

**HH2090**  
**Special Topics in History I**  
**History of Animals**

Academic Year: 2023-24, Semester 1

Instructor: Mr. **Soh** Chuah Meng Esmond

Course Code: HH2090

Course Title: Special Topics in History I

Pre-requisites: N/A

No of Aus: 3

Contact Hours: 39 (weekly seminars of 3 hours each)

### **Course Aims**

In this course, we will explore history through a unique lens that incorporates various disciplines and perspectives. We will delve into the study of non-human animals and how they have been examined throughout different cultures and time periods. By merging the methodologies of history and interdisciplinary approaches, we aim to broaden our understanding of historical processes and shed new light on transformations. Through an exploration of themes such as natural history, zoology, ecology, evolution, animal domestication, experimentation, animal behavior, law, endangerment, and politics, students from all majors will deepen their comprehension of subjects ranging from science and society to philosophy and economics. By studying the works of historians, scientists, philosophers, and other academics, we will trace the historical trajectory of studying animals from ancient times to the present day. This course presents a unique opportunity to integrate diverse fields and gain insights into both human and non-human histories.

### **A. Learning Outcomes**

By the end of this course, you should be able to:

1. Investigate and explain historical processes through a thematic or interdisciplinary lens: Utilize interdisciplinary approaches to investigate the historical study of non-human animals, understanding their significance across cultures and time periods. Analyze the development of human knowledge about animals, exploring the influence of historical concepts and interdisciplinary perspectives.
2. Compare and contrast major social, cultural, political and economic transformations: Compare and contrast various historical approaches, including interdisciplinary methodologies, to gain valuable insights into the study of non-human animals. Examine themes such as natural history, evolution, animal behavior, and politics, evaluating the contributions of historians, scientists, philosophers, and scholars from different disciplines.
3. Analyse and interpret primary sources: Deepen understanding through analysis of primary sources, including historical documents, artifacts, and texts, to uncover complex relationships between humans and animals throughout history. Develop close reading skills to extract insights about non-human animals' roles in society.
4. Develop close reading, critical thinking, discussion, writing and presentation skills: Foster critical thinking, communication, and research skills through discussions, written assignments, and presentations. Evaluate the responsible use of primary and

secondary sources when studying non-human animals, addressing challenges in reconstructing their narratives. Develop effective communication strategies for conveying historical research on non-human animals.

## **B. General Expectations**

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions you have missed. You are expected to participate in all seminar discussions and activities.

### **Absenteeism**

Any absence from class without a valid reason will have a direct impact on your overall course grade. It is of utmost importance that you adhere to the following guidelines regarding valid reasons for your absence.

Valid reasons for missing a class session are limited to the following:

1. Falling ill: In case of illness, a medical certificate must be provided as supporting documentation.
2. Participation in approved activities organized by NTU: An excuse letter from the relevant bodies must be submitted to validate your absence.

In the event that you are unable to attend a lecture, it is mandatory that you notify the course instructor via email prior to the commencement of the class. Failure to do so may result in the absence being considered unexcused. Absences from class due to any other reasons must be supported by official documentation, such as a time chit or a signed communication bearing the letterhead of the organization(s) with which you are associated. **However, it is essential to note that the acceptance or rejection of these documents solely lies within the discretion of the instructor.**

### **Academic Integrity**

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. Consult me if you need any clarification about the requirements of academic integrity in the course.

## Citations and Reference Style

All citations are to be rendered in footnotes and accompanied with a complete bibliography rendered in the Chicago 16<sup>th</sup> or 17<sup>th</sup> Manual of Style. All submitted assignments should be typed in single-space, Times New Roman font, size 12, and the margins justified (inclusive of footnotes, which should be in Times New Roman font, size 10). **Your overall essay's grade will suffer in the face of deviation from these guidelines and/or sloppy citations.** Familiarise yourself with the difference between a footnote citation and bibliographic entry.

## Policy on Late Submissions

For each day for which an assignment is late, the total grade will be dropped by one. For example, an assignment worthy of an A+ that is late by a day will only be given an A grade, while one that is late by two days will be graded out of A- and so on. On a case by case basis, in the face of a medical emergency or extenuating circumstances, deadlines may be extended if students request for them **via email**. Extensions that are requested via Telegram or WhatsApp will be ignored and deemed void.

