



GEOGRAPHY FINAL COURSE OUTLINE: WINTER 2018

GEOG 317 H(3-0)

Animal Geography

Section	Days	Time	Location
LEC 01	We	16:00 – 18:45	EDC 388

Instructor: Dr Shelley Alexander	Office: ES 460
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Please note: The appropriate emergency evacuation assembly point for all classes taught in Education Classroom Block is Scurfield Hall Atrium.

Course Description

Explores the socio-spatial relationships between humans and animals, with the goal of elucidating the ecological, economic, political, social and cultural pressures shaping these relations, and the conflicts arising from human-animal interactions. Inter-species bonds and emotional lives of animals are also covered.

Course Objectives:

The primary objective of this course is to build core competency understanding how humans relate to animals. In particular, we examine how ethics, culture, historical practice, societal pressures and worldviews impact the lives and welfare of animals (domestic, feral and wild). Topics include food production, pet ownership, livestock husbandry, animal assisted therapy, wildlife research and conservation, as well as animal sentience and emotional lives. Key learning will be gained through skill building techniques, such as interpreting animal play (e.g. play in dogs as a measure of consciousness). Inter-species relationships are also explored, with a capstone event involving an evening with the PALS dogs. Methodologically, the course integrates a variety of qualitative, inquiry based and group role playing instructional approaches into five assignments, to explore the complexity of our engagements with certain animals (e.g. coyotes, sharks, wolves, horses). Final presentations are developed by working groups of 3-4 students, cover any topic in human-animal relationships, and provide a final in-depth student driven exploration of the myriad of challenges facing animals in society and contemporary, innovative solutions. The course will evaluate student's ability to synthesize data collected through media or literature, and provide concrete skills in analysis (e.g. media content analysis). The final short paper consists of each student's personal reflection on their key learnings that were personally meaningful.

Course Learning Outcomes:

The Department of Geography is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate and the expected level of achievement.

Course Learning Outcomes	PLO(s)	Level(s)
Explain the history of Animal Geography around the world with a specific focus on North America	1,2	3
Describe historic and contemporary theories describing human and animal relationships	1,2	2
Use multiple methods to explore complex human-animal relationships (e.g. media content analysis, film reaction, role playing of stakeholders in a coyote cull hearing, among others)	3,4	1,2, 3
Identify ethical frameworks that influence choices about engagement with animals (wild, pets, livestock, feral)	2	2
Understand the role of media in affecting our perceptions about animals, using media content analysis techniques)	2, 3, 4	2
Develop a skill set to interpret the complex language used by dogs in play, as a means to understand animal sentience.	2, 5	2
Articulate how human disturbance affects animal survival, using regional examples aimed at co-existence	7	2
Describe how contemporary pet and domestic livestock ownership evolved and its relationship to social constructs, and power imbalances at local, international and global scales	3, 4, 5	2
Communicate how research approaches in conservation affect animal welfare	2	2
Use inquiry based learning to explore the complex relationships between humans-animal-landscape in the procurement of food and water security for humans	1, 7	2,3

PLOs = Program Learning Outcomes: 1 = reflect and communicate diverse human-environment perspectives, 2 = identify and explain human-environment processes, 3 = implement sampling, data collection, analyses and communication methods, 4 = analyze spatial and temporal aspects of human-environment systems, 5 = employ knowledge, arguments, and methodologies for solving human-environment problems, 6 = evaluate geospatial data and manipulate it to create cartographic products, 7 = communicate geographic concepts using oral, written, graphic, and cartographic modes, and 8 = demonstrate literacy skills. **Levels:** (1) Introductory, (2) Intermediate, (3) Advanced.

Prerequisite: N/A

Text/Readings

Required Texts:

1. Urbanik, Julie. 2012. Placing Animals, An Introduction to the Geography of Human-Animal Relations. Rowman & Littlefield Publishers, Inc. Maryland. 191 pp.
2. Bekoff, Marc. 2007. The Emotional Lives of Animals: a leading scientist explores animal joy, sorrow, and empathy, and why they matter. New World Library. Novato, CA. 214pp.

