

Syllabus: Animals in Time and Space

Boise State University

Upper Division Undergraduate (ENVSTD 441; GLOBAL 330/HIST 345/585)

Course library site: <https://guides.boisestate.edu/history/animalsinhistory>

Dr. Emily Wakild

SPG 2022

Why study (other) animals in time and space? Over the course of the semester I hope you come up with your own answer to this question. My answer is this: Nonhuman animals teach us about the many ways of being human. They help us see difference and sameness, they demonstrate the potential for and limits of empathy, and they satisfy all sorts of human needs—for food, protection, curiosity, transportation, and pleasure. And they have done so for a very long time.

Ultimately, the point of this course is to give you the tools to build an authentic context for understanding other species. While I'm skeptical we can ever know what an elephant thinks or feels, we can understand how other people viewed them and how those views--and the animals themselves--have changed over time.

Although I am an historian, this is not a typical history course. Our subjects are nonhuman, our chronology is episodic, and our geography is wide-ranging. Rather than examine societies or nations, this course takes as its core subject the varied, complex, and changing relationships between humans and other animals. While we cannot altogether ignore politics and economics, we will attempt to answer what is at its core a social and cultural question, that is, *how have animals shaped the human past?* We will balance individual animal profiles with different approaches to these relationships from historians, journalists, scientists, and artists. We will consider the biological nature of animals as well as their symbolic importance. In sum, we will seek out a variety of different perspectives that may or may not allow the animals to speak to us.

This is a course designed with your growth as a scholar in mind. Those who study the past—especially those interested in the world beyond a single nation-state—face the perpetual issue of whether or not to go broad or to go deep in time and in place. This course will go broad in attempts to provide comparative examples and contrasts which leaves us little time to go systematically through any single society. As a result, geographically and temporally, this course is all over the place. It's a global course but we don't cover the entire world or even every continent's bestiary. The majority of the readings are geographically based in the Americas, my own region of expertise, but you will soon see that many of the examples transcend boundaries and borders; animals belong to no particular nation or culture (although many nations claim that they do). This is a course that uses the very deep past—think Ice Age—to give depth to the present. We focus most on the twentieth century but not without considering ancient and early roots of human relationships with animals.

We read articles, chapters, and documents instead of books. We will also watch films, analyze images, and take a trip to the zoo. There will be examples from cultures you've never heard of and historical events with which you are familiar. I expect you to be open-minded and embrace this complexity; if you cannot do this you should find another course.

If we all work on this together, by the end of the semester you should be able to:

1. Articulate how various cultures have interacted with animals in different times and places.

2. Identify and analyze different interpretations of animals from scientific, popular, and academic sources.
3. Critically examine the historical roots, logical validity, and potential consequences of various attitudes towards animals (including your own).
4. Formulate your own intelligent, critical, historical questions about animals.
5. Offer written answers to these questions with evidence-based research.

Toward this end, the course is organized around three sets of relationships: **Extinction and Invasion, Modes of Interaction, and Nature and Culture**. These three parts draw upon three critical sets of relationships between humans and animals. Pay attention to the organization and the examples. Each day we will engage in a series of activities, discussions, and (rarely) lectures, designed to further these concepts. I will give you complete citations of materials and I expect you to do the same as well as become skilled at identifying what components of documentation are notable enough for citation. I'm less interested in where your commas and parentheses go than I am in knowing you can describe the where, when, and who of a source's origin. Please become familiar with the [course library site available](#) here--this doesn't have every source, but it's a good start.

One major thread through this course is the use of scientific research, science writing, and scientists' arguments and debates as historical sources that both inform our understandings of animals and become themselves subjects of critique. Topics such as extinction, wildlife, and conservation are all informed by the lens of science and we must in turn apply history—that is, time, place and perspective—to that science. But science does not always translate well into popular knowledge. To interrogate why this might be, we examine some examples of children's literature and popular film.

We will talk more about some animals than others. Elephants, bears, birds, toads, and wolves make repeated appearances although we rarely discuss dogs, horses, and giraffes. There are simply far too many animals in history to explore them all in one semester. You will have the opportunity to explore on your own.

You must come prepared to participate, having done your own work outside of the classroom, in order to be successful. For every day there is a primary reading and there are recommended background readings. You should expect to discuss and work with the primary reading on the day it is assigned; background readings are bonus and especially targeted for graduate students or those students interested in pursuing independent research on the subjects indicated for that day.

Assignments:

| | |
|--|-----------------------------|
| Paper 1: The Three Lenses Approach | 150pts Feb 8th |
| Paper 2: Policy Brief | 150pts March 15th |
| Paper 3: Creature Chronicle (film script or children's story) | 150pts April 21st |
| Paper 4: The Long Assignment (animal selection due Jan 20) | 250pts May 3rd 2:30pm |
| Team work: Animal Observation/ Game Cam Lab | 150pts March 15th; Apr 28th |
| Colleague support & participation (notes ; folder ; daily exercises; jamboards) | 150pts All semester |
| [Graduate Students will meet with the professor to determine additional requirements.] | |

Course Schedule:

Please note: all readings are available online (link provided) or in our Course Canvas site. For guidance approaching the readings, consult [this handy guide](#).

Part I: Species, Invasions, Extinctions

Week 1: What is an Animal?

Tu Jan 11 Defining Animals. Setting the stage. [zoom link](#) (only if you can't attend)

[Dictionary](#). [Bible](#). [Idaho Fish and Game](#). [Army](#). [PETA](#).

