# **APBI 316 – Equine Biology, Health and Welfare**

## Acknowledgement

The class meets on Tuesday and Thursday, 16:00-17:20 in the MacMillan Building room 158 (when in-person) and over Zoom (for online e.g. guest speakers). UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

## Course Information

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| **Course Title** | **Course Code Number** | **Credit Value** |
| **Equine Biology, Health and Welfare** | APBI 316 | 3 |

### Prerequisites

There is no prerequisite for this course. Students must have 3rd or 4th year status.

## Contacts

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| **Course Instructor** | **Contact Details** | **Office Location** | **Office Hours** |
| **Dr. Amelia MacRae (BA, BSc, MSc, PhD)** | UBC Animal Welfare Program  2357 Main Mall  Vancouver, BC  V6T 1Z4  Email: amelia.macrae@ubc.ca | MacMillan Rm 180 | By Appointment |

## Course Instructor Biographical Statement

I am a lecturer in the Animal Welfare Program at the University of British Columbia. I am also a marine mammal rehabilitation specialist at the Vancouver Aquarium’s Marine Mammal Rescue. My research in animal welfare examines non-invasive indicators of pain in pinnipeds such as changes in facial expression, eye temperature and vocalizations, as well as social buffering of pain and stress in horses. I am committed to improving how we care for and interact with animals to create more positive human-animal relationships.

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## Teaching ASSISTaNTs

Name: Becky Kenworthy

Email: [beckyek@mail.ubc.ca](mailto:beckyek@mail.ubc.ca)

Office Hours: By Appointment

## Course Structure/Content

This course examines the natural history, biology and welfare of the modern Equid.

Equids have played an important role in human society; therefore, the course will start with situating the Equid in history and in current society. In order to understand how we care for, manage and interact with horses a firm understanding of the natural history and biology of the horse will be developed. This will include understanding behavior and anatomy. The pathology, prevention and treatments of common diseases and health conditions will be presented. Finally, this understanding will be applied to the identifying and understanding the modern challenges of keeping horses in captivity and working with them as pleasure, working, food or sport horses.

Students will be challenged to integrate their knowledge from the entire course. As a basis for evaluation there will be written assignments, in-class quizzes and a final exam (take-home). Students will be tested on reading material, lectures and observation of horse behaviour. As a seminar course, students are expected to have read the assigned readings before each class and be prepared to discuss them in small or large groups and to answer questions by the instructors or other students. Classes will typically include a combination of lectures, group discussions, student presentations and hands-on examination of specimens (if class is in person). Guest speakers will be invited where possible. In general students will participate in a variety of activities ranging from group discussion of real cases to problem solving. The course syllabus may change during the course in order to take account of both student’s and instructor’s response to the course activities and schedules and availability of guest speakers.

## Important Dates

Last day to withdraw without a W standing: **January 20, 2023**.

## **Schedule of Topics**

See table (*Schedule subject to change, pay attention to CANVAS*).

## Learning Outcomes

Students will learn about:

* The role of equids in society: past and present.
* The biology, behaviour and natural history of equids.
* Common diseases and other health problems: treatment and prevention.
* Common welfare concerns of modern-day equids.

Students will develop:

* Awareness of the diversity of factors relevant to our relationship with equids: how we view, interact with and care for them.
* Skills in critical thinking and problem solving using a case approach.
* Communication skills through a mixture of methods: writing, discussing, and presenting ideas and material in class and assignments.

## Learning Activities

My goals are to foster active learning and critical thinking.

The class is structured to include lectures, class and small group discussions, and peer-based learning activities.

A class environment that respects a diversity of experiences and views is fundamental. Reflection and respect for others' points of view is integral to a positive classroom environment. Therefore, preparation, attendance and participation are integral to the course. Enrollment in the course is considered a commitment to being fully present and actively engaged. Out of respect for all members of our classroom community, I ask that you keep class in the foreground. Because we rely on your participation and presence, missing a seminar without notifying me in advance may result in a zero-participation mark.

