**Syllabus HIST 382/582: Animals in History** Dr. Emily Wakild

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Time: Tu/Th 9-10:15am Phone: 208.426.3529

Office Hours: M 12-2pm; T/Th 10:30-12 Office: Library L181

Classroom: ILC 303

This is not a typical history course. Our subjects are nonhuman, our chronology is nonlinear, and our geography is wide-ranging. Rather than examine societies or nations, this course takes as its core subject the varied, complex, and changing relationships between humans and other animals. While we cannot altogether ignore politics and economics, we will attempt to answer what is at its core a social and cultural question, that is, *how have animals shaped the human past*? We will balance individual animal profiles with different approaches to these relationships from historians, journalists, scientists, and artists. We will consider the biological nature of animals as well as their symbolic importance. In sum, we will seek out a variety of different perspectives that may or may not allow the animals to speak to us.

Why study (other) animals in history? Over the course of the semester I hope you come up with your own answer to this question. My answer is this: Nonhuman animals teach us about the many ways of being human. They help us see difference and sameness, they demonstrate the potential for and limits of empathy, and they satisfy all sorts of human needs—for food, protection, transportation, and pleasure.

This is a course designed with your growth as a historian in mind. Historians—especially those interested in the world beyond a single nation-state—face the perpetual issue of whether or not to go broad or to go deep in time and in place. In this course we go broad in attempts to provide comparative examples and contrasts which leaves us little time to go deeply into any single society. As a result, geographically and temporally, this course is wide ranging. It’s a global course but we don’t cover the entire world or even every continent’s bestiary. The majority of the readings are geographically based in the Americas, my own region of expertise, but you will soon see that many of the examples transcend boundaries and borders; animals belong to no particular nation or culture (although many nations claim that they do). It is also a course that uses the very deep past—think Ice Age—to give depth to the present. We focus most on the twentieth century but not without considering early modern and ancient roots of human relationships with animals.

We will read articles, chapters, and documents instead of books. We will also watch films, analyze images, and take a trip to the zoo. There will be examples from cultures you’ve never heard of and historical events with which you are unfamiliar. I expect you to be open-minded and embrace this complexity; if you cannot do this you should find another course.

If we all work on this together, by the end of the semester you should be able to:

1. Articulate how various cultures have interacted with animals in different times and places.
2. Identify and analyze different interpretations of animals from scientific, popular, and academic sources.
3. Critically examine the historical roots, logical validity, and potential consequences of various attitudes towards animals (including your own).
4. Formulate your own intelligent, critical, historical questions about animals.
5. Offer written answers to these questions with evidence-based research.

Toward this end, the course is organized by three sets of relationships: Extinction and Invasion, Production and Consumption, and Nature and Culture. These three parts draw upon three critical sets of relationships between humans and animals. Pay attention to the organization and the examples. Each day we will engage in a series of activities, discussions, and (rarely) lectures, designed to further these outcomes. I will give you complete citations of materials and I expect you to do the same as well as become skilled at identifying what components of documentation are notable enough for citation. I’m less interested where your commas and parentheses go than I am in knowing you can describe the where, when, and who of a source’s origin.

One major thread through this course is the use of scientific research, science writing, and scientists’ arguments and debates as historical sources that both inform our understandings of animals and become themselves subjects of critique. Topics such as extinction, wildlife, and conservation are all informed by the lens of science and we must in turn apply history to that science. But science does not always translate well into popular knowledge. To interrogate why this might be, we will examine some examples of children’s literature and popular film.

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We will talk more about some animals than others. Elephants, bears, birds, toads, and wolves make repeated appearances although we rarely discuss dogs, horses, and giraffes. There are simply far too many animals in history to explore them all in one semester.

You must come prepared to participate, having done your own work outside of the classroom in order to be successful. For every day there is a primary reading and there are recommended background readings. You should expect to discuss and work with the primary reading on the day it is assigned; background readings are bonus and especially targeted for graduate students or those students interested in pursuing independent research on the subjects in this class

**Assignments:**

Paper 1: Three Lenses Approach 20% Sept. 22

Paper 2: Policy Brief 20% Nov. 3

Paper 3: Creature Chronicle (film script or children’s story) 20% Dec. 1

Paper 4: The Long Assignment (animal selection due Sept 1) 25% Final Exam

Participation including Notes 15% All semester

[Graduate Students will meet with the professor to determine additional requirements.]

