

GEO 358

Animals and Society

Spring 2018
Tuesday and Thursday, 11:00am-12:20pm
Eggers 113

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Office Hours: Fridays, 1:00-2:30pm

Overview

This course examines the relations between animals and society in the United States from a historical and geographical perspective. Unlike a course on animals or zoology in, for instances, the life sciences, this course draws primarily on approaches from the humanities and social sciences. Some of the questions we will address include: What is the history of our relationship with animals? How have we developed places for animal production and consumption such as feedlots, slaughter houses, zoos, wildlife refuges, pet stores, and even our homes? How has race, class, and gender affected our uses of and attitudes towards animals? And, in the words of Hal Herzog, how have we decided which animals to love, hate, or eat?

Evaluation

20% Class Attendance and Participation

10% Reading Quizzes and Short Reading Responses

20% Field Report

20% Movie Analysis

30% Take-Home Final

Class Attendance and Participation

Attending class and participating in discussions are essential aspects of this course. To give you a sense of my expectations for class participation, I offer the following guidelines:

The **A** student reads all the material beforehand and demonstrates a clear understanding of the key aspects of the text. She is able to answer questions posed by the professor, but more importantly, she has developed her own questions and comments about the text. She speaks regularly without dominating the discussion. She also listens carefully to what her classmates say and builds on their contributions.

The **B** student more or less reads the material, though not very carefully. He understands the ‘gist’ of the article or chapter, but when pressed, he has difficulty assessing the implications of the text and connecting it to other readings. He is an infrequent contributor to discussion. In general, this student participates from time to time, but is mostly content to let others do most of the talking and critical thinking.

The **C** student demonstrates little evidence of doing the reading and she rarely, if ever, speaks. However, she attends regularly.

The **D** or **F** student never talks, shows no evidence of doing the reading, and may also miss classes. Basically, this student is a pain-in-the-behind. ☹

*** You must bring the day's assigned readings to class. If you don't have the readings and we discuss them, I will mark you as absent.*

Reading Quizzes and Reading Response Papers

During the semester, I will give pop quizzes on the readings consisting of 3 or 4 questions.. I will not announce the pop quizzes beforehand. If you have read the material carefully, these quizzes should be very easy.

I may also assign two-page response papers on the readings. I will alert you about these in advance. The due dates of these short papers are not noted on the syllabus. They should not take you long to complete. Their main purpose is to encourage you to reflect carefully and think critically about what you read so we can discuss it in class.

Field Report

You will write a five-page field report about a place devoted to animals based on a visit to a dog shelter, big-box' pet store (i.e., PetCo), or the Rosamond Gifford Zoo. I'll distribute a detailed handout about the assignment in mid-September.

Film Analysis

Television shows and films are some of the main ways Americans learn about and experience the lives of other animals. We will discuss animals in popular culture later in the course. After doing so, you will write a five-page analysis of a film about animals. I'll distribute a detailed handout about the assignment in mid-February and provide a list of suitable films.

Take-Home Final Exam

The course has only one test: a take-home final distributed at the end of the course. It will cover *all* the material associated with the course: lectures, readings, films, and discussions. I will discuss the format of the exam a few weeks before the end of the course.

Academic Integrity

Syracuse University's Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same work in more than one class without receiving written authorization in advance from both instructors. Under the policy, students found in violation are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered as described in the Violation and Sanction Classification Rubric. Syracuse University students are required to read an online summary of the University's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice. For more information, see the student section of the university's web site about academic integrity (<http://academicintegrity.syr.edu/>).

This is what the university obliges me to tell you. This is my own simple take on the matter: plagiarize a paper or cheat on an exam and you will fail the assignment. Period. Other professors may let issues of academic dishonesty slide or let you off with a warning. *I am not one of those professors.*

Also, this class will use the plagiarism detection and prevention system Turnitin. You will have the option to submit your papers to Turnitin to check that all sources you use have been properly acknowledged and cited before you submit the paper to me. I will also submit all papers you write for this class to Turnitin, which compares submitted documents against documents on the Internet and against student papers submitted to Turnitin at Syracuse University and at other colleges and universities. I will take your knowledge of the subject matter of this course and your writing level and style into account in interpreting the originality report. Keep in mind that all papers you submit for this class will become part of the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.

Religious Observances

SU's religious observances policy, found at http://supolicies.syr.edu/emp_ben/religious_observance.htm, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance *provided they notify their instructors before the end of the second week of classes*. For fall and spring semesters, an online notification process is available through MySlice/Student Services/Enrollment/My Religious Observances from the first day of class until the end of the second week of class.

