



ANSC*1210 Principles of Animal Care and Welfare

Winter 2019

Section(s): C01

Department of Animal Biosciences

Credit Weight: 1.00

Version 3.00 - January 17, 2019

1 Course Details

1.1 Calendar Description

Students will be introduced to the major ethical theories that deal with humanity's duties to animals. The relationship of ethics to science will be discussed. Factors that contribute to the quality of life of animals will be considered and methods of assessing animal welfare will be described. Common causes of reduced animal welfare will be covered. The course will also deal with how different cultures approach animal welfare and attempt to regulate it.

Pre-Requisite(s): BIOL*1050
Restriction(s): ANSC*3210.

1.2 Course Description

Students will be introduced to the major ethical theories that deal with humanity's duties to animals. The relationship of ethics to science will be discussed. Factors that contribute to the quality of life of animals will be considered and methods of assessing animal welfare will be described. Common causes of reduced animal welfare will be covered. The course will also deal with how different cultures approach animal welfare and attempt to regulate it.

1.3 Timetable

Timetable is subject to change. Please see WebAdvisor for the latest information.

1.4 Final Exam

Exam time and location is subject to change. Please see WebAdvisor for the latest information.

2 Instructional Support

2.1 Instructional Support Team

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2.2 Teaching Assistant(s)

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3 Learning Resources

3.1 Additional Resource(s)

Other Resources (Other)

Readings as provided on Courselink

Course material and grades available on Courselink

This course was previously taught by Dr. Ian Duncan, Professor Emeritus and Emeritus Chair in Animal Welfare in the Department of Animal Biosciences. We are grateful to Dr. Duncan for sharing some of the course material with us.

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. This course involves formal lectures, discussions, debates, role-playing exercises, and simulated field assessment of welfare. The course is designed to foster the ability of students to:
 1. understand the principles of animal care and welfare
 2. appreciate the relationship of ethics to science
 3. justify a moral point of view
 4. interpret and critically evaluate the literature on animal welfare
 5. be sensitive to other people's values and views
 6. make objective judgements on animal welfare
 7. be creative in solving welfare problems
 8. present views on animal welfare in a well-structured and convincingly-argued way, through written papers and oral presentations

5 Teaching and Learning Activities

5.1 Lecture

Topic(s): See additional content below for lecture details.

5.2 Seminar

Topic(s): See additional content for seminar details.

5.3 Lecture Topics

| Date | Topic (dates of lectures are subject to change. Guest speakers may be invited) |
|------|---|
| 1 | January 8 th Introduction Brainstorming about practices that reduce animal welfare Instructions to complete questionnaire on ethical dilemmas |
| 2 | January 10 th Analysis of brainstorming results |
| 3 | January 15 th Analysis of questionnaire on ethical dilemmas Classification of views on the treatment of animals |
| 4 | January 17 th Introduction to some ethical theories 1 |
| 5 | January 22 nd Introduction to some ethical theories 2 |
| 6 | January 24 th Definition of animal welfare 1 |
| 7 | January 29 th Definition of animal welfare 2 |
| 8 | January 31 st Definition of animal welfare 3 |
| 9 | February 5 th Assessment of animal welfare 1 |
| 10 | February 7 th Assessment of animal welfare 2 |
| 11 | February 12 th Welfare issues and solutions in relation to breeding and invasive practices 1 |

| Date | Topic (dates of lectures are subject to change. Guest speakers may be invited) | |
|-------------|---|---|
| 12 | February 14 th | Mid-term exam (in lecture time; written) |
| | February 19 th -21 st | WINTER BREAK |
| 13 | February 26 th | Welfare issues and solutions in relation to breeding and invasive practices 2 |
| 14 | February 28 th | Welfare issues and solutions in relation to the physical and social environment 1 |
| 15 | March 5 th | Welfare issues and solutions in relation to the physical and social environment 2 |
| 16 | March 7 th | Welfare issues and solutions in relation to the physical and social environment 3 |
| 17 | March 12 th | Welfare issues and solutions in relation to the physical and social environment 4 |
| 18 | March 14 th | Welfare of wild animals kept in captivity (Guest lecturer: Dr. Sherri Cox) |
| 19 | March 19 th | Welfare issues and solutions in relation to the physical and social environment 5 |
| 20 | March 21 st | Welfare of laboratory animals (Guest lecturer: Dr. Lena Levison) |
| 21 | March 26 th | Economics of animal welfare (Guest lecturer: TBA) |
| 22 | March 28 th | Welfare of companion animals (Guest lecturer: Dr. Lee Niel) |
| 23 | April 2 nd | Legislation and codes to protect animal welfare |
| 24 | April 4 th | Law, religion and culture |

5.4 Seminars

| Week starting | Topic |
|---------------|--|
| 1 | January 14 th Introductions Students' backgrounds and attitudes to animals |
| 2 | January 21 st Discussion of animal welfare problems Distribution of instructions for "philosopher" exercise |
| 3 | January 28 th Role playing a philosopher's approach to a welfare problem Distribution of instructions for "convince" exercise |
| 4 | February 4 th "Convince" exercise; convince a group of people with a different view of animals to your way of thinking |
| 5 | February 11 th Assessing invasive practices Distribution of instructions for "role-playing" exercise |
| | February 18 th WINTER BREAK |
| 6 | February 25 th Role-playing exercise involving criminal charges of cruelty to animals |
| 7 | March 4 th Role-playing exercise involving criminal charges of cruelty to animals |
| 8 | March 11 th Writing a new federal law to protect animal welfare |

Distribution of instructions for debates

| | | |
|----|------------------------|--|
| 9 | March 18 th | No seminar-facility comparison due on the 22 nd |
| 10 | March 25 th | Debates |
| 11 | April 1 st | Debates |

6 Assessments

6.1 Assessment Details

Course Assignments and Tests (0%)

| Assignment or Test | Due Date | Contribution to Final Mark (%) | Learning Outcomes Assessed |
|--|--|--------------------------------|----------------------------|
| "Convince" exercise; oral | Week starting February 4 th | 5% | 1 to 8 |
| Mid-term exam; written (in lecture time) | February 14 th | 20% | 1, 2, 4, 6 |
| Facility comparison; written (4-6 pages double-spaced, Word document) due 16h00 in Dropbox | March 22 nd | 20% | 1, 4, 6, 7 |
| Performance in role-playing cruelty to animal court case; oral | Weeks starting February 25 th and March 4 th | 10% | 1 to 8 |
| Performance in debates; oral (team mark with teams of 2 or 3 students) | Weeks starting March 25 th and April 1 st | 10% | 1 to 8 |
| General contribution to | | 5% | 1 to 8 |

| Assignment or Test | Due Date | Contribution to Final Mark (%) | Learning Outcomes Assessed |
|--|------------------------|---------------------------------------|-----------------------------------|
| seminars; oral | | | |
| Final exam; written; 19:00 – 21:00 (location t.b.a.) | April 17 th | 30% | 1, 2, 4, 6 |
| | | 100% | |

7 University Statements

7.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

7.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

7.3 Drop Date

Courses that are one semester long must be dropped by the end of the fortieth class day; two-semester courses must be dropped by the last day of the add period in the second semester. The regulations and procedures for course registration are available in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg->

regchg.shtml

7.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

7.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

More information can be found on the SAS website
<https://www.uoguelph.ca/sas>

7.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community—faculty, staff, and students—to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct
<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct
<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

7.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

7.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>