**Course Schedule**:

Please note: all readings are available online (link provided) or in our Course Blackboard site.

**Part I: Species, Invasions, Extinctions**

**Week 1: What is an Animal?**

**Tu Aug 23** Defining Animals. Setting the stage.

Dictionary. Bible. Idaho Fish and Game. Army. PETA.

Recommended Reading:

G.E. Hutchinson, “Homage to Santa Rosalia or Why Are There So Many Kinds of Animals?” *The American Naturalist,* 93:870 (1959), 145-159.

**Th Aug 25** Defining Animal History. And taking notes.

Primary Readings:

Brett Walker, “Animals and the Intimacy of History” in Andrew Isenberg, ed. *The Oxford Handbook of Environmental History,* (New York: Oxford University Press, 2014), 52-75.

Lorraine Daston and Gregg Mitman, “The How and Why of Thinking with Animals: Introduction” in Lorraine Daston and Gregg Mitman, *Thinking with Animals: New Perspective on Anthropomorphism,* (New York: Columbia University Press, 2005), 8-20.

Recommended Reading:

Andrew Isenberg, “The Moral Ecology of Wildlife” in Nigel Rothfels, ed. *Representing Animals*

Sandra Swart, “But Where’s the Bloody Horse?”: Textuality and Corporeality in the “Animal Turn””*JLS/TLW* 23:3(2007), 271-292.

Harriet Ritvo, “Animal Planet” *Environmental History* 9:2(2004), 204-220.

**Week 2: Where have all the animals gone?**

**Tu Aug 30** Pleistocene Extinctions. And their implications. Roundtable.

Primary Readings:

Paul Martin, “Pleistocene Overkill” *Natural History,*76:10(1967), 32-39.

Shepherd Krech, III, “Pleistocene Extinctions” chapter 3 in *Ecological Indian: Myth and History* (New York: Norton, 1999).

A. D. Barnosky, et.al., “Assessing the Causes of Late Pleistocene Extinctions on the Continents,” *Science* 306, (2004),70–75.

Recommended Reading:

C. Josh Donlan, “Pleistocene Rewilding: An Optimistic Agenda for Twenty-First Century Conservation” *The American Naturalist,* 168:5 (2006), 660-681.

Shepherd Krech, III “Paleoindians and the Great Pleistocene Die-off” Nature Transformed, TeacherServe. National Humanities Center.

<http://nationalhumanitiescenter.org/tserve/nattrans/ntecoindian/essays/pleistocene.htm>

**Th Sep 1** Modern extinctions. The Mastodon and the Dodo. Science writers.

**Long Assignment Animal Selection DUE**

Primary Readings:

Elizabeth Kolbert, “The Mastodon’s Molars” chapter 2 in *The Sixth Extinction: An Unnatural History,* (New York: Picador, 2014), 23-46.

David Quammen, “Rarity unto Death,” *Song of the Dodo: Island Biogeography in an Age of Extinctions,* (New York: Scribner, 1996),259-275.

Recommended Reading:

Jon T. Coleman, “Animal Last Stands: Empathy and Extinction in the American West” *Montana: The Magazine of Western History* 55:3(Autumn, 2005), 2-13.

Mark Barrow, *Nature’s Ghosts: Confronting Extinction from the Age of Jefferson to the Age of Ecology,* (Chicago: University of Chicago Press, 2009).

**Week 3: How do we know?**

**Tu Sep 6** Library Research Session with Dr. Cheryl Oestreicher, Head of Special Collections

HELD IN LIBRARY Room 201C (in the CID area)

Primary Readings: Locate a newspaper article, children’s story, and field guide on your animal.

**Th Sep 8** Ways of knowing in different places. From different sources.

Primary Readings:

Harriet Ritvo, “Learning from Animals: Natural History for Children in the Eighteenth and Nineteenth Centuries,” chapter 2 in *Noble Cows and Hybrid Zebras: Essays on Animals and History,* (Charlottesville: University of Virginia Press, 2010), 29-49.

Nancy J. Jacobs, “The Intimate Politics of Ornithology in Colonial Africa” *Comparative Studies in Society and History,* 48:3(2006), 564-603.

