion

Susan Chitty The Woman who wrote Black Beauty, 1971. Bodleian

James Gregory Of Victorians and Vegetarians The Vegetarian Movement in C19th Britain 2007

*Brian Harrison Peaceable Kingdom, 1983 - essay on RSPCA

Jason C. Hribal Animals, Agency, and Class: Writing the History of Animals from Below Human Ecology Review 14:1 2007. Available, online

Kean, Hilda. 1998. Animal Rights: Political and Social Change in Britain Since 1800. London: Reaktion.

Kete, Kathleen. The Beast in the Boudoir: Petkeeping in Nineteenth Century Paris. California, 1995.

MacKenzie, J.M. 1988. The Empire of Nature: Hunting, Conservation and British Imperialism. Manchester: Manchester University Press.

Richard Perren The Meat Trade in Britain 1840 -1914, 1977

*Harriet Ritvo, The Animal Estate 1985

Rothfels, Nigel. Savages and Beasts: The Birth of the Modern Zoo. Johns Hopkins U. Pr., 2002.

Ed Matthew Senior A Cultural History of Animals in the age of enlightenment , 2007

Anna Sewell, Black Beauty

Spencer, Colin. 1990. The Heretics Feast: A History of Vegetarianism. London: Fourth Estate.

*Turner, E.S. All heaven in a rage, second ed Fontwell 1991

Turner, James Animals, Pain and Humanity in the Victorian Mind. Reckoning with the Beast, 1980;

See http://www.h-net.org/~animal/markings4_enright.html

Review of The Victorian Animal conference

The Victorian Committee of The Graduate Center, CUNY

Reviewed for H-Animal by

Kelly Enright Rutgers University - to give you a brief idea of some of the issues

5. Issues in writing animal history:

Were /are campaigns against vivisection really about animals?

Buettinger, Craig. 1997. Women and antivivisection in late nineteenth-century America. Journal of Social History 30(Summer): 857-872.

Clark, Stephen. 1977. The Moral Status of Animals. Oxford: Oxford University Press.

*Frances Power Cobbe Light in Dark Places, 1885. Bodleian

Nadia Durbach Bodily Matters, The anti-vaccination movement in England 1853 -1907 , 2005

French, R.K. 1999. Dissection and Vivisection in the European Renaissance. Aldershot, England; Brookfield, VT: Ashgate. (Bodleian)

French, Richard D. 1975. Antivivisection and Medical Science in Victorian Britain . Princeton, NJ: Princeton University Press.

Sarah Grand The Beth Book. (novel) 1893, reissued 1994 – in Ruskin.

*Hilda Kean The Smooth Cool Men of Science. The feminist and socialist response to vivisection History Workshop Journal 40, Autumn 1995

Kean, Hilda. 1998. Animal Rights: Political and Social Change in Britain Since 1800. London: Reaktion.

Hilda Kean The mood of militancy: Anti – vivisection in nineteenth century Britain BBC History magazine December,2007, pp. 36-8 Made up as pamphlet in Ruskin

*Lansbury, Coral. 1985. The Old Brown Dog: Women, Workers, and Vivisection in Edwardian England. Madison, WI: University of Wisconsin Press.

*Ed Nicholaas Rupke Vivisection in Historical Perspective 1990

Ryder, Richard D. 1989. Animal Revolution: Changing Attitudes Towards Speciesism. Oxford: Blackwell.

Ryder, Richard D. 1975. Victims of Science: The Use of Animals in Research. London: Davis- Poynter.

Turner, E.S. All heaven in a rage, second ed Fontwell 1991

James Turner, Reckoning with the Beast

Lori Williamson, Power & Protest. Frances Power Cobbe & Victorian Society , 2005

**6. Issues in writing animal history:
The changing position of domestic animals : from guard dogs and rat catchers to pets**

Albert, Alexa and Kris Bulcroft. 1987. Pets and urban life. Anthrozoös 1(1): 9-25. Bodleian

Berger, John. 1980. About Looking. New York: Pantheon Books

Dekkers, M (1994) Dearest Pet London: Virago

*Erica Fudge Pets, 2008

Kean, Hilda. 1998. Animal Rights: Political and Social Change in Britain Since 1800. London: Reaktion.

Hilda Kean The Moment of Greyfriars Bobby. The Changing cultural position of animals 1800 – 1920 in Kete ed A Cultural History of Empire made up as pamphlet in Ruskin AND book

Kathleen Kete. 2002. "Animals and Ideology: The Politics of Animal Protection in Europe." In Representing Animals, Nigel Rothfels, ed. Bloomington: Indiana University Press.

Kete, Kathleen. The beast in the boudoir: Petkeeping in nineteenth century Paris. Berkeley: University of California Press, c1994.

Kathleen Kete Animals and Human Empire in Kete A Cultural History of Animals 2007 made up as pamphlet in Ruskin and book

Teresa Mangum Narrative Dominion or the Animals write back? In ed Kete Cultural History made up as pamphlet in Ruskin and book

*Teresa Mangum, "Dog Years, Human Fears," in Nigel Rothfels ed Representing Animals.

