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Fall 2020

AS.100.249

From Darwin to Babar: Animals and Humans in Historical Perspective

TTh, 3-4:15 PM ET

Course Description:

How can animals help us think through history differently? What kind of responsibilities do humans have towards other living beings? How are lines between – and among – humans and other animals constructed, and what are the political stakes of such divisions? This course draws on interdisciplinary methods from history, anthropology, philosophy, and animal studies to explore perspectives on the animal/human divide from the eighteenth century through the present day. We will consider animals as both historical actors and subjects of debate and discourse. Animals have been central to the creation and perpetuation of differences based on race, gender, and class. As a result, the study of animals raises important questions about dehumanization, agency, rights, and power. We will study a range of topics involving humans and animals, including biological classification, racial engineering, mosquito-borne diseases, animal rights movements, evolutionary theory, colonialism, Nazism, children's literature, Indigenous rights, and conservation. The subject material is intended to offer a new perspective on modern European history with global implications. Students will not be bound by any geographic constraints in their independent research papers.

By the end of this course, students will be able to do the following:

- 1) Identify and analyze the arguments and evidence of primary and secondary source documents;
- 2) Take notes effectively and efficiently;
- 3) Present a significant research question and carry out relevant research using primary and secondary sources;
- 4) Draft a research essay that synthesizes evidence from multiple sources to make an interpretive argument about change over time;
- 5) Create visual and oral presentations illustrating their research findings.

Course Policies:

Lectures: Each week, there will be a short lecture posted on Blackboard that provides additional context for the week's readings. Watching this lecture is **mandatory** and students will need to draw from the lectures in their Blackboard posts. The lectures will be posted by Friday of the previous week so that students have ample time to watch them prior to class on Tuesday.

Attendance: Attendance at all class meetings is crucial to your success in this course. If you know that you will be missing a class for any reason, you *must contact me in advance to let me know why*. In other words: barring an emergency, please do not write to me right before or during section to let me know that you will not be able to attend. Of course, I understand that personal emergencies do arise, but it is your

responsibility to keep me informed if and when they do. If you must miss a class, you can submit a 2-page response paper on the week's readings to redeem credit.

Assignments: All assignments should be turned in as hard copies on the listed due dates at the start of class. For each day that the assignment is late, I will subtract one-third of a letter grade: an A will become an A- if it is one day late (i.e., submitted within 24 hours after the deadline), a B+ if it is two days late, etc. Students are granted *one* opportunity over the course of the semester for a three-day extension; please use this wisely!

Technology: I ask that all class participants refrain from email, browsing the internet, social media, etc. during class time. In addition, please turn off cell phones and put them away for the duration of class.

Accommodations: Students with disabilities should contact Student Disability Services at 410-516-4720, studentdisabilityservices@jhu.edu, as soon as possible in the semester. We will work with Student Disability Services to establish all necessary accommodations in the first week or two of the course. It is important that accommodations are worked out well in advance of the first written assignments.

Academic Integrity: Plagiarism will not be accepted in this class. In all written work, sources need to be well-documented and cited. All written assignments will be submitted to an online plagiarism detector to ensure that all work is original. Prior to the first paper submission, we will review proper citation methods in class. I strongly encourage all students to consult the university's resources on Academic Ethics for Undergraduates (<https://studentaffairs.jhu.edu/student-life/student-conduct/academic-ethics-undergraduates/>).

Written Assignments: All written assignments should adhere to standard formatting guidelines: 12-point font, double spacing, numbered pages, and one-inch margins. We will review citation methods in class, but the most important rule for citations is consistency within each piece of work. Papers should be submitted electronically, via email.

Office Hours: I warmly encourage students to request to meet with me via Zoom to discuss the course material or any other academic matters. This will prove especially useful with respect to course assignments: I welcome questions or ideas about upcoming assignments. Attending office hours is a useful tactic for academic success in all classes! To schedule a quick meeting, you can reach out to me via email.

Writing Center: As part of the paper-writing process, I encourage each student to make an appointment with the JHU Writing Center. Please see information on the Writing Center here: <https://krieger.jhu.edu/writingcenter/>.