## C. Assessment

### 1. Class Participation (10%)

Before class, students will post a question on the theme of the class based on their readings in NTULearn. This question must reflect their comparison and contrast of the different readings that are assigned that week. Students are also expected to participate actively in class discussions and contribute to the article presentations of their peers (see below). Disruptive behaviour, such as constant tardiness, cyber-slacking or non-course-related conversations during lectures or class discussion, will adversely affect your participation score. Although I welcome a variety of informed opinions of controversial topics in class, I have **no tolerance for ad hominem remarks or personal attacks** and will not hesitate to refer the transgression to the department for further disciplinary action if necessary.

### 2. Presentation (20%)

This presentation requires you to role-play as an academic who contributed to the historiography of animals in a specific theme (i.e., week) of your choice. You will choose a journal article (or book) ahead of time, read it, and develop a critical discussion which revolves around it within 15 minutes. By drawing on your knowledge of the researcher's background, research interests and accessibility (or inaccessibility) to certain sources, you will attempt to convince the entire class – who will also participate in the role-play as the periodical's (or academic press's) editorial board – to publish your research. This is not only an exercise in historiographic review and critique, but also sheds light on the practical limitations encountered by scholars during their research. This includes having access to specific archives and having sufficient depth and breadth of their discussion to match the publisher's scope with their manuscript's wordcount.

You should select your pieces ahead of time and discuss their feasibility with me, either from the **Further Reading** section of each week or from your own research. Either arrangement is fine, so long as you keep to the time limit and keep me posted in advance of your choice.

A thorough rubric will be released during the start of the semester. For starters, the following guidelines should suffice:

- Do **not** read from slides, from a script, or your phones. **Your grade will be severely compromised if you do otherwise.** This is supposed to be an impassioned pitch, and you are expected to prepare for your presentation ahead of time. Convene with the [LCC Communications Cube](#) if you need help preparing for your presentations.
- Each presentation should **not** spend more than 5-6 minutes on its content summary. As part of the discussion, I expect you to connect the themes and concepts that you have perused with similar ideas that you have gleaned during the week's readings.
- The rest of the presentation should be devoted to unpacking the author's background in-relation to the article's development, as well as the choice of sources consulted, the historiographic significance of the publication, and consequently, **why the publisher should accept the manuscript, i.e., the "so what" factor of the study.**
- Remarkable presentations will demonstrate a degree of self-reflexivity i.e., the limitations of the author's study, and how the authors could have expanded upon their scope by drawing on novel methodologies and other (or newer) publications. I have offered a variety of studies from different time periods – from the 1970s up until the present. Exercise your historical acumen when preparing for your presentation.
- Since the entire class is supposed to act as the journal's editorial board, I expect everyone to pay full attention to the speakers. Note-taking during this time is only limited to pen and paper. **I will not hesitate to severely penalize individuals in their class participation grade if they are caught cyber-slacking or doing things unrelated to the class during the presentations of others.**

### 3. Minor Essay (25%)

With the help of visits to a museum of your choice (within or without Singapore) at your own time, answer **one** of the following questions in a 1500-word essay:

Either:

1. Critically analyze how the history of animals has been presented in the narrative and exhibits of these museums. You may choose to focus on a specific thematic exhibit if most of the coverage on animals is concentrated within one part of the museum, or the institution as a whole if the coverage is thin.

Or:

2. With the help of three to five potential exhibition specimens (which you can find from further research), discuss how your chosen museum's exhibits and narrative can be enriched by integrating animal history into its display/narratives. There are several examples of exhibition catalogues available in libraries and online – pick [one](#) up and see how the curators have contextualized their displays.

I strongly advise students to plan ahead for this exercise in public history by reading beyond the required reading located in the syllabus on museums, knowledge, and zoos. If you are unsure as to what constitutes a museum, consult me ahead of time. I expect footnote citations and a complete bibliography to be appended to your discussion. The potential and possibilities for this assignment are endless. For example, students may choose to focus on the exhibited subjects themselves, such as the provenance and anthropomorphic (re-)representations of animals within the Singapore Zoological Gardens via archival research and in-person fieldwork, or on the colonial legacy of natural history. I welcome photographs and inserts that you have

taken during your fieldwork in this assignment, but they must be captioned, cited, and discussed in relevance to the topic. After all, this is an academic exercise in interpreting, contextualizing, and analyzing the problems, possibilities, and limitations of public history, not a field report or a magazine. For an ideal example of a labelled and annotated photograph insert, [see this article](#). Prior to the deadline, the essay must be uploaded onto Turnitin. The specific deadline and rubric for this assignment will be communicated at a later date.