## Learning Materials

There is no required course textbook.

Additional reading or homework will be assigned throughout the course. This will optimize preparedness for the class topics and to provide students with the confidence that they can participate in discussion.

Readings will be online as PDFs or handouts. **Please make sure you consult with Canvas for assigned readings before class.** Class discussion or lectures will often be based on readings.

Canvas will be used to manage all aspects of the course.

* It is critical that you refer to the class schedule for assigned readings and due dates.
* The Canvas calendar will also be used to schedule assignments and evaluations.
* Announcements will be sent to remind students of class activities or changes.
* Grades will be posted in Canvas.

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## Assessments of Learning

If any changes in the syllabus or evaluation are made these will be discussed with the class and a rationale will be provided. A new, dated electronic syllabus will be provided on Canvas and students will be informed by email that a change has been made**.**

### Overview of evaluation

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| --- | --- | --- |
| **Assignment/Exam** | **Grade Value** | **Date Due** |
| Blog post  Essay 1- Behavioural comparison | 5%  25% | Feb 9  Feb 16 |
| Quizzes (10) | 35% | Weekly |
| Attendance and Participation  Infographic | 5%  5% | Throughout  Mar 23 |
| Final Exam (take home) | 25% | April 18 |

### Rules for Assignments and Grading

* Submit electronic copies via Canvas.
* Due on the due date.
* Late assignments lose 5% per day.
* Missed quizzes/exams require medical documentation. Make-up tests will not be offered.
* Re-Grading: Concerns about marking should be discussed with TA and/or instructor. Any desire for re-grading will require that the entire assignment/exam is re-marked.
* Missed classes require notification with justified reason.

### Summary of Evaluations

**(note - complete and detailed information will be provided on CANVAS, this is an overview)**

Essay 1: Behaviour of feral and captive horses/Comparison **25pt**

In this assignment you will compare the activity budgets and types of behaviours between feral and captive/confined horses. You will create an activity budget for a herd of feral horses by observing and scoring provided video. You will have to use the primary literature to learn about the time budgets of captive/confined horses. Your essay should be approximately 1800-2500 words. Please plan your time and start early!

Quizzes: **35pts**

These will be short (10-15min.) quizzes on topics from class or from reading (short answer, multiple choice). The aim of the quizzes is to keep you up-to-date with material in order to prepare for the final exam and to prepare you for the class. You will be allowed to select the **best 9 out of 10 quizzes** for your final mark.

Blog post: **5pts**

Each of student will submit a blog post on some aspect of horses and horse welfare. 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 feral horse management, equine assisted therapy or use of horses in research, or they may be more specific such welfare of chuck-wagon racers, or the 'big lick'. There are so many interesting horse related topics that we do not have time to discuss in class, therefore, try to choose a topic not already covered in course materials.

This will be one-page summary (~500 words) of the chosen topic.

Infographic: **5pts**

You will create an infographic (visual representation of information) related to horse health, husbandry or training.

Create an infographic on a horse related topic., accuracy, interest, visual appeal

Participation: **5pts**

You will be assessed on your participation in class discussion, willingness to generate questions and share and explore ideas, and on completion of short homework assignments and other activities connected to the daily theme of units and lessons.

Final Exam: **25pts**

You will demonstrate your mastery of the course material and learning objectives. The exam may include multiple choice, fill in the blank, short and long answer questions. It will be a take-home exam.

## 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)**.**

***ACADEMIC INTEGRITY***

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President’s Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University’s policies and procedures, may be found in the [**Academic Calendar**](http://calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0)**.**

### Learning Analytics

This course will use learning analytics in Canvas which improves teaching and learning. This tool will capture data about your activity on Canvas (how you use it and how often). This will enable me to improve the Canvas structure for the course.

### Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

No recordings of lectures are permitted without permission.

## Reading Material

Readings will be assigned throughout the term. Please check CANVAS.