Recommended Reading: [Jamboard](#)

Emily Wakild, "[Llamas are having a moment in the US, but they've been icons in South America for millennia](#)" *The Conversation*, Dec 13, 2020.

G.E. Hutchinson, "Homage to Santa Rosalia or Why Are There So Many Kinds of Animals?" *The American Naturalist*, 93:870 (1959), 145-159.

Th Jan 13 Defining Animal History. And taking notes. [zoom link](#) (only if can't attend)

Primary Readings: [Jamboard](#) [Notes](#)

Brett Walker, "Animals and the Intimacy of History" in Andrew Isenberg, ed. *The Oxford Handbook of Environmental History*, (New York: Oxford University Press, 2014), 52-75.

Lorraine Daston and Gregg Mitman, "The How and Why of Thinking with Animals: Introduction" in Lorraine Daston and Gregg Mitman, *Thinking with Animals: New Perspective on Anthropomorphism*, (New York: Columbia University Press, 2005), 8-20.

Recommended Reading:

[Swimming with Crocodiles](#)

[We Animals Media - Animal Photojournalism](#)

Andrew Isenberg, "The Moral Ecology of Wildlife" in Nigel Rothfels, ed. *Representing Animals*

Sandra Swart, "But Where's the Bloody Horse?": Textuality and Corporeality in the "Animal Turn" *JLS/TLW* 23:3(2007), 271-292.

Harriet Ritvo, "Animal Planet" *Environmental History* 9:2(2004), 204-220.

Week 2: Where have all the animals gone?

Tu Jan 18 Pleistocene Extinctions. And their implications. **Roundtable**.

Primary Readings: [Jamboard](#) [zoom link](#) (for everyone this time!)
[notes](#)

Paul Martin, "Pleistocene Overkill" *Natural History*, 76:10(1967), 32-39.

[If your Last Name begins with A-G read this most carefully]

Shepherd Krech, III, "Pleistocene Extinctions" chapter 3 in *Ecological Indian: Myth and History* (New York: Norton, 1999).

[If your Last Name begins with H-P read this most carefully]

A. D. Barnosky, et.al., "Assessing the Causes of Late Pleistocene Extinctions on the Continents," *Science* 306, (2004), 70-75.

[If your Last Name begins with R-Z read this most carefully]

Recommended Reading:

C. Josh Donlan, "Pleistocene Rewilding: An Optimistic Agenda for Twenty-First Century Conservation" *The American Naturalist*, 168:5 (2006), 660-681.

Shepherd Krech, III "[Paleoindians and the Great Pleistocene Die-Off, Nature Transformed, TeacherServe®](#)" Nature Transformed, TeacherServe. National Humanities Center.

Th Jan 20 Modern extinctions. The Mastodon and the Dodo. Science writers.
Long Assignment Animal Selection DUE (enter your choice on the [jamboard](#))

[Notes](#)

Primary Readings: [zoom link](#) (for everyone this time!)

Elizabeth Kolbert, "The Mastodon's Molars" chapter 2 in *The Sixth Extinction: An Unnatural History*, (New York: Picador, 2014), 23-46.

David Quammen, "Rarity unto Death," *Song of the Dodo: Island Biogeography in an Age of Extinctions*, (New York: Scribner, 1996), 259-275.

Recommended Reading:

Jon T. Coleman, "Animal Last Stands: Empathy and Extinction in the American West" *Montana: The Magazine of Western History* 55:3(Autumn, 2005), 2-13.

Mark Barrow, *Nature's Ghosts: Confronting Extinction from the Age of Jefferson to the Age of Ecology*, (Chicago: University of Chicago Press, 2009).

Week 3: Where do Animals Belong?

Tu Jan 25 Acclimatization. Invasion.

Primary Readings: [Jamboard](#) [zoom link](#) (for everyone this time!)

[Notes](#)

Harriet Ritvo "Going Forth and Multiplying: Animal Acclimatization and Invasion" *Environmental History* 17:2 (2012), pp.1 –11.

Bathsheba Demuth, "[Living in the Bones](#)" *Emergence Magazine*, Sept 2021.

Film in class: *Cane Toads: an Unnatural History* [log into Canvas and Lumiere Link is in there]

OR

read: [Cane toad - Wikipedia](#)

Recommended Reading:

David Quammen, "[Pale Horse](#)" in *Spillover: Animal Infections and the Next Human Pandemic*, (Norton 2012),11-49.

Alfred W. Crosby, "The Contrasts," chapter 1 in *The Columbian Exchange: Biological and Cultural Consequences of 1492*, (Westport, Conn.: Greenwood Press, 1972), 3-34.

Eric C. Rolls, "The Spread: The Grey Blanket" and "The Rabbits" in *They All Ran Wild: The Story of Pests in the Land of Australia*, (Sydney: Angus & Robertson Publishers, 1984 [1969]) 48-90 and 90-137.

Charles C. Mann, *1491: New Revelations of the Americas before Columbus*, (New York: Vintage, 2005).

Alfred W. Crosby, "[The Columbian Exchange, Native Americans and the Land, Nature Transformed, TeacherServe](#)" National Humanities Center.

Rebounding of wildlife in New York City: [Wild Animals Are Thriving in New York City Right Now](#)

Th Jan 27 [Jamboard](#)

[zoom link](#) (for everyone this time!)