#### 4. Major Essay (45%)

With the help of relevant primary and secondary sources, students are required to write a 2500-word essay on any topic related to the history of animals. This assignment aims to showcase your ability to conduct thorough research and present a coherent argument. It is essential to utilize the Chicago Manual of Style for citations and references, ensuring accuracy and adherence to academic standards. Prior to the deadline, the completed essay must be uploaded onto Turnitin. The specific deadline for this assignment will be communicated at a later date.

I strongly advise students to consult me in-person or via Zoom in preparation for this assignment. **By week 4, everyone must submit a proposal describing their topic of study to the instructor and gain his approval via email. The proposal will constitute a component of the participation grade.** The grading rubric for this assignment will be made available by the second week of class.

##### 1. Introduction: What is, and what is not, the History of Animals?

Required Readings:

- Harriet Ritvo, “Animal Planet,” *Environmental History* 9:2 (2004): 204-221.
- Sujit Sivasundaram, “The Human, the Animal and the Prehistory of COVID-19,” *Past & Present* 249:1 (2020): 295-316.

Further Reading:

- [Recommended for individuals who want to clarify the role of historical agency in Animal History] David Gary Shaw, “The Torturer’s Horse: Agency and Animals in History,” *History and Theory* 52:4 (2013): 146-167.
- Keith Thomas, *Man and the Natural World: Changing Attitudes in England 1500–1800* (London: Allen Lane, 1983).
- Yi-Fu Tuan, *Dominance and Affection: The Making of Pets* (New Haven: Yale University Press, 1984).

##### 2. Animals in Antiquity

Required Readings:

- Salima Ikram, ed., *Divine Creatures: Animal Mummies in Ancient Egypt* (Cairo: American University in Cairo Press, 2005), selections.
- Roel Sterckx, “Animal to Edible: The Ritualization of Animals in Early China,” [Animals Through Chinese History: Earliest Times to 1911](#), ed. Roel Sterckx, Martina Siebert, and Dagmar Schäfer (Cambridge: Cambridge University Press, 2018), 46-63.
- Friedrich Solmsen, “The Fishes of Lesbos and their Alleged Significance for the Development of Aristotle,” *Hermes* 106:3 (1978): 467-484.

Further Reading:

- Armand Marie Leroi, *The Lagoon: How Aristotle Invented Science* (Bloomsbury Publishing, 2014).
- Beth A. Berkowitz, *Animals and Animality in the Babylonian Talmud* (Cambridge: Cambridge University Press, 2018).
- Roel Sterckx, *Animal and the Daemon in Early China* (New York: State University of New York Press, 2012).

### 3. The Scientific Revolution

Required Readings:

- Joseph M. Levine, “Natural History and the History of the Scientific Revolution,” *Clio* 13:1 (1983).
- Brian P. Copenhaver, “A Tale of Two Fishes: Magical Objects in Natural History from Antiquity Through the Scientific Revolution,” *Journal of the History of Ideas* 52:3 (1991): 373–398.
- Sophia Hendriks, “Monstrosities from the Sea: Taxonomy and Tradition in Conrad Gessner’s (1516-1565) Discussion of Cetaceans and Sea-Monsters,” *Anthropozoologica* 53:1 (2018): 125-137.

Further Reading:

- Cynthia M. Pyle, “The Art and Science of Renaissance Natural History: Thomas of Cantimpré, Pier Candido Decembrio, Conrad Gessner, and Teodoro Ghisi in Vatican Library MS Urb. Lat. 276,” *Viator* 27 (1996): 265-322.
- Gunnar Broberg, *The Man Who Organized Nature: The Life of Linnaeus* (New Jersey: Princeton University Press, 2023).
- Katharine Park and Lorraine J. Daston, “Unnatural Conceptions: The Study of Monsters in Sixteenth- and Seventeenth-century France and England,” *Past & Present* 92 (1981): 20-54.
- Maria Zytaruk, “Cabinets of Curiosities and the Organization of Knowledge,” *University of Toronto Quarterly* 80:1 (2011): 1-23.
- Phil Senter, Uta Mattox, and Eid. E. Haddad, “[Snake to Monster: Conrad Gessner’s Schlangenbuch and the Evolution of the Dragon in the Literature of Natural History](#),” *Journal of Folklore Research* 53:1 (2016): 67–124.

