

Course Syllabus
The Animal-Human Divide
ANTH S-1625 (33537)
Online Course
TuTh 6:30-9:30PM
Harvard Summer School 2019
Dr. Paul Waldau

Course Description

This course traces the history and shape of efforts to study nonhuman animals in today's educational institutions, including the fields of Animal Studies, Human-Animal Studies, Anthrozoology, Ethnozoology, Ethnoecology, Ethology, and Cognitive Sciences. Through this survey, we explore how contemporary societies characterize the differences between humans and non-human animals. Students also have the opportunity to discuss the ethical debates about long-standing traditions of using nonhuman animals in, for example, scientific research or as food. Students also explore how various cultures' views of nonhuman animals differ from the views that now prevail in the United States and other early twenty-first century industrialized societies. Through such work, students use critical thinking skills to identify the assumptions that prevail in modern education when students are allowed to study nonhuman animals.

Class sessions are discussion-based, and students undertake group work, significant writing, and an individual presentation. In addition, note carefully each of the Learning Objectives listed below. We will discuss these objectives regularly as we explore the interdisciplinary implications of weaving together the humanities with sciences (both social and natural).

There are no prerequisites for this course, and both undergraduate-level students and those at a graduate level are welcome.

Required Readings and Course Materials

- Waldau, Paul 2013. *Animal Studies: An Introduction*. New York: Oxford University Press
- Additional Course Materials for each session are specified below in the weekly schedule—these materials will be available online in .pdf format at the course website.

Learning Objectives—When this course is completed, each student will be able to:

- think critically about the newly emerged study of living beings outside our own species under names like “Animal Studies,” “Anthrozoology” and “Human-Animal Studies”;
- describe this newly emerged work in relation to a variety of existing disciplines in (i) the science mega-field of modern education and (ii) and a number of disciplines found in the arts and humanities mega-field;
- explain why critical thinking and basic factual information are so important to the study of the disciplines mentioned above;
- describe why the study of the human-nonhuman intersection as it is found in a range of different disciplines and cultures creates interesting challenges and possibilities for the broader fields of education, science and the humanities;
- discuss the relevance of claims that cultural factors greatly impact both scientific and humanities-based views of animals (whether human or nonhuman) such that all knowledge claims are limited or “situated”; and,

- present an outline to the class summarizing views regarding nonhuman animals in a particular discipline found at the university level.

Additional Introductory Comments on Key Concepts

- In order to see the range of topics covered in the fields mentioned above, one needs to notice and take seriously at least three different features of contemporary societies that impact modern education about “animals.”
 - First, one needs to notice on-the-ground realities of diverse human communities around the world today.
 - Second, one needs to see the complexity and diversity of different societies’ historical, cultural and religious heritage on the matter of which living beings are considered worthy of consideration.
 - Third, one needs to see different ways that humans have fostered forms of connection and compassion that reach across the species line in certain instances *even as* other forms of institutional rhetoric, communal reflection, and individual action ignore and/or subordinate many, perhaps even all, nonhuman animals.
- If one engages such features, one will also be able to evaluate
 - (i) the many ways in which contemporary communities, both secular and religious, are deeply impacted by inherited views of other-than-human animals,
 - (ii) how difficult it is to understand cultural traditions and sub-traditions without understanding these inherited features; and
 - (iii) why theoretical frameworks are important but can, when under-determined by on-the-ground facts, mislead and even distort how ordinary citizens and educators present ideas about “animals.”
- There are significant overlaps between, on the one hand, the now emerged fields mentioned above and, on the other hand, long-established fields in both the sciences and humanities. Similarly, there are further overlaps with the new and already intensely interdisciplinary fields focusing on environmental issues. We study these overlaps so that each student is better able to see the wide range of topics pursued in the field variously called “Animal Studies,” “Anthrozoology,” “Human-Animal Studies“ and a variety of other names.

Course Policies

Information about policies specific to this course will be available in the document “Course Policies and Participation Guidelines” posted at the course website. Please review this document carefully. We will talk about these guidelines in our first session and then in later sessions as needed.

Course Meetings Twice Per Week—the course goes forward in an online format at the scheduled times. Before each session, all students will have done assigned reading and responded to special questions at discussion boards located at the course website. Then, in the twice-per-week synchronous online sessions, students will discuss a variety of issues that arise in the assigned readings, discussion posts, and any other materials that students would like to bring to the attention of the class.