Assessment:

Class work: Class work is a major component of the course. Students are expected to engage in thoughtful and critical (not passive!) reading prior to each session and should attend each class prepared to engage with the material. In our first meeting, we will discuss methods of effective, engaged reading,

and this is a skill that we will continue to develop over the course of the semester. The class participation grade includes the following components:

1. *Attendance and preparation*: Come to all classes having completed all readings, and make sure to bring those readings as well as pen/pencil and paper.

2. *Participation in discussions*: I understand that not everyone enjoys or feels comfortable speaking in class often, but I do expect that you all will make an effort to contribute to our discussions. In general, I care more about the *quality* of your participation in class discussion than I do about the *quantity*. Here are some tips about what I am looking for when grading participation:

- a. Critically analyzing the texts we read, rather than merely repeating facts or ideas from them.
- b. Using *evidence* from the texts and from lectures to support your claims.
- c. Responding to your classmates' comments (again, using evidence).
- d. Putting a text's arguments or main ideas into your own words.
- e. Making comparisons between different texts we have read or making connections to ideas, events, figures we have studied in previous readings or lectures.

Speaking up in whole group discussions is not the only way to earn credit for participation—but it is the best way to show me that you have prepared for class and put thought into our material.

3. *Participation in small group and individual activities*: In addition to whole group discussions, the class will often conduct work in smaller groups. If you are someone who is less comfortable speaking in front of the whole group, these sorts of activities will be all the more important.

4. *Peer review*: Throughout the semester, there will be several peer review sessions in which students will engage with each other's work and discuss components of their research projects with one another. This will entail reading your classmates' work ahead of time and coming to the discussion prepared to offer constructive feedback. Following each peer review session, students will submit a brief one-paragraph summary of the peer review discussion.

Blackboard posts: Most weeks (7 in total), students will post a short response to Blackboard about the week's readings. Each week will have a specific prompt for the Blackboard post. I encourage students to place the week's readings in conversation with previous readings for the course. These posts will be due on Blackboard by 3 pm Eastern of the Tuesday of that week.

Research Paper: Over the course of the semester, students will write a 10-page research paper that historicizes a contemporary issue related to animals. The origin of the paper will be the selection of a recent news article about an issue involving animals and humans. Students are encouraged to select a topic that intrigues them and to critically consider the topic's history. With guidance from the instructor, students will contextualize this contemporary issue historically, drawing on secondary literature by historians to illustrate how this issue evolved into its current dimensions. Several assignments over the course of the semester will act as stepping stones to the final paper in order to demystify the process and provide students with additional structure.

These include:

1. A one-page write-up about potential paper topics: students should include links to multiple news articles that they find intriguing and write a short paragraph for each one about how they might delve more deeply into the topic at hand (Week 4).
2. A meeting with the instructor to discuss potential research topics (Week 5).

3. A prospectus and bibliography (Week 7).
4. A rough draft of the research paper, to be reviewed by the instructor (Week 11).
5. An in-class presentation of the topic, accompanied by a PowerPoint (Week 13).
6. Final draft of the research paper (Finals Period).

Class work	20%
Blackboard posts	15%
One-page topic brainstorming paper	10%
Prospectus and bibliography	10%
Rough draft of research paper	10%
In-class presentation of research	15%
Final draft research paper	20%
TOTAL	100%

Readings

Readings are due by the first meeting of the week for which they are listed.

All articles, book chapters, and primary sources will be available on Blackboard, and all books will be available on reserve at the library. If you encounter any issues accessing the readings on Blackboard, please email the instructor at least 24 hours prior to the class meeting.

Required Texts:

- Jean de Brunhoff, *The Story of Babar: The Little Elephant* (Random House, 1937)
- Art Spiegelman, *Maus I* (Pantheon Books, 1986)
- Michael Vann, *The Great Hanoi Rat Hunt: Empire, Disease, and Modernity in French Colonial Vietnam* (Oxford University Press, 2019)

(Note: all texts are available used online, so prices will vary but all are available on Amazon for less than \$20.)

Week 1: Introduction & Theory

Tuesday, 9/1 – Overview of the Course

Thursday, 9/3 – Thinking with Animals

- Robert Darnton, “Workers Revolt: The Great Cat Massacre of the Rue Saint-Séverin,” *The Great Cat Massacre and Other Episodes in French Cultural History* (1984), pp. 75-104.
- In class: Brittney Cooper, “The Conversation About Harambe Has Racist Undertones We Can’t Ignore,” *Cosmopolitan*, June 1, 2016. Available at

<https://www.cosmopolitan.com/politics/news/a59261/harambe-gorilla-michelle-gregg/>.

