

Instructor

Nadia Xenakis

[nadiax@mail.ubc.ca](mailto:nadiax@mail.ubc.ca)

Teaching Assistants

Emily Hardy

[emhardy9@mail.ubc.ca](mailto:emhardy9@mail.ubc.ca)

Leya Hirakawa-Kao

[leyahk1@mail.ubc.ca](mailto:leyahk1@mail.ubc.ca)

**Office hours:** By Appointment

**Course Catalogue Description:** Evaluation of the impacts of human wildlife conflicts on wildlife populations; application of innovative methods to reduce human wildlife conflicts.

**Prerequisite:** Third-year standing or higher. BIOL 230 or FRST 395 and APBI 315 or APBI 416 recommended.

**Detailed Course Description**

This course focuses on the analysis of human wildlife conflicts on wildlife species. It covers a variety of wildlife management topics including the exploration of the resiliency of wildlife populations to conventional control methodology, ethical considerations in wildlife management, and the impacts of non-native wildlife on other species. Students will be working with community partners to conduct assessments of current human wildlife conflicts occurring in the Greater Vancouver area. Data on human wildlife conflicts will be collected and analyzed, with final results being written up and presented orally to community partners in a public setting.

**Course Learning Outcomes**

Upon completion of this course you will be able to:

- critically review real-life situations with human wildlife conflicts and understand how scientific research is used to address issues and provide objective input into wildlife management decisions;
- understand the role of ethics in wildlife management and how wildlife organizations vary in their ethical approaches;
- discuss the approaches to managing human wildlife with respect to animal welfare concerns;
- collect, analyze, critique, interpret, and summarize scientific research findings;
- develop skills in critical thinking and problem solving; and
- practice communicating scientific findings through written scientific reports and oral communication of research findings in a public setting.

**Class Structure**

We will use a combination of online and in-person lectures, small group discussions and activities, a group research project, and independent writing throughout this course.

### Course website

There are no assigned textbooks for this course. All course readings and assignments details are posted on Canvas. <http://canvas.ubc.ca>

### Evaluation

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

	Value (% of Final Grade)
1. Community partner research project: <i>Working to solve human wildlife conflicts in an applied setting</i>	<b>49</b>
2. Literature review: <i>An analysis of your project research topic</i>	<b>15</b>
3. Final oral presentation: <i>Showcasing your research to the community partners</i>	<b>15</b>
4. Educational materials: <i>Showcasing your research to the public</i>	<b>15</b>
5. Peer review of final presentations	<b>6</b>
Total	<b>100%</b>

#### **1. Community Partner Research Project: *Working to solve human wildlife conflicts in an applied setting***

Students will be involved in a community-based action research project that has clear stakeholder deliverables. Potential community partners may include the FurBearer's, Stanley Park Ecology Society, and Environment and Climate Change Canada. Students will work in small groups (up to four students) with community partners to collect data on a current human wildlife conflict (e.g., bird strikes with buildings on UBC campus). Students will be responsible for dissemination of final findings on human-wildlife conflict, which will be used by the community partners to help inform practices for dealing with wildlife conflicts (e.g., help mitigate bird collisions or address management/policy practices). Results will be published through UBC materials, and made public through educational material outputs (e.g., posters, flyers, blogs). Human-wildlife conflict findings and recommendations will be presented orally to all community stakeholders. Projects will involve multiple steps including a team contract and goal outline (1 pt), community partner - student contract (1 pt), field work and data analysis (5 pts), peer review of group work (5 pts), community partner review of work accomplished (7 pts), individual final written report (30 pts). When analyzing data students may work in groups or individually, however ***each student prepares an individual final report***. More detailed assignment instructions and information can be found on Canvas.

