# Syllabus: Animals and Society (APBI 314) 3 credits

### Time and place

The class meets on Tuesday and Thursday, 14:00-15:20. UBC is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people whose culture includes a distinctive understanding of animals that people have passed from one generation to the next on the site now occupied by the universit

### Learning objectives

* To develop an awareness of the use of animals in contemporary society in food production, companionship, recreation and science, and of how people affect animals in the wild
* To develop the ability to find, evaluate and use information about animals and society
* To develop awareness of social and ethical issues surrounding how people affect animals, and to develop the habit of thinking critically about these issues
* To develop an appreciation of the role of animals in human culture
* To understand the protection of animals afforded by society and the law, and its limitations

### Topics

Roughly the first half of the course will deal with animals in food production because of its huge significance in human society around the world. The other classes will deal with animals in science, companion animals, animal protection, animals in human culture, and human interaction with wild animals.

### Instructors

* Marina (Nina) von Keyserlingk (she, her, hers), Rm 181 MacMillan, [nina@mail.ubc.ca](mailto:nina@mail.ubc.ca)
* David Fraser (he, him, his), Rm 183 MacMillan, [dfraser@mail.ubc.ca](mailto:dfraser@mail.ubc.ca)
* Nadia Xenakis (she, her, hers), MCML 190B, [nadiax@mail.ubc.ca](mailto:nadiax@mail.ubc.ca)
* Elizabeth Russell (she, her, hers), UBC Dairy Centre, [Elizr18@mail.ubc.ca](mailto:Elizr18@mail.ubc.ca)
* Megan Arant (she, her, hers), MCML 180F, [marant@mail.ubc.ca](mailto:marant@mail.ubc.ca)

Rather than creating restrictive office hours, the instructors are happy to speak with students whenever it is mutually convenient. Just send an email. With a team of five, someone will very likely be available.

### Learning materials

Background readings will be available on Canvas. Instructors will also use visuals (slides etc.) for some in-class presentations but most of these are not posted online. This is because the learning objectives are not factual recall of material presented in class. Rather, the materials and discussion in class provide illustrations to help people meet the objectives to “become aware of the use of animals in contemporary society” and “develop the ability to find, evaluate and use information”. Factual recall of lecture notes is not an objective of the course.

### Learning activities

* This course relies on interactive learning methods. Therefore it will be conducted as synchronous sessions at 2:00 to 3:20 pm, Pacific time. Regular participation is essential for meeting the learning objectives.
* There will be a number of in-class activities that are designed to stimulate thought and integration of material.
* Many classes require preparatory work by the students. This includes preparing to debate the use of gestation stalls for sows, finding a piece of animal art from a given century, as well as more conventional advance reading.
* Everyone will also take part in a student presentation (see below for details).

If you like courses where you can attend sporadically and rely on memorizing lecture notes posted on line, this course is not for you.

### Evaluation

Assignment 1 10

Assignment 2 10

Assignment 3 10

Midterm exam 30

Final exam 30

Participation 5

Oral presentation and write-up 5

Bonus marks for optional quizzes (maximum of 2) 2

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### Evaluating assignments and exam questions

The assignments are problem-solving scenarios where students use concepts discussed in class, do their own fact-finding from available sources, and solve a problem. The exams (both are take-home) follow the same model with three problems to solve. To mark the assignments and exam questions, instructors prepare a rubric based on how an expert would respond with key elements that need to be included plus other elements that could also be included. The rubric is then applied to everyone’s work.

### Evaluating participation

Many of the in-class and before-class activities involve some kind of activity that is posted on Canvas. The participation mark will be based on these.

### Oral presentations

* During the course, most sessions will begin with 2-3 brief oral student presentations on some aspect of animals and human society. The goal is to briefly introduce fellow students to a topic that they may not know about, or to give a perspective that they will find interesting. Topics can be relatively broad such as wildlife rehabilitation, zoos, game ranching, cosmetic testing or horse racing, or they may be more specific such as chuck-wagon racing, use of diabetic rats in research, iguanas as pets, or laws regarding ownership of pitbulls.
* Students work in groups of 2 or 3 to prepare the presentation, and each person should give part of it. Presentations should not exceed 4 minutes. Practice ahead, and time your presentation! Sign up in groups for a date on the list.
* On the day of the oral presentation, each student individually writes (and posts on Canvas) about one page (single-spaced) summarizing the topic in their own words. A list of sources is not needed. The page should show your name and student number, the topic, and the date of the oral presentation.
* The mark for the oral presentation will be based half on the spoken part and half on the write-up. Each part will be evaluated separately using the following guideline, and then the two parts will be averaged.

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| **Criteria** | **1** (Poor) | **3** (Good) | **5** (Excellent) |
| **Interest & Effectiveness** | Dull, dull, dull | Held audience attention | Thoroughly engaging |
| **Organization** | * Poorly organized * Very unclear * Too long or short | * Fairly well organized * Mostly clear * Appropriate length | * Very clear, * Logical flow * Appropriate length |
| **Quality of Information** | * Points vague or irrelevant * Little information * Questionable sources | * Points mostly clear * Mostly credible * Reasonable knowledge | * Highly informative * Thorough and thought-provoking |

### Optional activities

Unfortunately we cannot offer field trips this year, but we are creating two optional quizzes (for bonus marks) that can be completed at your own pace. These consist of very random-looking factual questions to test your general knowledge or information-finding ability.

