

# HIST1050\*01 W25: Invitation to History

## Topic: Canines in (non-Human) Animal/Human Histories

### Instructor Information

Instructor: [REDACTED] Professor

Email: [REDACTED]

Office: [REDACTED] MCKN Ext

Phone: +1-519-824-4120 [REDACTED]

Office Hrs: TBA

### Lecture Schedule

[REDACTED]



### Land Acknowledgement: Guelph

The University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer respect to our Anishinaabe, Haudenosaunee and Métis neighbours. Today, this gathering place is home to many First Nations, Inuit, and Métis peoples and acknowledging them reminds us of our important connection to this land where we work and learn.

### Course Description

Until recently, non-human animals were among the many “voiceless subalterns” in historical study. Once omitted for their inability to articulate for human audiences their seminal agency in shaping the trajectories of human existence, now scholars have recognized the oversight, and (non-human) animal history has become a prominent and interdisciplinary subfield of historical inquiry. Canines have been a part of human life for millenia; as a kind of case study, this course will explore the role of wild and “domesticated” canines, *canis lupus* (the wolf) and *canis familiaris* (the dog) as major actors within a framework of non-human animal/human histories across certain times and places. Some of the themes to be explored in this course are debates over the evolution of prehistoric canines, how ancient canid-hominid interactions developed, the manifestation of wolf folklore in different human societies and how these mythologies possessed certain religious, sociological, political, and psychological meanings, and what alterations in human lifestyles and

beliefs over time affected changes in attitudes towards and relationships with both wolves and dogs. Wolves were revered at one moment and brutally hunted almost to complete extinction in another; dogs endured as fellow hunters, herders, guardians, free labour, companions, and entertainment figures. This course may serve as a potential roadmap for students to pursue their own research into an area of non-human animal history while learning to interrogate a variety of primary and secondary sources, textual and otherwise.

### **Course Learning Outcomes – At the end of this Course, you should be able to**

1. Distinguish between a scholarly and non-scholarly source
2. Manage your time in university for success
3. Cite sources appropriately in history classes
4. Distinguish between important information and unnecessary details
5. Act with academic integrity; identify academic misconduct and how to avoid it
6. Improve your oral and written communication
7. Analyze and interpret a variety of primary and secondary sources and construct a historical argument
8. Recognize that historical interpretations change over time and in response to evidence
9. Value history as a global enterprise and increase your understanding of the history of different cultures, regions and states

### **Academic Integrity and Artificial Intelligence:**

Students are not allowed to use AI-generated material for assignments in this class unless specifically assigned by the instructor to do so. Unauthorized use of AI could result in a failed grade for the assignment.

**Turn-It-In** will be enabled on Courselink for your benefit and mine.

### **Learning Resources**

All required resources are available through **CourseLink** or **Ares** (Library Course Reserve), the online course reserve system. You will be required to access course reserve materials through the **University of Guelph McLaughlin Library**. To access these, select **Ares** on the navbar in CourseLink. You will need your Central Login ID and password to access items on reserve. For further instructions, visit [How to Get Course Reserve Materials \(https://lib.uoguelph.ca/find/course-reserves-ares/how-get-course-reserve-material/\)](https://lib.uoguelph.ca/find/course-reserves-ares/how-get-course-reserve-material/). If at any point during the course you have difficulty

accessing reserve materials, please contact the e-Learning Operations and Reserve Services staff at: Tel: 519-824-4120 ext. 53621 | Email: [libres2@uoguelph.ca](mailto:libres2@uoguelph.ca) | Location: McLaughlin Library, First Floor, University of Guelph.