**2. Literature review:** *An analysis of your project research topic*

For this assignment you will complete a literature review on the topic of your community research project (e.g., bird collisions, urban coyote conflicts, cougar conflicts). This literature review will be completed independently and will serve as a foundation for your research project. Completing this assignment will allow you to: (1) gain awareness of the scientific literature surrounding human-wildlife conflicts, (2) expand your knowledge on the different ethical perspectives in human-wildlife conflicts, and (3) practice analyzing where future directions could focus on related to your research topic. The paper will be 8-12 pages in length (without references), double-spaced, 1" margins, 12pt font and contain at least 12 peer-reviewed scientific references. More detailed assignment instructions can be found on Canvas.

**3. Final oral presentation:** *Showcasing your research to the community partners*

The final project will be working with and analyzing data that has been collected during the Community partner research project. For your final presentation you and your group members will be presenting to all community stakeholders involved in your research project. The final oral presentation is worth 15 points. More detailed assignment instructions can be found on Canvas.

**4. Educational materials:** *Showcasing your research to the public*

To help in the dissemination of information to the general public related to human-wildlife conflict, students will be designing educational materials showcasing their community project research findings. These materials are project dependent and will be decided upon with the community partner and instructor. Examples of educational materials may include written materials (e.g., handouts, informational poster), media releases, instructional videos, or public outreach. The creation and dissemination of educational materials will be worth 15 pts.

**5. Peer review of final presentations**

All students will be present for group final presentations to the stakeholders. We will assign peer reviewers for each presentation. Students will earn up to 6 points for providing thoughtful, full critiques to the group presenters. More details will be given in class and on Canvas.

**Late Assignments:** All assignments are due by the specified date and time. **Late assignments will be penalized at 15% per day late.**

**Absences:** If you have physical illness or experience emotional stress that cause you to miss classes or assignments please contact Nadia as soon as possible. Absences from classes will be granted at Nadia's discretion. There are no make-up opportunities for missing in-class activities, participation marks or data collection days.

**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>).

**Course Feedback:** You will have two opportunities during semester to offer feedback on your experience with the course: a midterm course evaluation and the official UBC course evaluation at the end of the term. I can apply the resulting feedback from the midterm evaluation to the remainder of the course. Your feedback is valued greatly so we ask that you please complete the evaluations.

**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](https://senate.ubc.ca/policies-resources-support-student-success) (<https://senate.ubc.ca/policies-resources-support-student-success>).

***Tentative Schedule – topics and readings subject to change***

<b>Class</b>	<b>Topic</b>	<b>Due</b>
January 11	Introductions Meet Community Partners <b>Online</b>	Project choice to be made by <b>Sunday Jan 15<sup>th</sup>, 11:59pm</b>
January 18	Research on Human Wildlife Conflict Training for Projects (with Community Partners)	
January 25	Wildlife Ethics and Human-Wildlife Conflict <b>In Person</b>	Group contract due by <b>Jan 25<sup>th</sup>, 10am</b>
February 1	Meetings with Teaching Team <b>Online</b>	Due <b>Feb 1<sup>st</sup>, 10am:</b> Community Partner - Student Contract
February 8	Wildlife Culling and Ethical Principles – BC SPCA <b>In-Person</b>	
February 15	Showcasing Local Human-Wildlife Conflict: Media and Communication Influences on Conflicts (Michael Howie, FurBearers) <b>Online</b>	

APBI 495 / CONS 490 – Human Wildlife Conflict  
Wednesdays 10am – 1pm

February 20-24	<b>READING BREAK – No Class</b>	
March 1	Showcasing Local Human-Wildlife Conflict: YVR Wildlife Management (David Bradbeer) <b>In Person</b>	Literature Review due <b>Mar 1<sup>st</sup>, 10am</b>
March 8	Data Management Workshop and Meetings with Teaching Team <b>Online</b>	
March 15	<b>TBD</b>	
March 22	<b>TBD</b>	
March 29	Final presentations to community partners	
April 5	Final presentations to community partners	
	<b>Final Project and Educational Materials due April 12<sup>th</sup>, 5pm</b>	