Notes

“Library” research and introduction to historical research including with our [amazing library guide](#)

Explore and browse the Canvas links to English Children’s Stories and Bestiaries (Read ahead to Ritvo for next week if you can) and consider how animals were portrayed in these sources.

We will spend the class session exploring independently and in groups of similar animals but always in conversation with each other.

Week 4: How do we know?

Tu Feb 1 Ways of knowing in different places. From different sources. **Roundtable.**

Handout Game Cameras to groups

Optional [zoom](#) (only if you can’t attend class—most of us will be in person)

[Notes](#)

[Jamboard](#)

Primary Readings:

Harriet Ritvo, “Learning from Animals: Natural History for Children in the Eighteenth and Nineteenth Centuries,” chapter 2 in *Noble Cows and Hybrid Zebras: Essays on Animals and History*, (Charlottesville: University of Virginia Press, 2010), 29-49.

[If your Last Name begins with A-G read this most carefully]

Nancy J. Jacobs, *Birders of Africa: History of a Network* (New Haven: Yale University Press, 2016) “Introduction,” p4-25.

[If your Last Name begins with H-P read this most carefully]

Ryan Tucker Jones, *Empire of Extinction: Russians and the North Pacific’s Strange Beasts of the Sea, 1741-1867*, (Oxford University Press, 2014), Introduction, p 1-29.

[If your Last Name begins with R-Z read this most carefully]

Recommended Reading:

Nancy J. Jacobs, “The Intimate Politics of Ornithology in Colonial Africa” *Comparative Studies in Society and History*, 48:3(2006), 564-603.

[Noticing the birds in great paintings taught me to see the world | Aeon Essays](#)

Th Feb 3

Optional [zoom](#) (only if you can’t attend class—most of us will be in person)

[Jamboard](#)

Primary Source Workshop: Locate a newspaper article, children’s story, and field guide on your animal. [Slides for workshop](#)

Check out the [amazing library guide](#) when you start your search!

NOTES

Primary Readings: Etienne Benson, “Animal Writes: Historiography, Disciplinarity, and the Animal Trace.” In Linda Kalof and Georgina Montgomery, eds. *Making Animal Meaning* (Michigan State University Press 2011), 3-16.

Recommended Readings:

Julie Savidge, "Extinction of an Island Forest Avifauna by and Introduced Snake, *Ecology* 68:3(June 1987), 660-668.

IMPORTANT OPPORTUNITY: [Andrus Scholars](#) Applications due Feb 18th

Sponsored internships with federal, state, nonprofit, or other mission-centered business enterprises that provide undergraduate Boise State environmentally focused students with meaningful work experience that will enhance learning and skill development, assist in post-graduation job placement, and ultimately support the development of the environmental and public lands stewards of tomorrow. Includes 10-week, 30/hr a week, 6-Credit hours Summer Internship and \$6,000 in funds to help pay for internship credit hours, provide a living wage for hours worked, and any internship-related travel and expenses

Week 5: Where are animals?

Three Lenses Assignment Due

Tu Feb 8 Scientists and tracking.

optional [zoom link](#)
[Jamboard](#)

[Notes](#)

Primary Reading:

Watch before class: *Gorongosa Park Rebirth of Paradise Episode 1 Lion Mystery*
<https://boisestate.on.worldcat.org/oclc/956908182>

Michael Lewis, "Globalizing Nature: National Parks, Tiger Reserves and Biosphere Reserves in Independent India," chapter 12 in *Civilising Nature*:

Etienne Benson, "The Poetry of Wildness," in *Wired Wilderness: Technologies of Tracking and the Making of Modern Wildlife*, (Baltimore: Johns Hopkins University Press, 2010), 52-92.

Recommended Reading

Lyster, [International Wildlife Law](#), 1985.

Th Feb 10 Smokey the Bear.

optional [zoom link](#)

[Jamboard](#)

[Notes](#)

Primary reading:

Jane Watson Werner and Richard Scary, *Smokey the Bear*, (Racine, Wisc.: Western Publishers, 1955).

Jake Kosek, "'Smokey the Bear is a White Racist Pig:'" in *Understories: The Political Life of Forests in Northern New Mexico*, (Durham, N.C.: Duke University Press, 2006), 183-227.

James G. Lewis, "On Smokey the Bear in Vietnam" *Environmental History* 11(July 2006): 598-693.

Recommended Reading:

History of Smokey Bear [Region 3 - History & Culture](#)

Jon T. Coleman, *Here Lies Hugh Glass: A Man, A Bear, and The Rise of the American Nation*, (New York: Hill and Wang, 2013).

Werner Herzog film, *Grizzly Man*.

Part II: Modes of Interaction

Week 6: Modes of Interaction

Tu Feb 15 In the air.

[Jamboard](#)

[Zoom](#) (if you have to)

[Notes](#)

Primary Reading:

Marcy Norton “Going to the Birds: Animals as Things and Beings in Early Modernity,”
Early Modern Things: Objects and their histories, 1500-1800, ed. Paula Findlen, (Routledge, 2012)

Recommended Reading:

Virginia DeJohn Anderson, *Creatures of Empire: How Domestic Animals Transformed Early America*, (New York: Oxford University Press, 2004) especially part I “Thinking about Animals” p15-71.

