

## Apes in Early Modern Human History

(History 4994W–001, Spring, 2017)

Prof. Kenneth **Gouwens** (clement.7@uconn.edu)

Office Hours: Wednesdays, 9:30am–11:00am, Wood Hall #318 (x-3750), and by appointment

**Synopsis:** This course addresses a subject of interest not only among historians but throughout the humanities: the relationship between humans and non-human animals. In particular, it focuses upon Europeans' conceptualization of simians (apes and monkeys) in the “early modern” period, which is defined in this course as 1350–1750.

**Expectations and Requirements:** The course is designed to give students an in-depth experience of **primary**-source research and of composing a formal paper (4,000–5,000 words) based upon that original research. \*\*\*\*\***Please note:** This is **not** the kind of paper that one can write quickly over the space of two or three days (let alone overnight). While the instructor will provide guidance, students' projects will require significant **independent** work over the course of the semester. If you are not at present ready for the level of commitment and personal initiative that this entails, you may wish to take History 4994W at a later date.

Active, informed participation in class discussions is mandatory and counts for 35% of the final grade for the course. That includes leading a discussion of assigned readings, analysis of one another's rough drafts in class, and the presentation of short formal critiques (200–300 words each) of two other students' papers. The rough draft of your term paper counts 25%; and, the final submitted version of the paper, 40%. For purposes of leading discussions, you will be divided into **four groups, each** of which will be responsible for **leading class one day** (February 1, 8, 15, or 22). **You must meet in advance** to discuss the text and to divide responsibilities among yourselves (meeting with the instructor, too, is encouraged, but not required). Each individual must prepare one page of questions to be submitted to the instructor before class. See the separate handout providing guidelines for discussion-leading.

**The Dreaded “F” Clause:** According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components.

**Policy on Absences:** In keeping with the course emphasis on independent research, there will be only **eight** class sessions for this course (not counting the introductory session and two tutorials, one of which is optional). Since 35% of your grade is based upon your class participation, you may wish to consider preparing thoroughly and attending with some regularity. In case of documented illness, death in the immediate family, or direct conflict with a religious commitment, absence will be excused. In such cases, the student will need to complete additional assignments.

**Laptop Computers:** Their use in class is restricted to note-taking and reading class texts online. Any student found to be surfing the web, checking email, playing games, or doing anything unconnected with the course will forfeit her or his right to use a laptop in class for the duration of the semester. If such behavior is found to be a problem in the seminar, the instructor reserves the right to prohibit altogether the use of laptops in the classroom.

**Policy on Cellphones:** The use of cell phones, including for text-messaging, is prohibited in this class. Please turn cell phones completely off, including vibration setting, and put them away. It is disturbing to the entire class – and disrespectful to the instructor – when students get up during class to receive phone calls or when they are text-messaging during a presentation or discussion. If because of an emergency you absolutely must have your phone on, please inform the instructor before class that you are expecting a call, set the phone to “vibrate,” and quietly leave the room before responding to the call.

**Recording Devices:** These are not permitted.

**Responses to E-mails:** It is a privilege rather than a right to receive rapid responses to queries sent via email. The professor will respond promptly to emails received on Mondays through Wednesdays, and within three days to emails received at other times.

### **University Writing Center:**

All students in History 4994W are encouraged to visit the University Writing Center for individualized tutorials. The Writing Center staff includes welcoming graduate and undergraduate students from across the humanities, social sciences, and sciences. They work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. Their first priority is guiding each student's revisions, so they frequently provide a sounding board for a writer's ideas, arguments, analytical moves, and uses of evidence. They can also work with you on sentence-level concerns, but please note that they will not proofread for you; instead, they will help you become a better editor of your own work. You should come with a copy of the assignment you are working on, a current draft (or notes if you are not yet at the draft stage), and ideas about what you want out of a session. You can drop in or make an appointment. For hours, locations, and more information, please go to [writingcenter.uconn.edu](http://writingcenter.uconn.edu).

### **Academic Integrity**

In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and an ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another's ideas, language, or syntax. You are welcome to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty.

However, when you *use* another's ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on *any* assignment, large or small, may result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty, consult UConn's *Student Code*: [http://www.community.uconn.edu/student\\_code.html](http://www.community.uconn.edu/student_code.html), Appendix “A.” Please note that ignorance of prevailing academic conventions or of UConn's policies never excuses a violation. You are encouraged to meet with the professor if you have questions about when and how to cite; you would also be wise to consult a writing handbook.

