

**APBI 416 – Compassionate Conservation**  
**Fall 2022, Mondays 10am – 12:50pm, PCN 1002**

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*Instructor*

Dr. Kristen Walker                      [kristen.walker@ubc.ca](mailto:kristen.walker@ubc.ca)

*Teaching Assistant*

Yolanda Masacha                      [yolanda.masacha@ubc.ca](mailto:yolanda.masacha@ubc.ca)

**Virtual office hours:** Wednesdays 1-2pm via

- There will be a waiting room so we will be able to chat with students individually. If you cannot make this time, please contact Yolanda or Kristen to set up an appointment.

Discussion Board in Canvas for Course Questions – please use for any questions related to APBI 416 topics or assignments

**Course Catalogue Description:** Evaluation of humane treatment of individual animals living in the wild and managed within conservation biology; assessment of attitudes and viewpoints of the role of animal welfare in conservation biology.

**Pre-requisite:** 3<sup>rd</sup> year standing or higher. APBI 315; BIOL 416 or CONS 220/330 recommended.

**Detailed Course Description**

This course focuses on how the principles and research methods of animal welfare science can be applied to solve practical problems in conservation biology. The core of the course will focus on how the humane treatment of individual animals can be incorporated into the structure of conservation biology practices, which typically focus on the population or ecosystem level. This cross-disciplinary field has been termed compassionate conservation. In this course we will assess the different viewpoints and principles that make up compassionate conservation. Topics covered include improving wildlife handling techniques, reducing effects of marking and tagging devices, assessing success of reintroduction and translocation programs, and mitigating conflicts between humans and wildlife.

**Course Learning Outcomes**

Upon completion of this course you will be able to:

- describe key principles and research approaches to the study of animal welfare science as it relates to conservation biology;
- critically analyze the complex issues within conservation biology and how the principles of compassionate conservation can be applied
- integrate individual and population level animal welfare and conservation concerns; and
- analyze, critique, interpret, summarize and communicate findings from research in animal welfare science and conservation biology.

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### Class Structure

We will use a combination of lectures, case studies, small group discussions and activities, independent writing and critical analysis throughout this course. Please note that this course will be run through both an in-person and an online setting using Zoom (see Canvas for Zoom link). Online Zoom days are indicated in the schedule below and are subject to change. I will not be broadcasting/live-streaming the class online when we are meeting in-person.

**Course Learning Materials:** There are no assigned textbooks; a reading list for weekly topics and case studies will be posted on Canvas. The following books are recommended:

Bekoff, M. 2013. *Ignoring Nature No More – The Case for Compassionate Conservation*. The University of Chicago Press, Chicago, USA.

Fraser, D. 2008. *Understanding Animal Welfare: The Science in its Cultural Context*. Wiley-Blackwell, Oxford.

### Evaluation

Evaluation emphasizes comprehension of class concepts, critical thinking, and independent research.

	% of Final Grade
1. Assignment 1: <i>The integration of conservation and animal welfare</i>	<b>15</b>
2. Researcher presentation: <i>Aligning principles with practice in research</i>	<b>16</b>
Peer review of researcher presentations (3 peer reviews @ 2pts each)	<b>6</b>
3. Case study analyses: <i>Focusing in on current issues in compassionate conservation</i> (3 case studies @ 18 pts each)	<b>54</b>
4. Case study group facilitator	<b>4</b>
5. Field trip commentary: <i>a live look at local conservation</i>	<b>5</b>
Total	<b>100%</b>

#### 1. Assignment: *The integration of conservation and animal welfare*

The first assignment will involve a synchronous activity held during class (on Oct 3) that focuses on integrating the fields of conservation biology and animal welfare using the principles of compassionate conservation. You will need to think analytically about a situation presented online in class. Working in teams you will define your stance on the topic and be involved in a debate. The written portion of the assignment, worth 15 points, will be due to Canvas by October 17<sup>th</sup> at 10am. The write-up will be 4-6 pages in length, double-spaced, 12-pt font, 1” margins. Please see Canvas for complete instructions.

