

HPSC3051

Zoos in Science and Culture

Syllabus

Session	2016-17
Web site	www.ucl.ac.uk/sts/cain/
Moodle site	https://moodle.ucl.ac.uk/course/view.php?id=38873
Timetable and location	www.ucl.ac.uk/timetable , <u>or</u> tinyurl.com/hpsc3051

Description

We once loved zoos. They stood as an important symbol of science at its best. In the 21st century, this changed. Zoos are at the centre of many debates about the role of science in society, about the limits of human-animal interactions, and about the future of biodiversity in the wild. This module explores history, ethics, and policy as they relate to zoos. Students will have opportunities to research and debate. Most important, they'll have an opportunity to ***think*** about the role of zoos as centres of science, science communication, and cultural engagement.

Key Information

Assessment	100%	coursework	4,000 words
Prerequisites	none		
Required texts	readings listed below		

Module tutors

Module tutor	Professor Joe Cain
Contact	J.Cain@ucl.ac.uk t: 020 7679 3041
Web	www.ucl.ac.uk/sts/cain
Office location	22 Gordon Square, room 1.3
Office hours:	Friday 15:00-16:00, or by appointment*

* - Prof Cain's diary is managed by STS Operations Administrator, Mr Malcolm Chalmers, whose office is in 22 Gordon Square, room G2. Please speak with him to organize a meeting time outside regular office hours. You are very welcome to do this, though please use the office hours as a first choice. HPSC3051 students you have priority during that office hour.

Aims and objectives

Aims

HPSC3051 aims include:

- equip students to critically question and analyze the social, political and ethical aspects of ongoing science and technology
- integrate key themes in history and philosophy of science, science communication, and science policy
- develop analytical and interpretative skills using relatively commonplace elements of science and technology
- think more about zoos and develop mature views as to their place in culture and their value for the purposes claimed by advocates and critics alike

Objectives

By the end of the module, students should be able to:

- describe key elements in the history and philosophy of science as they relate to zoos
- describe key elements of science communication found in zoos and zoo-like spaces
- describe key elements of science policy as they relate to zoos and related sites of science
- critically analyze the social, political and ethical aspects of zoos
- relate key insights from HPS and STS to known and novel cases of zoos
- demonstrate an ability to research HPS and STS questions, producing substantial packages of information, well organized and clearly focused
- effectively communicate their views

The course will improve:

1. ability to interpret events
2. ability to work in an interdisciplinary fashion
3. ability to apply abstract models to particular instances
4. ability to integrate social, cultural, political, industrial and economic contexts of science
5. ability to communicate ideas clearly in ways appropriate to the context
6. ability to communicate ideas effectively

For students in other degree programmes, the course will increase:

1. awareness of the evolving and complex role of STM in public policy, past and present;

- likewise, the relations between STM and the State more generally, and STM and values
2. awareness of the influence of culture on scientific ideas, practices, resources and opportunities; that STM sometimes shows distinct differences when undertaken by different people in different cultures
 3. awareness that the understanding and use of STM information and knowledge changes in different settings and can vary between different groups

Improving writing skill - prose that is clear, deliberate, and to the point – is an ancillary objective of essay assignment.

Course plan

This module has three activities: class time, coursework, and visits to zoos or zoo-like places.

Class time

This module has a 1x2hour class time structure. These sessions will mix traditional lecture, seminar discussion, small group projects, and peer debates. The goals are to present new content, introduce students to alternative perspective, engage key source materials, and identify possible answers to core issues. Sessions are constructed around specific themes and questions, preparatory readings are provided. Students are expected to have read and reflected upon the core reading prior to the scheduled session.

Coursework

One 4,000-word essay will be assigned. This will be in the form of an advocacy paper. Details are below, as are the general criteria for assessment. There is no examination. The essay contributes 100% to the module mark.

Because this is an advanced, third-year module, students are expected to use advanced research and analytical skills in their work. Their work should reflect substantial independent learning. It also should reflect substantial effort condensed into a compact product. Students may bring to bear whatever resources they think may be applicable to their arguments; however, all submissions must be solely and exclusively their own work. Support sessions will be provided for the essay throughout the term, with additional information provided in class sessions.