McHugh, Susan. 2004. Dog. London: Reaktion.

* M.B. McMullan, "The Day the Dogs Died in London," London Journal 23.1 (1998), 32-40 (In Bodleian)

Neil Pemberton and Michael Warboys Mad Dogs and Englishmen Rabies in Britain 1830 -2000, 2007

Mark Rowlands Philosophy and Animals in the Age of Empire in Kete ed A Cultural History of Empire made up as a pamphlet in Ruskin AND book

Rubin, James H. Impressionist cats and dogs: pets in the painting of modern life. New Haven: Yale University Press, c2003. .(Bodleian)

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Drake Stutesman Snake 2006

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Tom Tyler and Manuela Rossini eds Animal Encounters.2009

Elaine Walker Horse 2008

The journal Society and Animals is available online by typing in psyeta. Articles can be downloaded for free up until 2008

Background reading – as previously circulated

*Try to dip into as much as you can before the joint year 2 and 3 History module begins. Although the **formal** assessments are slightly different for the different years you will **all** need to write a long essay on a topic of your own choice, and compile a bibliography of books and materials on non-human animals and give a seminar presentation. So the more initial reading you do & the more you are clear about **your** interest /focus the better position you will be in for additional readings and research next term. (Loads of contemporary materials in the Bodleian as well!)*

Erica Fudge **Pets** 2008

Erica Fudge **Animal** 2004

(Either of these are very good introductions into thinking about animal /human relationships without being too heavy. She is a key writer on animal-human studies)

Brian Harrison **Peaceable Kingdom** 1982 – article on RSPCA

Ed Linda Kalof and Amy Fitzgerald **The Animals Reader** 2007 especially first section on Animals and philosophical and ethical subjects and articles by John Berger and Jonathan Burt

Hilda Kean **Animal Rights. Social and Political Change in Britain since 1800** 1998/2000

Coral Lansbury **The Old Brown Dog Women, Workers and Vivisection in Edwardian England** 1985

Of particular interest for those into women's suffrage. Controversially Lansbury argues that feminist campaigners were NOT really into animals but just projecting their own position on to animals. (I disagree!!)

Andrew Linzey **Why Animal Suffering Matters** 2009 – or any book by him. Andrew is a theologian and philosopher who runs the Oxford Centre for Animals Ethics. He approaches ideas in a very accessible way. Although he is a Christian you can be an atheist and get a lot out of his work!

Harriet Ritvo **The Animal Estate** 1988 (Re animals in Victorian Britain) Both about animals but how human society influenced /structured by this. (In similar vein is Kathleen Kete **The Beast in Boudoir Pet-keeping in C19th Paris** (1994)

Mark Rowlands **The Philosopher and the Wolf** 2008. Brilliant and very readable account of a philosopher living with wolves – and taking one into his lectures and when running on the beach! A real eye opener. This is a bed / bath book

Nicholaas Rupke **Vivisection in Historical Perspective** 1990
Collection of useful essays if you have not thought about the topic. Of particular interest to those into science /Enlightenment

Colin Spencer **The Heretic's Feast A History of Vegetarianism** 1994

Very readable

Keith Thomas **Man and the Natural World Changing attitudes in England 1500-1800** 1983 Pre- C 19th – influential text

E.S.Turner **All Heaven in a Rage** reissued 1992
(V good , straightforward popular history of campaigns for animals)

Any book in the Reaktion series on animals e.g. Jonathan Burt **Rat**, Susan McHugh **Dog**. They are quick reads with lots of pictures. They tend to combine what might conventionally be called natural history with cultural studies /history. Some work better than others. **Rat** is interesting as it shows the way attitudes to rats have changed over time.

And lots of stuff on shelves opposite catalogue computers in library, adjacent to DVDs

Novels:

Sarah Grand **The Beth Book** 1897 reprinted 1994
(C19th melodrama combining vivisection, lock hospitals /contagious diseases acts and knight in shining armour....)

Anna Sewell **Black Beauty** 1877 – various reissues
(Yes, that Black Beauty – was very important in changing attitudes to welfare of horses)

Robert Westall **Blitz Cat** 1989, Ostensibly for children but I found it a good read re the war!

Films/ DVDs – often loads on television over Xmas but we also have some in Ruskin e.g. Grizzly Man and Umberto D

Examples include :

Beethoven – re dog rescuing dogs from vivisector

Babe – The pig that thinks she's a dog

Bambi – Was seen as influential in campaigns against hunting

Grizzly Man 2005 (dir Werner Herzog)

Documentary re Tim Treadwell who devoted much of his life to grizzly bears including filming them and was killed by a grizzly and the sounds of his death were recorded. I watched it one Xmas day and it certainly made a change from the usual rubbish on television!

Umberto D (dir Vittorio de Sica, 1952) Very moving exploration of the relationship between an older man and his dog

Theatre

War Horse – or book by Michael Murpurgo. This is NOT to be dismissed as a children's story. It is very moving – and historically accurate about the horses (and men) who survived (or died) during the First World War

Dr Hilda Kean

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