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### 2. **Researcher Presentation: *Aligning principles with practice in research***

To be exposed to researchers in the field of compassionate conservation, you will be responsible for investigating one researcher whose research you believe aligns with the principles of compassionate conservation as discussed in class. Ideally the chosen researcher will conduct research in the area related to a topic you have interested in. In this activity you will (a) select a researcher who does work related to compassionate conservation, (b) prepare a written research summary on the person, their research, and how their research fits within the principles of compassionate conservation, (c) give a 5-minute presentation to the class using 1-3 visual slides/images with the purpose of summarizing the researcher and their educational background, the overall research conducted by the researcher, and specifically how the researchers work aligns and misaligns with principles of compassionate conservation. You will receive up to 8 points for the oral presentation and 8 points for the written portion of the assignment. The write-up will be 3-4 pages, double-spaced, 1" margin and will include an overall summary of researcher, their research and how the researchers work aligns/misaligns with principles of compassionate conservation. The written portion is due by 10am one week after your in-class oral presentation. Please refer to the complete instructions for researcher presentations posted on Canvas.

**Peer Review of Researcher Presentations:** Each student will be assigned to complete 3 peer reviews of researcher presentations. Each peer reviews will be worth 2 pts. The objective of peer reviews are for students to become exposed to the variety of researchers working on research related to compassionate conservation. Peer reviews will be due by 10am two days following the assigned review. More detailed information on peer review will be given during class and can be found on Canvas.

### 3. **Case Study Analysis: *Focusing in on current issues in compassionate conservation***

To learn how to apply the principles and concepts of compassionate conservation to real life situations you will be presented with detailed case studies in class on current issues in compassionate conservation. We will be presenting a total of 5 case studies throughout the term; you will need to choose 3 case studies that you will independently complete write ups on for marks. We will present case study topics in class (see course schedule), spending time as a class and in small groups discussing the case study. Insight from these discussions, as well as an independent analysis of the scientific literature, will be used to inform your case study write up. By completing the case study analyses you will draw on and strengthen analytical, writing and research skills. *The case study write ups will be due one week after the in class discussion.* **Late case studies will not be accepted.** For example, the case study presented in class on Oct 24<sup>th</sup> will be due to Canvas by 10am on October 31<sup>st</sup>. Analyses will be 4-6 pages in length, double-spaced, 12-pt font, 1" margins, with a minimum of 6 scientific peer-reviewed references to be included. Refer to the complete description posted on Canvas for further details. All case studies must be run through TurnItIn.

### 4. **Case study facilitator: *Leading a discussion on a current issue in compassionate conservation***

Throughout the term we will be working through case studies in compassionate conservation. At the beginning of the term you will to sign up to facilitate a small group discussion for 1 of the 5

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case studies. You will earn up to 4 points for your facilitation of the case study. Since you will be required to write up 3 of the 5 case studies as addressed in the Case Study Analysis section above, it would be beneficial to you if you choose to be a case study facilitator for one of the case studies you choose to write up. Your points will be earned by being prepared for the case study discussion, moving the discussion along within your group, actively soliciting ideas from group members, and your report back to the entire class. Both the instructor/teaching assistant and your peers will provide evaluation marks. Refer to the details on Canvas for more information.

### **5. Field trip commentary: *a live look at local conservation***

We will have a field trip to Grouse Mountain Wildlife Refuge on September 26<sup>th</sup>. This visit will consist of a guided tour of the grizzly bear and other wildlife facilities at Grouse. The field trip will expose you to a local wildlife conservation organization and allow you to observe how conservation organizations align with the principles of compassionate conservation.