Visits

This course requires thinking about zoos and zoo-like spaces. Students are encouraged to visit London facilities that present themselves as zoos and zoo-like spaces. Boundaries will be important, so they are equally encouraged to visit spaces that seem near to the mark. Each class session will include mention of London and near-London resources.

Owing to time constraints in the module, students will need to visit some of these as part of their independent learning for the module. The module tutor will attempt to organize at least one collective visit.

Schedule

UCL	date (Fri)	Topic
06	07 Oct	What is a Zoo?
07	14 Oct	What belongs in a Zoo?
08	21 Oct	How do we frame a Zoo?
09	28 Oct	Who visits Zoos?
10	04 Nov	What do people do at the Zoo?
11	11 Nov	Reading Week Visit a zoo on two days during reading week
12	18 Nov	Schools of Ethics
13	25 Nov	Why should we have a Zoo?
14	02 Dec	Is a zoo really a museum? Meet at UCL Grant Museum of Zoology
15	09 Dec	What do we do with the animals?
16	16 Dec	What's the future of Zoos?
	06 Jan 17 24:00	Deadline for submitting advocacy paper via Moodle

Also, visit the exhibition at Grant Museum of Zoology 19Oct-23Dec: "Natural Creativity: Sex and Trickery". The advertisement follows:

Why is the natural world so colourful and varied? This exhibition of drawings by Clara Lacy looks at the myriad of shapes, sizes and behavioural tactics some animals have evolved in order to survive and reproduce.

Clara Lacy is an Artist in Residence in UCL's Department of Genetics, Evolution and Environment. Working closely with the scientists based there, Lacy's illustrations bring to life their research into the amazing variety of sexual and genetic survival strategies in the animal kingdom.

Assessment

Type	Description	Deadline	Word limit
CW	Coursework	see schedule	4,000 words

This essay title is provided on a separate document. This is posted on the module's UCL Moodle page.

Important policy information

Refer to the *STS Student Handbook*. If you have any questions, please consult the module tutor.

Readings

Because this is a research course, there will be no required readings. Below is a list of indicative readings, suggested to begin research in particular areas. Please feel free to discuss additional sources on the Moodle forum. Also, seek additional resources through UCL Library's subject specialists or talk with Professor Cain.

GENERAL

Patrick, Patricia G. and Sue Dale Tunnicliffe. *Zoo Talk*. New York: Spring, 2013.

Norton, B., M. Hutchins, E. Stevens, and T. Maple. *Ethics on the ark: zoos, animal welfare, and wildlife conservation*. Washington, D.C.: Smithsonian Institution Press, 1995.

Medawar, P. B. and J.S. Medawar. *Aristotle to zoos: a philosophical dictionary of biology*. 1985.

WHAT DO ZOOS DO?

How do Zoos define their purpose?

Rothfels, Nigel. *Savages and Beasts: The Birth of the Modern Zoo*. Baltimore: The Johns Hopkins University Press, 2002.

Croke, Vicki. "The modern ark: The story of **zoos**: past, present, and future." New York: Scribner, 1997.

Lee, Keekok. *Zoos: A Philosophical Tour*. Basingstoke: Palgrave Macmillan, 2005.

WELCOME TO THE LONDON ZOO

Edwards, John. "London Zoo from old photographs 1852-1914. Compiled, described and published." 1996.

WHO GOES TO A ZOO?

Falk, J.H., E. M. Reinhard, C.L. Vernon, K. Bronnenkant, N. L. Deans, J. E. Heimlich. "Why Zoos & Aquariums Matter: Assessing the Impact of a Visit." Silver Spring: Association of Zoos & Aquariums, 2007.

ZOO DESIGN AND EXHIBITION

Braverman, Irus. "Looking at Zoos." *Cultural Studies* 25:6 (2011): 809-842.

WHERE DO THE ANIMALS COME FROM?

Buck, Frank and Edward Anthony. *Bring 'Em Back Alive*. ????: Simon and Schuster, 1930.

Buck, Frank. *Bring 'Em Back Alive: The Best of Frank Buck*. Edited by Steven Lehrer. ????: Texas Tech University, 2000.

