

APBI 416 – Compassionate Conservation
Fall 2019, Wednesdays 10am – 12:50pm

Instructor

Dr. Kristen Walker

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Teaching Assistant

Rumi Naito

Virtual office hours: Wednesdays 4:30 – 5:30pm via [Zoom Link](#)

- There will be a waiting room so we will be able to chat with students individually. If you cannot make this time, please contact Rumi or me to set up an appointment.

Discussion Board in Canvas for Course Questions – please use for any questions related to APBI 416 topics or assignments

Course Catalogue Description: Evaluation of humane treatment of individual animals living in the wild and managed within conservation biology; assessment of attitudes and viewpoints of the role of animal welfare in conservation biology.

Pre-requisite: 3rd year standing or higher. APBI 315; BIOL 416 or CONS 220/330 recommended.

Detailed Course Description

This course focuses on how the principles and research methods of animal welfare science can be applied to solve practical problems in conservation biology. The core of the course will focus on how the humane treatment of individual animals can be incorporated into the structure of conservation biology practices, which typically focus on the population or ecosystem level. This cross-disciplinary field has been termed compassionate conservation. In this course we will assess the different viewpoints and principles that make up compassionate conservation. Topics covered include improving wildlife handling techniques, reducing effects of marking and tagging devices, assessing success of reintroduction and translocation programs, and mitigating conflicts between humans and wildlife.

Course Learning Outcomes

Upon completion of this course you will be able to:

- describe key principles and research approaches to the study of animal welfare science as it relates to conservation biology;
- critically analyze the complex issues within conservation biology and how the principles of compassionate conservation can be applied
- integrate individual and population level animal welfare and conservation concerns; and
- analyze, critique, interpret, summarize and communicate findings from research in animal welfare science and conservation biology.

Class Structure

We will use a combination of online lectures, debates, small group discussions and activities, independent writing and critical analysis throughout this course.

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Course Learning Materials: There are no assigned textbooks; a reading list for weekly topics and case studies will be posted on Canvas. The following books are recommended:

Bekoff, M. 2013. *Ignoring Nature No More – The Case for Compassionate Conservation*. The University of Chicago Press, Chicago, USA.

Fraser, D. 2008. *Understanding Animal Welfare: The Science in its Cultural Context*. Wiley-Blackwell, Oxford.

Evaluation

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

	% of Final Grade
1. Assignment 1: <i>The integration of conservation and animal welfare</i>	15
2. Researcher presentation: <i>Aligning principles with practice in research</i>	16
Peer review of researcher presentations (3 peer reviews @ 2pts each)	6
3. Case study analyses: <i>Focusing in on current issues in compassionate conservation</i> (3 case studies @ 16 pts each)	48
4. Case study group facilitator	4
5. Field trip commentary: <i>a live look at local conservation</i>	5
6. Guest lecture summaries: <i>Conservation work in action</i> (2 summaries @ 3pts each)	6
Total	100%

1. Assignment: *The integration of conservation and animal welfare*

The first assignment will involve a synchronous activity held during class that focuses on integrating the fields of conservation biology and animal welfare using the principles of compassionate conservation. You will need to think analytically about a situation presented online in class. Working in teams you will define your stance on the topic and be involved in a debate. The written portion of the assignment, worth 15 points, will be due to Canvas by October 7th at 5pm. The write-up will be 4-6 pages in length, double-spaced, 12-pt font, 1” margins. Please see Canvas for complete instructions.

2. Researcher Presentation: *Aligning principles with practice in research*

To be exposed to researchers in the field of compassionate conservation, you will be responsible for investigating one researcher whose research you believe aligns with the principles of

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compassionate conservation as discussed in class. Ideally the chosen researcher will conduct research in the area related to a topic you have interested in. In this activity you will (a) select a researcher who does work related to compassionate conservation, (b) prepare a written research summary on the person, their research, and how their research fits within the principles of compassionate conservation, (c) record a 5-minute presentation, to be posted to Canvas, using visuals and images with the purpose of summarizing the researcher and their educational background, the overall research conducted by the researcher, and specifically how the researchers work aligns and misaligns with principles of compassionate conservation. You will receive up to 8 points for the oral presentation and 8 points for the written portion of the assignment. The write-up will be 2-3 pages, double-spaced, 1" margin and will include an overall summary of researcher, their research and how the researchers work aligns with principles of compassionate conservation. The researcher presentation videos and write ups are due to Canvas by 5pm Friday, September 25th. Please refer to the complete instructions for researcher presentations posted on Canvas.

Peer Review of Researcher Presentations: Each student will be assigned to complete 3 peer reviews of researcher presentations. Each peer reviews will be worth 2 pts. The objective of peer reviews are for students to become exposed to the variety of researchers working on research related to compassionate conservation. Peer reviews will be due by 10am on October 28th. More detailed information on peer review will be given during class and can be found on Canvas.

3. Case Study Analysis: *Focusing in on current issues in compassionate conservation*

To learn how to apply the principles and concepts of compassionate conservation to real life situations you will be presented with detailed case studies in class on current issues in compassionate conservation. We will be presenting a total of 6 case studies throughout the term; you will need to choose 3 case studies that you will independently complete write ups on for marks. We will present case study topics in class (see course schedule), spending time as a class and in small breakout groups discussing the case study. Insight from these discussions, as well as an independent analysis of the scientific literature, will be used to inform your case study write up. By completing the case study analyses you will draw on and strengthen analytical, writing and research skills. *The case study write ups will be due one week after the in class discussion.*

Late case studies will not be accepted under any circumstance. For example, the case study presented in class on Oct 14th will be due to Canvas by 10am on October 21st. Analyses will be 4-6 pages in length, double-spaced, 12-pt font, 1" margins, with a minimum of 6 scientific peer-reviewed references to be included. Refer to the complete description posted on Canvas for further details.