Week 2: Classifying Nature

~ Blackboard post due Tuesday by 12 pm Eastern ~

Tuesday, 9/8

- Londa Schiebinger, “Why Mammals Are Called Mammals,” *Nature’s Body*, pp. 40-74.

Thursday, 9/10

- Watch the Linnean Society’s Youtube video, “Carl Linnaeus’s Systema Naturae” (Jan. 2, 2018): <https://www.youtube.com/watch?v=kVD6PP61A28>
- Excerpts from the Comte de Buffon’s *Histoire Naturelle*
 1. Vol. 5, Ch. 2: “The Dog,” pp. 315-344

Week 3: Revolution

~ Blackboard post due Tuesday by 12 pm Eastern ~

Tuesday, 9/15

- J. R. McNeill, “The Argument (and its Limits) in Brief” and “Revolutionary Fevers: Haiti” in *Mosquito Empires* (Cambridge: Cambridge University Press, 2010), 1-11, 32-52, 235-267

Thursday, 9/17

- In class: caricatures from the French Revolutionary era of political figures as animals.

Week 4: Darwinism

~ One-page topic-brainstorming paper due Tuesday, 9/22 by 12 pm Eastern ~

Tuesday, 9/22

- Erika Milam, “Beauty and the Beast: Darwin, Wallace, and the Animal-Human Boundary,” *Looking for a Few Good Males: Female Choice in Evolutionary Biology* (Baltimore: Johns Hopkins University Press, 2010), pp. 9-28.

Thursday, 9/24

- Charles Darwin, *The Descent of Man* (New York: D. Appleton and Company, 1871), Ch. II: “On the Development of Man from Some Lower Form,” pp. 26-66 *Available online*.
- In class: Selected images from Rae Beth Gordon, *Dances with Darwin, 1875-1910* (Vermont: Ashgate, 2009).
- **Peer review**: read groupmates’ brainstorming papers prior to class and come prepared to discuss comments and suggestions. We will break into groups during the class period to discuss research ideas.

Week 5: Animal Protection

~ Blackboard post due Tuesday by 12 pm Eastern ~

Tuesday, 9/29

- Harriet Ritvo, “A Measure of Compassion,” *The Animal Estate* (Harvard 1987), pp. 125-166.
- Pratik Chakrabarti, “Beasts of Burden: Animals and Laboratory Research in Colonial India,” *History of Science*, xlviii (2010), pp. 125-151.

Thursday, 10/1

- **Meetings with instructor to discuss paper topics on Thursday during regular class period.**

Week 6: Empire and Spectacle

~ Prospectus and Bibliography due Tuesday, 10/6 by 12 pm Eastern ~

Tuesday, 10/6

- Podcast #1: Sadiah Qureshi, “The exhibition of living foreign peoples in 19th Century Britain.” Ideas Lab Predictor Podcast. May 30, 2013. 10 min. long. <https://audioboom.com/posts/1422749-dr-sadiah-qureshi-predictor-podcast-ep36-the-exhibition-of-living-foreign-peoples-in-19th-c>
- Podcast #2: Nigel Rothfels, “Todd Mundt Show.” National Public Radio. February 10, 2003. 25 min. long. <https://sites.uwm.edu/rothfels/presentations/interviews/>
- **Peer review: read groupmates’ brainstorming papers prior to class and come prepared to share comments and suggestions. We will break into groups during the class period to discuss research ideas.**

Thursday, 10/8

- Hartmut Lutz, ed., *The Diary of Abraham Ulrikab: Text and Context* (University of Ottawa Press, 2005), pp. xvii-xxvi, 2-13.
- Johan Adrian Jacobsen, *Voyage with the Labrador Eskimos, 1880-1881* (Polar Horizons, 2019), pp. 108-178.

Week 7: Rats and Colonialism

~ Blackboard post due Tuesday by 12 pm Eastern ~

Tuesday, 10/13

- Michael Vann, *The Great Hanoi Rat Hunt: Empire, Disease, and Modernity in French Colonial Vietnam* (Oxford University Press, 2019), pp. xiii-122.

