



# HIST\*2120DE Animals and Society Course Outline

Winter 2016  
Department of History  
College of Arts

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## Instructor Contact

Instructor Name: Susan Nance  
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Office: MCKNEXT, 2008

## Course Information

Course Title: Animals and Society  
Pre-Requisites: 2.00 credits  
Co-Requisites: None  
Restriction(s): None  
Credits: 0.50  
Course Website (If applicable): [CourseLink](#)  
Method of Delivery: Distance Education, Fully Online

## Calendar Description

This course provides a historical survey of modern human-animal relationships and the contradictions that characterize them. Topics may include: hunting and sporting, horses and 19th century cities, natural history and the zoo, history of veterinary medicine, 20th century animal sports, the birth of industrial animal agriculture, animals as biotechnology, anti-cruelty movements, petkeeping and consumerism, animal figures in

popular culture. The thematic or geographic focus of the course may vary according to the expertise of the instructor.

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## **Course Learning Outcomes**

By the end of the course, you should be able to:

- Describe the historical development of and variation in human-animal relationships;
- Explain your understanding of thematic interpretations of history by problematizing various political concepts as well as categories for interpreting nonhuman animals;
- Write research essays that demonstrate the ability to isolate and synthesize key historical examples, extract lessons from that history, and make connections to broader themes of the course;
- Engage in independent research to explore broader themes of the course with respect to human-animal relationships;
- Locate relevant primary and secondary sources documenting historical animals from academic and non-academic literature using a traditional library and online archives;
- Summarize, critique, and contextualize historical primary sources to better understand aspects of the interspecific past;
- Articulate the power and limits of human agency with respect to nonhuman animals; and the power and limits of animals' agency with respect to humans
- Describe how to weigh one's own ethics against those of others, including institutions, businesses, and political groups;
- Engage in a constructive dialogue with your peers about controversial topics and one's process of learning about them.

## **About Your Instructor**

Susan Nance is a historian of entertainment, communication, and live performance in the United States. She has recently turned her attention to the history of circuses, rodeos, and other ventures employing animals. She is out to discover when and why

people have used animals for entertainment and what those stories tell us about the lives of animals and our relationships with them today.

Susan is Associate Professor in the Department of History and affiliated faculty with the Campbell Centre for the Study of Animal Welfare at the University of Guelph. She earned her Ph.D. from the University of California, Berkeley. Her first job was cleaning kennels at Dr. Calland's veterinary clinic. Susan's other previous careers include eleven years of labor in the retail chocolate business, two years Xmas-rush night shift at Canada Post, eight years as a treeplanter, and four more as a crew manager for a silviculture company in British Columbia.

## **Method of Learning**

This course is designed to help you see and talk about the animals around us more clearly by exploring how historical animals shaped the collective past of all species. It explores that history with special attention to the contradictions that characterize human relationships with animals, the way modernity has shaped those relationships, and how animals have coped with human power on the planet over the last five centuries.

HIST\*2120DE asks you to read, conduct some online research using the University of Guelph library, the public sphere, and a digital archival database, and do plenty of writing. Some of this writing you will share with your fellow students in the Discussion forums, some you will hand in through the appropriate Dropbox.

## **Course Structure**

Our twelve course units are organized thematically and chronologically by historical period, with each one introducing a new historical phenomenon and community of historical animals and people, as well as analytical concepts through which to analyze that history:

- Unit 01: Human Ascendancy
- Unit 02: Autonomous Animals, 1600-1850
- Unit 03: Species, Breed, Type, and "Race"
- Unit 04: Urban Animals, "Cruelty" and Reform
- Unit 05: Pet Keeping and the Consumer Ethic
- Unit 06: Animals at Work
- Unit 07: Wild Animals and the Consumer Ethic
- Unit 08: Autonomous Animals, 1900-Present
- Unit 09: Charismatic Megafauna and Late 20th Century Environmentalism
- Unit 10: Animals as Entertainment
- Unit 11: Animals as Data
- Unit 12: Animals as Food

## Learning Resources

### Required Textbook(s)

Title: Beauty and the Beast: Human-Animal Relationships as Revealed in Real Photo Postcards, 1905-1935

Author(s): Arnold Arluke and Robert Bogdan

Edition / Year: 2010

Publisher: Syracuse University Press

ISBN: 9780815609810

Title: Black Beauty

Author(s): Anna Sewell

Edition / Year: 2010

Publisher: Lothrop Publishing – available on eReserve

Title: Nature Wars: The Incredible Story of How Wildlife Comebacks Turned Backyards into Battlegrounds

Author(s): Jim Sterba

Edition / Year: 2013

Publisher: Broadway Books/Crown Publishers-Random House

ISBN: 978-0307341976

Title: Eating Animals

Author(s): Jonathan Foer

Edition / Year: 2010

Publisher: Little Brown/Hachette; BackBay Books

ISBN: 978-1316069885

You may purchase the textbook(s) at the [University of Guelph Bookstore](#) or the [Guelph Campus Co-op Bookstore](#).