Toward the end of the course, these synchronous sessions will be the vehicle by which each student does a presentation to the entire group.

Discussion Boards—each week, students will participate in one or more Discussion Boards available through the course website. For each Discussion Board, students will post a message on a pre-assigned topic (such as a specific question or possibly one of the assigned readings) using guidelines to be discussed in Week 1. *In addition*, students may also be assigned to comment on more or more posts by other students. These postings will be integrated into the synchronous class sessions.

Scheduled 1-on-1 Discussions with Instructor

Students at the undergraduate level—the synchronous meetings described above will be supplemented with one-on-one meetings with the instructor **in Weeks 2, 4 and 6 of the term**. The purpose of these meetings is to assess how each student taking the course at the undergraduate level is progressing and address any problems that have arisen. These one-on-one meetings will be internet-based or phone-based, and relatively short (ideally in the range of 10-15 minutes each, although this may expand or contract depending on size of class).

Students at the graduate level will have **one-on-one meetings each week with the instructor**. The purpose of these meetings is to discuss the additional reading and posting duties that each graduate-level student is assigned for the current week.

Additional Meetings with Course Director—Because I want students to learn and to receive the good grades they deserve, I ask that if you encounter any difficulties or develop concerns about how you are doing in this course, you schedule an additional appointment. This can be done by email, text message to the number you will be provided in the course's first meeting, or by request made during one of our synchronous meetings.

Grading—There are four components to your grade.

- 25% Participation in synchronous class sessions and weekly Discussion Boards
- 25% Student presentation in Week 5
- 10% Midterm Exam
- 40% Final Exam

While all students complete the same assignments, **undergraduate-level students and graduate-level students are graded differently**.

Students at the undergraduate level are expected to work at the high level required of undergraduates at Harvard University—this involves rigorous, well-written, critically thought out work supported by adequate writing and evidence meeting academic standards.

Students at the graduate level are expected to produce work at the higher level expected of graduate-level students at Harvard University, which is to say work that is rigorous, interdisciplinary, and written at a publication-quality level—in essence, a graduate-level student needs to demonstrate the kind of initiative and attention to detail that reveals the student has taken charge of her or his own education in the subjects addressed by this course. *In addition*, graduate-level students have additional weekly reading and posting assignments (see each week's entry for details).

Harvard Summer School Policies

Accessibility Issues—The Summer School is committed to providing an accessible academic community. The Accessibility Office offers a variety of accommodations and services to students with documented disabilities. Please visit <http://www.summer.harvard.edu/resourcespolicies/accessibility-services> for more information.

Academic Integrity and Other Policy Issues—You are responsible for understanding Harvard Summer School policies on academic integrity (<http://www.summer.harvard.edu/policies/student-responsibilities>) and how to use sources responsibly. Not knowing the rules, misunderstanding the rules, running out of time, submitting the wrong draft, or being overwhelmed with multiple demands are not acceptable excuses. To support your learning about academic citation rules, please visit the Resources to Support Academic Integrity (<http://www.summer.harvard.edu/resources-policies/resources-supportacademic-integrity>) where you will find links to the Harvard Guide to Using Sources and two free online 15-minute tutorials to test your knowledge of academic citation policy. The tutorials are anonymous open-learning tools.

Schedule

Week 1 (Tuesday, June 25, and Thursday, June 27, 6:30-9:30). Introduction to Basic Issues—What’s in a Name? We address the different names and approaches under which humans have been studying the other living beings that share the diverse Earth community with us.