Th Feb 17 In the sea. **Roundtable.**

[Jamboard](#)

[Zoom](#) (if you have to)

[Notes](#)

Primary Reading:

John Richards “Whales and Walruses in the Northern Oceans” *Unending Frontier: An Environmental History of the Early Modern World*, (Berkeley: Univ of California Press, 2003) 574-616.
[If your Last Name begins with A-F read this most carefully]

Sharika D. Crawford, “Navigators of the Sea” and “Sages of the Sea” p 1-38 in *The Last Turtlemen of the Caribbean: Waterscapes of Labor, Conservation, and Boundary Making*, (UNC Press, 2020)
[If your Last Name begins with G-P read this most carefully]

[Elizabeth Hennessy](#), “What we Stand On” and “In Darwin’s Footsteps” p 1-42 in *On the Backs of Tortoises: Darwin, the Galapagos, and the Fate of an Evolutionary Eden*, (Yale University Press, 2019).
[If your Last Name begins with R-Z read this most carefully]

Recommended Reading:

Rachel Riederer, “Inky the Octopus and the Upsides of Anthropomorphism” *New Yorker* (April 16, 2016).

REMINDER: [Andrus Scholars](#) Applications due Feb 18th

Week 7: Domestication

Tu Feb 22 Why and why not?

[Jamboard](#)

[Zoom](#) (if you have to)

[Notes](#)

Primary Reading:

Jared Diamond, “Zebras, Unhappy Marriages, and the Anna Karenina Principle: Why were most big wild mammal species never domesticated?” chapter 9 in *Guns, Germs and Steel* (London: Vintage, 1998[1997]), 157-175.

Felipe Fernández-Armesto, “Breeding to Eat: The Herding Revolution: From”Collecting” Food to “Producing” It” chapter 3 in Felipe Fernández-Armesto, *Near a Thousand Tables: A History of Food* (New York: The Free Press, 2001), 55-75.

Steve Striffler, “Love that Chicken!” and “An American Industry” in *Chicken: The Dangerous Transformation of America’s Favorite Food*, (New Haven: Yale University Press, 2005).

Recommended Readings:

Catherine Oliver, [THE OPPOSITE OF EXTINCTION](#) – whitehorsepress

Nathaniel Meyersohn “ [Costco is going to extremes to keep its rotisserie chickens at \\$4.99](#)

Benett, et. al, [The broiler chicken as a signal of a human reconfigured biosphere](#) *Royal Society Open Science*, 5: 180325.

Neil Prendergast, “Raising the Thanksgiving Turkey: Agroecology, Gender, and the Knowledge of Nature,” *Environmental History* 16(Oct 2011): 651-677.

Marcy Norton, “The Chicken or the Iegue: Human-Animal Relationships and the Columbian Exchange” *American Historical Review*

[Using animal history to inform current debates in gene editing farm animals: A systematic review](#)

Th Feb 24 Pastoralism. **Roundtable.**

[Jamboard](#)

[Zoom](#) (if you have to)

[Notes](#)

Primary Readings:

Elinor G. K. Melville, *A Plague of Sheep: Environmental Consequences of the Conquest of Mexico*, (Cambridge University Press, 1994), Chp 1-2: 1-60.

[If your Last Name begins with A-E read this most carefully]

Virginia DeJohn Anderson, “King Philip’s Herds: Indians, Colonists and the Problem of Livestock in Early New England” *William and Mary Quarterly*, 51:4(1994), 601-624.

[If your Last Name begins with F-N read this most carefully]

Alan Mikhail, “Early Modern Human and Animal” chapter 1 in *The Animal in Ottoman Egypt*, (New York: Oxford University Press, 2014), 19-37.

[If your Last Name begins with O-Z read this most carefully]

Recommended Reading:

[Meat and Dairy Production - Our World in Data](#)

[Wild mammals have declined by 85% since the rise of humans, but there is a possible future where they flourish - Our World in Data](#)

[Mammals - Our World in Data](#)

Week 8: Hunting and Identifying Animals with Humans (and Groups of Humans)

Tu March 1 Orientations towards hunting.

[Jamboard](#)

[Zoom](#) (if you have to)

[Notes](#) and [Notes](#)

Primary Reading:

Matt Cartmill, “A View to a Death in the Morning” chapter 12 in *A View to a Death in the Morning: Hunting and Nature through History*, (Cambridge: Harvard University Press, 1993), 225-244.

Edmund Russell, “Hunting and Fishing” from *Evolutionary History: Uniting History and Biology to Understand Life on Earth*, (Cambridge, 2011), 17-30.

[Marshall](#), “If only the Hunter were Equal to the Prey” in *On Behalf of the Wolf and the First Peoples*, (Museum of New Mexico Press, 1995), 43-63.

Recommended Readings:

[Will warming make animals darker—or lighter?](#)

Louis Warren, *The Hunter's Game* (New Haven: Yale University Press, 1999).

Mary Zeiss Stange, “Women and Hunting in the West,” *Montana: The Magazine of Western History*: 55:3 (Autumn 2005), 14-21.

Drake Hotel Thanksgiving Menu 1886

[Are Wind Turbines a Danger to Wildlife? Ask the Dogs.](#)

Th March 3 Human identities. Class. **Roundtable.**

[Jamboard](#)

[Zoom](#) (if you have to)

[Notes](#)

Primary Reading:

Alan Mikhail, “Enchantment” chapter 5 in *The Animal in Ottoman Egypt*, (New York: Oxford University Press, 2014), 109-136.

