

## Term Information

Effective Term Spring 2015

## General Information

Course Bulletin Listing/Subject Area History  
Fiscal Unit/Academic Org History - D0557  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2706  
Course Title Animals in Human History  
Transcript Abbreviation Animals in Hist  
Course Description This course explores the evolving relationship between humans and animals from prehistory to the present, focusing on the biological, ecological, cultural and economic interactions between humans and animals throughout history.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture, Recitation  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

Prerequisites/Corequisites Prereq or concur: English 1110.xx, or permission of instructor.  
Exclusions

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 54.0101  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore

## Requirement/Elective Designation

General Education course:

Historical Study

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### Course goals or learning objectives/outcomes

- Students will gain an appreciation for how humans and animals have shaped one another's history, and how an historical perspective can help us understand contemporary animal issues.

### Content Topic List

- Domestication
- Invasive species
- Extinctions
- Conservation
- Hunting
- Farming
- Pet-keeping
- Industrializing livestock
- Animal-human boundaries

## Attachments

- History 2706 - Animals in Human History.docx: Syllabus - History 2706

*(Syllabus. Owner: Bowerman,Ashley E.)*

- History Assessment Plan.doc: History GE Course Assessment Plan

*(GEC Course Assessment Plan. Owner: Bowerman,Ashley E.)*

- History Curriculum Map.doc: History Curriculum Map

*(Other Supporting Documentation. Owner: Bowerman,Ashley E.)*

## Comments

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bowerman,Ashley E.	03/06/2014 08:57 AM	Submitted for Approval
Approved	Baker,Paula M	03/06/2014 09:13 AM	Unit Approval
Approved	Heysel,Garett Robert	03/12/2014 07:14 PM	College Approval
Pending Approval	Vankeerbergen,Bernadette Chantal Nolen,Dawn Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole Hanlin,Deborah Kay	03/12/2014 07:14 PM	ASCCAO Approval

<syllabus date and notice to check Carmen for updates>

**Hist 2706: Animals in Human History**

*<days and times>*

*<room>*

*Prof. S. White*

*259 Dulles Hall*

*(614)292-5596*

*white.2426@osu.edu*

*<office hours>*

**Course Goals:**

This course explores the evolving relationship between humans and animals from prehistory to the present. About half of the classes focus on our biological and ecological interactions throughout history, including domestication, invasive species, extinctions and conservation. The other half will focus on our cultural and economic interactions, including hunting, farming, and pet-keeping. By the end of the course students should have an appreciation for how humans and animals have shaped one another's history, and how a historical perspective can help us understand contemporary animal issues.

Learning goals: History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves.

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

**Rationale for fulfilling the GE Learning Outcomes for Historical Study:**

This course will develop students' knowledge of how past events are studied and how they influence today's society and the human condition through the following ways:

1. Critically examine theories of history, and historical methodologies.  
Students will come examine how use of animals have shaped our environment and human history in both deep history and recent historical time.

2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past.  
Students will acquire historical perspective on a range of contemporary ethical, scientific, and policy debates relating to the use of animals.
3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context.  
Students will examine and discuss visual and written primary source material to understand changing perspectives of animals.
4. Students will carry out in-depth analysis in a final paper comparing distinct historical moments, social movements and their effects  
Students will write two essays on questions designed to develop comparative methods and interdisciplinary perspectives in historical enquiry, particularly the application of insights from the natural sciences to history.

**Format:**

The course will have two lectures and one discussion section each week.

**Course Policies:**

*Attendance:* I will take note of attendance and participation in each class. Students are expected to complete the assigned readings each week and come prepared to discuss the material. Much of the material in class will not be covered in the readings but may be on the quizzes, and so students should try to obtain notes for any missed classes. Powerpoint presentations will be posted on Carmen after the class.

*Grading:* A (90-100), B (80-89), C (70-79), D (60-69), F (below 60). Plus and minus grades for scores within three points of the next letter grade (e.g., B- starts at 80, B starts at 83, B+ starts at 87).

*Submitting Work:* Please submit all work by email in a MS Word compatible format (.doc, .docx, .txt, or .rtf). Your assignment is not complete until it reaches my inbox in a readable format. Note that computer issues are not a valid excuse for late or incomplete work.

