APBI 414

# Animals and Global Issues

##

## Acknowledgement

I want to acknowledge that UBC’s Point Grey campus and endowment lands are the traditional, ancestral, unceded territory of the Musqueam. The hən̓q̓əmin̓əm̓ *(h-elk-kwah-MEEN-um)*speaking Musqueam people have, and have always had, a distinct understanding of animals that has been passed from one generation to the next and we are grateful for the opportunity to learn and work on this land. I would also like to acknowledge that as when meeting remotely, we are in places near and far, and we acknowledge the traditional owners and caretakers of those lands that we are able to live (work, and play) on.

## Course Information

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| **Course Title** | **Course Code Number** | **Credit Value** |
| Animals and Global Issues | APBI 414 | 3 credits |

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## Contacts

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| **Course Instructor(s)** | **Contact Details** | **Office Hours** |
| Course Instructor: Dr Amelia MacRae (she, her, hers)  | amelia.macrae@ubc.ca | Rather than creating restrictive office hours, the instructors are happy to meet with students whenever it is mutually convenient. Send an email.  |
| Teaching Assistant: Lexis Ly (she, her, hers) | lexisly@mail.ubc.ca |

## Time and place

This class meets Mondays at 13:00-16:00. Most classes will be held in person in MacMillan Room 256. Some classes may be held via Zoom. You will be provided advanced notice when classes are to be online. Due to the course structure (independent in-class research, small group discussions etc) classes will not be recorded.

## Learning Activities

Animals and Global Issues is an advanced, fourth-year seminar course for students who have a strong background in animal-related issues and who have completed one (preferably both) of APBI 314 and 315. Building on the research, problem-solving and communication skills developed in those courses, Animals and Global Issues will give students wide latitude to explore complex global issues involving animals, such as the role of animals in climate change, infectious diseases, animal use, among many other topics. The key activities in the course are (1) finding and synthesizing disparate types of information in order to gain an understanding of complex global questions, (2) communicating these issues through in-class activities, essays (several short and one in-depth), discussions and a presentation with a format of your choosing.

The class is conducted as a weekly 3-hour discussion-based meetings where students participate actively in, and occasionally lead, discussion. Sessions begin with an open discussion to define and clarify an issue, and to divide the necessary research tasks. Students then do research during the second hour of class time, and finally de-brief the rest of the class during the final hour. Everybody will need to bring a laptop or other device for in-class research. Then everyone posts their findings to **Canvas by Wednesday at 5pm**, and use the posted research to write a short essay of 1200-1500 words. These essays are handed in the next week and each student’s best four count toward the final mark.

Students will write a term paper on a topic of their choosing, and give a presentation to the class based on the term paper. The format of the final presentation will be up to the student, with preference for creative presentations, such as art work, dance, movie, in-class activity, etc.

## Learning Objectives

1.To develop an appreciation of the complex global interactions between people and animals as evidenced by class participation in discussion and in-class weekly activities.

2. To develop skills in investigating complex issues through innovative and critical use of available data and scientific literature, and then synthesize the material in an informative summary, and by synthesizing information of different types and from different sources.

3. To develop skill and experience in expository writing and oral communication by (1) writing several brief, summary articles on complex topics, (2) writing one in-depth essay on a topic of your choosing, and (3) presenting and leading a discussion on your chosen topic.

## Learning Materials

• For most classes there will be an introductory reading to set the stage for discussion.

• The main learning materials are the research done by each student (1) for the short essays and posts on Canvas, and (2) for the term paper.

• Comments and feedback by the instructors are a key element of the learning materials.