### eReserve

For this course you will be required to access electronic resources through the University of Guelph McLaughlin Library. To access these items visit the eReserve link in the top navigation bar. Note that you will need your Central Login ID and password in order to access items on reserve.

For further instructions on accessing reserve resources, visit [How to Get Course Reserve Materials](#).

If at any point during the course you have difficulty accessing reserve materials, please contact the e-Learning and Reserve Services Staff at:

Tel: [519-824-4120](tel:519-824-4120) ext. 53621

Email: [libres2@uoguelph.ca](mailto:libres2@uoguelph.ca)

Location: McLaughlin Library, First Floor, University of Guelph

## **Schedule: Week 1**

### **Unit 01: Human Ascendancy**

#### **Required Reading**

##### ***Website:***

Unit 1 Content

##### ***eReserve:***

Thomas, Keith. "Human Ascendancy" (Ch. 1). In *Man and the Natural World: Changing Attitudes in England 1500-1800* (1991), 17-50.

#### **Activities**

Course Scavenger Hunt Quiz

Unit 1 Key Concepts & Focus Questions

#### **Assignments**

Introduction & Webquest Discussion

## **Schedule: Week 2**

### **Unit 02: Autonomous Animals, 1600-1850**

#### **Required Reading**

##### **Website:**

Unit 2 Content

##### **eReserve:**

Anderson, Virginia DeJohn. "King Philip's Herds: Indians, Colonists, and the Problem of Livestock in Early New England." *The William and Mary Quarterly*, 51, no. 4 (1994): 601-24.

Budiansky, Stephen. "The Ancient Contract." *U.S. News and World Report* 106, no. 11 (1989): 74.

Coleman, Jon T. "Predator to Prey: Wolves' Journey Through the Northeastern Woodlands" (Ch. 4). In *Vicious: Wolves and Men in America* (2004), 69-101.

#### **Activities**

Unit 2 Key Concepts & Focus Questions

#### **Assignments**

Discussion 1

## Schedule: Week 3

### Unit 03: Species, Breed, Type and “Race”

#### Required Reading

##### **Website:**

Unit 3 Content

##### **eReserve:**

Derry, Margaret. “Developing a Modern Method of Purebred Breeding” (Ch. 1). In *Bred for Perfection: Shorthorn Cattle, Collies and Arabian Horses since 1800* (2003), 1-16.

Derry, Margaret. “Shorthorns and Animal Improvement” (Ch. 2). In *Bred for perfection: Shorthorn cattle, collies and Arabian horses since 1800* (2003), 17-47).

Nance, Susan. “Game Stallions and Other ‘Horseface Minstrelsies’ of the American Turf.” *Theatre Journal*, 65, no. 3 (2013): 355-72.

#### **Activities**

Unit 3 Key Concepts & Focus Questions

#### **Assignments**

Discussion 1 Continued

Start Short Essay 1



## **Schedule: Week 4**

### **Unit 04: Urban Animals, “Cruelty” and Reform**

#### **Required Reading**

##### **Website:**

Unit 4 Content

##### **eReserve:**

Tarr, Joel A., & McShane, Clay. “The Horse as an Urban Technology.” *Journal of Urban Technology*, 15, 1 (2008): 5-17.

Pearson, Susan J. “The Cow and the Plow: Animal Suffering, Human Guilt, and the Crime of Cruelty.” In Matthew Anderson, ed. *Toward a Critique of Guilt: Perspectives from Law and the Humanities* (2005), 77-101.