### 4. Epistemology, Ontology and Anthropocentrism

Required Readings:

- Daniel P. Todes, “Darwin’s Malthusian Metaphor and Russian Evolutionary Thought, 1859-1917,” *Isis* 78:4 (1987): 537-551.
- Kenneth C. Waters, “The Arguments in the Origin of Species,” in *The Cambridge Companion to Darwin*, ed. by Gregory Radick and Jonathan Hodge (Cambridge: Cambridge University Press, 2009), 120–144.
- Kelle Dhein, “Karl von Frisch and the Discipline of Ethology,” *Journal of the History of Biology* 54:4 (2021): 739-767.
- Elizabeth Royte, “[Attack of the Microbiologists](#),” *The New York Times*, January 124, 1996.

Further Reading:

- Erica Fudge, *Brutal Reasoning: Animals, Rationality, and Humanity in Early Modern England* (Ithaca: Cornell University Press, 2006).
- Jonathan Basile, “Symbioautothanatos: Science as Symbiont in the Work of Lynn Margulis,” *Síntesis. Revista de Filosofía* 4:2 (2021): 60-86.
- Pan Jixing, “Charles Darwin's Chinese Sources,” *Isis* 75:3 (1984): 530-534.
- Pietro Corsi, “Before Darwin: Transformist Concepts in European Natural History,” *Journal of the History of Biology* 38:1 (2005): 67–83.
- Sam Van Overmeire, “The Perfect King Bee: Visions of Kingship in Classical Antiquity,” *Akroterion* 56:1 (2011): 31-46.
- Simon, Zoltán Boldizsár and Julia Adeney Thomas, “Earth System Science, Anthropocene Historiography, and Three Forms of Human Agency,” *Isis* 113:2 (2022): 396-406.
- Tania Munz, *Of Birds and Bees: Karl von Frisch, Konrad Lorenz and the Science of Animals, 1908–1973* (New Jersey: Princeton University Press, 2007).

## 5. Extinction and Fossils

Required Readings:

- Martin J. S. Rudwick and Georges Cuvier, *Fossil Bones, and Geological Catastrophes: New Translations and Interpretations of the Primary Texts* (Chicago: University of Chicago Press, 200), selections.
- Jeremy Vetter, “Cowboys, Scientists, and Fossils: The Field Site and Local Collaboration in the American West,” *Isis* 99:2 (2008): 273-303.
- Mark V. Barrow, *Nature's Ghosts: Confronting Extinction from the Age of Jefferson to the Age of Ecology* (Chicago: University of Chicago Press, 2009), selections.

Further Reading:

- Andrew C. Isenberg, *The Destruction of the Bison: An Environmental History, 1750–1920* (Cambridge: Cambridge University Press, 2020).
- Chris Manias, “Jesuit Scientists and Mongolian Fossils: The French Paleontological Missions in China, 1923–1928,” *Isis* 108:2 (2017): 307-332.
- Lukas Rieppel, “Bringing Dinosaurs back to Life: Exhibiting Prehistory at the American Museum of Natural History,” *Isis* 103:3 (2012): 460-490.
- Mark V. Barrow, “The Specter of Extinction: Taking a Long View of Species Loss,” *Environmental History* 16:3 (2011): 428-432.
- Miles A. Powell, *Vanishing America: Species Extinction, Racial Peril, and the Origins of Conservation* (Cambridge, Massachusetts: Harvard University Press, 2016).
- Paige Madison, “Tug-of-War: Bones and Stones as Scientific Objects in Postcolonial Indonesia,” *Isis* 114:1 (2023): 77-98.
- Rachel Laudan, “Georges Cuvier on the Oriental Origins of Science,” *Nineteenth-Century French Studies* 17:1/2 (1988): 19-29.
- Ryan Tucker Jones, “A ‘Havock Made among Them’: Animals, Empire, and Extinction in the Russian North Pacific, 1741–1810,” *Environmental History* 16:4 (2011): 585-609.

## 6. Museums, Institutions, Displays and Zoological Gardens

### Required Readings:

- Nigel Rothfels, *Savages and Beasts: The Birth of the Modern Zoo* (Baltimore: Johns Hopkins University Press, 2002), selections.
- Maria Margaret Lopes and Irina Podgorny, “The Shaping of Latin American Museums of Natural History, 1850-1990,” *Osiris* 15 (2000): 108-118.
- Gregg Mitman, “Cinematic Nature: Hollywood Technology, Popular Culture, and the American Museum of Natural History,” *Isis* 84:4 (1993): 637-661.