## Schedule

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| **Dates** | **Topic** | **Assignments** |
| Class 1 (Sept 12) | Introduction to the course |  |
| Class 2 – (Sept 19) | **One Health:** **The role of animals in emerging infectious disease:** *E.g. COVID, rabies, SARS, etc.* | **Due:** Term paper topic selection and paragraph proposal |
| Class 3 (Sept 26) | **One Welfare:** *Benefits of human and animal connections, link between human and animal welfare* | **Due:** 10 refs imported into referencing software |
| Class 4 (Oct 3) | **Animals and climate change:** *How animals affect climate change, how animals are impacted by climate change* **Guest: Craig Stephen** | **Due:** Short essay #1: One Welfare |
| (Oct 10) | No class - Thanksgiving |  |
| Class 5 (Oct 17)  | **Human Effects on Wildlife** | **Due:** Outline and references |
| Class 6 (Oct 24)  | **Non-food uses for animals** | **Due:** Short essay #2: Human Effects on Wildlife |
| Class 7 (Oct 31)  | **Animals and social justice:** *human diversity, equity, and inclusion in animal fields***Guest: Emilia Gordon** | **Due:** Short essay #3: Non-food uses for animals |
| Class 8 (Nov 7) | **Social Media:** *How does social media impact animal welfare?* |  |
| Class 9 (Nov 14) | *Presentations* | **Due:** Short essay #4: Social Media |
| Class 10 (Nov 21) | *Presentations* | **Due:** 1st Draft term paper |
| Class 11 (Nov 28) | *Presentations* | **Due:** Peer reviews |
| Class 12 (Dec 5) | Final Class | **Due:** Final Submission |

***Final weeks*.**

For the final 3 sessions, we will focus on skills in oral and visual presentation and leading discussion, and gain exposure to a wide range of topics. Students will use the skills they have developed by presenting their final creative presentation of 5 minutes followed by leading a 10 min discussion. Everyone will thus have some exposure to 20-30 different topics.

## EVALUATION

Evaluation will include written work, participation, and a final project to assess the degree of achievement of the learning objectives, as follows:

1. Four short essays (you may drop your lowest score) 40

2. Term paper 35

 - 2 marks for proposal paragraph

 - 3 marks for key refs input into referencing software

 - 5 marks for outline

 - 25 marks for finished paper

3. Oral presentation and leading discussion 10

4. Participation in class (assessed by instructors, includes peer reviews) 5

5. Contributions to research 10

  **100**

*Short Essays*

For the short essays, we will cover a different topic each week. This means roughly writing one short essay per week, but:

(1) Thanksgiving and the 2 classes with guest speakers are weeks off.

(2) Only the best three of four essays contribute to the final mark. Everyone is encouraged to write all the essays to get the most experience and feedback, but people may decide to take a break for 1 of the weeks.

Comments on the short essays will help people develop expository writing skills and establish expectations for the term paper.

At the end of each short essay, please show the word count for the text, excluding any tables and references. Instead of a formal bibliography, include 5 key references (formatted in APA style).

*Term papers*

Term papers are expected to be 10 to 12 double-spaced pages (excluding references) in 12 font. A proposal paragraph, starting reference list (10 or more sources) and outline are due throughout the term and the final paper is due at the last class.

Your topic:

* Must contain elements of human issues ( e.g. cannot be not purely an animal topic)
* Must contain elements of either climate change, human culture, history, politics, religion, social justice, or any other current issues
* Should not shy away from difficult or controversial topics
* Should exercise sensitivity and a global understanding – get into the minds and hearts of the people behind the issue

Sample topics for term papers include:

1. The global impact of oil spills

2. How sewage affects aquatic animals

3. Global animal production and greenhouse gasses

4. Grazing and desertification

5. The humaneness of vertebrate pest control

6. The effect of roads on wildlife

7. Global wild horse management

8. Zoonotic diseases in the developing world

*Evaluation criteria*

(1) Research: thoroughness, use of authoritative sources, and use of multiple sources.

(2) Analysis and synthesis: thoughtful synthesis of different types of information and (especially for the term paper) critical evaluation of material.

(3) Presentation: structure of the essay, technical quality of the writing (sentence structure, paragraph structure), clarity, and quality of the reference list.

*Final Project or Presentation*

In the last three weeks of class, students will present their term paper topic and lead discussion on that topic. Students will use the skills they have developed by presenting their final creative presentation of 5 minutes followed by leading a 10 min discussion. The final presentations will be graded according to the following categories:

1. Connection to Topic: Presentation or project communicates and represents themes and concepts discussed in the term paper.
2. Creativity and Originality: Presentation or project is interesting, engaging, unique.
3. Effort: Demonstrated individual effort and/or thought in creation of the presentation.