### *Schedule of Class Meetings*

**18 Jan** Course Structure & Requirements; Guidelines for Selecting Topics; Scanning

**25 Jan** **Ancient Thought on Apes and its Renaissance Reception**

Stephen T. Newmyer, *Animals in Greek and Roman Thought: A Sourcebook* (London: Routledge, 2011), 3-23, 27-34, 37-52, 57-68.

Aelian, *On the Nature of Animals*, & Pliny, *Natural History*: selections

Kenneth Gouwens, "Human Exceptionalism," in *The Renaissance World*, ed. John Jeffries Martin (London: Routledge, 2007), 415–34.

**1 Feb** **Sexuality and Character**

Londa Schiebinger, *Nature's Body: Gender in the Making of Modern Science* (any edition), chaps. 2–3 (pp. 40-114); **on reserve:** QP81.5 .S35 2004 (or, 1993)

Janson, *Apes and Ape Lore*, 13-22, 29-56, 261-76 (**on reserve:** GN730 .A6 J3 1952)

Holly Dugan, "A Natural History of Ravishment," in *Renaissance Posthumanism*, ed. Joseph Campana and Scott Maisano (New York: Fordham UP, 2016), 120–44.

Erasmus, *Adages*, selections TBA

**8 Feb** **Natural Histories & Travel Literature**

Edward Topsell, *The History of Four-Footed Beasts* (1653), 2-12

Thomas Roe, report on his trip to Jahangir's court (1615), XXV (=9-10)

Samuel Purchas, *Purchas His Pilgrimes* (1625), accounts of Roe, Acosta, & Knivet

Flores, Jorge. "Distant Wonders: The Strange and the Marvelous between Mughal India and Habsburg Iberia in the Early Seventeenth Century," *Comparative Studies in Society and History* 49:3 (2007): 553–81.

**15 Feb** **Apes in the Arts: Painting, Tapestry, & Theater**

John Bury, "El Greco's *Allegory*: An Interpretation," *Apollo* 145 (Feb. 1997): 24-25.

Anat Feinberg, "Like Demie Gods the Apes Began to Move: The Ape in the English Theatrical Tradition," *Cahiers elisabethains* 35:1 (1989): 1-13.

James Knowles, "'Can ye not tell a man from a marmoset?': Apes and Others on the

- Early Modern Stage,” in *Renaissance Beasts: Of Animals, Humans, and Other Wonderful Creatures*, ed. Erica Fudge (Urbana: U. of Illinois Pr., 2004), 138-163.
- Matthew Steggle, “Greene’s baboone: Thomas Greene, Ape Impersonator?” *Theatre Notebook* 60:2 (2006): 72–75.
- Ariane van Suchtelen, “Hendrick ter Brugghen’s *Bacchante with an Ape*: The Painter’s Working Method and Theme,” *J. Paul Getty Museum Journal* 19 (1991): 35-42.
- Margaret A. Sullivan, “Peter Bruegel the Elder’s Two Monkeys: A New Interpretation,” *Art Bulletin* 63:1 (March, 1981): 114–126.

**22 Feb Comparative Anatomy**

- Andreas Vesalius, *The Fabric of the Human Body* (1543; 2014 ed.), 546–48, 627–73, 1002, 1259–60, 1287. **On reserve:** QM25 .V4713 2014 vols. 1-2.
- Andreas Vesalius, *The China Root Epistle: A New Translation and Critical Edition*, ed. Daniel H. Garrison (Cambridge: Cambridge UP, 2015), 46-57, 110-123, 170-77.
- Edward Tyson, *Orang-Outang ... or the anatomy of a pygmie compared with that of a monkey, an ape, and a man* (1699), selections

**1 Mar Research Methods & Topics:** \*\*\*just this once, please bring your laptop computer to class. Databases of use include EEBO, ITER, and JSTOR; subject headings include “Zoology—Pre-Linnean Works”; “Anatomy, Comparative—Early Works to 1800”; and “Anatomic, Artistic—Early Works to 1800”. Catalogs include WorldCat (specify UConn, & books only) and [catalog.princeton.edu](http://catalog.princeton.edu)

**8 Mar** Tutorials

**15 Mar** Spring Break; no class meeting

**18 Mar 250-word paper proposal & one-page bibliography due; distribute electronically to all members of class**

**22 Mar** Presentation and Discussion of Proposals

**29 Mar** Class will not meet

**5 Apr** Optional Tutorials

- 12 Apr** Class will not meet. \*\*\* **Rough Drafts Due.** You are responsible for distributing yours electronically to all members of the class
- 19 Apr** Student Presentations
- 30 Apr** **Final Papers Due** electronically by 8:00pm; if instructor has not acknowledged receipt by 11pm, you must submit a paper copy to the History Department main office by noon on Monday 1 May