Our Animal Past

Animals in American History and Popular Culture

History (HI) 450

Professor Robichaud
Office: HIS 507
Office Hours: Tue. 12:30-2, Thurs. 11-12:30, and by appointment

Class Meetings:
Thursdays 3-6pm
Room: HIS 504

The anthropologist Claude Lévi Strauss once wrote that animals were “good to think with.” Indeed, over the last two decades, scholars from various disciplines have demonstrated this very point, marking a period in which human-animal relationships are being reimagined, presently and historically.

This course has two objectives. The first is to expose students to a long history of the evolving place of animals in America, from pre-colonial Native American cultures, to colonial clashes and exchanges, to national industrialization and consumer culture, to twentieth-century Disney and nature films. Because interactions with animals have been a constant in human history, the intricacies and changes in these relationships offer compelling ways of understanding historical change more broadly.

The second objective is to guide students in designing and writing their own research paper. The major assignment for this course is the completion of an original 20-page research essay.

Over the course of the quarter, students will work collaboratively with the instructor and their peers to design, research, and write original essays on topics of their choosing.

This course is a seminar, which means that classes will be conversations and not lectures. Thus, it is extremely important that students come prepared to speak about the readings. To receive a passing grade, students are expected to attend class and to contribute actively to discussions. Students will also be required to meet with the instructor at least during the semester at office hours or by appointment.

This is a group effort! Some days we will devote some class time for students to conference with one another on your projects, and you are expected to help one another in shaping
research papers by reading each other’s work and offering constructive comments, criticisms, and suggestions.

**Students with Disabilities and Special Needs**
Students with special needs will receive appropriate accommodations. Please speak with me. Students may also wish to contact the Office of Disability Services at (617) 353-3658. All discussions will be confidential.

**Evaluation**

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<th>Component</th>
<th>Weight</th>
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<tr>
<td>Class Participation</td>
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<td>Discussion Lead and Reflection</td>
<td>15%</td>
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<td>Proposal</td>
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<td>Bibliography and Primary Source</td>
<td>10%</td>
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<td>Final Paper</td>
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<td>Final Presentation</td>
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**Class Participation**
Please come prepared for class. Do the reading and take notes. Prior to class, spend 30 minutes to an hour writing out your thoughts to the following questions, which we will draw upon for class discussion:

1. What is one surprising or interesting thing you learned from this reading?
2. What do you see as the main arguments and takeaways from this reading?
3. What does this reading tell us about the importance of animals?
4. What additional questions does it raise for you?
5. What is one thing you think the author did well?
6. What is one thing the author did not do well?
7. What, if anything, do you see as least convincing?
8. What did this reading make you wish you could learn more about?

**Discussion Lead and Reflection**
Each week 1-2 students will be assigned to lead discussion and write a reflection essay (2-3 pages) on the readings for that week. In addition to submitting their reflection on the essay, students will prepare a set of discussion questions for the class. Dates will be assigned early in the semester. When it is your day to lead discussion, please come prepared with several questions and ideas about what important questions these readings raise.

**Final Paper (and Final Paper Proposal)**
Students will become experts on a particular historical topic related to animals in North America. Students will present their findings two ways. The first will be a presentation on the last day of class, and the second as a ~20 page paper due at the end of the semester. Students will meet with the professor to have their final essay topics approved, and will be required to submit a two-page proposal early in the semester.

**Bibliography and Primary Source Assignment**
On this day, students will bring in two things:

1. A bibliography of works they plan to use as “secondary sources” for their research paper
2. A copy of one “primary source” they intend to use for their final paper.

We will spend class time presenting and discussing these materials.

**Presentation**  
Students will present a 10-15 minute (depending on class size) presentation about their findings, to be delivered at the end of the semester. Students are not required to have a PowerPoint presentation (or slideshow), though it is highly encouraged.