Thursday, 10/15

- Primary Sources from Vann, *The Great Hanoi Rat Hunt*
 - “The Scourge of the Century,” *Lincoln County Leader*, May 11, 1900 (pp. 156-160)
 - Dr. Le Roy des Barres, “Rapport sur la mortalité à Hanoi en 1903” (pp. 170-171)
 - Anonymous, “Poem on True Heroism” (pp. 180-182)
 - “Inhabitants of Hanoi to Governor General” (p. 184)
 - “Citizens of Hanoi to Governor General” (pp. 184-186)
 - “Superior Resident of Tonkin to Governor General of Indochina, March 27 and March 29, 1906” (pp. 186-189)
 - Phan Boi Chau, “The New Vietnam,” 1907 (pp. 190-191)

Week 8: Babar and the Civilizing Mission

~ Blackboard post due Tuesday by 12 pm Eastern ~

Tuesday, 10/20

- Jean de Brunhoff, *The Story of Babar: The Little Elephant* (1937).
- Ariel Dorfman, "Of Elephants and Ducks," *The Empire's Old Clothes: What the Lone Ranger, Babar, and Other Innocent Heroes Do to Our Minds* (Duke University Press, 2010), pp. 12-57.

Thursday, 10/22 – FALL BREAK: NO CLASS

Week 9: Nazism

~ Blackboard post due Tuesday by 12 pm Eastern ~

Tuesday, 10/27

- Arnold Arluke & Boria Sax (1992) "Understanding Nazi Animal Protection and the Holocaust", *Anthrozoös*, 5:1, 6-31.

Thursday, 10/29

- Art Spiegelman, *Maus I* (Pantheon Books, NY: 1986).

Week 10: Cold War

Tuesday, 11/3

- Amy Nelson, "What the dogs did: animal agency in the Soviet manned space flight programme," *British Journal for the History of Science* (2017) 2, pp. 79-99.
- Marina Koren, "Why Soviets Sent Dogs to Space While Americans Used Primates," *The Atlantic* (Aug. 30, 2019). Available at <https://www.theatlantic.com/science/archive/2019/08/space-race-dogs-chimpanzees-monkeys/597166/>.

Thursday, 11/5

- Review documents within "Animal Partners" CIA archive at <https://www.cia.gov/library/readingroom/collection/animal-partners?page=1>. Be prepared to answer the following questions:
 - How did the CIA hope to use dolphins and birds, respectively?
 - What kinds of obstacles did the CIA's animal program encounter?
 - Was the program ultimately successful?

Week 11: Indigenous Rights

~ Rough draft due Tuesday, 11/10 by 12 pm Eastern ~

Tuesday, 11/10

- No class meeting: watch documentary "Angry Inuk", directed by Althea Arnaquq-Baril (2017). Available via the JHU library on Kanopy: <https://jhu.kanopy.com/product/angry-inuk-0>. We will discuss the film on Thursday.

Thursday, 11/12

- **Peer review: prior to class, review your partner's paper.**

Week 12: New Directions in Animal Activism

~ **Blackboard post due Tuesday by 12 pm Eastern** ~

Tuesday, 11/17

- Sunaura Taylor, *Beasts of Burden: Animal and Disability Liberation* (The New Press, 2017)
 1. Ch. 5, "Ableism and Animals," pp. 57-82.
 2. Ch. 6, "What is an Animal?" pp. 83-94.

Thursday, 11/19

- Aph Ko and Syl Ko, *Aphro-ism* (Lantern Books, 2017)
 1. Chapter 4, Syl Ko, "By 'Human,' Everybody Just Means 'White'", pp. 20-27.
 2. Chapter 8, Syl Ko, "Addressing Racism Requires Addressing the Situation of Animals," pp. 44-49.
 3. Chapter 14, Syl Ko, "We Can Avoid the Debate about Comparing Human and Animal Oppressions, if We Simply Make the Right Connections," pp. 82-87.
 4. Chapter 15, Aph Ko, "Why Animal Liberation Requires an Epistemological Revolution," pp. 88-94.
 5. Chapter 19, Aph Ko, "Creating New Conceptual Architecture: On Afrofuturism, Animality, and Unlearning/Rewriting Ourselves," pp. 127-137.

Week 13: Student presentations

Tuesday, 12/1

Thursday, 12/3

Finals Period

~ **Final draft due on Tuesday, 12/15 by 12 pm Eastern** ~