**Week 4: Where do Animals Belong?**

**Tu Sep 13** Separate continents?

Primary Readings:

Alfred W. Crosby, “The Contrasts,” chapter 1 in *The Columbian Exchange: Biological and Cultural Consequences of 1492,* (Westport, Conn.: Greenwood Press, 1972), 3-34.

Harriet Ritvo “Going Forth and Multiplying: Animal Acclimatization and Invasion” *Environmental History* 17:2 (2012), pp.1 –11.

Recommended Reading:

Charles C. Mann, *1491: New Revelations of the Americas before Columbus,* (New York: Vintage, 2005).

Alfred W. Crosby, “The Columbian Exchange: Plants, Animals, and Disease between the Old and New Worlds,” National Humanities Center.

<http://nationalhumanitiescenter.org/tserve/nattrans/ntecoindian/essays/columbian.htm>

**Th Sep 15**  Invasion.

Film in class: *Cane Toads*

Primary Readings:

Bring with you having read and able to explain three copies of potential copies of your newspaper, children’s story, and field guides.

Recommended Readings:

Eric C. Rolls, “The Spread: The Grey Blanket” and “The Rabbiters” in *They All Ran Wild: The Story of Pests in the Land of Australia,* (Sydney: Angus & Robertson Publishers, 1984 [1969]) 48-90 and 90-137.

Julie Savidge, “Extinction of an Island Forest Avifauna by and Introduced Snake, *Ecology* 68:3(June 1987), 660-668.

**Week 5: Where to keep animals?**

**Tu Sep 20** Onvisiting animals.

**Three Lenses Assignment Due**

Primary Readings:

Elizabeth Hanson, “Introduction” and “Zoos Old and New” in *Animal Attractions: Nature on Display in American Zoos,* (Princeton: Princeton University Press, 2002), 1-10; 162-186.

Recommended Readings:

Nigel Rothfels, *Savages and Beasts: The Birth of the Modern Zoo,* (Baltimore: Johns Hopkins University Press, 2002), especially Introduction and Chapter 2 “Catching Animals.”

David Samuels, “Animal Nature, Human Racism, and the Future of Zoos” (Harpers

Magazine, June 2012).

**Th Sep 22** Visit to ZooBoise

Primary Reading:

ZooBoise materials

**Part II: Production and Consumption**

**Week 6: Modes of Interaction**

**Tu Sep 27** In the air.

Primary Reading:

Marcy Norton “Going to the Birds: Animals as Things and Beings in Early Modernity,” *Early Modern Things: Objects and their histories, 1500-1800*, ed. Paula Findlen, (Routledge, 2012)

Recommended Reading:

Virginia DeJohn Anderson, *Creatures of Empire: How Domestic Animals Transformed Early America,* (New York: Oxford University Press, 2004) especially part I “Thinking about Animals” p15-71.

**Th Sep 29** In the sea.

Primary Reading:

John Richards “Whales and Walruses in the Northern Oceans” *Unending Frontier: An Environmental History of the Early Modern World,* (Berkeley: University of California Press, 2003) 574-616.

 John Soluri, “On Edge: Fur Seals and Hunters along the Patagonian Littoral, 1860-1930” chapter 8 in Martha Few and Zeb Tortorici, eds. *Centering Animals in Latin American History,* (Durham: Duke University Press, 2013), 243-269.

**Week 7: Domestication and Hunting**

**Tu Oct 4** Why and why not?

Primary Reading:

Jared Diamond, “Zebras, Unhappy Marriages, and the Anna Karenina Principle: Why were most big wild mammal species never domesticated?” chapter 9 in *Guns, Germs and Steel* (London: Vintage, 1998[1997]), 157-175.

Felipe Fernández-Armesto, “Breeding to Eat: The Herding Revolution: From”Collecting” Food to “Producing” It” chapter 3 in Felipe Fernández-Armesto, *Near a Thousand Tables: A History of Food* (New York: The Free Press, 2001), 55-75.

Recommended Readings:

Neil Prendergast, “Raising the Thanksgiving Turkey: Agroecology, Gender, and the Knowledge of Nature,” *Environmental History* 16(Oct 2011): 651-677.

**Th Oct 6** Orientations towards hunting.

Primary Reading:

 Edmund Russell, “Hunting and Fishing” in *Evolutionary History: Uniting History and Biology to Understand Life on Earth,* (Cambridge University Press, 2011), 17-30.