## Proposed marking rubrics

### Marking short essays

***Information: thoroughness of research, adequacy of sources***

10 – exceeds 9

9 – very rich in accurate information, correctly understood and concisely expressed so that many interesting points are made in a short essay

8 – rich in accurate information expressed concisely enough to give good coverage of the subject in a short essay

7 – enough information to give readers a reasonable sense of the topic

6 – a bit thin on information, possibly because the writing is wordy or gets a bit bogged down in details

5 – minimal coverage of the subject, possibly because the writing is wordy or gets bogged down in less important details

0-4 – below 5

***Analysis/synthesis: comprehension, originality, critical thinking***

10 – very original ideas, interpretation or critical analysis, plus flawless comprehension

9 – high level of originality and critical thinking, combined with flawless comprehension

8 – solid comprehension and description with some insightful original analysis, interpretation or synthesis of ideas

7 – reasonable comprehension but mostly reports rather than analyzes, synthesizes or interprets

5-6 – acceptable (6) or barely acceptable (5) level of comprehension

0-4 – significant misunderstanding

***Presentation: logical structure, solid paragraph structure, clear and grammatical sentences, carefully prepared references***

10 – exceeds expectations for excellent undergraduate writing

9 – excellent essay in terms of structure, writing style and reference list

8 – very good quality, perhaps with minor flaws of grammar, spelling, paragraph structure, or inconsistency in referencing, but that do not affect clarity and readability

7 – reasonable quality of presentation with some flaws of grammar, spelling, paragraph structure, or inconsistency in referencing, that have some effect on clarity or readability

5-6 – presentation needs substantial improvement in areas such as structure, writing, grammar, at the level that clarity or readability is significantly affected (6) or seriously affected (5)

0-4 – Below an acceptable standard of writing

### Marking term papers

***Research: thoroughness of research, adequacy of sources***

10 – exceeds quality expected for undergrad essay

9 – very thorough research of appropriate sources including primary scientific/scholarly literature where available

8 – thorough research of appropriate sources

7 – adequate research of appropriate sources

6 – not well researched or reliance on weak sources

5 – barely acceptable amount of research

0-4 – below minimal expectation

***Analysis/synthesis: comprehension, originality, critical thinking***

10 – very original ideas, interpretation or critical analysis, plus flawless comprehension

9 – high level of originality and critical thinking, combined with flawless comprehension

8 – solid comprehension and description with some insightful original analysis, interpretation or synthesis of ideas

7 – reasonable comprehension but mostly reports rather than analyzes, synthesizes or interprets

5-6 – acceptable level of comprehension

0-4 – serious misunderstanding

***Presentation: logical structure, solid paragraph structure, clear and grammatical sentences, carefully prepared references***

10 – impeccable essay

9 – excellent essay in terms of structure, writing style and reference list

8 – very good quality, perhaps with some flaws of grammar, spelling, paragraph structure, or inconsistency in referencing, but that do not affect clarity and readability

7 – reasonable quality of presentation with some flaws of grammar, spelling, paragraph structure, or inconsistency in referencing, that have some effect on clarity or readability

5-6 – presentation needs substantial improvement in areas such as structure, writing, grammar, at the level that clarity or readability is seriously affected (6) or barely acceptable (5)

0-4 – Below an acceptable level of presentation

### Marking contributions to research

The mark for the term will be based on instructor assessment of each person’s contributions to the research as posted on Canvas.

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| --- | --- |
| 10 | Consistent, on-time postings that are excellent, accurate and well summarized with impeccable references |
| 8 | Solid contributions that meet the needs of other students for good information, well summarized and with good references |
| 6 | Useful but sometimes late, rambling, inaccurate or poorly referenced |
| 4 | Below the basic standard one would expect for a 4th-year course because postings were sometimes missing, poorly researched, poorly summarized, or poorly referenced |
| 0-2 | Far below the basic standard one would expect for a 4th-year course because postings were typically missing, poorly researched, poorly summarized, or poorly referenced |

## University Policies

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are availableon[**the UBC Senate website**](https://senate.ubc.ca/policies-resources-support-student-success)**.**

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. **If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses.** For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>.