"Bring 'Em Back Alive" film

THE ZOO AS SPECTACLE AND THEATER

Montgomery, Scott L. "The zoo: Theatre of the animals." *Science as Culture* 4:4 (1995): 565-600.

- Quigley, Christine. *Dissection on display: cadavers, anatomists, and public spectacle*. 2012.
- Bogdan, Robert. *Freak Show: Presenting Human Oddities for Amusement and Profit*. 1990.
- Hanson, Elizabeth. *Animal Attractions: Nature on Display in American Zoos*. Princeton: Princeton University Press, 2002.

THE ZOO AS SCIENCE AND RESEARCH

- Pennisi, Elizabeth. "Zoo's New Primate Exhibit to Double as Research Lab." *Science* 293: 5533 (2001): 1247.
- Cohen, Jon. "Almost chimpanzee: searching for what makes us human, in rainforests, labs, sanctuaries, and zoos." 2010.

POWER AND AUTHORITY IN ZOOS

- Rydell, Robert. *All the World's a Fair: Visions of Empire at American International Expositions, 1876-1916*. Chicago: University of Chicago Press, 1987.

CONSERVATION IN ZOOS

- Balmford, Andrew, Kroshko, Jeanette Kroshko, Nigel Leader-Williams, Georgia Mason, D. A. Conde, N. Flesness, F. Colchero, O. R. Jones, A. Scheuerlein. "Zoos and Captive Breeding." *Science* 332: 6034 (2011): 1149-1151.
- Hutchins, M. "Zoo and aquarium animal management and conservation: current trends and future challenges." *International Zoology Yearbook*. 38 (2003): 14-28.

IS NATURE A ZOO?

- Mitman, Gregg. "When Nature Is the Zoo: Vision and Power in the Art and Science of Natural History." *Osiris* 11 (1996): 117-143.

WHY IS THE CIRCUS NOT A ZOO?

Tarcher, Jeremy P. *The Tower Menagerie: The Amazing 600-Year History of the Royal Collection of Wild and Ferocious Beasts Kept at the Tower of London*. Penguin: ???, 2004.

Koenigsberger, Kurt. *The Novel and the Menagerie: Totality, Englishness, and Empire*. Ohio State University, 2007.

Adams, Bluford. "'A Stupendous Mirror of Departed Empires': The Barnum Hippodromes and Circuses, 1874-1891." *American Literary History* 8:1 (1996): 34-56.

ZOOS AS SCIENCE EDUCATION

- Fenichel, Marilyn and Heidi A. Schweingruber. *Surrounded by science: learning science in informal environments*. 2010.

HUMAN ZOOS

- Morris, Desmond. *Human Zoo*.
- Rydell, Robert. "All the World's a Fair."

Blanchard, Pascal (ed). *Human zoos: science and spectacle in the age of colonial empires*. Liverpool: Liverpool University Press, 2008.

GENETIC AND TAXIDERMIC ZOOS

Anderson, Kay. "Culture and Nature at the Adelaide Zoo: At the Frontiers of 'Human' Geography." *Transactions of the Institute of British Geographers* 20: 3 (1995): 275-294.

Poliquin, Rachel. *The breathless zoo: taxidermy and the cultures of longing*, 2012.

ETHICAL ZOOS

Norton, B., M. Hutchins, E. Stevens, and T. Maple. *Ethics on the ark: zoos, animal welfare, and wildlife conservation*. Washington, D.C.: Smithsonian Institution Press, 1995.

Wickins-Drazilova, Dita. "Zoo Animal Welfare." *Journal of Agricultural and Environmental Ethics* 19 (2006): 27-36.

WHEN ANIMALS ARE GIFTS

Panda diplomacy:

<http://www.bbc.co.uk/news/science-environment-24161385>

Nicholls, Henry. *The Way of the Panda: The Curious History of China's Political Animal*. London: Profile Books, Ltd, 2010.

WHAT HAPPENS WHEN A ZOO GOES BAD?

Wemmer, Chris. "Opportunities lost: Zoos and the marsupial that tried to be a wolf." *Zoo Biology* 21: 1 (2002): 1-4.

Guiler, Eric R. "The Beaumaris Zoo in Hobart." *Papers and Proceedings (Tasmanian Historical Research Association)* 33:4 (1986): 121-171.