Matt Cartmill, “A View to a Death in the Morning” chapter 12 in *A View to a Death in the Morning: Hunting and Nature through History,* (Cambridge: Harvard University Press, 1993), 225-244.

 Mary Zeiss Stange, “Women and Hunting in the West,” *Montana: The Magazine of Western History:* 55:3 (Autumn 2005), 14-21.

Recommended Readings:

Louis Warren, *The Hunter’s Game* (New Haven: Yale University Press, 1999).

**Week 8: Identifying Animals with Humans (and Groups of Humans)**

**Tu Oct 11** Human identities. Class. Roundtable.

Primary Reading:

Robert Darnton, “Workers Revolt: The Great Cat Massacre of the Rue Sant-Séverin” chapter 2 in *The Great Cat Massacre and Other Episodes in French Cultural History,* (New York: Vintage, 1984), 74-104.

Nancy J. Jacobs, “The Great Bophuthatswana Donkey Massacre: Discourse on the Ass and the Politics of Class and Grass” *American Historical Review,* 106:2(Apr 2001): 485-507.

Alan Mikhail, “Enchantment” chapter 5 in *The Animal in Ottoman Egypt,* (New York: Oxford University Press, 2014), 109-136.

Recommended Readings:

Lauren Derby, “Trujillo, the Goat: Of Beasts, Men, and Politics in the Dominican Republic,” chapter 10 in Martha Few and Zeb Tortorici, eds. *Centering Animals in Latin American History,* (Durham: Duke University Press, 2013), 302-328.

**Th Oct 13** NO CLASS—PROFESSOR GIVING TALK AT YALE UNIVERSITY

Recommended Reading:

Patricia Marx, “Pets Allowed: Why Are So Many Animals Now in Places Where They Shouldn’t Be?” *The New Yorker,* October 20, 2014. <http://www.newyorker.com/magazine/2014/10/20/pets-allowed>

Charles Phineas, “Household Pets and Urban Alienation” *Journal of Social History* 7(1974): 338-43. [spoof]

**Week 9: Agriculture**

**Tu Oct 18**  Pastoralism. Roundtable.

Primary Readings:

 Elinor G. K. Melville, *A Plague of Sheep: Environmental Consequences of the Conquest of Mexico,* (Cambridge University Press, 1994), Chp 1-2: 1-60.

 Virginia DeJohn Anderson, “King Philip’s Herds: Indians, Colonists and the Problem of Livestock in Early New England” *William and Mary Quarterly,* 51:4(1994), 601-624.

**Th Oct 20** Insects?

Primary Readings:

 Jake Kosek, “Ecologies of Empire: On the New Uses of the Honeybee” *Cultural Anthropology* 25:4(2010), 650-679.

Recommended Readings:

Joshua Blu Buhs, “The Fire Ant Wars: Nature and Science in the Pesticide Controversies of the Late Twentieth Century,” [Isis](http://www.journals.uchicago.edu/doi/abs/10.1086/512523) 93 (2002): 377-400.

Edmund P. Russell, “‘Speaking of Annihilation’: Mobilization for War Against Human

and Insect Enemies, 1914-1945,” Journal of American History 82:4 (March 1996).

**Week 10: Industrialization**

**Tu Oct 25** In the Countryside.

Primary Readings:

Alan Mikhail, “Early Modern Human and Animal” chapter 1 in *The Animal in Ottoman Egypt,* (New York: Oxford University Press, 2014), 19-37.

Steve Striffler, “Love that Chicken!” and “An American Industry” in *Chicken: The Dangerous Transformation of America’s Favorite Food,* (New Haven: Yale University Press, 2005).

**Th Oct 27** In the City.

Primary Reading:

Andrew Robichaud and Erik Steiner, “Trail of Blood: The Movement of San Francisco’s Butchertown and the Spatial Transformation of Meat Production, 1849-1901” <https://web.stanford.edu/group/spatialhistory/cgi-bin/site/pub.php?id=31>

Recommended Reading:

Sean Kheraj, “Living and Working with Domestic Animals in Nineteenth-Century Toronto” in *Urban Explorations: Environmental Histories of the Toronto Region.* Eds. L. Anders Sandberg, Stephen Bocking, Colin Coates, and Ken Cruikshank, (Hamilton: L.R. Wilson Institute for Canadian History, 2013),120-140.