*Late Work:* Late work will receive 8 points off for every 24 hours late, weekends included, except in cases of documented family or medical emergencies. If you contact me at least four days before an assignment is due, I *might* in exceptional cases grant an extension. Assignments for other classes or other extracurricular activities are not a valid excuse for late work.

*Computers:* Students may not use computers in class, except as an approved accommodation for disability.

**Assignments:***Attendance and Participation:*

Students are expected to attend each lecture and to complete the reading for participation at each discussion section. Your attendance for all classes and participation at discussion sections will be worth 20% of your final average.

*Quizzes:*

The course will have frequent short-answer quizzes, on the lectures and reading. Students may use their own hand-written or typed notes for these quizzes, but not any material copied from other students or any other source. Quizzes missed will count as a 0. I will drop your lowest score and average the others for a combined 25% of your course grade.

*Essays:*

The course will have two essay assignments of around 1600 words each. <Insert deadlines here.> Full essay instructions and writing guides have been posted to Carmen. [Essay questions and instructions are attached to this syllabus.] The essays count for 20% of your final average each.

*Final Exam:*

There will be a final exam testing major facts and ideas from the entire course, worth 15% of your final average.

**Final Average:**

20% Attendance and participation

25% Quizzes

40% Essays

15% Final Exam

**Reading:**

Reading will consist of approximately 40-80 pages per week. Students are expected to complete all reading and take notes to prepare for quizzes and weekly discussion sections. The course has three required textbooks, which will be available at the OSU Barnes & Noble and SBX bookstores:

Linda Kalof, *Looking at Animals in Human History* (London: Reaktion Books, 2007).

Harriet Ritvo, *The Animal Estate: The English and Other Creatures in the Victorian Age* (Cambridge: Harvard University Press, 1987).

Hal Herzog, *Some We Love, Some We Hate, Some We Eat: Why It's So Hard to Think Straight About Animals* (New York: Harper Collins, 2010).

All other readings will be posted to Carmen.

**Schedule:**

## **Week 1: Prehistory**

### 1. Introduction

-Harriet Ritvo, "Animal Planet," *Environmental History* 9 (2004): 204–21.

### 2. Prehistory

-Steven Mithen, "The Hunter-Gatherer Prehistory of Human-Animal Interactions," in *The Animals Reader*, ed. L. Kalof and A. Fitzgerald (New York: Berg, 2007), 117-28.

## **Week 2: Domestication**

### 1. The Meaning of Domestication

-Jared Diamond, *Guns Germs and Steel* (New York: Norton, 1999), chapter 9 ("Zebras, Unhappy Marriages, and the *Anna Karenina* Principle").

-Richard Bulliet, *Hunters Herders and Hamburgers* (New York: Columbia University Press, 2005), chapters 5 and 7.

### 2. Domesticated Animals: Evidence and Theories

-no new reading

## **Week 3: Using Animals**

### 1. Breeding and Social Construction of Animals

-Sam White, "From Globalized Pig Breeds to Capitalist Pigs: A Study in Animal Cultures and Evolutionary History," *Environmental History* 16 (2011): 94–120.

### 2. Animals, Work, and Warfare

-Linda Kalof, *Looking at Animals in Human History* (London: Reaktion Books, 2007), 11-23 and 40-43.

## **Week 4: Consuming Animals**

### 1. Meat, Taboos, and Vegetarianism

-Hal Herzog, *Some We Love, Some We Hate, Some We Eat: Why It's So Hard to Think Straight About Animals* (New York: Harper Collins, 2010), 175-203.

### 2. Ritual and Spectacle

-Kalof, *Looking at Animals*, 27-37, 59-71.

## **Week 5: Religion, Symbolism, and Art**

### 1. Religion and Symbolism

-Robert Darnton, "The Great Cat Massacre," in *The Great Cat Massacre and Other Episodes in French Cultural History* (New York: Vintage, 1985), 75-101.

-Kalof, *Looking at Animals*, 46-49, 87-95.