## Assessment Breakdown

Class Participation	20%	[Ongoing]
Defining Animal History Terms	15%	[Due Week 2]
Canine Evolution Debate	10%	[Due Week 3]
Werewolves/Shapeshifters article/book chapter review	20%	[Due Week 8]
Pop Culture Non-Human Animal image analysis/presentation	15%	[Due Week 11]
Final Non-Human Animal annotated bibliography	20%	[Due April 10 <sup>th</sup> ]

### **Class Participation (20%) [Ongoing]**

Starting in Week 2, we will have lecture and discussion of readings. Students are expected to come to class prepared to engage in the discussion. That means you must have read the readings beforehand. It also means **attendance is required**. You will be allowed 2 absences without penalty; after this, failure to attend class when discussions are held, means a grade of 0 for that week. At the semester's end, your final discussion grade will be the average of weekly participation marks.

### **Defining Animal History Terms (15%) [Due Wk 2, Mon Jan 13<sup>th</sup>@ 1:00pm]**

In the course outline there is a list of terms and concepts for the first week of class we will need to define so that everyone understands their meanings when discussing Animal history. Students will use the assigned readings to find and write their definitions of these terms and will submit them as a PDF to Dropbox. Late penalties will apply, and after 4 days, students will not be able to submit this assignment for credit.

### **Canine Evolution Debate (10%) [Due Wk 3 Fri Jan 24<sup>th</sup>@11:30pm]**

After reading the assigned readings in the course outline for Week 2 about canine evolution, write a short response essay [**approx. 800 words**] in which you discuss the debates about how wolves and dogs developed as separate species, and how you understand their relationships with early humans. This is an opinion-type response but you can cite the readings to help support your position if you want. Show me that you understand the arguments being put forth in the readings.

### **Werewolves/Shapeshifters article/book chapter review**

**(20%) [Due Wk 8 Thurs March 6<sup>th</sup>@11:30 pm]**

Find an article or book chapter about werewolves or a famous story of one, summarize, and analyze its meaning. There are so many! You must clear your choice of text with me **BEFORE** you undertake a written analysis in a short essay [**approx. 1000 words**]. Please clear your choice with me via an email **by Week 7 at latest** with the complete citation in **Chicago Manual of Style** format (DO NOT merely send me a weblink). Be prepared to discuss what you found during the class discussion.

### **Pop Culture Non-Human Animal image analysis/presentation**

**(15%) [Due Wk 11 Mon March 24<sup>th</sup>@1:00pm ]**

In Weeks 9-10 we read and talk about the prevalence of wolf imagery in nationalist and military iconography, in pop culture, and in advertising and consumerism. Every student will choose some kind of a wolf image and present their analysis of its meaning and significance to the class **in Week 11**. Each student will present this in about **5-10 minutes**. A brief write-up [**approx. 500-800 words**] describing the image and your analysis needs to be uploaded to Dropbox.

### **Final Non-Human Animal annotated bibliography essay**

**(20%) [Due Thurs April 10<sup>th</sup> @11:30pm]]**

Students should choose a topic related to the themes of this course in animal history (canines or any other species!) to do a bit of independent research. Find at least three (3) academic sources (either scholarly books or peer-reviewed journal articles), and write an annotated bibliography essay [**approx. 1000-1200 words**] using these sources.

### **Essay Submission Policy**

**\*All essays, exams and review assignments must use the Chicago Manual of Style citation method, which must include page reference, and a final works cited bibliographical page must be included in the submission.\***

The CMoS Quick Guide is posted on Courouselink.

**All written assignments will be submitted through DROPBOX on our Courouselink site. Please make sure to submit the assignments as PDFs to avoid problems with accessing them. Essays are to be double-spaced, 12-pt font. Dropbox will be locked after the time/date passes. No extensions will be granted for late submission unless deemed absolutely necessary by the instructor and may require documentation.** Exceptions may be made for COVID or other serious illness. Extensions can usually only be given **at least 5 days before** the due date.