Sewell, Anna. *Black Beauty*. (1877; Boston: Lothrop Publishing, 1891). – yes, read the whole book

#### **Activities**

Watch War Horse: The Real Story (2012) – via eReserve

Unit 4 Key Concepts & Focus Questions

#### **Assignments**

Submit Short Essay 1

## **Schedule: Week 5**

### **Unit 05: Pet Keeping and the Consumer Ethic**

#### **Required Reading**

##### **Website:**

Unit 5 Content

##### **Textbook:**

Arluke and Bogdan, ed., *Beauty and the Beast* (2010), Ch. 1-3 (pp. 1-52)

##### **eReserve:**

Jones, Susan D. "Pricing the Priceless Pet" (Ch. 5). In *Valuing Animals: Veterinarians and their Patients in Modern America* (2003), 115-40.

#### **Activities**

Unit 5 Key Concepts & Focus Questions

#### **Assignments**

Contribute to Primary Source Presentation (via Discussion)

## **Schedule: Week 6**

### **Unit 06: Animals at Work**

#### **Required Reading**

##### ***Website:***

Unit 6 Content

##### ***Textbook:***

Arluke and Bogdan, ed., ***Beauty and the Beast*** (2010), Ch. 4 (pp. 53-83)

#### **Activities**

Unit 6 Key Concepts & Focus Questions

#### **Assignments**

Contribute to Primary Source Presentation (via Discussion)

## **Schedule: Week 7**

### **Unit 07: Wild Animals and the Consumer Ethic**

#### **Required Reading**

##### **Website:**

Unit 7 Content

##### **Textbook:**

Arluke and Bogdan, ed., *Beauty and the Beast* (2010), Ch. 7-9 (pp. 129-186)

##### **eReserve:**

Benson, Etienne. "The Urbanization of the Eastern Grey Squirrel in the United States." *Journal of American History*, 100, no. 3 (2013): 691-710.

Varga, Donna. "Babes in the Woods: Wilderness Aesthetics in Children's Stories and Toys, 1830-1915." *Society & Animals*, 17, no. 3 (2009): 187-205.

##### **Activities**

Unit 7 Key Concepts & Focus Questions

## **Schedule: Week 8**

### **Unit 08: Autonomous Animals, 1900-Present**

#### **Required Reading**

##### ***Website:***

Unit 8 Content

##### ***Textbook:***

Jim Sterba, *Nature Wars* (2013)

#### **Activities**

Unit 8 Key Concepts & Focus Questions

#### **Assignments**

Start Short Essay 2

## **Schedule: Week 9**

### **Unit 09: Charismatic Megafauna and Late 20<sup>th</sup> Century Environmentalism**

#### **Required Reading**

##### ***Website:***

Unit 9 Content

##### ***eReserve:***

Zelko, Frank. "From Blubber and Baleen to Buddha of the Keep: The Rise of the Metaphysical Whale." *Society & Animals* 20, no. 1 (2012): 91-108.

#### **Activities**

Watch *Who Killed Miracle?* (2010) – via eReserve

Unit 9 Key Concepts & Focus Questions

#### **Assignments**

Submit Short Essay 2

## **Schedule: Week 10**

### **Unit 10: Animals as Entertainment**

#### **Required Reading**

##### ***Website:***

Unit 10 Content

##### ***Textbook:***

Arluke and Bogdan, ed., *Beauty and the Beast* (2010), Ch. 10-11 (pp. 187-229)

#### **Activities**

Watch *Cruel Camera* (1982) – via eReserve

Unit 10 Key Concepts & Focus Questions

#### **Assignments**

Discussion 2

## **Schedule: Week 11**

### **Unit 11: Animals as Data**

#### **Required Reading**

##### **Website:**

Unit 11 Content

##### **eReserve:**

Savage-Rumbaugh, Sue, Wamba, Kanzi, Wamba, Panbanisha, and Wamba, Nyota. "Welfare of Apes in Captive Environments: Comments on, and by, a Specific Group of Apes." *Journal of Applied Animal Welfare Science*, 10, no. 1 (2007): 7-19.

Birke, Lynda. "Who—or What—are the Rats (and Mice) in the Laboratory?" *Society & Animals* 11, no. 3 (2003): 207-24.

##### **Activities**

Watch *Maximum Tolerated Dose (2012)* – via eReserve

Unit 11 Key Concepts & Focus Questions

##### **Assignments**

Discussion 2 Continued



## **Schedule: Week 12**

### **Unit 12: Animals as Food**

#### **Required Reading**

##### ***Website:***

Unit 22 Content

##### ***Textbook:***

Jonathan Foer, *Eating Animals* (2009)

Arluke and Bogdan, ed., *Beauty and the Beast* (2010), Ch. 5 (pp. 83-108)

#### **Activities**

Unit 12 Key Concepts & Focus Questions

Review Units 1-12 as exam preparation

## Course Evaluation

The grade determination for this course is indicated in the following table.