Student Athletes

Some of you are student athletes. Athletics is an important part of your time in college, and I will do my best to accommodate your travel schedules.

Your coaches or another official associated with the team or athletic department will give you a letter explaining your status and a list of your away games. Once you receive this material, make sure to give me a copy. We can then discuss how you can make-up missed lectures and assignments in a timely fashion.

Students with Disabilities

If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS) located at 804 University Avenue, third door or go to the ODS website at disabilityservices.syr.edu and click current students tab to register on-line. You may also call 315.443.4498 to speak to someone regarding specific access needs. ODS is responsible for coordinating disability-related accommodations and will issue 'Accommodation Letters' to students as appropriate. Since accommodations may require early planning and are not provided retroactively, please contact ODS as soon as possible.

Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. My goal as your instructor is to create a learning environments that are useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, I invite you to meet with me to discuss additional strategies beyond accommodations that may be helpful to your success.

Laptops, Tablets, Smart Phones, and Texting

You may use a laptop or tablet in class. However, using such technology in this course is a privilege not a right. If you are on social media, checking email, or surfing the web during class, you can lose your laptop/tablet privileges as well as have your participation grade docked.

You may use an E-reader such as the Kindle or Nook rather than the paperback copies of the course books.

Students texting during class will have their participation grade lowered ½ a letter grade for the first two infractions; further infractions will result in an ‘F’ (0%) for participation in the course.

Readings

McCaulou, Lily Raff. *Call of the Mild: Learning to Hunt My Own Dinner*. New York: Hatchette Book Group, 2012.

Russell, Edmund. *Evolutionary History: Uniting History and Biology to Understand Life on Earth*. New York: Cambridge University Press, 2011.

All of these books are available at the SU Bookstore. You may be able to find cheaper copies of these books from Amazon or other online retailers.

Course Schedule

(BB) – reading available on Blackboard

Week One

Tues., 1/16 Thinking about (and with) Animals

Thur., 1/18 Animal Histories & Geographies

Readings

Wilson, Robert M. “Animals and the American Landscape.” In *North American Odyssey: Historical Geographies for the Twenty-First Century*, edited by Craig E. Colten and Geoffrey L. Buckley, 195–206. Lanham, MD: Rowman & Littlefield, 2014. (BB)

Lutts, Ralph A. “The Trouble with Bambi: Walt Disney’s Bambi and the American Vision of Nature.” *Forest & Conservation History* 36:4 (October 1992), pp. 160-171. (BB)

Week Two

Tues., 1/23 Animals and Commodities-Animals and Empire in Early America

Readings

White, Richard. “Animals and Enterprise.” In *The Oxford History of the American West*, edited by Clyde A Milner II, Carol A O’Connor, and Martha A Sandweiss, 236–73. New York: Oxford University Press, 1994. (BB)

Thur., 1/25 Extermination: Laying Waste to Predators in Early America

Readings

Coleman, Jon. *Vicious: Wolves and Men in America*. New Haven, CT: Yale University Press, 2004, Introduction, Chapter 2: Predator to Prey, Reintroduction. (BB)

Week Three

Tues., 1/30 Animals in the 19th-Century City: Horses, Pigs, and Cattle

Readings

Brown, Frederick L. *The City Is More than Human: An Animal History of Seattle*. Seattle: University of Washington Press, 2016, 103-136. (BB)

Thur., 2/1 Animals in the 19th-Century City: Squirrels, Crows, and Pests

Readings

Benson, Etienne. "The Urbanization of the Eastern Gray Squirrel in the United States." *Journal of American History*, December (2013): 691–710. (BB)

Week Four

Tues., 2/6 Zoos: Animals on Display

Readings

Kisling, Jr., Vernon N. "The Origin and Development of American Zoological Parks to 1899." In *New World, New Animals: From Menagerie to Zoological Park in the Nineteenth Century* edited by R. J. Hoage and William A. Deiss, 109-25. Baltimore: Johns Hopkins University Press, 1996. (BB)

Thur., 2/8 Animal Theme Parks
Movie: *Blackfish* (2013-clips)

Readings

Davis, Susan G. *Spectacular Nature: Corporate Culture and the Sea World Experience*. Berkeley: University of California Press, 1997. (BB)

