APBI 414

# Animals and Global Issues

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## Acknowledgement

The class meets on Mondays at 13:00-16:00, on Zoom. If you are on campus, you are on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people whose culture includes a distinctive understanding of animals that has been passed from one generation to the next on the site now used by UBC. Wherever you are learning from, consider which traditional, ancestral, and unceded territory you currently occupy and which action you may take today to lessen your burden on the 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 Sasha Protopopova (she, her, hers) | a.protopopova@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: Bailey Eagan  (she, her, hers) | baileyhe@mail.ubc.ca |

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## 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, human culture, 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 discussion, in-class activities, weekly reflections, a final term paper, and a presentation with a format of your choosing.

The class is conducted as a weekly 3-hour discussion-based meeting where students participate actively in, and occasionally lead, discussion. Students read relevant papers prior to class and participate in weekly reflection on Canvas. Class begins with an open discussion to define and clarify an issue. The second hour of class time is devoted to various in-class activities on the relevant topic, and finally, the 3rd hour is devoted to a de-brief. Everyone submits their weekly assignment to progress their final term paper before the next class.

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 term paper will be divided into smaller weekly graded assignments, which will culminate in the final 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.

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## Learning Materials

* There will be an introductory reading to set the stage for discussion prior to each class.
* The second hour of each class period will be devoted to in-class activities, such as guest lectures, documentaries, break-out group discussions, and other online activities.
* Research will be done by each student for the term paper.
* Comments and feedback by the instructors are a key element of the learning materials.

## Schedule

***Schedule of Topics***

Week:

1. (Sept 14) *Introduction to the course*
2. **(Sept 21) Animals and climate change:** *How animals affect climate change, how animals are impacted by climate change*
3. **(Sept 28) The role of animals in emerging infectious disease:** *E.g. COVID, rabies, SARS, etc.*
4. **(Oct 5) Animals, religion, and culture:** *Animals in culture, animal welfare issues and cultural practices*
5. **(Oct 19) One Health One Welfare:** *Benefits of human and animal connections, link between human and animal welfare*
6. **(Oct 26) Companion Animals:** *Domestication of companion animals, what makes an animal a pest or companion*
7. **(Nov 2) Animals and social justice:** *human diversity, equity, and inclusion in animal fields*
8. **(Nov 9) Globalization and emergent issues:** *tying it all together*
9. (Nov 16) No topic: *Final presentations*
10. (Nov 23) No topic: *Final presentations*
11. (Nov 30) No topic: *Final presentations*
12. **(Dec 7) No class: Final Paper Submission**

***Term paper writing schedule***

Week:

1. **(Sept 21) Topic selection, search published literature, and reference software use** (submit 10 key papers relevant to selected topic and upload to reference software)
2. **(Sept 28) Annotated bibliography** (read and summarize #1-5 paper)
3. **(Oct 5) Annotated bibliography** (read and summarize #6-10 paper)
4. **(Oct 19) Thesis** (develop a thesis/ purpose statement)
5. **(Oct 26) Outline** (develop an outline of term paper sections and proposed content)
6. **(Nov 2) Subtopic 1** (Complete the subtopic 1 section)
7. **(Nov 9) Subtopic 2** (Complete the subtopic 2 section)
8. **(Nov 16)** **Conclusion** (Complete an analytical [not descriptive] conclusion section)
9. **(Nov 23)** **Abstract and edit** (Complete abstract and edit your paper to improve flow of ideas)
10. **(Nov 30)** **Peer-review** (Submit draft, read and comment on 2 other papers)
11. **(Dec 7) Submit** (Submit a final draft along with comments to the reviewers and cover letter)

We will roughly be following the steps outlined here: <https://guides.lib.uoguelph.ca/c.php?g=130964&p=5000948>

***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. The very last week is not a class week – it is just the time that the final paper will be due.

## Learning Outcomes

At the end of this course, the student will be able to:

1. 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. Effectively integrate ideas from multiple sources and compose and submit online weekly reflections on complex topics within the field of human-animal interaction;
3. Compose a term review paper on a topic of your choosing within the broad topic of animals and global issues.

## EVALUATION

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

1. Weekly reflections (best 5 out of 7, 5 marks each) 25

2. Weekly term paper assignments (best 8 out of 10, 5 marks each) 40

3. Final term paper 15

3. Final presentation 10

4. Participation in class 10

**TOTAL 100**

*Reflections*

For the weekly reflections, we will cover a different topic each week. You will read the assigned papers and write a reflection on Canvas. You will also be asked to add a comment or reply to someone else’s reflection. Both the person reflection and the reply constitute one “reflection”.

Only 5 out of 7 reflections (own reflection+reply) will contribute to the final mark. Everyone is encouraged to write all the reflections to get the most experience and feedback, but students can also choose to only complete 5. Reflections are expected to be more than 200 words, no longer than 500. Please include a word count on each reflection. The replies do not have a minimum or maximum word count.

Reflections will be graded using the following criteria:

(1) Reading summary: Reflection demonstrates an understanding of the readings and summarizes one or more primary themes presented.

(2) Presentation: Reflection is written clearly, shows technical quality (e.g. sentence structure), and is within the word count.

(3) Analysis and synthesis: Thoughtful synthesis of information from assigned readings. Reflection goes beyond summarizing reading content and shows personal reflection and extension of the presented ideas.

*Term paper (weekly term paper assignments and final term paper)*

Term papers will be worked on throughout the course (weekly assignments). Each week, a section of the term paper will be graded (with established grading criteria for each), and feedback will be provided.

The final term paper will be submitted at the last week of class and will be expected to be 15 to 19 double-spaced pages (excluding references) in 12 font using APA guidelines. The final paper will be graded on an established rubric, which takes into account the following categories:

(1) Research: thoroughness, use of authoritative sources (e.g., peer-reviewed articles, organization position statements, government publications, interview of leaders, etc.), 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 be randomly selected to 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.

## 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>.