Table 1: Course Evaluation

Assignments	Value
Introductions and Webquest Discussion	5%
Short Essays (2x15%)	30%
Primary Source Presentation	15%
Online Discussions (2x10%)	20%
Take-Home Final Exam	30%
<b>Total</b>	<b>100%</b>

**A course week starts on Monday and ends on Sunday. Due dates for assignments are available on the Schedule.**

\*Unless otherwise stated, all assignments are due Sundays by 11:59 p.m. (ET) of the week in which they are due. Specific due dates and assignment descriptions can be found on the course website in the **Assignments** and **Schedule** sections respectively. All written assignments are to be submitted to the online **Dropbox** located on the **Course Navbar** of the course website.

## Course Policies

### Submission of Individual Assignments

Individual assignments, such as short essays or take-home exam, are to be submitted online to the **Dropbox** and **should not be e-mailed** to the TAs or to the instructor. Assignments are due at midnight on the day of the due date indicated on the **Schedule** page. Once you have completed your assignment, save your file in a Word format according to the convention FirstNameLastNameEssay1.docx. Submit your assignment electronically to the appropriate folder via the **Dropbox** link located in the Navbar on the course website. Be sure to keep a back-up copy of all of your assignments in the event that they are lost in transition. And, in order to avoid any last minute computer problems, you may wish to save your assignments to a cloud-based file storage (such as Google Docs), or send to your e-mail account, so that, should something happen to your computer, the assignment could still be submitted on time.

When submitting your assignments using the **Dropbox**, be sure to not leave the page until your assignment has successfully uploaded. To verify that your submission was complete, you can view the Dropbox submission history immediately after the upload to see which files uploaded successfully. The system will also email you a receipt. Save this email receipt as proof of submission. Be sure to make a back-up copy of all of your assignments in the event that they are lost in transition.

It is your responsibility to submit your assignments on time as specified on the **Schedule** page. Be sure to check the technical requirements and make sure you have the proper computer, that you have a supported browser, and that you have reliable Internet access. Remember that technical difficulty is not an excuse not to turn in your assignment on time. Don't wait until the last minute as you may get behind in your work. **Error files or blank files will receive '0' (no marks).**

If, for some reason, you have a technical difficulty of submitting your assignment electronically, please contact your instructor or the Technical Support at the earliest opportunity. See contact information in the *Problems, Questions, Comments* section of the Outline.

## **Late Submission of Individual Assignments**

If you choose to submit your individual assignments to the **Dropbox** late, the full allocated mark will be reduced by 5% per day after the deadline for the submission of the assignment to a limit of four days (96 hours) at which time access to the Dropbox folder will be closed.

Extensions will be considered for medical or compassionate reasons. If you require an extension, discuss this with the instructor as soon as possible and well before the due date. Under normal circumstances extensions will not be granted once the due date has passed. These rules are not designed to be arbitrary, nor are they inflexible. They are designed to keep you organized, to ensure that all students have the same amount of time to work on assignments, and to help to return marked materials to you in the shortest possible time.

## **Turnitin Originality Check**

In this course, your instructor will be using **Turnitin**, integrated with the Courselink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All individual assignments submitted to the **Dropbox** will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that you will be able to educate and empower yourself in preventing academic misconduct. In this course, you may screen your own

assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

## Viewing Grades

Unofficial assignment marks will be available on the Grades page of the course website.

## Technical Requirements

Students are responsible for ensuring that their computer system meets the necessary [specific technical requirements](#) of their program.

## Technical Support

If you need any assistance with the software tools or the website, contact the Open Learning and Educational Support (OpenEd) Help Desk.

Open Learning and Educational Support  
University of Guelph  
Day Hall, Room 211

Email: [help@OpenEd.uoguelph.ca](mailto:help@OpenEd.uoguelph.ca)  
Tel: 519-824-4120 ext. 56939  
Toll-Free (CAN/USA): 1-866-275-1478

### Hours of Operation (Eastern Time):

Monday - Friday: 8:30am – 8:30pm

Saturday: 10:00am – 4:00pm

Sunday: 12:00pm – 6:00pm

## Policies and Procedures

As a student of the University of Guelph, it is important for you to understand your rights and responsibilities and the academic rules and regulations that you must abide by.