William Cronon, “Annihilating Space: Meat” in *Nature’s Metropolis: Chicago and the Great West,* (New York: W.W.Norton Co., 1991), 207-262.

**Week 11: Wildlife?**

**Tu Nov 1**  Fish. Salmon.

Primary Readings:

Lissa Wadewitz, “Are Fish Wildlife?” *Environmental History* 16:3 (2011): 423-427.

Richard White “Salmon” from Organic Machine;

Rachel Schurman “Fish and Flexibility: Working in the New Chile” NACLA: Report on the Americas 37:1(July/August 2003);

Recommended Reading:

Joseph E. Taylor III, “El Niño and Vanishing Salmon: Culture, Nature, History and the Politics of Blame, 29(Winter 1998) *Western Historical Quarterly* 437-457, and

*Making Salmon: An Environmental History of the Northwest Fishery Crisis,* (Seattle: University of Washington Press, 1999).

**Th Nov 3** Game. Red Deer.

**Policy Brief DUE**

Primary Reading:

John D. C. Linnell,, Petra Kaczensky, Ulrich Wotschikowsky, Nicolas Lescureux, and Luigi Boitani. "Framing the relationship between people and nature in the context of European conservation." *Conservation Biology*, 29:4 (2015): 978-985.

Recommended Reading:

Etienne Benson, “From Wild Lives to Wildlife and Back,” *Environmental History* 16(July 2011): 418-422.

**Part III: Nature and Culture**

**Week 12: The Big Bad Wolf**

**Tu Nov 8** In the east.

Primary Reading:

Brett Walker, “Meiji Modernization, Scientific Agriculture, and the Destruction of Japan’s Hokkaido Wolf” *Environmental History* 9:2(2004), 248-274.

Recommended Reading:

Brett Walker, *The Lost Wolves of Japan* (Seattle: University of Washington Press, 2005).

**Th Nov 10** In the west.

Primary Reading:

Jon T. Coleman, “Introduction,” “Annihilation and Enlightenment” and “Reintroduction” from *Vicious: Wolves and Men in America,* (New Haven: Yale University Press, 2004).

Recommended Reading:

Joshua Abram Kercsmar “Wolves at Heart: How Dog Evolution Shaped Whites’ Perceptions of Indians in North America” *Environmental History* (July) 2016.

Farley Mowat, *Never Cry Wolf* (1963) book

Carroll Ballard, *Never Cry Wolf* (1983) film

**Week 13: Tigers and Bears… Oh My!**

**Tu Nov 15** Scientists and tracking.

Primary Reading:

Michael Lewis, “Globalizing Nature: National Parks, Tiger Reserves and Biosphere Reserves in Independent India,” chapter 12 in *Civilising Nature:*

Etienne Benson, “The Poetry of Wildness,” in *Wired Wilderness: Technologies of Tracking and the Making of Modern Wildlife,* (Baltimore: Johns Hopkins University Press, 2010), 52-92.

**Th Nov 17** Smokey the Bear.

Primary reading:

Jane Watson Werner and Richard Scary, *Smokey the Bear,* (Racine, Wisc.: Western Publishers, 1955).

Jake Kosek, ““Smokey the Bear is a White Racist Pig:”” in *Understories: The Political Life of Forests in Northern New Mexico,* (Durham, N.C.: Duke University Press, 2006), 183-227.

James G. Lewis, “On Smokey the Bear in Vietnam” *Environmental History* 11(July 2006): 598-693.

 Recommended Reading:

History of Smokey Bear <http://www.fs.usda.gov/detail/r3/learning/history-culture/?cid=FSBDEV3_021636>

Jon T. Coleman, *Here Lies Hugh Glass: A Man, A Bear, and The Rise of the American Nation,* (New York: Hill and Wang, 2013).

Werner Herzog film, *Grizzly Man.*

THANKSGIVING BREAK NOV 21-25

**Week 14: Charismatic Megafauna (and minifauna)**

**Tu Nov 29** Elephants.

Primary Reading:

Gregg Mitman, “Pachyderm Possibilities: The Media of Science, Politics, and Conservation,” in Lorraine Daston and Gregg Mitman, *Thinking with Animals: New Perspective on Anthropomorphism,* (New York: Columbia University Press, 2005).