### Further Reading:

- Alan S. Ross, “The Animal Body As Medium: Taxidermy And European Expansion, 1775–1865,” *Past & Present* 249:1 (2020): 85-119.
- Carol Freeman, “Extinction, Representation, Agency: The Case of the Dodo,” in *Considering Animals: Contemporary Studies in Human–Animal Relations*, ed. Carol Freeman, Elizabeth Leane, Yvette Watt (New York and London: Routledge, 2011), 169-184.
- Gary Bruce, *Through the Lion Gate: A History of the Berlin Zoo* (Oxford: Oxford University Press, 2017).
- Ian Jared Miller, *The Nature of the Beasts: Empire and Exhibition at the Tokyo Imperial Zoo* (California: University of California Press, 2013).
- Jean-Baptiste Gouyon, “The BBC Natural History Unit: Instituting Natural History Film-Making in Britain,” *History of Science* 49:4 (2011): 425-451.
- Jonathan Saha, “Murder at London Zoo: Late Colonial Sympathy in Interwar Britain,” *The American Historical Review* 121:5 (2016): 1468-1491.
- Lukas Rieppel, “Bringing Dinosaurs Back to Life: Exhibiting Prehistory at the American Museum of Natural History,” *Isis* 103:3 (2012): 460-490.
- Martin Rudwick, “Georges Cuvier’s Paper Museum of Fossil Bones,” *Archives of Natural History* 27:1 (2000): 51-68.
- Peter Coates, “Creatures Enshrined: Wild Animals as Bearers of Heritage,” *Past & Present* 226:10 (2015): 272–298.
- Samantha Muka, *Oceans Under Glass: Tank Craft and the Sciences of the Sea* (Chicago: University of Chicago Press, 2022).

## 7. Postcolonialism and Imperialism

### Required Readings:

- Fan Fa-ti, “Science in a Chinese Entrepôt: British Naturalists and their Chinese Associates in Old Canton,” *Osiris* 18 (2003): 60-78.
- Nicolo Paolo P. Ludovice, “The Carabao and the Encounter of the Law in Nineteenth-Century Philippines,” *Society & Animals* 27:3 (2019): 307-326.
- John Heydinger, “Human-Lion Conflict and the Reproduction of White Supremacy in Northwest Namibia,” *African Studies Review* 64:4 (2021): 909-937.

### Further Reading:

- Alfred W. Crosby, *Ecological Imperialism: The Biological Expansion of Europe, 900-1900* (Cambridge: Cambridge University Press, 2004).
- Ayelet Zohar, *The Curious Case of the Camel in Modern Japan: (De) Colonialism, Orientalism, and Imagining Asia* (Leiden: Brill, 2022).



- Choo Ruizhi, “Fishes of Empire: Imperialism and Ichthyological Introductions in British Malaya, 1923–42,” *Journal of Southeast Asian Studies* (2023): 1-20.
- Elinor G. K. Melville, *A Plague of Sheep: Environmental Consequences of the Conquest of Mexico* (Cambridge: Cambridge University Press, 1994).
- Faizah Zakaria, “Charismatic Megafauna in Southeast Asia,” in *Oxford Research Encyclopaedias, Asian History* (Oxford: Oxford University Press, 2023), <https://doi.org/10.1093/acrefore/9780190277727.013.692>.
- Jack Edward Greatrex, “‘Back to the Jungle’: Investigating Rats, Grass, Scrub Typhus, and Plantations in Malaya, 1924–1974,” *Medical Anthropology* (2023): 1-14.
- Jonathan Saha, “Colonizing Elephants: Animal Agency, Undead Capital and Imperial Science in British Burma,” *BJHS Themes* 2 (2017): 169-189.
- Lloyd Price, “Animals, Governance and Ecology: Managing the Menace of Venomous Snakes in Colonial India,” *Cultural and Social History* 14:2 (2017): 201-217.
- Margot Francis, “The Strange Career of the Canadian Beaver: Anthropomorphic Discourses and Imperial History,” *Journal of Historical Sociology* 17:2-3 (2004): 209-239.
- Nancy J. Jacobs, “The Great Bophuthatswana Donkey Massacre: Discourse on the Ass and the Politics of Class and Grass,” *American Historical Review* 106:2 (2001): 485-507.
- Paul S. Sutter, “Nature’s Agents or Agents of Empire?: Entomological Workers and Environmental Change during the Construction of the Panama Canal,” *Isis* 98:4 (2007): 724–754.
- Timothy Barnard, *Imperial Creatures: Humans and other Animals in Colonial Singapore, 1819–1942* (Singapore: NUS Press, 2019).

