

**Eat, Prey, Love:**  
**Humans and Other Animals in Historical Perspective**  
**(Provisional syllabus – subject to change)**



We live in a paradoxical moment in the history of people's relationships with animals. Certain species suffer today more than ever due to environmental degradation and modern food production practices. Yet other mammalian species are subject to a degree of sentimental attention (perhaps) unprecedented in history. This paradox is related to an unresolved tension: do the commonalities that bind humans to other animals unite them more or less than the differences that divide them? To understand the historical origins of this paradox, the course is organized around the concept of a mode of interaction, defined as a structure that organizes relationships between animals and other people. Modes of interaction determine whether it is permissible to love and/or kill certain animals, and help us understand why certain animals are viewed as fellow "subjects" (think beloved hunting dogs and family pets) and others as objects (think factory farm chickens, cows, and pigs). We will look at the modes of interaction that defined the early modern era (1500- 1800) in the Atlantic World, and consider their origins deep in time and their endurance directly or indirectly into the present. For Europe these modes of interaction were hunting and livestock husbandry. For Native American groups in Amazonia and Mesoamerica these modes were "predation" and "familiarization." As a result of the cultural entanglement that resulted from European colonization, two "modern" modes of interaction were pets and science. The course will conclude with considering how this understanding of the history of human animals relationships can help us think about ethics of our treatment of non-human animals in the present. By considering a variety of disciplinary approaches but with an emphasis on historians' methodologies, we will investigate these questions through careful reading of primary sources - ranging from treatises on falconry to

pictorial books produced by Native Americans in fifteenth-century Mexico to contemporary fiction – as well as secondary sources by historians, anthropologists and other scholars. We will also have a number of special guests as well as excursions to local collections, such as those at the Penn museum.

### Requirements and Graded Work

**Class attendance and participation (20%)** Since discussion of the readings is an essential part of this course, I cannot emphasize enough the importance of active participation. It is important to bring all readings to class (unless otherwise noted), preferably notes as well.

**Weekly Reading responses (20%)** Ten times during the semester you need to write a one-page response to readings.

**Class presentation (10%)**

**Two short papers (25%)** 3-5 pages each.

**Take-home final (25%)** 10 pages.

### **Policies**

- **Academic integrity, cheating, and plagiarism:** There is a zero-tolerance policy in regards to plagiarism. Any idea (transcribed or paraphrased) or phrase that has come from someone else's work must be cited. Students should adhere to Penn's Code of Academic Integrity:

[http://www.upenn.edu/academicintegrity/ai\\_codeofacademicintegrity.html](http://www.upenn.edu/academicintegrity/ai_codeofacademicintegrity.html).

- **Grading.** I will use a point scale:

A (94-100), A- (90-93), B+ (88-89), B (84-87), B- (80-83), C+ (78-79) C (70-77), D (60-69).

Late work will be graded down.

- **Reading responses.** For weeks 2- 15 (except those weeks where otherwise indicated), please write 250-500 words in response to the readings. You may miss two weeks without any penalty. Late responses will not be accepted. For full credit, it must be clear that you thought carefully about readings. Some weeks you will be asked to respond to specific prompts, or follow particular instructions. Submit the responses by email by 8 pm the night before class.

- **In general laptops and other electronic devices (cell phones, tablets, etc.) are forbidden in class unless explicitly allowed because of a disability-related accommodation, though certain classes I will permit their use** Illicit use of devices will lower your participation grade. I prohibit laptops in my courses because I believe it adversely affects your learning and that of your classmates. For more information about issues related to laptop use, please read the following articles:

<http://www.newyorker.com/tech/elements/the-case-for-banning-laptops-in-the-classroom>

And

<http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>

### **Office Hours**

TBA

### **Readings**

Please come to recitation having completed all of the week's readings. In addition, I will sometimes ask that you finish a particular selection before a lecture. Please focus your attention on the primary

source selections; the introductions by the editors can be very helpful, but you can skim these rather than read them carefully. The following required books are available for purchase at the Penn bookstore. If you want to borrow books from the library for more than a few hours, try EZBorrow or Borrow Direct, which deliver books within five days from nearby libraries and let you keep them for a few weeks. Links to these services are at [library.upenn.edu](http://library.upenn.edu).

Please use only print editions.