Requests made on or after the due date will NOT be considered. In the interest of consistency for all students, extension will **not** be for any of the following reasons:

Computer or printer problems

Assignments are due at the same time in other courses

You have to do an extra shift in your job that week

You will be away that week

**All late essays will be subject to automatic penalty of 4/100 points for the assignment for each day they are late.** This adds up quickly; you are better off to get it in on time. **I DO NOT ACCEPT EMAILED PAPERS.** If you need to submit an assignment late, you must email me WITHOUT any paper attached, and request that I reopen the Dropbox for you. You may not receive any feedback on it, and may receive only the numeric grade.

### **Reweighting of Assignments**

The value of the various components for this course will not be reweighted, except in very exceptional cases, based on the discretion of the instructor.

### **Handing in and Getting Back Assignments**

Assignments will not be accepted after the last day of class. All History papers and assignments are to be handed in according to the professor's instructions, which will be via DROPBOX this semester.

## Teaching and Learning Activities

### Weekly Activities

\*= Avl on our Courselink site;  
otherwise in Ares Reserve

**ASSIGNED READINGS ARE LISTED BELOW AS “READINGS.” AFTER THOSE, STUDENTS MUST CHOOSE AT LEAST ONE OTHER ARTICLE OR CHAPTER LISTED AS “READINGS TO CHOOSE FROM” TO READ, IN ORDER TO BE ABLE TO ENGAGE IN A LIVELY CLASS DISCUSSION WITH OTHER STUDENTS WHO MAY OR MAY NOT HAVE READ A DIFFERENT TEXT FROM THE LIST. YOUR PARTICIPATION IN THIS MANNER IS A REQUIRED ASPECT OF THIS COURSE.**

**Week 1: Introduction to non-human animals in history; a framework for historical inquiry.**

**Mon Jan 6:** Intro to course materials and themes

**W: Jan 8** Defining Terms: “non-human animal”; agency; anthropocentrism; anthropomorphism; speciesism; pre- and post-domesticity; biomedical research; agribusiness; lycanthropy.

**Readings:** \*Dorothee Brantz (ed.), *Beastly Natures: Animals, Humans, and the Study of History* (Charlottesville: University of Virginia Press, 2010), “Introduction,” 1-13.

[https://books.google.ca/books?id=zdGPZ41NPEIC&printsec=copyright&redir\\_esc=y#v=onepage&q=introduction&f=true](https://books.google.ca/books?id=zdGPZ41NPEIC&printsec=copyright&redir_esc=y#v=onepage&q=introduction&f=true)

\*Richard W. Bulliet, *Hunters, Herders, and Hamburgers: The Past and Future of Human-Animal Relationships* (NY: Columbia University Press, 2005), Ch 2, “The Stages of Human-Animal Relations,” 36-46.

\*Sarra Tlili, *Animals in the Qur’an* (New York: Cambridge University Press, 2012), “Introduction,” 3-12.

**Week 2: Canine-Human evolution and linkages – where did it begin? Commensalism? Coevolution?**

**Defining Animal History Terms due Mon Jan 13th@ 1:00pm**

**Mon Jan 13**

**Weds Jan 15**

**Readings:** \*Wolfgang M. Schleidt and Michael D. Shalter, “Co-evolution of Humans and Canids: An Alternative View of Dog Domestication: Homo Homini Lupus?” *Evolution and Cognition* 9:1(2003), 57-72.

\*Brandy R. Fogg, Nimachia Howe, and Raymond Pierotti, “Relationships Between Indigenous American Peoples and Wolves 1: Wolves as Teachers and Guides,” *Journal of Ethnobiology* 35:2 (2015), 262–285.

\*L. David Mech, “Do Indigenous American Peoples’ Stories Inform the Study of Dog Domestication?” *Ethnobiology Letters* 10:1 (2019), 69–75.

**Readings To Choose From:**

\*Wolfgang M. Schleidt, “Is Humaneness Canine?” *Human Ethology Bulletin* 13:4(1998), 1-4.