### 2. Animals in Art

-Kalof, *Looking at Animals*, 72-78, 99-111

## **Week 6: Animal Diseases and Invasions**

## 1. Animals and Disease

-Diamond, *Guns Germs and Steel*, chapter 11 (“The Lethal Gift of Livestock”).

## 2. Animal Invasions

-Virginia DeJohn Anderson, “King Philip’s Herds: Indians, Colonists, and the Problem of Livestock in New England,” *The William and Mary Quarterly* 51 (1994): 601-24.

### **Week 7: Changing Attitudes toward Animals**

#### 1. Animals and Enlightenment

-primary sources from Montaigne, Descartes, Hume, and Bentham.

#### 2. Animals in the Victorian Age

-Harriet Ritvo, *The Animal Estate* (Cambridge: Harvard University Press, 1987), 1-42.

### **Week 8: Welfare and Rights Movements (4/9-4/11)**

#### 1. The Animal Welfare Movement

-Ritvo, *Animal Estate*, 125-55.

#### 2. Animals in Science and the Animals Rights Movement

-primary sources from Henry Salt, Peter Singer, and Tom Reagan.

### **Week 9: Pets**

#### 1. The Evolution of Pets

-Herzog, *Some We Love*, 67-96.

-Yi-Fu Tuan “Animal Pets: Cruelty and Affection,” in *The Animals Reader*, ed. L. Kalof and A. Fitzgerald (New York: Berg, 2007), 141-53.

#### 2. The History of Pet-Keeping

-Harriet Ritvo, “The Emergence of Modern Pet-Keeping,” in *Animals and People Sharing the World*, ed. Andrew Rowan (Hanover: University Press of New England, 1988), 13-31.

### **Week 10: Hunting**

#### 1. Traditions

Matt Cartmill, “Hunting and Humanity in Western Thought,” *Social Research* 62 (1995): 773-86.

#### 2. Modern Controversies

Ralph Lutts, “The Trouble with Bambi,” *Forest and Conservation History* 36 (1992): 160-71.

### **Week 11: Conservation**

#### 1. Confronting Extinctions

-Mark V. Barrow, “The Specter of Extinction: Taking a Long View of Species Loss,” *Environmental History* 16 (2011): 428-32.

#### 2. Zoos

-Ritvo, *Animal Estate*, 205-42.

## **Week 12: Industrializing Animals**

### 1. Animals as Commodities

-William Cronon, *Nature's Metropolis: Chicago and the Great West* (New York: Norton, 1991), chapter 5.

### 2. Industrializing Livestock

-Roger Horowitz, "Making the Chicken of Tomorrow: Reworking Poultry as Commodities and as Creatures, 1945-1990," in *Industrializing Organisms: Introducing Evolutionary History* (New York: Routledge, 2004), 215-35.

## **Week 13: Animals in the Anthropocene**

### 1. The End of "Wild" Animals

- Jim Sterba, *Nature Wars* (New York: Crown, 2012), 118-45.

### 2. New Technologies: Blurring the Human-Animal Boundary

-Margo De Mello, "The Present and Future of Animal Domestication," in *A Cultural History of Animals*, vol. 6, ed. L. Kalof and B. Resl (New York: Berg, 2007), 67-94.

## **Week 14: Conclusion**

### 1. Contemporary Issues in Perspective

-*contemporary news stories for discussion*

### 2. Review and Conclusion

<Final exam date>

## **Hist 2xxx: Animals in Human History**

### **Essay Instructions**

Please answer 1 of the following in a formal essay of about 1600 words (NB: 1600 words is about 5 double-spaced pages, but I will be checking words count, not page number).

Remember: The essay should begin with a brief introductory paragraph that ends with a clear thesis statement. The body of the essay should consist of clear, distinct arguments in support of the thesis, using appropriate topic sentences, transitions, and paragraph structure. The essay should finish with a concise conclusion that wraps up the paper and poses further ideas and questions, without simply repeating the introduction. Try to use clear, educated language, but avoid needlessly pretentious vocabulary and convoluted sentences. For more details on writing, please see the writing guide on the course Blackboard site.



For questions with a comparative element, your comparison or contrast should offer some insight that would not be obvious if either individual case study were considered on its own.