Reading for all: (1) *Animal Studies*, Introduction, Chapter 1 (“Opening Doors”)
(2) Handout 1, “On Personal Archeologies” (.pdf file at course website);
(3) Handout 2, two definitions provided by the International Society for Anthrozoology (.pdf file at course website);
(4) Excerpt (Chapter 1) from Hal Herzog 2010. *Some We Love, Some We Hate, Some We Eat: Why It's So Hard to Think Straight about Animals*. New York: Harper (.pdf file at course website);
(5) Hurn, Samantha 2010. “What's in a name?” *Anthropology Today*, 26(3), 27-28 (.pdf at course website). FYI, Hurn’s ideas are developed further in Hurn, Samantha 2012. *Humans and Other Animals: Cross-Cultural Perspectives on Human-Animal Interactions*. New York: Pluto Press;
(6) Bradshaw, J. W. S. 2010. “Anthrozoology”, in Mills, Daniel S., ed., *The Encyclopedia of Applied Animal Behaviour and Welfare*. CABI 2010, pp. 28–30 (.pdf at course website); and,
(7) Handout 3 addressing comments by Randy Malamud in his 2009 essay, “Introduction: Famous Animals in Modern Culture” and excerpt from *A Cultural History of Animals in the Modern Age*, ed. by R. Malamud, Berg Pub Ltd, 2009, pp. 1-26.
(8) **Reading for Graduate Students (for undergraduates, this is only a recommended reading):** Malamud’s introduction to his 2009 *A Cultural History of Animals in the Modern Age* (.pdf file at course website).

Focus Questions

- What does it mean to study nonhuman animals?
- What kinds of work already done by the human community fit comfortably within this field (however we name it)?
- What is happening now in various societies around the world regarding the relationship of humans to other animals?
- What kinds of animals are the focal points?
- Are trends discernible?
- Which academic disciplines focus on which animals, and in which ways?
- What is the meaning of “interdisciplinary”?
- What’s in a name? We’ll consider these alternatives to “animal studies”: human-animal studies, anthrozoology, ethnozoology, biopolitics, sociozoology, animal humanities, and more.

Discussion Boards

- **(1) Discussion Board for first session of Week 1:** Read Handout “On Personal Archeologies” and then post your own personal archeology (100-300 words) at the Week 1 First Discussion Board (**please post this by Tuesday noon before our first class**). These posts will be discussed during our first synchronous session.
- **(2) Discussion Board for second session of Week 1:** At *Animal Studies* pp.22-23, there is a discussion of “ferment.” **Post by Thursday noon at the Week 1 Second Discussion Board** your thoughts regarding the forces of change or continuity that you have seen in your community during your lifetime. (Try to keep this post to 100-200 words or so, but if you feel you simply must write more, please feel free to do so.) These posts will be discussed during our second synchronous session.
- **Extra-posting task for graduate-level students only:** What is your “take” on Malamud’s arguments about the importance of cross-cultural issues?

Week 2 (Tuesday, July 2, 6:30-9:30) (FYI, Thursday, July 4, is a holiday observed by the Summer School, so there will be no class). The Challenges of History, Culture and Education. We address historical, cultural and education-based issues by turning to additional definitions of allied fields such as Anthrozoology and Human-Animal Studies—we use these definitions to focus on key disciplines now held to be central to modern college-level education.

Reading: (1) *Animal Studies*, Chapter 2 (“Through Open Doors: The Challenges of History, Culture and Education”);

(2) Excerpt (Chapter 1) Meg Olmert, *Made for Each Other: The Biology of the Human-Animal Bond*, 1st ed. (Cambridge MA: Da Capo Press, 2010);

(3) *Animal Studies*, Chapter 8 (“Animals and Modern Social Realities”); and,

(4) Handout 4, Animal Studies and the Question of Anthropomorphism (.pdf file at course website).

(5) **Reading for Graduate-level students only:** de Waal, F. B. M. (1997). “Are we in anthropodenial?” *Discover* 18 (7): 50-53 (.pdf file at course website).

Focus Questions

- Do you think humans have a *biologically*-based inclination to pay attention to, even affiliate with, other animals?
- How different are other cultures’ views of nonhuman animals from the views of these beings that now prevail in the United States and other early twenty-first century industrialized societies?
- Which other cultures had, prior to beginning this course, impressed you regarding their views of other animals?

Discussion Boards

- **(1) Discussion Board for first session of Week 2:** Listen to the TED talk of Chimamanda Ngozi Adichie entitled “the danger of a single story” (available at TED.com—search ‘Adichie’). Then **by Tuesday noon, post a comment** (try to keep this to 100-200 words or so, but if you feel you simply must write more, please feel free to do so) on the relevance, if any, of Adichie’s point to learning about other animals.
- **(2) Discussion Board for second session of Week 2:** View the TED talk by Frans deWaal entitled “Moral Behavior in Animals” (available at TED.com—search ‘Moral Behavior in Animals’). Then **by noon on Friday, July 5, post a comment on and explain** (again, try to stay within about 200 words) **what significance, if any, you think exploring other animals’ actual lives has to this course.**

- **Extra-posting task for graduate-level students only:** Are de Waal’s arguments convincing to you?