## 8. Trade, Food and World History

### Required Readings:

- Leonard Y. Andaya, “Flights of Fancy: The Bird of Paradise and its Cultural Impact,” *Journal of Southeast Asian Studies* 48:3 (2017): 372-389.
- Svriz-Wucherer and Pedro Omar, “The Jesuit Global Networks of Exchange of Asian Goods: A “Conflictive” Musk Load around the Middle of the Seventeenth Century,” *Atlantic Studies* 19:3 (2022): 448-461.
- C. Veracini, “An Early Representation of a Gorilla from Fifteenth-Century Central Asia,” *Primates* 62 (2021): 457-462.
- Tamara Fernando, “Mapping Oysters and Making Oceans in the Northern Indian Ocean, 1880–1906,” *Comparative Studies in Society and History* 65:1 (2023): 53-80.

### Further Reading:

- Anya H. King, *Scent from the Garden of Paradise. Musk and the Medieval Islamic World* (Leiden: Brill, 2017).
- Dan Tamir, “Motives for Introducing Species: Palestine's Carp as a Case Study,” *Environment and History* 16:1 (2010): 73-95.
- David A. Bello, “Consider the Qing Locust,” *East Asian Science, Technology, and Medicine* 48 (2018): 49–80.
- Elizabeth Lambourn, “Towards A Connected History of Equine Cultures in South Asia: Bahrī (Sea) Horses and ‘Horsemánia’ in Thirteenth-Century South India,” *The Medieval Globe* 2:1 (2016): 57-100.

## PROVISIONAL SYLLABUS – AY 2023/2024 SEMESTER 1

- James F. Downs, “The Origin and Spread of Riding in the near East and Central Asia.” *American Anthropologist* 63:6 (1961): 1193–1203.
- Jason Hribal, “‘Animals are Part of the Working Class’: A Challenge to Labor History,” *Labor History* 44:4 (2003): 435-453.
- Jonathan Schlesinger, *A World Trimmed with Fur: Wild Things, Pristine Places, and the Natural Fringes of Qing Rule* (Stanford: Stanford University Press, 2017).
- Liz PY Chee, *Mao’s Bestiary: Medicinal Animals and Modern China* (Durham: Duke University Press, 2021).
- Mark E. Frank, “Hacking the Yak: The Chinese Effort to Improve a Tibetan Animal in the Early Twentieth Century,” *East Asian Science, Technology, and Medicine* 48 (2018): 17–48.
- Matthew Minarchek, “Plantations, Peddlers, and Nature Protection: The Transnational Origins of Indonesia’s Orangutan Crisis, 1910–1930,” *TRaNS: Trans-Regional and National Studies of Southeast Asia* 6:1 (2018): 101-129.
- Neil Prendergast, “Raising the Thanksgiving Turkey: Agroecology, Gender, and the Knowledge of Nature,” *Environmental History* 16:4 (2011): 651–677.
- Peter Boomgaard and David E. F. Henley, eds., *Smallholders and Stockbreeders: Histories of Foodcrop and Livestock Farming in Southeast Asia* (Leiden: Brill, 2021).
- Tamara Fernando, “Seeing Like the Sea: A Multispecies History of the Ceylon Pearl Fishery 1800–1925,” *Past & Present* 254:1 (2022): 127–160.
- Yang Bin, “Horses, Silver, and Cowries: Yunnan in Global Perspective,” *Journal of World History* 15:3 (2004): 281-322.

### 9. Gendered Interpretations

#### Required Readings:

- Emily S. Hutcheson, “A ‘Central Bureau of Feminine Algology’: Algae, Mutualism, and Gendered Ecological Perspectives, 1880–1910,” *Journal of the History of Biology* 55:4 (2022): 1-35.
- Londa Schiebinger, “Why Mammals Are Called Mammals: Gender Politics in Eighteenth-Century Natural History,” *The American Historical Review* 98:2 (1993): 382–411.
- Mia Uys and Sandra Swart, “Big Cat Acts and Big Men: Performing Power and Gender in South Africa’s Circus Industry, c. 1888–1916,” *Early Popular Visual Culture* 18:3 (2020): 283-304.