For citations, please use footnotes with correct Chicago Manual of Style citations. For reference, just Google “Chicago Manual of Style Quick Guide.” (If your type of source is not in the quick guide, just use your best judgment.) Be sure to distinguish footnote and bibliography citation formats.

Be sure to include ideas and perspectives from the required class reading, and to use at least or two outside sources as well, including at least one monograph or peer-reviewed article. I have posted comprehensive links to reference material and bibliographical information on Carmen. Please e-mail me at white.2426 if you have any questions about the assignment.

<<due date>>

### **Essay 1 Questions:**

1. For any *two different* animal species, write an essay that compares and contrasts how those animals’ cultural and symbolic roles have *changed* from ancient or medieval to modern times. Please use both secondary reading and primary sources such as literature, art, and film. I would strongly recommend the Reaktion press “Animals” series of books.
2. For any *one* animal species, discuss how that animal acquired different cultural, religious, or symbolic roles in *two or more* different cultures. Please use both secondary reading and primary sources such as literature, art, and film. I would strongly recommend the Reaktion press “Animals” series of books.
3. Do different theories of domestication have significant implications for contemporary animal welfare or rights issues? Why or why not? Answer with reference to at least one particular animal and at least one particular welfare issue.
4. To what extent are human attitudes towards animals a consequence of evolutionary history pressures (i.e., “human nature”), and to what extent are they culturally specific? Answer with reference to at least one specific animal-related issue where diverse eras or cultures display some revealing similarities or differences.
5. Compare the histories and human reactions to *two* major invasive animal species. Try to select case studies with some interesting and significant similarity or difference. Answer with reference to biological, ecological, economic, and/or cultural factors that explain the similar or different histories of these two invasive species.

6. Compare the history and theories behind two major animal domestications, using both the general animal literature and recent archaeological and genetic studies. Discuss differences in timing and explanations for how these animals were domesticated, and what a comparison of these two cases might imply for theories of animal domestication in general.

### **Essay 2 Questions:**

1. Is humaneness towards animals a natural human sentiment, or is it an outcome of particular historical developments in early modern and modern Europe? Make a case for either point of view using specific historical examples.
2. Has the development of ecology and environmentalism tended to strengthen or weaken support for animal welfare and animal rights? Make a case for either point of view using specific examples.
3. Which argument for the modern popularity of pet-keeping is most persuasive and why? Explain with reference to evolutionary and historical developments discussed throughout this course. (Do not spend more than one page outlining the different theories. Please focus on making your own case rather than just summarizing the views of other authors.)
4. Why have some animal welfare initiatives (such as the prevention of pet abuse) proven so successful and why have others (such as improving conditions on factory farms) proven so unsuccessful? Explain your answer with reference to psychological, social, economic, and/or political factors. Try to draw on both historical examples and current events.
5. Do technologies such as CAFOs, genetic engineering, and pharming herald a new era in human-animal relations or just a continuation of past trends? Make a case for either point of view using specific examples.
6. Compare the history of two animal species in the Anthropocene: one that has adapted and thrived in human-altered environments, and another that has not. Analyze and explain these different outcomes with respect to biological, ecological, economic, and/or cultural factors. (Remember to select a comparison that provides some historical insight that wouldn't be obvious from studying either case study individually.)

*Concluding Note:*

*Statement on Plagiarism and Misconduct:* It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all

reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://sja.osu.edu/page.asp?id=1>).

Here is a direct link for discussion of

plagiarism: [http://cstw.osu.edu/writingCenter/handouts/research\\_plagiarism.cfm](http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm)

Here is the direct link to the OSU Writing Center: <http://cstw.osu.edu>

*Statement on Registration:* All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair after that time. Enrolling officially and on time is solely the responsibility of the student.

*Statement on Disability Services:* Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>

## MEMORANDUM

**TO: Arts and Sciences Curriculum Committee (ASCC)**

**FROM: Paula Baker, Chair, Undergraduate Teaching Committee, Department of History**

**RE: Assessment Plan for proposed GE courses: Historical Study Category, Social Diversity in the U.S., and Diversity: Global Studies**

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### **Assessment Goals and Objectives**

1. Both the GE and course-specific learning objectives for all History courses might be summarized as follows:

#### **Historical Study GE Requirements:**

##### **Goals:**

Students recognize how past events are studied and how they influence today's society and the human condition.