Week 3 (Tuesday, July 9, and Thursday, July 11, 6:30-9:30). The Challenges of Science and the Politics of Public Policy and Law. We turn to two of the most powerful ways of thinking and speaking in modern societies. We will first consider our ever-expanding mega-field in which we collect those endeavors and academic disciplines we designate “sciences,” and then we turn to fields addressing policy and law in modern societies. Recall Reading 2 from last week (Olmert’s Chapter 1) regarding the biochemical basis of affection among certain animals—we’ll discuss whether today we are experiencing a golden age of scientific exploration and, if so, how science introduces us to discernible realities of many different kinds of animals. We will also discuss how some domains of human societies (law, public policy circles, business, and the mainline institutions of well-known religious traditions) do or do not pay attention to nonhuman animals.

Reading: (1) *Animal Studies*, Chapter 3 (“Science, Politics and Other Animals”)

(2) Read only the law section in *Animal Studies*, Chapter 4 (“Early Twenty-First-Century Animal Studies: Three Cutting Edges”), pp. 114-120;

(3) Read only the law section in *Animal Studies*, Chapter 7 (“Comparative Studies: Legal Systems, Religions and Cultures”), pp. 162-172;

(4) View the TED talk by Will Potter “Green is the new red: Will Potter on the problem of treating environmentalists like terrorists” (available at TED.com—search “Will Potter”); and,

(5) “Venturing Beyond the Tyranny of Small Differences: The Animal Protection Movement, Conservation and Environmental Education.” In *Ignoring Nature No More: The Case for Compassionate Conservation*, edited by Marc Bekoff, Chicago: University of Chicago Press, 2013, pages 27-44 (.pdf file at course website);

(6) **Reading for Graduate Students (recommended only for undergraduate students):** “Animals as Legal Subjects”, *The Oxford Handbook of Animal Studies*, Oxford University Press (2015) (.pdf file at course website).

Focus Questions

- How diverse and nimble are science-inspired approaches to nonhuman animals?
- What are the prospects of using environmental protection and/or modern legal systems to address humans’ harms to nonhuman individuals and communities?
- Are there different sub-traditions within modern industrialized societies on the animal issue?
- Are there any fundamental features of the western cultural tradition that in your opinion do *either* of the following: (a) foreclose consideration of the animals outside the human species; *or* (b) require that citizens in modern industrialized societies notice and take seriously some or all living beings outside the human species?

Discussion Boards

- **(1) Discussion Board for first session of Week 3 (two different posts here—target length is 100-200 words. Post by noon on Tuesday):** (i) Post your thoughts on whether you think science-inspired approaches to nonhuman animals are diverse and nimble or cumbersome and inadequate. (ii) Post your impressions of the relevance and importance of environmental approaches to animal protection.
- **(2) Discussion Board for second session of Week 3 (target length is 100-200 words. Post by noon Thursday):** Regarding contemporary efforts to understand nonhuman animals, post your preliminary thoughts on the significance, if any, of the movement to create legal protections for

nonhuman individuals or groups (these protections might involve legal rights, but of course there are other forms of legal protection as well).

- **Extra-meeting (one-on-one by phone) for graduate-level students only to discuss Reading 6.**

Midterm on July 16 at beginning of class time—an hour-long examination

Week 4 (Tuesday, July 16, and Thursday, July 18, 6:30-9:30). The Challenges of Comparative Work Beyond Law—Culture, Religion, Critical Thinking. We use the question “How diverse and nimble are science-inspired approaches to nonhuman animals?” to move into the complexities of views that are not heavily controlled by science-based assumptions.

Reading: (1) Excerpt (Introduction) from Joseph Epes-Brown 1997. *Animals of the Soul: Sacred Animals of the Oglala Sioux*, Revised edition. Rockport, Mass.: Element;

(2) Donna Haraway, “Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective” *Feminist Studies*, Vol. 14. No. 3 (Autumn 1988), 575-599 (.pdf file at course website);

(3) Read only the sections on philosophy (pp. 120-124) and critical studies (pp. 124-125) of *Animal Studies*, Chapter 4 (“Early Twenty-First-Century Animal Studies: Three Cutting Edges”); and

(4) Read only the sections on religion (pp. 172-176) and cultures (pp. 176-193) of *Animal Studies*, Chapter 7 (“Comparative Studies: Legal Systems, Religions, and Cultures”).