[students with last names A-F should read Mikhail carefully]

Robert Darnton, “Workers Revolt: The Great Cat Massacre of the Rue Sant-Séverin” chapter 2 in *The Great Cat Massacre and Other Episodes in French Cultural History*, (New York: Vintage, 1984), 74-104.

[Students with last names G-Q should read Darton carefully]

Nancy J. Jacobs, “[The Great Bophuthatswana Donkey Massacre: Discourse on the Ass and the Politics of Class and Grass](#)” *American Historical Review*, 106:2(Apr 2001): 485-507.

[Students with last names P-Z should read Jacobs carefully.]

Recommended Readings:

Lauren Derby, “Trujillo, the Goat: Of Beasts, Men, and Politics in the Dominican Republic,” chapter 10 in Martha Few and Zeb Tortorici, eds. *Centering Animals in Latin American History*, (Durham: Duke University Press, 2013), 302-328.

Week 9: Empire and Industrialization

Tu March 8 Insects and Empire

[Jamboard](#)

optional [zoom link](#)

[Notes](#)

Primary Readings:

Jake Kosek, “Ecologies of Empire: On the New Uses of the Honeybee” *Cultural Anthropology* 25:4(2010), 650-679.

Edward Melillo, “Global Entomologies: Insects, Empires, and the ‘Synthetic Age’ in World History” *Past and Present*, (2013), 1-38.

Recommended Readings:

McNeill, J. (2010). *Mosquito Empires: Ecology and War in the Greater Caribbean, 1620–1914* (New Approaches to the Americas). Cambridge: Cambridge University Press.

Joshua Blu Buhs, “The Fire Ant Wars: Nature and Science in the Pesticide Controversies of the Late Twentieth Century,” *Isis* 93 (2002): 377-400.

Edmund P. Russell, “‘Speaking of Annihilation’: Mobilization for War Against Human and Insect Enemies, 1914-1945,” *Journal of American History* 82:4 (March 1996).

[Microsculpture - The Insect Portraits of Levon Biss](#)

Th March 10 In the Countryside. And in the City
Policy Workshop--bring in your policy to collectively think through using
optional [zoom link](#)

[NEPAccess](#)

Primary Readings:

Mary E. Mendoza, “[Fencing the Line](#): Race, Environment, and the Changing Visual Landscape of the U.S.-Mexico Divide” in Katherine Morrissey and John Michael Warner, *Border Spaces: Visualizing the U.S.-Mexico Frontera* (University of Arizona Press, 2018)

Andrew Robichaud and Erik Steiner, “Trail of Blood: The Movement of San Francisco’s Butchertown and the Spatial Transformation of Meat Production, 1849-1901” [Spatial History Project](#)

Recommended Reading:

[Urban Ark | KCET](#)

Sean Kheraj, “Living and Working with Domestic Animals in Nineteenth-Century Toronto” in *Urban Explorations: Environmental Histories of the Toronto Region*. Eds. L. Anders Sandberg, Stephen Bocking, Colin Coates, and Ken Cruikshank, (Hamilton: L.R. Wilson Institute for Canadian History, 2013),120-140.

William Cronon, “Annihilating Space: Meat” in *Nature’s Metropolis: Chicago and the Great West*, (New York: W.W. Norton Co., 1991), 207-262.

Week 10: Reflection, Review, and Game-Cam Lab Creation**Policy Brief DUE****Tu March 15**

Building a Lab exercise using remote cameras.

[Game Camera Lab Questions](#) [One group member should email this to me]

Reading:

David Christensen, “A Simple Approach to Collecting Useful Wildlife Data Using Remote Camera-Traps in Undergraduate Biology Courses,” *Bioscience* 42:1(May 2016).

Th March 17

NO CLASS—Professor Wakild is giving a seminar at the University of California, Berkeley
Group work--turn in by 5pm a plan for how your group expects to set up the animal observation lab. Spend the next month doing the lab, then turn in a written report on your findings April 28th.

Recommended Reading:

[Project Icarus is creating a living map of Earth's animals](#)

[The animals next door](#)

[Why you need a wildlife camera](#)

[Predicting which animals will thrive in a human-dominated world isn't always straightforward](#)

SPRING BREAK MARCH 21–25

NO CLASSES

Week 11: Wildlife?

Tu March 29 Fish. Salmon.

[Jamboard](#)

optional [zoom link](#)

[Notes](#)

Primary Readings:

Lissa Wadewitz, “Are Fish Wildlife?” *Environmental History* 16:3 (2011): 423-427.

Richard White “Salmon,” *Organic Machine: The Remaking of the Columbia River* (Hill Wang, 1996)

Rachel Schurman “Fish and Flexibility: Working in the New Chile” *NACLA: Report on the Americas* 37:1 (July/August 2003);

Recommended Reading:

[Frankenfish](#)

[The Northwest in Transition | US Congressman Mike Simpson - 2nd District of Idaho](#)

[Artifishal \(Full Film\) | The Fight to Save Wild Salmon](#)

Salmon Reckoning

Jennifer Brown, “Trash Fish: Native Fish Species in a Rocky Mountain Trout Culture,” *Western Historical Quarterly* 45, no. 1 (Spring 2014): 37–58 and *Trout Culture: How Fly Fishing Forever Changed the Rocky Mountain West* (Seattle: University of Washington Press, 2015).