\*Raymond Pierotti & Brandy R. Fogg, *The First Domestication: How Wolves and Humans Coevolved* (New Haven: Yale University Press, 2017), especially Chs 2-4

**Week 3: Ancient Attitudes toward Canines and Wolves – Greeks and Romans, Egypt, Hittites, Persia; Animal Domestication**

**Mon Jan 20**

**Weds Jan 22**

**Readings:** \*Worringer manuscript, Ch 2, “Pre-modern Wolf: Deity or Demon in Antiquity.”

**Canine Evolution Debate due Fri Jan 24<sup>th</sup>@11:30pm**

**Week 4: Religious Views of Animals and Canines (Wolves) in particular - in Judaism, Christianity, Islam, Buddhism, Shintō**

**Mon Jan 27**

**Weds Jan 29**

**Readings:** \*Rod Preece and David Fraser, “The Status of Animals in Biblical and Christian Thought: A Study in Colliding Values,” *Society & Animals* 8:3 (2000), 245-263.

Paul Williams, *Howls of Imagination: Wolves of England* (UK: Heart of Albion Press, 2007), Ch 3, “The Devil Wolf,” 37-50.

\*Sarra Tlili, *Animals in the Qur’an* (New York: Cambridge University Press, 2012), Ch 1, “Animals Outside Islamic Tradition,” 13-41.

\*Brett L. Walker, *Lost Wolves of Japan* (Seattle: University of Washington Press, 2005), Ch 2, “Culture and the Creation of Japan’s Sacred Wolves,” 57-95.

**Readings To Choose From:**

\*St. Augustine, *City of God*.

Judith A. Barad, *Aquinas on the Nature and Treatment of Animals* (San Francisco: International Scholars Press, 1995).

St. Thomas Aquinas, *Summa Contra Gentiles*. Book Three: Providence, Part II: Chapters 84-163, translated by Vernon J. Bourke.

Andrew Linzey, *The Status of Animals in the Christian Tradition*. Foreword by John Reader (Birmingham: Woodbrooke College, 1985).

Malcolm Drew Donalson, *The History of the Wolf in Western Civilization: From Antiquity to the Middle Ages* (New York: The Edwin Mellen Press, 2006).

Chapters of interest (you can choose one):

1. The Scriptures [Old and New Testament analysis]
2. In the Fathers [Christian theologians]
3. In the Classical Heritage [Aesop’s fables; Rome]
4. In the Beast Epics and Bestiaries [Medieval]
5. In the Early Middle Ages [Germanic; lycanthropy & werewolves]
6. In the Late Middle Ages [Norse; western European]
7. Conclusion

\*Sarra Tlili, “Animal Ethics in Islam: A Review Article,” *Religions* 9:269(September 2018), 1-18. [www.mdpi.com/journal/religions](http://www.mdpi.com/journal/religions) .

\*John Knight, “On the Extinction of the Japanese Wolf,” *Asian Folklore Studies* 56:1(1997), 129-159.



John Knight, *Waiting for Wolves in Japan: An Anthropological Study of People-Wildlife Relations* (Oxford: Oxford University Press, 2003).

**Week 5: Wolf Folklore in the Middle Ages in Asia, Europe, America – Norse, Turks & Mongols, Indigenous Americans, Irish “Wolfland,” Slavs: “Fairy Tale Wolves”**

**Mon Feb 3**

**Weds Feb 5**

**Readings:** \*Renée Worringer, “Shepherd’s Enemy or Aşina, Böri, Börte Činō, and Bozkurt?: Wolf as Menace, Wolf as Mythical,” *Society & Animals* (2016) 1-18.

Kieran Hickey, *Wolves in Ireland: A Natural and Cultural History* (Portland: Four Courts Press, 2011), Ch 4.

**Readings To Choose From:**

\*Aleks G. Pluskowski, “Lupine Apocalypse: The Wolf in Pagan and Christian Cosmology in Medieval Britain and Scandinavia,” *Cosmos* 17(2001), 113-131.