### 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)**.**

### Plagiarism

This course involves a lot of writing, both for assignments and for written answers to exam questions. Before taking the course, make sure you are very clear on what constitutes plagiarism. Everything should be written “from scratch” in your own words. If you want to include text from any source – a paper, the internet, or another student – the material should appear in quotation marks and the source should be clearly acknowledged. Ask an instructor if you are in any doubt.

# BACKGROUND READING

Anderson, P.K. 2003. Wireless telecommunications and night flying birds: We may be sacrificing millions of migrants for convenience, entertainment and profit. *Biodiversity* 4(1): 10-17.

Dubois, S., Fenwick, N., Ryan, E., Baker, L., Baker, S., Beausoleil, N., Carter, S., Cartwright, B., Costa, F., Draper, C., Griffin, J., Grogan, A., Howald, G., Jones, B., Littin, K., Lombard, A., Mellor, D.J, Ramp, D., Schuppli, C. and Fraser, D. 2017. International consensus principles for ethical wildlife control. *Conservation Biology* 31: 753–760. doi:10.1111/cobi.12896

Fraser, D. 2005. *Animal welfare and the intensification of animal production: an alternative interpretation*. FAO Readings in Ethics 2. Rome: Food & Agriculture Organization.

Fraser, D. 2008. Chapter 3 (‘A good life for animals’) from *Understanding Animal Welfare: The Science in its Cultural Context.* Wiley-Blackwell, Oxford.

Fraser, D., Koralesky, K.E. and Urton, G. 2018. Toward a harmonized approach to animal welfare law in Canada. *Canadian Veterinary Journal* 59: 293-302.

Fraser, D. and MacRae, A.M. 2011. Four types of activities that affect animals: implications for animal welfare science and animal ethics philosophy. *Animal Welfare* 20: 581-590.

Gonyou, H.W. 2005. Experiences with alternative methods of housing sows. *Journal of the American Veterinary Medical Association* 226: 1336-1340.

Goodall, J. 1971. Pages 117-123 and 207-213 from *In the Shadow of Man.* Houghton Mifflin Company, Boston.

Pepperberg, I.M. 2002. In search of King Solomon’s ring: Cognitive and communicative studies of Grey Parrots (Psittacus erithacus). *Brain, Behavior and Evolution* 59: 54-67.

Robbins, J. 1987. Pages 350-381 (‘All things are connected’) in *Diet For a New America*. Stillpoint Publishing, Walpole, NH

Schuppli, C. and Fraser, D. 2000. A framework for assessing the suitability of different species as companion animals. *Animal Welfare* 9: 359-372.

von Keyserlingk, M.A.G., Rushen, J., de Passillé, A.M. and Weary, D.M. 2009. The welfare of dairy cattle – Key concepts and the role of science. [*Journal of Dairy Science*](javascript:__doLinkPostBack('','mdb%7E%7Ebth%7C%7Cjdb%7E%7Ebthjnh%7C%7Css%7E%7EJN%20%22Journal%20of%20Dairy%20Science%22%7C%7Csl%7E%7Ejh','');) 92: 4101-4111.

# Schedule for 2020

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| Class | Topic | Background material |
| 1. Th Sep 10 | Welcome to the course  Animals and human infectious diseases  *Assign*: Assignment 1 |  |
| ***Animals in food production*** | | |
| 2. Tu Sep 15 | Course overview  Introduction to animal production | Fraser, 2005 |
| 3. Th Sep 17 | Egg production as an intensive industry |  |
| 4. Tu Sep 22 | Beef: extensive cow-calf and intensive feedlots |  |
| 5. Th Sep 24 | Poultry  *Due*: Assignment 1  *Assign*: Assignment 2 |  |
| 6. Tu Sep 29 | Pigs 1: Intensification of pig production |  |
| 7. Th Oct 1 | Pigs 2: The gestation housing debate | Gonyou, 2005 |
| 8. Tu Oct 6 | Dairy | von Keyserlingk et al., 2009 |
| 9. Th Oct 8 | Working animals  *Due*: Assignment 2  *Assign*: Mid-term exam |  |
| 10. Tu Oct 13 | Farm animal standards & humane labeling |  |
| 11. Th Oct 15 | Review Mid-term exam  Mid-term feedback from class |  |
| 12. Tu Oct 20 | The animal protection movement | Everyone posts findings |
| 13. Th Oct 22 | Animal protection law 1. |  |
| 14. Tu Oct 27 | Animal protection law 2.  *Due*: Mid-term exam  *Assign*: Assignment 3 | Fraser et al, 2018 |
| 15. Th Oct 29 | Exotic pets | Schuppli & Fraser, 2000 |
| ***Animals in Science*** | | |
| 16. Tu Nov 3 | Introduction to the use of animals in science |  |
| 17. Th Nov 5 | The 3Rs and governance of animals in science |  |
| ***Animals in Culture*** | | |
| 18. Tu Nov 10 | TBA |  |
| 19. Th Nov 12 | Animals and the Romantic Movement | Everyone posts art |
| 20. Tu Nov 17 | Animals in four “world-views”  *Due*: Assignment 3  *Assign*: Final exam | Fraser, 2008 |
| 21. Th Nov 19 | Science and our perception of animals | Goodall, 1971; Pepperberg 2002 |
| ***People and wildlife*** | | |
| 22. Tu Nov 24 | How human activities affect wild animals | Fraser & MacRae, 2011 |
| 23. Th Nov 26 | Wildlife rehabilitation or TBA |  |
| 24. Tu Dec 1 | Wildlife control | Dubois et al., 2017 |
| 25. Th Dec 3 | Feedback, course evaluation  *Due*: Final exam |  |