Joseph E. Taylor III, “El Niño and Vanishing Salmon: Culture, Nature, History and the Politics of Blame, 29 (Winter 1998) *Western Historical Quarterly* 437-457, and *Making Salmon: An Environmental History of the Northwest Fishery Crisis*, (Seattle: University of Washington Press, 1999).

Th March 31 Rewilding [featured lecture by Quinn Anderson]

[Jamboard](#)

optional [zoom link](#)

Primary Reading:

Jorgensen, Dolly. "[Rethinking Rewilding](#)"

Thomas, Virginia. "[Domesticating Rewilding](#): Interpreting Rewilding in England's Green and Pleasant Land."

Secondary/Recommended:

Lorimer and Driessens, "[From 'Nazi Cows' to Cosmopolitan 'Ecological Engineers'](#)": Specifying Rewilding Through a History of Heck Cattle

Also review week 2 especially brushing up on "Pleistocene Overkill" and the Ritvo piece on acclimatization may be helpful as well

Recommended Reading:

[How Do Animals Safely Cross a Highway? Take a Look.](#)

[One way to reduce deer-vehicle collisions: bring back wolves](#)

Richard Conniff, "[America's Wildlife Body Count](#)" *New York Times*, Sept 18, 2016.

Etienne Benson, "From Wild Lives to Wildlife and Back," *Environmental History* 16(2011): 418-422.

Emily Wakild, "Saving the [Vicuña](#)" *American Historical Review* 125:1 (Feb 2020) 54-88.

John D. C. Linnell,, Petra Kaczensky, Ulrich Wotschikowsky, Nicolas Lescureux, and Luigi Boitani.

"Framing the relationship between people and nature in the context of European conservation."

Conservation Biology, 29:4 (2015): 978-985.

Part III: Nature and Culture

Week 12: The Big Bad Wolf

Tu April 5 In the west and in the east.

[Jamboard](#)

optional [zoom link](#)

[Notes](#)

Primary Reading:

Jon T. Coleman, "Introduction," "Annihilation and Enlightenment" and "Reintroduction" from *Vicious: Wolves and Men in America*, (New Haven: Yale University Press, 2004).

Brett Walker, "Meiji Modernization, Scientific Agriculture, and the Destruction of Japan's Hokkaido Wolf" *Environmental History* 9:2(2004), 248-274.

Recommended Reading:

Jamshid Tehrani, [The Phylogeny of Little Red Riding Hood](#)

Joshua Abram Kerckmar "Wolves at Heart: How Dog Evolution Shaped Whites' Perceptions of Indians in North America" *Environmental History* (July) 2016.

[The dog is one of the world's most destructive mammals. Brazil proves it.](#)

Henry Buller, "[Safe from the Wolf: Biosecurity, biodiversity, and competing philosophies of nature](#)" *Environment and Planning A* (2008)

[Opinion | Wolves Are Being Slaughtered in the West - The New York Times](#)

Farley Mowat, *Never Cry Wolf* (1963) book

Carroll Ballard, *Never Cry Wolf* (1983) film

Brett Walker, *The Lost Wolves of Japan* (Seattle: University of Washington Press, 2005).

[Radioactive Wolves Of Chernobyl](#)

Th April 7 Coyotes. And Rattlesnakes.

[Jamboard](#)

optional [zoom link](#)

[Notes](#)

Primary Reading:

Dan Flores, "American Avatar" in *Coyote America: A Natural and Supernatural History*, (Basic Books, 2016), 1-20.

Natalie Rose Richardson, [A Uniquely American Animal](#), *Orion Magazine*, 2021

Recommended Readings:

[Outdoor Idaho On PBS](#)--Search for episode "Urban Wildlife" 26minutes

Neil Hammerschlag and Austin J. Gallagher, "[Extinction Risk and Conservation of the Earth's National Animal Symbols](#)," *BioScience*, Volume 67, Issue 8, August 2017, Pages 744–749.

Historical films about Beavers: <https://afternatures.com/2022/01/13/castorcene-films/>

Week 13: On visiting animals.

Tu April 12

Animals in Carceral Systems [Guest Lecture Camille Daw]

Primary Reading: [“Pep” the Dog article from Eastern State Penitentiary](#)

Strimple, Earle O. “A History of Prison Inmate Interactions.” *American Behavioral Scientist*. 47 no. 1 (2003). 70-78 <http://ww.w.jthomasniu.org/class/589/Assigs/Pdf/Strimple2003.pdf>

Working Animals

Eng, Carter. “Gardens and Hatcheries.” *Past, Present, Prison*. Colorado College. Accessed February 22, 2022. https://sites.coloradocollege.edu/hip/gardens-and-hatcheries/#_ftnref16

Animals in Historic Sites and Refuges:

Lisa M. Brady, Life in the DMZ: Turning a Diplomatic Failure into an Environmental Success, *Diplomatic History*, Volume 32, Issue 4, September 2008, Pages 585–611, <https://doi.org/10.1111/j.1467-7709.2008.00714.x>

Jesse Greenspan, “Alcatraz is Being Overrun by Birds, but Who’s Complaining?” *Audubon*, published August 9, 2018. <https://www.audubon.org/news/alcatraz-being-overrun-seabirds-whos-complaining>

Monroe County Jail in Florida [Children’s Zoo Website](#): Read over the content provided through this website and watch the correlating youtube video

[Youtube Video](#)

Recommended Readings:

[Deaton, Christaine. “Humanizing Prisons with Animals: A Closer Look at Cell Dogs and Horse Programs in Prisons.” *Journal of Correctional Education*. 56 no 2. \(2005\). 42-62](#)

Th April 14 Visit to ZooBoise

MEEET at Entrance gate to zoo, inside Julia Davis Park.

