

Course Title	: HUMAN-ANIMAL RELATIONSHIP IN HISTORY
Course Code	: HST1196
Recommended Study Year	: 1
No. of Credits/Semester	: 3
Mode of Tuition	: Sectional approach
Teaching Hours	: 3 hours per week
Category in Major Prog.	: Elective
Prerequisite(s)	: None
Co-requisite(s)	: None
Exemption Requirement(s)	: N/A

Brief Course Description

This course examines the changing cultural and social positions of animals in the human world from the ancient to present time. Animals have served as food, working companions, pets, and totems, and some of them are the source of deadly diseases like Ebola and AIDS. In recent years, animals have also found themselves at the center of political controversies, when attitudes towards animals have increasingly become a yardstick to measure a country's standard of civilization and morality. For example, Chinese and Korean people's practice of eating dogs and Japanese people's tradition of whaling have been subject to much criticism in the West. The changing human-animal relationship is therefore a useful lens to understand not only the important role animals have played in human life, but also the changes in people's ethical system over time.

Aims

This course deals with the changes in human-animal relationship from cross-cultural and multi-disciplinary perspectives, and the various forces that have shaped this historical process of change.

Learning Outcomes

The students will be able to

- (1) identify the various forces and factors that have shaped the human-animal relationship in different periods of time
- (2) analyze current controversial animal issues with a historical perspective
- (3) synthesize primary, secondary, written and visual sources to make an informed interpretation of historical and current issues relating to the course
- (4) acquire oral communication skills and writing skills

Indicative Content

- I. Introduction: What do Lingnan Cats Mean to Lingnanians?
- II. Animal, Myth, and Totem
- III. From Hunting to Domestication of Animals
- IV. Animal, Food, and Food Taboo
- V. The Age of Reason and Modern Zoos
- VI. Animals, Science, and Epidemics
- VII. Pet-keeping Culture and the Rise of the Middle Class
- VIII. The Politics of Animal Protection from the 19th Century to the Present
- IX. Conclusion: John Berger's "Why Look at Animals"

Teaching Method

This course will be taught through lectures, class discussions of assigned readings, and group presentations.

Measurement of Learning Outcomes

- (1) an essay will measure LOs 1, 3, 4. An essay of approximately 2,500 words will require students to identify, on the basis of different types of sources, the forces and factors that shaped the human-animal relationship in a particular historical context. While some core readings will be assigned, the students are also expected to conduct some research on their own. A minimum of 10 sources will be required.
- (2) group presentation will measure LOs 1, 2, 4. A thirty-minute group presentation will require students to compare different approaches to a controversial issue in the field of human-animal relationship. Students will be expected to grasp the major arguments of the readings assigned to them and from materials of their own choice.
- (3) Weekly discussions will measure LOs 1-4. Weekly discussions will focus on assigned readings. Students will be given 4 to 5 guided questions each time to help them understand the major themes of the readings and connect the readings with related issues.
- (4) Final examination will measure LOs 1,3,4. The take-home examination, which is in essay form, will require students to make coherent arguments based on readings, class materials and discussions.

Learning Outcome	Essay	Group Presentation	Weekly Discussions	Take-home Examination
Students will be able to identify the various forces and factors that have shaped the human-animal relationship in different periods of time	X	X	X	X
Students will be able to analyze current controversial animal issues with a historical perspective		X	X	
Students will be able to synthesize primary, secondary, written and visual sources to make an informed interpretation	X		X	X
Students will be able to acquire oral communication skills and writing skills	X	X	X	X

Assessment

Essay: 30%

Group Presentation: 15%

Class Participation and Discussions: 20%

Take-home Examination: 35%

Required Readings

Selected Readings from the following

Berger, John. *Why Look at Animals*. London: Penguin Books, 2009.

Boehrer, Bruce, ed. *A Cultural History of Animals in the Age of Renaissance*. New York: Berg, 2011.

Bulliet, Richard W. *Hunters, Herders, and Hamburgers: The Past and Future of Human-Animal Relationships*. New York: Columbia University Press, 2005.

Darnton, Robert. *The Great Cat Massacre: And Other Episodes in French Cultural History*. New York: Basic Books, 1999.

Diamond, Jared. "The Anna Karenina Principle: Why were most big wild mammal species never domesticated?" In *Guns, Germs, and Steel: The Fates of Human Societies*. London: Vintage, 1998, pp. 157-175.

Edwards, Peter. *Horse and Man in Early Modern England*. London: Hambledon Continuum, 2007.

- Franklin, Adrian. "Good to Think with": Theories of Human-animal Relations in Modernity." In *A Sociology of Human-animal Relations in Modernity*. London: Sage Publication, 1990.
- Goodall, Jane. *Through a Window: My Thirty Years with the Chimpanzees of Gombe*. Boston: Houghton Mifflin, 1990.
- Goossaert, Vincent. "The Beef Taboo and the Sacrificial Structure of Late Imperial Chinese Society." In *Of Tripod and Palate. Food, Politics, and Religion in Traditional China*, Roel Sterckx, ed., New York: Palgrave, 2005, p. 237-248.
- Harris, Marvin. *Good to Eat: Riddles of Food and Culture*. London: Allen & Unwin, 1986.
- Harris, Marvin. "The Cultural Ecology of India's Sacred Cattle." *Current Anthropology*, 7 (1965), pp. 51-66.
- Harrison, Brian. "Animals and the State in Nineteenth-Century England," *The English Historical Review*, Vol. 88, No. 349 (Oct., 1973), pp. 786-820.
- Kalof, Linda, ed. *A Cultural History of Animals in Antiquity*. New York: Berg, 2011.
- Kete, Kathleen, ed. *A Cultural History of Animals in the Age of Empire*. New York: Berg, 2011.
- Kete, Kathleen. *The Beast in the Boudoir: Petkeeping in Nineteenth Century Paris*. Berkeley: University of California Press, 1994.
- Morikawa, Jun. *Whaling in Japan: Power, Politics and Diplomacy*. New York: Columbia University Press, 2009.
- Resl, Brigitte, ed. *A Cultural History of Animals in the Medieval Age*. New York: Berg, 2011.
- Ritvo, Harriet. "Pride and Pedigree: The Evolution of the Victorian Dog Fancy." *Victorian Studies* 29: 2 (1986), pp. 227-253.
- Ritvo, Harriet. "Animals in Nineteenth-century Britain: Complicated Attitudes and Competing Categories." In James Serpell and Aubrey Manning eds., *Animals and Human Society: Changing Perspectives*, pp. 106-126. London; New York: Routledge, 1994.
- Senior, Matthew, ed. *A Cultural History of Animals in the Age of Enlightenment*. New York: Berg, 2011.
- Simoons, Frederick J. *Eat Not This Flesh: Food Avoidances from Prehistory to Present*. Madison: University of Wisconsin Press, 1994.
- Skabelund, Aaron Herald. *Empire of Dogs: Canines, Japan, and the Making of the Modern Imperial World*. Ithaca: Cornell University Press, 2011.
- 鄭穎萱：《十二唐狗》，香港：小書局，2009。
- 《嶺南貓集》（*Lingnan Cats*），香港：嶺南大學貓社，2011。

Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest

practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.

(3) Students are required to submit writing assignment(s) using Turnitin.

(4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.