- Richard W. Bulliet, *Hunters, Herders, and Hamburgers the Past and Future of Human-Animal Relationships* (Columbia University Press, 2005).
- *Gilgamesh: A New English Version*, trans. Stephen Mitchell (Atria Books, 2006).
- Helen Macdonald, *H Is for Hawk*, (Grove Press, 2015).
- Timothy Pachirat, *Every Twelve Seconds: Industrialized Slaughter and the Politics of Sight* (Yale University Press, 2011).
- *Codex Borgia* (Dover).
- J.M. Coetzee, *The Lives of Animals* (Princeton, 2001).

Additional readings will be on Canvas or available on the web, as indicated. Unless otherwise noted, these must be printed out and brought to class for discussion as indicated on schedule below.

### Lecture, Discussion, and Reading Schedule

Note: The instructor reserves the right to add, subtract, and substitute readings.

#### **Week 1: Introduction and Orientations**

- ☐ Donna Haraway, *When Species Meet* (selections)
- ☐ Cora Diamond, "Eating Meat and Eating People,
- ☐ Norton, "Going to the Birds"

#### **Part I: European Modes of Interaction**

##### Week 2: Paleo-Humans, Dogs and Hunting

- ☐ Pat Shipman, *The Invaders: How Humans and Their Dogs Drove Neanderthals to Extinction* ((selections)).

##### Week 3: Hunting and Subjectivity in the Early Modern Period and Beyond

- ☐ MacDonald, *H is for Hawk*
- ☐ Treatise on falconry (selections)
- ☐

##### Week 4: Domestication and Mediterranean Antiquity

- ☐ *Epic of Gilgamesh*; selections
- ☐ Hebrew Bible: Genesis 1-4.  
<http://quod.lib.umich.edu/cgi/k/kjv/kjv-idx?type=DIV1&byte=1477>
- ☐ Bulliet, *Hunters, Herders, and Hamburgers*, (selections).

##### Week 5: Animal Husbandry in the Early Modern World

- ☐ Keith Thomas, *Man and the Natural World*, pp. 17 - 40 [Canvas]

- Paul Friedland, “Friends for Dinner: The Early Modern Roots of Modern Carnivorous Sensibilities,” *History of the Present* 1, no. 1 (May 2011)
- Early modern husbandry manual [selections]

#### Week 6: Industrial Livestock

- Timothy Pachirat, *Every Twelve Seconds: Industrialized Slaughter and the Politics of Sight* (Yale University Press, 2011),

### **PART II: Native American Modes of Interaction**

#### Week 7: Animal Familiarization in Amazonia

- Marcy Norton, “Chicken or the *Iegue*” [Canvas]

#### Week 8: Animal Predation in Amazonia

- Neil Whitehead, *Dark Shamanism* [Canvas]
- Indigenous stories about animal transformation [primary source selections]

#### Week 9: Mesoamerica and Animals: The Sources

- *Codex Borgia*
- “Leyenda de Soles” [Canvas]

#### Week 10: Mesoamerica and Animal “Sacrifice” and “Domestication”

- Nawa Sugiyama, Gilberto Pérez, Bernardo Rodríguez, Fabiola Torres, and Raúl Valadez “Animals and the State : The Role of Animals in State-Level Rituals in Mesoamerica” [Canvas]
- Erica Hill, “Archaeology and Animal Persons: Toward a Prehistory of Human-Animal Relations” [Canvas]

### **Part III: Global Entanglements**

#### Week 11: Varieties of Companion Animals

- Marc Shell, “Family Pet”
- Edward Topsell, *The history of four-footed beasts*
- Haraway, *When Species Meet* (selections)

#### Week 12: Early Modern Science

- Guerini, “Natural History, Natural Philosophy, and Animals,” 1600 - 1800
- *Florentine Codex*, selections
- Oviedo, selections from *Natural History* [Canvas]
- René Descartes, “Discourse”

#### Week 13: Buffon to Darwin

- Buffon, *Natural History* [selections on Canvas]
- Darwin, *Descent of Man* [selections on Canvas]

### **Part IV: Ethical Dilemmas and Historical Understanding**

Week 14: Animal Rights?

- J.M. Coetzee, *The Lives of Animals* (Princeton, 2001).
- Peter Singer, “Animal Liberation or Animal Rights,” *Monist* [Canvas] 1987

Week 15: Animal Kin?

- Haraway, *When Species Meet* [[selections on Canvas]
- Bulliet, *Hunters, Herders, and Hamburgers*) [Selections]