

HISTORY 102-6

THE HUMAN-ANIMAL RELATIONSHIP IN HISTORICAL PERSPECTIVE

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Fall 2005
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Hours: T&Th, 3:30-4:30
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This course will examine the problems and possibilities of studying the human-animal relationship in historical perspective. Building on recent scholarship, we will consider how animals have served as symbols in human culture, as raw material for human industry, and as companions in human lives. Among other questions, we will investigate:

- How have animals helped humans to understand and define human nature?
- What do changing ideas about animals, or changing relationships with animals, reveal about larger historical shifts?
- Are the animals with which humans develop relationships mainly natural or mainly cultural beings?
- To what extent are animals historical agents?

To explore these questions we will examine both broad and specific histories of human-animal relations, both secondary and primary sources, and the experiences of both Western and non-Western people. By comparing the human-animal relationship across time, place, and culture, we can glimpse its historical contingencies and continuities.

The following books are required reading, and are available for purchase at the Norris Center Bookstore:

Richard Bulliet, *Hunters, Herders, and Hamburgers*

Charles Darwin, *The Descent of Man*

Harriet Ritvo, *The Animal Estate*

Anna Sewell, *Black Beauty*

James Turner, *Reckoning with the Beast*

Unless otherwise noted, all other required reading is available through Northwestern University Library's E-Reserves (<http://www.library.northwestern.edu/courses/>).

ACADEMIC INTEGRITY

According to Northwestern University's *University Principles and Safeguards*: "Academic integrity at Northwestern is based on a respect for individual achievement that lies at the heart of academic culture. Every faculty member and student, both graduate and undergraduate, belongs to a community of scholars where academic integrity is a fundamental commitment."

Northwestern University recognizes seven categories of academic dishonesty: cheating; plagiarism; fabrication; obtaining an unfair advantage; aiding and abetting academic

dishonesty; falsification of records and official documents; and obtaining unauthorized access to official documents and records. These definitions and university policies regarding academic integrity are available online: <http://www.northwestern.edu/uacc/>. It is your responsibility to familiarize yourself with these definitions.

Plagiarism is the most common violation of academic integrity, and many instances of plagiarism are unintentional and avoidable. The website suggested above contains a link to advice on "How to Avoid Plagiarism." Please review its contents. *All assignments for this course are subject to processing by plagiarism detection software.*

All suspected cases of academic dishonesty must be reported to the Associate Dean for Undergraduate Studies for review. *Any student found guilty of academic dishonesty may receive an "F" for the course.*

SERVICES FOR STUDENTS WITH DISABILITIES

Students with learning or other disabilities that may affect their performance in the class should contact the Northwestern University Office of Services for Students with Disabilities (SSD). According to SSD, "Students requesting any academic accommodations in the classroom should provide a letter to each of their instructors, which is prepared by SSD verifying the appropriate academic accommodations and the need for such accommodations. Students should contact each of their professors to deliver letters and discuss the accommodations that will be necessary in each specific class."

For more information, see: <http://www.northwestern.edu/disability/index.html>

COURSE ASSIGNMENTS

There are 3 principal types of assignments for this course:

1. Readings. Complete assigned readings before class, and come prepared to discuss them. *Bring copies of reading to class.*

2. Discussion. All students are expected to contribute to class discussion each week. However, *twice* during the quarter, each of you will be responsible for helping to lead class discussion. Essentially, this means coming to class with at least 2 observations and/or questions that you would like to discuss with your classmates. You can use your discussion leadership to: express confusion, compare and contrast readings with one another, question an author's argument, highlight what you found most interesting in the readings, etc. During the first week of class I will assign each of you your two presentation dates.

3. Papers. You will write two types of papers for this class:

- 4 short, 2-3 page reaction papers.
- 3 longer papers of 5-7 pages each.

You will be given separate written directions for each during the course of class.

GRADING POLICIES

A. Course grades will be calculated according to the following formula:

Attendance and participation:	15%
Reaction Papers:	25% (total)
Long Papers	20% (each)

For the course: (100-94)=A; (93-90)=A-; (89-87)=B+; (86-83)=B; (82-80)=B-; (79-77)=C+; (76-73)=C; (72-70)=C-; (69-67)=D+; (66-63)=D; (62-60)=D-; (59-0)=F.

B. *Late assignments will not be accepted without penalty.* For each day that an assignment is late, five points will be subtracted from the grade.

COURSE SCHEDULE

UNIT 1: WHAT IS AN ANIMAL?

9/20 Introduction to Class

9/22 Read: Arluke & Sanders, "The Human Point of View" & "The Sociozoologic scale"

9/27 Read: Darwin, *The Descent of Man*, Introduction (by Moore & Desmond) and Chapters 1, 3, 4, 6, 21
Assignment Due: Reaction Paper #1

9/29 Read: Ritvo, *Animal Estate*, "Introduction"; de Waal, "The Whole Animal"

10/4 In-Class Paper Workshop.

UNIT 2: THE HISTORY OF ANIMALS AND ANIMALS IN HISTORY

10/6 Read: Bulliet, *Hunters, Herders, and Hamburgers*, entire except for Chapter 8

10/11 Read: Ingold, "From Trust to Dominion"
Assignment Due: Long Paper #1

10/13 Read: Phineas, "Household Pets and Urban Alienation"; Premack & Premack, "Why Animals have neither Culture nor History"; Wilbert & Philo, "Animal Spaces, Bestly Places: An Introduction"

UNIT 3: ANIMALS AS FOOD

10/18 Read: Malcomson & Mastoris, *The English Pig*, entire; E.B. White, "The Death of a Pig"; Joyce Salisbury, "Animals as Food"; Ritvo, *Animal Estate*, Chapter 1

10/20 Read: Cronon, "Annihilating Space: Meat"; LeDuff, "At the Slaughterhouse, Some Things Never Die"
View: <http://www.chicagohs.org/history/stock.html>
Assignment Due: Reaction Paper #2

UNIT 4 ANIMALS AS LABOR

10/25 Read: Sewell, *Black Beauty*, entire

10/27 Read: McShane, "Gilded-Age Boston"; Hribald, "Animals are Part of the Working Class"

11/1 In-Class Paper Workshop #2. Draft Papers must be posted in the "Digital Drop Box" on Blackboard by **5pm on Monday, October 31.**

UNIT 5 PETS

11/3 Read: Ritvo, *Animal Estate*, Chapter 2; Grier, "Eden of the Home"

11/8 Read: Serpell, "Pets in Tribal Societies"
Assignment: Long Paper #2

UNIT 6 ANIMALS AS OBJECTS OF MORAL CONCERN

11/10 Read: Ritvo, *Animal Estate*, Chapter 3; Arnold Arluke and Boria Sax, "Understanding Nazi Animal Protection and the Holocaust"

11/15 Read: Turner, *Reckoning with the Beast*, entire
Assignment: Reaction Paper #3

UNIT 7 POLITICAL ANIMALS: IMPERIALISM

11/17 Read: Alfred Crosby, "Old World Plants and Animals in the New World"; Mark Mastromarino, "Teaching Old Dogs New Tricks"; Virginia Anderson, "King Phillip's Herds"

11/22 Read: Ritvo, *Animal Estate*, Chapters 5 & 6; Tropp, "Dogs, Poison, and the Meaning of Colonial Intervention"
Assignment: Reaction Paper #4

11/24 NO CLASS

12/7 Final Paper Due, 5pm.