\*Aleks Pluskowski, “The Tyranny of the Gingerbread House: Contextualising the Fear of Wolves in Medieval Northern Europe through Material Culture, Ecology and Folklore,” *Current Swedish Archaeology* 13(2005), 141-160.

**Week 6: Medieval Taming of the Wilderness, Human Sedentarization and Agricultural Transformation – Domestication, Sheep-Raising, the Roles of Canines, and Monotheistic Faith**

**Mon Feb 10**      ***Librarian Dave Hudson’s Research Tutorial***

**Weds Feb 12**

**Readings:** \*Philip Hunter, “The genetics of domestication: Research into the domestication of livestock and companion animals sheds light both on their “evolution” and human history,” *EMBO reports* 19:2(2018), 201-205.

\*Worringer manuscript, Chapter 5: “Animal Domestication and the Wolf-Dog Binary,” esp sections on “Livestock Domestication” and “From Wolf to ‘Enlightened Wolf’: the Dog.”

### **Readings To Choose From:**

\*Pluskowski, Aleksander. *Wolves and the Wilderness in the Middle Ages* (Woodbridge: Boydell, 2006).

\*Sally Coulthard, *A Short History of the World According to Sheep* (UK: Head of Zeus, Ltd., 2020), choose any of these: Ch 7, “Dogs and Drivers,” 107-126; Ch 9, “Knit for Victory,” 149-174; Ch 10, “Sheepe Hath Payed for it All,” 177-193; Ch 11, “Sheep Devour People,” 197-217.

\*Worringer manuscript, Chapter 6: “Medieval Wolf: Menace to Mistreated”

**MID-SEMESTER BREAK – NO CLASSES FEBRUARY 17<sup>TH</sup>-21<sup>ST</sup>**

### **Week 7: Shapeshifters and Werewolves; Wartime and Wolves (e.g. 17<sup>th</sup> century 30 Years War)**

**Mon Feb 24**

**Weds Feb 26**

***Students must find an article or book chapter about werewolves or a famous story of one and analyze its meaning. There are so many! Below are a few readings that may assist you (but you cannot use the first 2).***

**Readings:** Martin Rheinheimer, “The Belief in Werewolves and the Extermination of Real Wolves in Schleswig-Holstein,” in Patrick Masius and Jena Sprenger (eds.), *A Fairytale in Question : Historical Interactions Between Humans and Wolves* (UK: The White Horse Press, 2015), 39-56.

Paul Williams, *Howls of Imagination: Wolves of England* (UK: Heart of Albion Press, 2007), Ch 4, “The Human Wolf,” 51-65.

### **Readings To Choose From**

\*Montague Summers, *The Werewolf in Lore and Legend* (New York: Dover Publications, 2003. 1<sup>st</sup> published 1933). **First book on this topic!**

<https://archive.org/details/TheWerewolfInLoreAndLegend>

Alexander Kling, “War-Time, Wolf-Time. Material-Semiotic Knots in the Chronicles of the Thirty Years’ War,” in Masius and Sprenger (eds.), *A Fairytale in Question...*, 19-38.

**Week 8: Taming the Wilderness in the Modern Era, Industrial Livestock Management, and National Modernity – Wolf Eradication and Wolf Hunts – Wolves and resisters be damned in the UK, America, and Japan; “Animals for use”**

**Mon March 3**

**Weds March 5**

**Readings:** \*Dominic Green, “Wool, Wheat and Wet Weather,” *Spectator*, 334:9859(12 Aug. 2017), pp. 26-27. Review of Robert Winder, *The Last Wolf: The Hidden Springs of Englishness* (Great Britain: Abacus, 2017).

\*Kieran R. Hickey, “A geographical perspective on the decline and extermination of the Irish wolf *canis lupus*— an initial assessment,” *Irish Geography* 33:2(2000), 185-198.

\*Jon T. Coleman, *Vicious: Wolves and Men in America* (New Haven: Yale University Press, 2004). “Introduction,” 1-15.