#### Further Reading:

- Anna Thompson Hajdik, “A ‘Bovine Glamour Girl’: Borden Milk, Elsie the Cow, and the Convergence of Technology, Animals, and Gender at the 1939 New York World’s Fair,” *Agricultural History* 88:4 (2014): 470–90.
- Chan Ying-Kit, “Manly Civilization in China: Harry R. Caldwell, the ‘Blue Tiger’, and the American Museum of Natural History,” *Modern Asian Studies* 53:5 (2019): 1381-1414.
- Karen Harvey, “Rabbits, Whigs and Hunters: Women and Protest in Mary Toft’s Monstrous Births of 1726,” *Past & Present* 238:1 (2018): 43–83.
- Maril Hazlett, “‘Woman vs. Man vs. Bugs’: Gender and Popular Ecology in Early Reactions to Silent Spring,” *Environmental History* 9:4 (2004): 701-729.

## PROVISIONAL SYLLABUS – AY 2023/2024 SEMESTER 1

- Mary Orr, “Women Peers in the Scientific Realm: Sarah Bowdich (Lee)’s Expert Collaborations with Georges Cuvier, 1825–33,” *Notes and Records: the Royal Society Journal of the History of Science* 69:1 (2015): 37-51.

### 10. Animals in Religion

#### Required Readings:

- Zeb Tortorici, “‘In the Name of the Father and the Mother of All Dogs’: Canine Baptisms, Weddings, and Funerals in Bourbon Mexico,” in *Centering Animals in Latin American History*, ed. Martha Few and Zeb Tortorici (Durham: Duke University Press, 2013), 93-120.
- Chen Huaiyu, *In the Land of Tigers and Snakes: Living with Animals in Medieval Chinese Religions* (New York: Columbia University Press, 2023), selections.
- Stephanie Zehnle, “War and Wilderness – The Sokoto Jihad and its Animal Discourse,” *Critical African Studies* 8:2 (2017): 216-237.

#### Further Reading:

- Fabio Rambelli, “Gods, Dragons, Catfish, and Godzilla: Fragments for a History of Religious Views on Natural Disasters in Japan,” in *When the Tsunami Came to Shore: Culture and Disaster in Japan*, ed. Roy Starrs (Leiden: Brill, 2014), 50-69.
- Howard L. Harrod, *The Animals Came Dancing: Native American Sacred Ecology and Animal Kinship* (Arizona: University of Arizona Press, 2000).
- Ingvild Sælid Gilhus, *Animals, Gods and Humans: Changing Attitudes to Animals in Greek, Roman and Early Christian Thought* (New York and London: Routledge, 2006).
- Kang Xiaofei, *The Cult of the Fox: Power, Gender, and Popular Religion in Late Imperial and Modern China* (New York: Columbia University Press, 2006).
- Laura Hobgood-Oster, *Holy Dogs and Asses: Animals in the Christian Tradition* (Champaign: University of Illinois Press, 2008).
- Pearlle Rose S. Baluyut, “Faith in Formaldehyde: Conversion in the Oldest Cabinet of Curiosity in the Philippines,” *South East Asia Research* 27:4 (2019): 344-360.
- Sarra Tlili, *Animals in the Qur'an* (Cambridge and New York: Cambridge University Press, 2012).
- Stuart H. Young, “For A Compassionate Killing: Chinese Buddhism, Sericulture, and the Silkworm God Aśvaghōṣa,” *Journal of Chinese Religions* 41:1 (2013): 25-58.
- Wendy Doniger, *Winged Stallions and Wicked Mares: Horses in Indian Myth and History* (Charlottesville: University of Virginia Press, 2021).

### 11. Nationalism

#### Required Readings:

- Oleg Riabov, “The Birth of the Russian Bear? The Bear Symbol in the Satirical Journals of the Russian Revolution of 1905,” *Region* 9:1 (2020): 139–168.
- Micah Muscolino, “The Yellow Croaker War: Fishery Disputes between China and Japan, 1925-1935,” *Environmental History* 13:2 (2008): 306–324.
- Emily Wakild, “Saving the Vicuña: The Political, Biophysical, and Cultural History of Wild Animal Conservation in Peru, 1964–2000,” *The American Historical Review* 125:1 (2020): 54-88.

Further Reading:

- Alan Mikhail, *The Animal in Ottoman Egypt* (Oxford: Oxford University Press, 2013).
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