Recommended Reading:

George Orwell, “Shooting an Elephant” in *New Writing,* (London: 1936).

<http://www.george-orwell.org/Shooting_an_Elephant/0.html>

Mark Elvin, *The Retreat of the* *Elephants: An Environmental History of China,* (New Haven: Yale University Press, 2006).

Susan Nance, “The Privatization of Animal Life and the Future of Circus Elephants in America,” *AHA Today,* 2016. <http://blog.historians.org/2016/05/circus-elephants-in-america/>

**Th Dec 1** Squirrels. Geese.

**Creature Chronicle Due**

Primary Reading:

Etienne Benson, “The Urbanization of the Eastern Gray Squirrel in the United States,” *Journal of American History* (2013), 691-710.

Jim Sterba, “Lawn Carp,” *Nature Wars: The Incredible story of How Wildlife Comebacks Turned Backyards into Battlegrounds,* (New York: Broadway Books, 2012), 118-145.

**Week 15: Rights, Agency, and Theory**

**Tu Dec 6**

Primary Reading: Singer, Animal Liberation;

Donna Harraway, “Cyborg Manifesto”

Temple Grandin, “Thinking the Way Animals Do” available here:

<http://www.grandin.com/references/thinking.animals.html>

Recommended Readings:

Michael Pollan, “An Animal’s Place,” *New York Times Magazine,* November 10, 2002, available here:

<http://michaelpollan.com/articles-archive/an-animals-place/>

Film: *Temple Grandin*

**Th Dec 8** Zookeepers Feast (Roundtable)

FINAL EXAM: Long Assignment Due Tuesday Dec 13th  at noon.

**Additional Policies and Guidelines:**

Participation and Attendance:

Dynamic, engaged participation and attendance are required at every class. Participation includes active listening, asking questions about reading and lecture material, responding to the ideas of your classmates, taking notes, offering ideas and comments, completing reading assignments, engaging in intellectual debates, and considering alternative points of view. You must participate to succeed in this class. More than two (2) absences a semester will result in an automatic deduction from your participation grade for each subsequent absence. If you miss class for any reason you are unable to participate.

Office Hours and Email:

I welcome visits to my office during the listed office hours to discuss course material. If you are unable to make it to my office during those hours, I am available a limited number of other hours by appointment. I much prefer in-person inquiries to email communication. I will not respond to emails that discuss absences, missed work, or grades. Appropriate uses of email include appointment scheduling and assignment clarification.

Late Papers, Drafts, and Grade Disputes:

Late papers will be penalized one third of a letter grade per day late starting immediately after the time they are due. Plan ahead and prepare to avoid unnecessary hassles and penalties. I am willing to look over paper drafts if I receive your draft (by email or hardcopy) at least 48 hours before the assignment is due. I also welcome discussions about comments on graded papers, particularly if you have a mind towards improvement. Such conversations will often help you improve on future assignments. In the very rare cases where a student wishes to dispute the grade he or she earned, I require a written statement of at least one page outlining the specific reasons that call for a reconsideration of the grade you earned.

 Electronic Devices:

Computers are a valuable tool and source of information, but in my experience they detract from respectful, engaged conversation. You may use them when it is appropriate or you will be asked to pack them away. Although many technologies enable us to do things with greater efficiency, when used inappropriately they lessen the quality of intellectual exchange. I expect our in-class time to be reserved for careful listening and conversation about the topics at hand. The use of cell phones or similar gadgets for any purpose is frowned upon and will greatly reduce your participation grade.

Special Needs:

If you have a need that may require an accommodation while taking this course, please meet with me as soon as possible (during the first two weeks of the semester). To request academic accommodations for a disability, contact the Educational Access Center by phone (208) 426-1583, or email, eacinfo@boisestate.edu. Students with disabilities needing accommodations to fully participate in this class should contact the Educational Access Center (EAC). All accommodations must be approved through the EAC prior to being implemented.  To learn more about the accommodation process, visit the EAC’s website at <https://eac.boisestate.edu/new-eac-students/>

Academic Honesty:

Plagiarism, or representing another person’s ideas as your own, will not be tolerated regardless of circumstances. The basic rule is do NOT take ideas without attribution! It will result in a failing course grade and possible disciplinary action. For questions about plagiarism and suggestions on how to avoid it, visit the library’s guide at http://library.boisestate.edu/plagiarism/start.htm