(5) Handout 5, “Composing your Short Worldview Autobiography.”

(6) **Reading for Graduate Students (recommended only for undergraduate students):** Excerpt (Chapter 2, “The Watchful World”) from Nelson, Richard K. 1983. *Make Prayers to the Raven: A Koyukon View of the Northern Forest*, Chicago: University of Chicago Press (.pdf file at course website).

Focus Questions

- As one does comparative work of the kinds we look at in Weeks 3 and 4, what is the place to be given to other animals’ *actual* realities? Is there an inevitable tension that arises between, on the one hand, comparative work (with its inevitable heavy emphasis on differences among *human* societies) and, on the other hand, commitments to foreground discernible realities of nonhuman animals?
- What subjects (that is, disciplines or fields of study) in the today’s academic world do you think are needed to help students notice and take seriously other animals’ realities?
- What risks to modern forms of Animal Studies are created by romanticization of either (i) different cultures’ views or (ii) other animals’ realities?

Discussion Boards

- **(1) Discussion Board for first session of Week 4 (target length is 100-200 words; post by noon on Tuesday):** Post your thoughts on an example that illustrates what Haraway means by “situated knowledge.”
- **(2) Discussion Board for second session of Week 4 (target length is 250 words; post by noon on Thursday):** Prepare and share what we will call “a short worldview autobiography”—there are more detailed guidelines in Handout 5 “Composing Your Short Worldview Autobiography” available in the Week 4 folder.
- **Extra-posting task for graduate-level students only:** Do you see any weaknesses in Haraway’s arguments regarding situated knowledge?

Week 5 (Tuesday, July 23, and Thursday, July 25, 6:30-9:30). Student Presentations.

Each student during class time and using course themes and objectives will present on a specific academic discipline described in one of the non-assigned chapters in *Animal Studies*—for example, Chapter 5 “Animals in the Creative Arts,” Chapter 6 “Animals in Philosophy,” Chapter 9 “The Special Roles of Anthropology, Archaeology, and Geography,” or Chapter 11 “Marginalized Humans and Other Animals.”

Your presentation should describe why the study of the human-nonhuman intersection as it is found in the discipline you have chosen creates interesting challenges and possibilities for the broader fields of education, science and the humanities. In addition, each presenter should discuss the relevance of claims that cultural factors greatly impact both scientific or humanities-based views of animals (whether human or nonhuman) such that all knowledge claims are limited or “situated.” Finally, as part of your presentation, summarize for the class which specific nonhuman animals receive the most attention from the discipline you are discussing.

After each student’s presentation, there will be a question and answer session.

No assigned reading and no Discussion Board for this week.

Week 6 (Tuesday, July 30, and Thursday, August 1, 6:30-9:30). Which Future Will be Chosen? Connecting Humans’ Lifeways with Other-than-Human Animals. We use the Course Objectives listed above to look backward and forward, asking about both the past we have inherited *and* future directions and possibilities as we choose our own immediate and more distant futures and thereby impact future generations of both humans and nonhumans alike.

Reading: (1) *Animal Studies*, Chapter 10 (“Telling the Larger Story”); (2) *Animal Studies*, Chapter 12 (“The Question of Leadership: Getting Beyond Pioneers and Leaders to Individual Choices”); and, (3) *Animal Studies*, Chapter 13 (“The Future of Animal Studies”).

Focus Questions

- To be agreed upon in prior sessions.

Discussion Boards

- **(1) Discussion Board for first session of Week 6 (target length is 100-200 words; post by noon on Tuesday):** Pick one of the *first three course objectives* listed in the Course Syllabus and say why you think that particular objective was chosen for this course?
- **(2) Discussion Board for second session of Week 6 (target length is 100-200 words; post by noon on Thursday):** Pick one of the *second three course objectives* (the fourth, fifth and sixth) listed in the Course Syllabus and say why you think that particular objective was chosen for this course?
- **Extra-posting task for Graduate-level students only:** What field in the modern academic world would you add to the discussion in Chapter 13 of *Animal Studies*, and explain why you pick the field you identify.

Week 7 Final Exam on Tuesday, August 6, 6:30-9:30.