After attending the tour of Grouse Mountain Wildlife Refuge you will submit a commentary to the Canvas discussion board by 10am on October 3<sup>rd</sup>, reflecting on your experience. The commentary could include reflections on the welfare or conservation topics identified from your visit, personal highlights, reflections on your past experience or perceptions of Grouse Mountain and/or a summary of how the goals of Grouse Wildlife Refuge are or are not aligned with the principles of compassionate conservation. Details on the field trip commentaries can be found on Canvas.

## **General Course Policies**

**In class participation:** During the semester you will be involved in small group discussions on a variety of topics within compassionate conservation. Your participation in small group discussions is very important to the learning outcomes of the course. We believe that you cannot succeed in the course without active participation in discussions. If we are online using Zoom, we will be encouraging everyone to use their video during class and during all small group discussions similar to when we are in person. Please note that participation in the large class setting will not be evaluated, however we strongly encourage you to participate in all presentations and discussions.

**Late Assignments:** All assignments are due by the specified date and time. **Late assignments will not be accepted.**

**TurnItIn:** We will be requiring that written assignments be run through Turnitin. To access Turnitin go to [www.turnitin.com](http://www.turnitin.com)

The following written assignment must be run through TurnItIn: Assignment 1, Researcher presentation written, All case studies. Failure to run your assignment through Turnitin may result in up to a 25% penalty.

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**Absences:** If you have physical illness or experience emotional stress that cause you to miss classes or assignments, please contact Kristen as soon as possible. There are no make-up opportunities for missing in-class activities, case studies or field trips. Please do not come to class in-person if you are sick.

**Academic Integrity:** Please remember the importance of academic integrity. Please be aware of UBC’s policy on academic integrity and plagiarism: <http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/?login>. All work completed in this class should be your original work. Academic misconduct of any kind will not be tolerated. The consequence for academic misconduct will include a variety of disciplinary measures (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>).

**University Values and 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 emotional and physical 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 and cultural 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 available [here](#).

### Proposed topics to be covered – schedule and class location subject to modification

Class	Week	Class Location	Topic	Preparation for class	Due
1	Sept 12	In-person PCN 1002	Introductions  The case for compassionate conservation	Fraser et al 1997; Soule 1985; Fraser 2010  Watch: The Field of CC video	
2	Sept 19	No classes – National Day of Mourning in Honour of Queen Elizabeth II			
3	Sept 26	In-person at Grouse Mountain	Field trip to Grouse Mountain		Researcher presentation sign up by 5pm;  Case study facilitator sign up by 5pm
4	Oct 3	ZOOM	Re-wilding animals (Guest speakers: LFS 302D students)  The roles of zoos in conservation	Wallach et al 2018; Hayward et al 2019;  Watch: Applications of CC Methods video	Field trip commentaries due by 10am

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5	Oct 10	No classes - Thanksgiving holiday			
6	Oct 17	In-person PCN 1002	Case Study #1: Re-wilding animals/Reintroductions	Synder et al. 1996; Baker 2013 Russon rehab chapter	Assignment 1 due by 10am
7	Oct 24	ZOOM	Case Study #2: Captive breeding programs	TBA	Case Study #1 due 10am
8	Oct 31	ZOOM	Effects of wildlife research  Conservation ethics	Ramp and Bekoff, 2015; Hampton et al. 2019  Watch: Research in Compassionate Conservation video	Case Study #2 due 10am
9	Nov 7	In-person PCN 1002	Case Study #3: Organized culling and ‘pest’ management	Bergstrom 2017; Fox 2013	
10	Nov 14	In-person PCN 1002	Case Study #4: Trophy hunting and canned hunts	TBA Batavia et al. 2018	Case Study #3 due 10am
11	Nov 21	ZOOM	Conservation work in action  Guest Lecture from the FurBearers	Watch: Advice for students video	Case Study #4 due 10am
12	Nov 28	In-person PCN 1002	Case Study #5: Wildlife ‘control’/management	TBA Dubois et al. 2017	
13	Dec 5	ZOOM	Wildlife trade  Current issues in compassionate conservation	TBA	Case Study #5 due 10am