##### **Expected Learning Outcomes:**

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

##### *Goals of the courses that fulfill the GE Learning Outcomes:*

History courses develop students' recognition of how past events are studied and how they influence today's society and the human condition through the following ways:

1. Critically examine theories of history, and historical methodologies
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past.
3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio- cultural context.
4. Students will carry out in-depth analysis in a final paper, exam, or project comparing distinct historical moments, social movements and their effects

2. Both the GE and course-specific learning objectives for History courses requesting Social Diversity in the U.S. might be summarized as follows:

**Social Diversity GE Requirements:**

**Goals:**

Courses in **social diversity** will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States in order to become educated, productive, and principled citizens.

**Expected Learning Outcomes:**

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

*Goals of the course that fulfill the GE Learning Outcomes:* Students will achieve the social diversity goals and learning outcomes by

1. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples' identities and the distribution of power and resources in the U.S. and elsewhere
  2. Describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.
  3. Critically examine theories of race, gender, class, ethnicity, religion, and nation
  4. Engage with contemporary and historical debates on race, gender, class, ethnicity, religion, and nation.
  5. Access and critically examine movements framed by race, gender, class, ethnicity, religion, and/or nation in a wider socio-cultural context.
  6. Carry out in-depth analysis in a final paper, exam, or project comparing distinct moments of ethnic, racial, nationalist, gender, class, and/or religious mobilization or social movements and their effects.
3. Both the GE and course-specific learning objectives for History courses requesting Diversity: Global Studies might be summarized as follows:

## **Global Studies GE Requirements:**

### **Goals:**

Courses in Diversity – Global Studies will foster students' understanding of the pluralistic nature of institutions, society, and culture across the world in order to become educated, productive, and principled citizens.

### **Expected Learning Outcomes:**

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

*Goals of the course that fulfill the GE Learning Outcomes:* Students will achieve the social diversity goals and learning outcomes by

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in the World.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context.
4. Carry out in-depth analysis in a final paper, exam, or project comparing distinct moments in human history and how they shaped the world in the past and today.
5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues. They will describe theories of international issues on exams and written assignments.
6. Students will understand the roots and structures of today's globalized world.

## **II. Methods**

An assessment of whether these objectives are met is effectively carried out by an examination of the work students are actually required to do for the course. Contributions in class discussions will be considered, but weighted more lightly, given the tendency for more confident students to contribute more to such discussions. Paper and exams will provide an understanding of students' abilities to think historically and to engage in analysis. This can be gauged by their responses to specific exam questions—asking

students to provide a perspective on history and relate that perspective to an understanding of the factors that shape human activity. Thus, exams for Historical Study courses will have at least one question that requires students to provide a perspective on the factors that shaped an event or theory. Similarly, for courses that include Diversity in the U.S. GE requirements, we will have at least one question that requires students to provide a description of the roles of categories such as race, gender, class, ethnicity and religion and how those roles have helped shape either their perspective or the country's perspective on diversity. For courses that include Diversity: Global Studies, we will ask one question that requires students to provide an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S. In this way, we hope to measure the courses (and the students') progress toward the multiple objectives of the GE. In this way we should be able to ascertain whether they are acquiring the desired skills and not simply learning (and regurgitating) specific information.

#### Summary of Data:

A committee, appointed by the UTC Chair, will be asked to evaluate a sample of questions and papers, and to gauge how well the goals of the course seem reflected in them. Assessment of Historical Study, Social Diversity, and Diversity: Global Issues from the GE goals will be carried out primarily through the evaluation of formal graded assignments and ungraded in-class assignments. The committee will rank the assignments across a four-category scale that captures students' mastery of the GE goals. Students will complete an informal feedback survey halfway through the semester to assess their own performance, the pace of the class, and the instructor's effectiveness. A brief summary report will be written by the UTC Chair, and that, as well as the sampled questions themselves, will be made available to the instructor and to the Chair of the department. We intend to insure that the proposed courses adequately articulate these goals, teach toward them, test for them, and help students realize their individual potential to meet them. Assessments will be summarized and used to alter the course for the next teaching.