**Books for Purchase:**  
These books are not available in digital format and should be purchased at the bookstore:

2. Virginia Anderson, *Creatures of Empire*

Other readings –marked with an asterisk (*) will be posted to Blackboard or provided in class.

**SCHEDULE**

**Thursday, September 3**
Review of Syllabus  
In class readings and short conversation:  
   How to Read a Book: [http://pne.people.si.umich.edu/PDF/howtoread.pdf](http://pne.people.si.umich.edu/PDF/howtoread.pdf)  
   A Beaver’s Perspective on North American History

**September 10**
Overview and Introduction  
- John Berger, “Why Look at Animals?”*  
- Harriet Ritvo, “Animal Planet” in *Journal of Environmental History* (December, 2005)*  
- Richard Bulliet, *Hunters, Herders, and Hamburgers (selections) *

**September 17**  
Native American Indians: Ideas and Practice  
- Virginia DeJean Anderson, *Creatures of Empire*, Intro, Chapters 1-2  
- Richard White, *The Organic Machine*, pp. 15-24*  
- Other readings on Blackboard, TBD

**September 24**
Native-White Contact
• Virginia Anderson, *Creatures of Empire*, pp. 116-246.
• Thomas Morton, selection on animals*

**October 1**
Animals and the Transformation of the American West
• Elliot West, *Contested Plains*, selection, pp. 54-57, 49-53, 39-41, 69-73*
• Richard White, “Animals of Enterprise,” (article)*

***TWO PAGE RESEARCH PAPER PROPOSAL DUE***
Bring your topic proposal to class on October 1 for discussion and also to hand in.

**October 8**
Animal Entertainment in the 19th Century: Peale and Barnum
• Bondeson, *The Feejee Mermaid and Other Essays* (selections)*
• Harris, *Humbug*, pp. 62-67*
• Other readings on Blackboard TBA

**October 15**
Animals in Unexpected Places: The Nineteenth-Century City
• Catherine McNeur, “The Swinish Multitude” in *Journal of Urban History* (2012)*
• Etienne Benson, “The Urbanization of the Eastern Grey Squirrel in the United States,” in *Journal of American History* (Fall, 2013)*
• Clay McShane, “Gelded Age Boston,” article *

As you prepare your own essay, pay attention to the structure of each of these journal articles—and all the articles we read for this course.

**October 22**
Political Animals
• Susan Pearson, *The Rights of the Defenseless*, selection *
• Selections from the Massachusetts Society for the Prevention of Cruelty to Animals*
• Ambrose Bierce, “Dog”*

***BIBLIOGRAPHY AND PRIMARY SOURCE ASSIGNMENT DUE***
Students will prepare short (3-4 pp.) annotated bibliographies, identifying and evaluating some of their most important sources. These bibliographies will be handed in at the beginning of class. In addition, each student will bring a copy of one primary source they intend to use for their project. Students should write one page about the source and come prepared to introduce their classmates to the source and the challenges of interpretations they may face.
October 29
Consuming Animals
• Jennifer Price, *Flight Maps*

November 5
Zoos and Hunting in the late 19th Century
• Vernon Kisling, “The Origin and Development of American Zoological Parks to 1899.”*
• Tina Loo “Of Moose and Men: Hunting for Masculinities in British Columbia, 1880-1939”*

November 12
Animals and the Moving Image: Walt Disney and American Nature
• Walt Disney Productions, “Bambi”
• Gregory Mittman, *Reel Nature: America’s Romance with Wildlife on Film* (selections)*
• Articles on Blackboard*

November 19
Animals in Documentary Films
• “Grizzly Man”
• Articles on Blackboard

November 26
No Class – “Turkey Day”

December 3
Eating Animals
• Michael Pollan, “Power Steer” and *The Omnivore’s Dilemma*, selections (“Chapter 17: “The Ethics of Eating Meat””)*
• Additional readings on Blackboard TBD*

December 10
Student Presentations
Conclusions