If you are a registered University of Guelph Degree Student, consult the [Undergraduate Calendar](#) for the rules, regulations, curricula, programs and fees for current and previous academic years.

If you are an Open Learning Program Student, consult the [Open Learning Program Calendar](#) for information about University of Guelph administrative policies, procedures and services.

## **Email Communication**

### **University of Guelph Degree Students**

As per university regulations, all students are required to check their uoguelph.ca e-mail account regularly: e-mail is the official route of communication between the University and its students.

### **Open Learning Program Students**

Check your email account (the account you provided upon registration) regularly for important communications, as this is the primary conduit by which the Open Learning and Educational Support will notify you of events, deadlines, announcements or any other official information.

## **When You Cannot Meet Course Requirements**

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise your course instructor in writing, with your name, ID number and email contact.

### **University of Guelph Degree Students**

Consult the [Undergraduate Calendar](#) for information on regulations and procedures for Academic Consideration.

### **Open Learning Program Students**

Please refer to the [Open Learning Program Calendar](#) for information on regulations and procedures for requesting Academic Consideration.

## **Drop Date**

### **University of Guelph Degree Students**

The last date to drop one-semester courses, without academic penalty, is indicated in the Schedule section of this course website. [See the Undergraduate Calendar for regulations and procedures for Dropping Courses.](#)

### **Open Learning Program Students**

Please refer to the [Open Learning Program Calendar.](#)

## **Copies of Assignments**

Keep paper and/or other reliable back-up copies of all assignments: you may be asked to resubmit work at any time.

## **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment.

### **University of Guelph Degree Students**

Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email [SAS](#) or [visit the SAS website](#).

### **Open Learning Program Students**

If you are an Open Learning program student who requires academic accommodation, please [contact the Academic Assistant to the Director](#). Please ensure that you contact us before the end of the first week of your course (every semester) in order to avoid any delays in support. Documentation from a health professional is required for all academic accommodations. Please note that all information provided will be held in confidence.

If you require textbooks produced in an alternate format (e.g., DAISY, Braille, large print or eText), please [contact the Academic Assistant to the Director](#) at least two months prior to the course start date. If contact is not made within the suggested time frame, support may be delayed. It is recommended that you refer to the course outline before beginning your course in order to determine the required readings.

The provision of academic accommodation is a shared responsibility between OpenEd and the student requesting accommodation. It is recognized that academic accommodations are intended to “level the playing field” for students with disabilities.

## **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar.

## **Acceptable Use**

The University of Guelph has an [Acceptable Use Policy](#), which you are expected to adhere to.

## **Copyright Notice**

All content within this course is copyright protected. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course, or have been copied under an exception or limitation in Canadian Copyright law.

The fair dealing exemption in Canada's Copyright Act permits students to reproduce short excerpts from copyright-protected materials for purposes such as research, education, private study, criticism and review, with proper attribution. Any other copying, communicating, or distribution of any content provided in this course, except as permitted by law, may be an infringement of copyright if done without proper license or the consent of the copyright owner. Examples of infringing uses of copyrighted works would include uploading materials to a commercial third party web site, or making paper or electronic reproductions of all, or a substantial part, of works such as textbooks for commercial purposes.

Students who upload to CourseLink copyrighted materials such as book chapters, journal articles, or materials taken from the Internet, must ensure that they comply with Canadian Copyright law or with the terms of the University's electronic resource licenses.

For more information about students' rights and obligations with respect to copyrighted works, see [Fair Dealing Guidance for Students](#).

## **Grades**

The assignment of grades at the University of Guelph is based on clearly defined standards, which are published in the Undergraduate Calendar for the benefit of faculty and students.

## Grading System

In courses, which comprise a part of the student's program, standings will be reported according to the following schedule of grades:

Letter Grade	Percentage
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	64-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	0-49

## Statement of Students' Academic Responsibilities

Your success as a student depends above all on your own response to the opportunities and responsibilities that the university environment provides. The University of Guelph is committed to supporting you in your intellectual development and responding to your individual needs. To this end, a broad network of advising, counselling, and support services is provided to assist you in meeting your personal and academic goals.

For more information on your responsibilities as a student, see [Statement of Students' Academic Responsibilities](#).

## Plagiarism Detection Software

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

## Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a



classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

## **Religious Holidays**

Should a student need to miss scheduled tests, mid-term examinations, final examinations, or requirements to attend classes and participate in laboratories for religious reasons, please advise the instructor within two weeks of the distribution of this course outline so that alternate arrangements can be made.