**Warning: this book chronicles extremely brutal and sadistic methods of extermination of wolves by humans.**

\*Worringer manuscript, Chapter 8: “Wolves to Hunt, Sheep to Raise: Capitalism, Empire, and Rebels” and/or Ch 9: “Modernity and the Wolf: Extinct or Endangered.”

**Werewolves/Shapeshifters article/book chapter review due Thurs March 6<sup>th</sup>@11:30 pm**

**Readings To Choose From:**

\*Kieran R. Hickey, “Where Have all the Wolves Gone?” in Fenwick, J. (ed.) *Lost and found II: Rediscovering Ireland's Past* (Dublin: Wordwell, 2009), pp. 29-40.

Masius and Sprenger (eds.), *A Fairytale in Question...*. Chapters on wolf extermination efforts in Germany, Sweden, Spain, India, Britain, etc.

Thomas R. Dunlap, *Saving America's Wildlife: Ecology and the American Mind, 1850-1990* (Princeton: Princeton University Press, 1988), Ch 1, "Saving Animals for Use," 5-17.

\*Stephanie Rutherford, *Villain, Vermin, Icon, Kin: Wolves and the Making of Canada* (Montreal: McGill-Queen's University Press, 2022). Ch 3, "Passion: Writing the Wolf in Canadian Literature," 83-108.

Michael J. Robinson, *Predatory Bureaucracy: The Extermination of Wolves and the Transformation of the West* (University Press of Colorado, 2005).

\*Brett L. Walker, *Lost Wolves of Japan* (Seattle: University of Washington Press, 2005), Ch 4: "Meiji Modernization, Scientific Agriculture, and Destroying the Hokkaido Wolf," 129-157 and Ch 5: "Wolf Bounties and Ecologies of Progress," 158-183.

## **Week 9: Canines in the Modern Context I**

### **Mon March 10 The "Enlightened Wolf" – the (Herding) Dog, Herding Instincts, Dog breeding, and Dogsports in "Post-Domesticity"**

**Readings:** \*Heike Krause, Udo Ganslosser, and Nina Marie Hohlfeld, "Dog Training, Keeping and Selection around 1300, Using the Example of Albertus Magnus and Petrus de Crescentiis," *Animals* 13: 3698 (2023), 1-7.

<https://www.mdpi.com/journal/animals> .

\*Worringer manuscript, Ch 10: "Wolf and Dog, Sheep and Shepherd."

### **Weds March 12 Fascism, Wolves, and Military Iconography**

**Readings:** \*Worringer manuscript, Ch 11: "The Modern Turkish Bozkurt: From War Heroes to Radical Nationalism" and/or Ch 12: "Nationalist Imagery and Military Iconography: the 'War Wolf'."

### **Readings To Choose From**

\*Raymond & Lorna Coppinger, *Dogs: A Startling New Understanding of Canine Origin, Behavior & Evolution* (NY: Scribner, 2001).

\*Stephanie Rutherford, "Wolfish White Nationalisms? Lycanthropic Longing on the Alt-right," *Journal of Intercultural Studies* 41:1(2020), 60-76.

## **Week 10: Canines in the Modern Context II**

**Mon March 17**                    **Pop Culture Canines – Advertising and Consumerism, Wolves in Literature**

**Weds March 19:**                **Pop Culture Canines and Racism**

**Readings:** \*Worringer manuscript, Ch 13, “Post-Modern Wolf: Pop Culture, Media Wolves, Environmental Icon.”

\*Peter Arnds, *Wolves at the Door: Migration, Dehumanization, Rewilding the World* (New York: Bloomsbury Academic, 2021). **Choose a chapter.**

### **Readings To Choose From**

\*Karen Jones, “Writing the Wolf: Canine Tales and North American Environmental-Literary Tradition,” *Environment and History* 17:2 (May 2011), 201-228. Also in Masius and Sprenger (eds.), *A Fairytale in Question...*, 175-202.