[Alternative assignment](#) if you can’t make it (due at time of class)

Primary Reading:

ZooBoise materials

FRIDAY APRIL 15th Noon– optional field trip to World Birds of Prey Archive and Library

Week 14: Charismatic Megafauna (and minifauna)

Tu April 19

[class notes](#)

[Jamboard](#)

optional [zoom link](#)

Primary Readings:

Elizabeth Hanson, “Introduction” and “Zoos Old and New” in *Animal Attractions: Nature on Display in American Zoos*, (Princeton: Princeton University Press, 2002), 1-10; 162-186.

Irus Braverman, “[Introduction: Natural Life](#)” in *Wild Life: The Institution of Nature*, (Stanford University Press, 2018) 1-19.

Recommended Readings:

Nigel Rothfels, *Savages and Beasts: The Birth of the Modern Zoo*, (Baltimore: Johns Hopkins University Press, 2002), especially Introduction and Chapter 2 “Catching Animals.”

David Samuels, “Animal Nature, Human Racism, and the Future of Zoos” (Harpers Magazine, June 2012).

Th April 21**Creature Chronicle Due**

Elephants.

optional [zoom link](#)

[Jamboard](#)

[Class Notes](#)

Primary Reading:

Nigel Rothfels, “Blind Men’s Elephants” and “Afraid of Mice” in *Elephant Trails: A History of Animals and Culture*, (Johns Hopkins Press, 2021).

Gregg Mitman, “Pachyderm Possibilities: The Media of Science, Politics, and Conservation,” in Lorraine Daston and Gregg Mitman, *Thinking with Animals: New Perspective on Anthropomorphism*, (New York: Columbia University Press, 2005).

Recommended Reading:

Ursula Munster, “Challenges of Coexistence: Human-Elephant Conflicts in Wayanad, Kerala South India,” in Piers Locke and Jane Buckingham, *Conflict, Negotiation, and Coexistence: Rethinking Human-Elephant Relations in South Asia* (Oxford, 2016), 1-31 online.

Pablo Escobar’s [Hippos](#) and also efforts to castrate them [here](#)

[George Orwell - Shooting an Elephant - Essay](#) *New Writing*, (London: 1936).

Mark Elvin, *The Retreat of the Elephants: An Environmental History of China*, (New Haven: Yale University Press, 2006).

Susan Nance, “[The Privatization of Animal Life and the Future of Circus Elephants in America | Perspectives on History](#),” *AHA Today*, 2016.

Allison Meier, “[The Strange Nature of the First Printed Illustration of a Sloth](#)” *Smithsonian Magazine*, Dec 2018

Week 15: Rights, Agency, and Theory**Tu April 26**

[Class Notes](#)

optional [zoom link](#)

[Jamboard](#)

Primary Reading: Singer, Animal Liberation;

Donna Haraway, “Cyborg Manifesto”

Temple Grandin, [Thinking the Way Animals Do](#)

Recommended Readings:

Michael Pollan, [An Animal's Place](#) *New York Times Magazine*, November 10, 2002

Film: *Temple Grandin*

[BBC World Service - 30 Animals That Made Us Smarter - Downloads](#)

[The man who saves forgotten cats in Fukushima's nuclear zone](#)

Th April 28 Zookeepers Feast (Roundtable)

optional [zoom link](#)

Turn in [Game Camera Lab Report](#) and camera.

Please add your group's "best" picture or video to [this jamboard](#) with a post it with all group members names on it. I'll ask each group why that is the best image to demonstrate what you sought to learn and what the results ended up being.

Recommended Reading:

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

Jim Sterba, "Lawn Carp," *Nature Wars: The Incredible Story of How Wildlife Comebacks Turned Backyards into Battlegrounds*, (New York: Broadway Books, 2012), 118-145.

[How to Queer Ecology: One Goose at a Time](#)

[Feral Atlas](#)

[Opinion | Humans Are Animals. Let's Get Over It.](#)

[Scientists Clone First US Endangered Species](#)

Patricia Marx, "Pets Allowed: Why Are So Many Animals Now in Places Where They Shouldn't Be?" *The New Yorker*, October 20, 2014. [The Confusion About Pets](#)

Charles Phineas, "Household Pets and Urban Alienation" *Journal of Social History* 7(1974): 338-43. [spoof]

FINAL EXAM: Long Assignment Due

Tuesday May 3rd at 2:30.

Additional Policies and Guidelines:

Student Well-being: If you are struggling for any reason (COVID, relationship, family, or life's stresses) and believe these may impact your performance in the course, I encourage you to contact the Dean of Students at (208) 426-1527 or email deanofstudents@boisestate.edu for support. Additionally, if you are comfortable doing so, please reach out to me and I will provide any resources or accommodations that I can. If you notice a significant change in your mood, sleep, feelings of hopelessness or a lack of self worth, consider connecting immediately with Counseling Services (1529 Belmont Street, Norco Building) at (208) 426-1459 or email healthservices@boisestate.edu.

COVID 19 Syllabus Notice:

Many Boise State classes have resumed face-to-face meetings in the midst of a global pandemic and a recent local surge of infections. Our goal is to have a successful academic year while keeping our students, faculty, and local community healthy and safe. Public health requirements are in place to achieve that goal, the primary mechanism for which includes the mandatory use of facial coverings that protect all of us.

