APBI 414

# Animals and Global Issues

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## 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.

## 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. Please send an email.  |
| Teaching Assistant: Ryann McCready     | ryannm@student.ubc.ca |

## Time and place

This class meets Mondays at 13:00-16:00. Most classes will be held in person in
SCRF-Floor 2-Room 205. 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 and **attendance is required**.

## 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.

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.

Students will write a term paper on a topic of their choosing, and give a poster presentation to the class based on the term paper.

***Final weeks*.**

For the final 2 sessions, we will focus on skills in visual and oral presentation and leading discussion, and gain exposure to a wide range of topics. Students will use the skills they have developed by presenting their poster leading a brief discussion/question period. Everyone will thus have exposure to 20-30 different topics.

## 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.

## EVALUATION

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

1. Three short essays (two research, one opinion) 27

2. Term paper 36

 - 5 marks for proposal plus

 10 key refs input into referencing software

 - 6 marks for outline

 - 25 marks for finished paper

3. Poster presentation 15

4. Peer reviews (term paper/presentation) 4

5. Contributions to research 8

7. Participation 10

Bonus attendance (for attending all classes) 1

  **101**

*Short Essays*

For the short essays, we will cover a different topic each week. You may choose to write **two** of the four topics essays plus one informed opinion piece.

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.

*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

*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 in scientific poster format and lead discussion and answer questions on that topic. The final presentations will be graded according to the following categories:

1. Content: Title, name etc., excellent organization including clear introduction, main findings, and conclusions / implications, material presented with an appropriate level of detail; well-researched and concisely communicated
2. Communication: Engaged with audience; enthusiasm for work being presented, short and effective ‘elevator pitch’, answered questions effectively
3. Visual: Visual aids were effective and complemented what was said, appropriate amount of text, and text was an appropriate size and colour for readability, sufficient white space, poster was eye-catching and engaging

## Academic honesty

If you use someone else’s work without clearly acknowledging the source—this is plagiarism. This includes paraphrasing or directly quoting any work, published or unpublished, that another person wrote without clearly acknowledging that person as the source. If you allow someone else to do your work for you and claim that work as your own, this is also plagiarism. I am committed to helping you work honestly, and I will help you learn how to avoid these mistakes. If you have any questions about whether you might be plagiarizing without knowing it, please ask me before you turn in your assignment.

In this course, we are working together to develop and nurture your voice as a writer, a researcher, a thinker, and a scholar. **Because of this, use of generative AI tools, including ChatGPT and other similar tools, to complete or support the completion of any form of assignment or assessment in this course is not allowed and would be considered academic misconduct.**

## 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)**.**