Recommended

1. Palmer, Clare. 2010. Animal Ethics in Context. Columbia University Press. New York, NY. 203pp.

Grading (Weighting):

Assignments (5 - in class and take home)	40%
Assignment discussion	10%
Presentations (group):	30%
FINAL Project:	20%

Final Examination: There is NO final examination for this course

Grading System:

96-100	A+	77-80	B	59-61	C-
90-95	A	71-76	B-	55-58	D+
86-89	A-	65-70	C+	50-54	D
81-85	B+	62-64	C	0-49	F

Human subjects

No human subjects used in this course.

Supplementary Fees

No supplementary fees. Donation on behalf of class is made by the Professor to PALS, using personal funds.

For additional detailed course information posted by the instructor, visit the course Desire2Learn page online at <https://d2l.ucalgary.ca/d2l/home>.

SUPPLEMENTAL INFORMATION**Writing across the Curriculum**

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The university supports the belief that throughout their university careers students should be taught how to write well, so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their university courses and, where appropriate, faculty members can and should consider quality of writing as a factor in the evaluation of student work. The services provided by Writing Support Services can be utilized by all undergraduate and graduate students who feel they require further assistance: www.ucalgary.ca/ssc/writing_support/overview.

Academic Accommodations

It is the student's responsibility to request academic accommodations, according to the university policies and procedures listed in the University Calendar.

The student accommodation policy can be found at: www.ucalgary.ca/access/accommodations/policy. Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

Students needing an accommodation based on a protected ground other than disability should communicate this need, preferably in writing, to the Department Head (email: geograph@ucalgary.ca).

Principles of Conduct

The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: www.ucalgary.ca/pubs/calendar/current/k.html.

Plagiarism, Cheating, and Student Misconduct

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: www.ucalgary.ca/pubs/calendar/current/k-3.html. Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: www.ucalgary.ca/pubs/calendar/current/k-5.html.

Internet and electronic communication device information:

There is no restriction on the use of laptops and tablets in class if they are used to take notes or find information relevant to the class, and if there is no disturbance or distraction of other students or the instructor. Phones must be turned off during class, unless you have previously identified yourself to the instructor as a health care or law enforcement professional. The use of any calculators and/or devices during examinations will be allowed.

Freedom of Information and Protection of Privacy

Freedom of Information and Protection of Privacy (FOIP) legislation in Alberta disallows the practice of having students retrieve assignments from a public place, such as outside an instructor's office, the department office, etc. Term assignments will be returned to students individually, during class or during the instructor's office hours; if students are unable to pick up their assignments from the instructor, they must provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

Posting of Grades and Picking-up of Assignments

Graded assignments will be returned by the instructor or teaching assistant personally during schedule lecture or laboratory periods, unless they are made available electronically through the course D2L webpage. Grades and assignments will not be available at the Department of Geography's main office.

Faculty of Arts Program Advising and Student Information Resources

Have a question, but not sure where to start? The Faculty of Arts Students Centre is your information resource for everything in Arts! Drop in at SS 102, call us at 403-220-3580, or email us at ascarts@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which provides detailed information about common academic concerns.

For guidance on course registration (add, drop, swap), information about paying fees, and assistance with your Student Centre, contact Enrolment Services at 403-210-7625 or visit them at the MacKimmie Block.

Contact Information for Student and Faculty Representation

- SU VP Academic Phone: 220-3911 and e-mail: suypaca@ucalgary.ca
- SU Faculty Rep. Phone: 220-3913 and e-mail: arts1@ucalgary.ca
- The students ombudsman office information can be found at: www.ucalgary.ca/ombuds/

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the mental health resources available throughout the university community, such as counselling, self-help resources, peer support, or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Campus Safewalk

Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day, to any location on Campus, including the LRT station, parking lots, bus zones, and university residences. Contact Campus Security at 220-5333 or use a help phone, and Safewalkers or a Campus Security officer will accompany you to your campus destination.

USRI Surveys

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference, so please participate in USRI surveys.