Linda Kalof, “The Shifting Iconography of Wolves over the Twentieth Century,” in Masius and Sprenger (eds.), *A Fairytale in Question...*, 203-228.

***Make sure you have found a non-human animal insignia, logo, advertisement, or pop culture image to analyze and present in Week 11***

## **Week 11: Canines in the Modern Context III**

**Pop Culture Non-Human Animal image analysis due Mon March 24<sup>th</sup>@1:00pm**

**Mon March 24- Weds March 26**

**BRIEF PRESENTATIONS OF NON-HUMAN ANIMAL IMAGE ANALYSIS**

**Week 12: Extermination to Conservation, Wolves and the Environmental Movement vs. Ranchers and Hunters**

**Mon March 31**

**Weds April 2**

**Readings:** \*Gavin Van Horn, “The Making of a Wilderness Icon: Green Fire, Charismatic Species, and the Changing Status of Wolves in the United States,” in Aaron Gross and Anne Vallely (eds.), *Animals and the Human Imagination: A Companion to Animal Studies* (NY: Columbia University Press, 2012), 203-237.

\*“Charlemagne Crying Wolf: How the Wolf Went from Folktale to Culture-War Scapegoat,” *The Economist* (5 Oct 2024), 49.

### **Readings To Choose From**

Christopher J. Preston, *Tenacious Beasts: Wildlife Recoveries that Change How We Think about Animals* (Cambridge: MIT Press, 2023), Chs 1-3, 10-49.

\*Andrew Gulliford. *The Woolly West : Colorado’s Hidden History of Sheepscapes* (Texas: Texas A&M University Press, 2018), Chs 3 & 9.

\*Carol Bogezi, Lily M. van Eeden, Aaron Wirsing, and John Marzluff, “Predator-Friendly Beef Certification as an Economic Strategy to Promote Coexistence Between Ranchers and Wolves,” *Frontiers in Ecology and Evolution* [[www.frontiersin.org](http://www.frontiersin.org)] 7:Article 476 (1 December 2019), 1-15.

\*Review of Thomas R. Dunlap, *Saving America’s Wildlife: Ecology and the American Mind, 1850-1990* (Princeton: Princeton University Press, 1988).

Adam Pérou Hermans, “If you Wander in Winter, They will Eat You: Local Knowledge, Wolves, and Justice in Central Asia,” in Masius and Sprenger (eds.), *A Fairytale in Question...*, 259-281.

**Final Non-Human Animal annotated bibliography essay due Thurs April 10<sup>th</sup> @11:30pm**

## Standard Statements for Undergraduate Courses

---

To avoid distraction, the History Department requests that you turn off your wireless connections during class unless requested by the instructor to do otherwise. The Department website <http://www.uoguelph.ca/history> is helpful in various ways to students in History courses - such as conveying names of student award winners, information on undergraduate and graduate programs at Guelph, and news of the Department.

### Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is outlined in the Undergraduate Calendar.

### Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to make a booking at least 10 days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. For students at the Guelph campus, information can be found on the [SAS website](#).

### Accommodation of Religious Obligations

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements.

See the Academic calendar for information on regulations and procedures for [Academic Accommodations of Religious Obligations](#).

## **Copies of Out-of-class Assignments**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

## **Drop Date**

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all undergraduate students except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in the [Undergraduate Calendar - Dropping Courses](#).

## **Email Communication**

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

## **Health and Wellbeing**

The University of Guelph provides a wide range of health and wellbeing services at the [Vaccarino Centre for Student Wellness](#). If you are concerned about your mental health and not sure where to start, connect with a [Student Wellness Navigator](#) who can help develop a plan to manage and support your mental health or check out our [mental wellbeing resources](#). The Student Wellness team are here to help and welcome the opportunity to connect with you.

## **Illness**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

## **Recording of Materials**

Presentations that are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.



## Resources

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

## When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for [Academic Consideration](#).