Week Five

Tues., 2/13 Dominance and Affection: The Creation of Pets

Readings

Herzog, Hal. *Some We Love, Some We Hate, Some We Eat: Why It's So Hard to Think Straight About Animals*. New York: Harper, 2010, 67-96. (BB)

Thur., 2/15 Animal Control, Shelters, and Euthanasia

Readings

Herzog, Hal. *Some We Love, Some We Hate, Some We Eat: Why It's So Hard to Think Straight About Animals*. New York: Harper, 2010, 97-128. (BB)

Week Six

Tues., 2/20 Hunting: Conservation and Wildlife Refuges
**** Field Trip Report Due ****

Readings

McCaulou, *Call of the Mild*, 1-120

Thur., 2/22 Hunting: Class, Race, and Masculinity

Readings

McCaulou, *Call of the Mild*, 121-299.

Week Seven

Tues., 2/27 Evolutionary History

Readings

Russell, *Evolutionary History*, 1: Matters of Life and Death, 2: Evolution's Visible Hands, 3: Hunting and Fishing, 1-30.

Thur., 3/1 Making Animals

Readings

Russell, *Evolutionary History*, 10: History of Technology, 11: Environmental History, 132-150.

Week Eight

Tues., 3/6 The History of Wildlife Films

Readings

Bouse, Derek. *Wildlife Films*. Philadelphia: University of Pennsylvania Press, 2003, 4-36. (BB)

Thur., 3/8 The New Green Wave: Wildlife in Contemporary Popular Culture

Readings

Chris, Cynthia. *Watching Wildlife*. Minneapolis: University of Minnesota Press, 2006, ix-xxii, 79-121. (BB)

Week Nine

Tues., 3/13 **** No Class. Spring Break. ****

Thur., 3/15 **** No Class. Spring Break. ****

Week Ten

Tues., 3/20 Return of Wildlife to the City I

Readings

Gehrt, Stanley D., Seth P. D. Riley, and Brian L. Cypher, eds. *Urban Carnivores: Ecology, Conflict, and Conservation*. Baltimore, MD: Johns Hopkins University Press, 2010, 2-19. (BB)

Thur., 3/22 Return of Wildlife to the City II

Readings

Wilson, Robert M. "From Noble Stag to Suburban Vermin: The Fall and Rise of White-Tailed Deer in the Northeastern United States." In *American Environment Revisited*, edited by Geoffrey Buckley and Yolanda Youngs. Lanham, MD: Rowman & Littlefield, 2018. (BB)

Week Eleven

Tues., 3/27 Industrializing Animals: From Cows to Beef

Readings

Pollan, Michael. "Power Steer." *The New York Times Magazine*, March 31 2002.
<http://michaelpollan.com/articles-archive/power-steer/>

Thur., 3/29 Industrializing Animals: From Chickens to Poultry

Readings

Emel, Jody, and Roberta Hawkins. "Is It Really Easier to Imagine the End of the World Than the End of Industrial Meat?" *Human Geography* 3, no. 2 (2010). (BB)

Week Twelve

Tues., 4/3 Gender and Animals

Readings

Urbanik, Julie. "Hooters for Neuters: Sexist or Transgressive Animal Advocacy Campaign?" *Humanimalia* 1, no. 1 (2009) <http://www.depauw.edu/humanimalia> .

Thur., 4/5 Animal Migration and the American Landscape

Readings

Wilson, Robert M. "Mobile Bodies: Animal Migration in North American History." *Geoforum* 65 (2015): 465–72. (BB)

Week Thirteen

Tues., 4/10 **** No classes. Away at AAG Conference. ****

Readings

None.

Thur., 4/12 **** No classes. Away at AAG Conference. ****

Readings

None.

Week Fourteen

Tues., 4/17 Animals for Research & Animal Testing
Film: *Project Nim* (2011)

Thur., 4/19 Emotional Lives of Animals
Discuss *Project Nim*

Readings

Siebert, Christopher. "An Elephant Crack-Up?" *The New York Times Magazine*, 8 October 2006 (BB)

Week Fifteen

Tues., 4/24 Animal Rights

Readings

Singer, Peter. *Animal Liberation*. New York: HarperCollins, 2002. (BB)

Thur., 4/26 The Case for and Against Vegetarianism

Readings

Pollan, Michael. "An Animal's Place." *The New York Times Magazine*, 10 November 2002.

<http://michaelpollan.com/articles-archive/an-animals-place/> (BB)

Week Sixteen

Tues., 5/1 A Place for Animals

**** Distribute Take-Home Final Exam ****