4. Case study facilitator: *Leading a discussion on a current issue in compassionate conservation*

Throughout the term we will be working through case studies in compassionate conservation. At the beginning of the term you will to sign up to facilitate a small group discussion for one of the 6 case studies. You will earn up to 4 points for your facilitation of the case study. Since you will be required to write up 3 of the 6 case studies as addressed in the Case Study Analysis section above, it would be beneficial to you if you choose to be a case study facilitator for one of the case studies you choose to write up. Your points will be earned by being prepared for the case

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study discussion, moving the discussion along within your group, actively soliciting ideas from group members, and your report back to the entire class. Both the instructor/teaching assistant and your peers will provide evaluation marks. Refer to the details on Canvas for more information.

5. Field trip commentary: *a live look at local conservation*

We will have a virtual field trip at Grouse Mountain Wildlife Refuge on September 30th. This visit will consist of a guided tour of the grizzly bear and other wildlife facilities at Grouse. The field trip will expose you to a local wildlife conservation organization and allow you to observe how conservation organizations align with the principles of compassionate conservation. After attending the virtual tour of Grouse Mountain Wildlife Refuge you will submit a commentary to the Canvas discussion board by 10am on October 7th, reflecting on your experience. The commentary could include reflections on the welfare or conservation topics identified from your virtual visit, personal highlights, reflections on your past experience or perceptions of Grouse Mountain and/or a summary of how the goals of Grouse Wildlife Refuge are or are not aligned with the principles of compassionate conservation. Details on the field trip commentaries can be found on Canvas.

6. Guest lecture summaries: *Conservation work in action*

We will hear from up to four guest lecturers on topics related to conservation and animal welfare science. This is a chance for you to hear from experts about current work in the field and for you to ask questions. In addition to attending guest lecture presentations, you are responsible for completing 2 written summaries of guest lecture presentations throughout the semester. It is your choice as to which guest lectures you choose to write up. Each guest lecture summary will be 2 pages in length, double-spaced, 1” margins, 12 pt font. The summary will contain a concise overview of the topic discussed including one question that arose for you during the presentation, it will be absent of writing/grammatical errors, and it will be well organized. Details on guest lecture summaries can be found on Canvas.

General Course Policies

In class participation: During the semester you will be involved in small group discussions on a variety of topics within compassionate conservation. Your participation in small group discussions is very important to the learning outcomes of the course. We believe that you cannot succeed in the course without active participation in discussions. We will be encouraging everyone to use their video during class and during all small group discussions. This will allow us to connect visually. Please note that participation in the large class setting will not be evaluated, however we strongly encourage you to participate in all synchronous presentations and discussions.

Late Assignments: All assignments are due by the specified date and time. **Late assignments will not be accepted.**

Absences: If you have physical illness or experience emotional stress that cause you to miss classes or assignments please contact Kristen as soon as possible. There are no make-up opportunities for missing in-class activities, as well as case studies and virtual field trips.

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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>).

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>).

Online Learning and the Sensitivity of Course Topics:

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>.

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Proposed topics to be covered – schedule subject to modification

Class	Week	Topic	Preparation for class	Due
1	Sept 9	Introductions The case for compassionate conservation	Fraser et al 1997; Soule 1985; Fraser 2010 Watch: The Field of CC video	
2	Sept 16	The compassion in conservation? A debate on the principles of compassionate conservation Public perceptions of CC	Wallach et al. 2018; Hayward et al 2019; Sekar and Shiller 2020 Watch: Applications of CC Methods video	
3	Sept 23	Conservation ethics The roles of zoos in conservation	TBA	Group facilitator sign up Researcher presentation videos and write ups due by 5pm Friday Sept 25 th .
4	Sept 30	Field trip – Grouse Mountain	Live from Grouse	
5	Oct 7	Case Study #1: Captive breeding programs		Field trip commentaries due by 10am Assignment 1 due by 5pm
6	Oct 14	Case Study #2: Re-wilding animals/Reintroductions	Synder et al. 1996; Baker 2013 Russon rehab chapter	Case Study #1 due 10am
7	Oct 21	Effects of wildlife research Guest Lecturer – Conservation work in action	Watch: Research in Compassionate Conservation video	Case Study #2 due 10am
8	Oct 28	Case Study #3: Organized culling and ‘pest’ management	TBA	Peer review of researcher presentations due 10am

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9	Nov 4	Case Study #4: Trophy hunting and canned hunts	TBA Batavia et al. 2018	Case Study #3 due 10am
10	Nov 11	NO CLASS – Remembrance Day		Case Study #4 due 10am
11	Nov 18	Case Study #5: Wildlife ‘control’/management	TBA Dubois et al. 2017	
12	Nov 25	Conservation work in action Guest Lecturer: Dr. Marty Haulena Guest Lecturer: Robin Naidoo	Watch: Advice for students video	Case Study #5 due 10am
13	Dec 2	Case Study #6: Wildlife trade	TBA	Guest lecture summaries due Dec 2 nd 10am
	Dec 9			Case Study #6 due 10am