We have taken health precautions on campus so that you can have the option of a face-to-face course. However, there is still inherent risk associated with face-to-face courses during a pandemic because of proximity to others and length of potential exposure to the virus. Therefore, as members of this learning community, it is imperative that we all engage in behaviors that protect the overall public health.

You have enrolled in a face-to-face course, and this format offers a number of benefits that appeal to many students. In order to preserve your access to this face-to-face option you are required to

- 1) sit in the same seat all semester (for purposes of contact tracing) and
- 2) wear facial coverings in all face-to-face learning environments. You must keep your mouth and nose covered at all times throughout class — facial coverings cannot be pulled up or down. **As a health precaution, eating and drinking are NOT permitted in the classroom.**

By enrolling in an in-person course, you agree to comply with Boise State's rules and precautions which include, but are not limited to, facial coverings, frequent hand washing, hand sanitizing, and sitting in the same seat all semester.¹ Failing to comply with these rules and precautions is a violation of Boise State's [Student Code of Conduct](#) and will subject you to university sanctions and discipline.

University policy states that I am not allowed to begin/continue with instruction unless and until everyone present has a facial covering in place.

This course is designed to be accessible to all students. A very small percentage of people cannot wear facial coverings for reasons related to medical conditions or disabilities. If this is your experience, please contact the [Educational Access Center](#) to document your condition so that we may determine the best accommodation for you. Until an accommodation is in place, you will need to participate remotely. If you need to read lips or facial expressions to understand what people are saying, please let the [Educational Access Center](#) and me know via email.

If you are unwilling to wear a facial covering, you cannot participate in person. If this is the case, please dismiss yourself and either inquire whether you may participate in the class fully remotely, or contact the [Registrar's Office](#) (208-426-4249) to pursue your learning experience in a different remote or online section. Should you refuse to cover your mouth and nose and also refuse to leave the classroom, I have been directed to dismiss the class and you will be reported to and contacted by the Dean of Students Office.

Mutual Guidelines for Safe Learning Environments

While these public health measures are essential to protecting our individual and communal health, they also complicate how we engage in teaching and learning. The following guidelines should ease our comfort and communication with one another:

- In the classroom, we must wear a facial covering that covers our mouth and nose at all times. If you or I let our facial coverings slip, we will politely remind one another to secure our masks.
- Facial coverings muffle voices. I will use the classroom microphone to amplify my voice through my mask. In addition, I will repeat your questions and summarize comments to ensure we all can follow any discussion.

Colleague support, participation and attendance:

¹ For details, see [Health Guidelines](#)

Dynamic, engaged participation and attendance are necessary because this is a class based in discussion and dialogue. Participation includes active listening, asking questions about reading and lecture material, responding to the ideas of your classmates, taking notes, offering ideas and comments, completing reading assignments, engaging in intellectual debates, and considering alternative points of view. You must participate to succeed in this class. I understand that people have different approaches to participation and talking more isn't always the best route to a successful class. In the past two years I've also thought a lot about how students might use the classroom to model care for each other and community values. In this realm, participation will be expanded to include note-taking and improving jamboards for students who had to miss class. At the start of each class, I will ask for 2 volunteers to take notes and deposit them in the Canvas folder for notes. Taking notes is equivalent to stellar participation and can be used to compensate for missed time.

Office Hours and Email:

I welcome visits to my office to meet with me individually during my office hours (M 12-2pm) I am also available using this zoom link <https://boisestate.zoom.us/j/5239424310>). *Please note that unlike my physical office, I won't be in the zoom office unless you let me know you want to talk then. Kindly send me an email if you have questions and I will be there.* If you are unable to meet during those hours, I am available a limited number of other hours by appointment.

Late Papers, Drafts, and Grade Disputes:

Life happens, COVID disrupts, computers crash. If you have an issue with a paper deadline, please let me know. Late papers may be penalized one third of a letter grade per day late but I do sometimes grant extensions for understandable circumstances. I want you to be successful in this course and sometimes that takes more time. I am generally willing to look over paper drafts if I receive your draft (by email or hardcopy) at least 48 hours before the assignment is due. I also welcome discussions about comments on graded papers, particularly if you have a mind towards improvement. Such conversations will often help you improve on future assignments. In the very rare cases where a student wishes to dispute the grade he or she earned, I require a written statement of at least one page outlining the specific reasons that call for a reconsideration of the grade you earned.

Accommodations:

If you have a need that may require accommodation while taking this course, please meet with me as soon as possible (during the first two weeks of the semester). To request academic accommodations for a disability, contact the Educational Access Center by phone (208) 426-1583, or email, eacinfo@boisestate.edu. Students with disabilities needing accommodations to fully participate in this class should contact the Educational Access Center (EAC). All accommodations must be approved through the EAC prior to being implemented. To learn more about the accommodation process, visit the EAC's website at [Educational Access Center \(EAC\) - Educational Access Center](#)

Academic Honesty:

Plagiarism, or representing another person's ideas as your own, will not be tolerated regardless of circumstances. The basic rule is do NOT take ideas without attribution! It will result in a failing course grade and possible disciplinary action. For questions about plagiarism and suggestions on how to avoid it, visit the library's guide at [Albertsons Library - Albertsons Library](#)