

**ENY 6934**  
**Honey Bee Biology**  
**Fall 2020**  
**3 credits**

**\*This course is co-taught with ENY 4932 Honey Bee Biology.**

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**Special Note on Contact via Email:** Due to UF privacy laws, you must use your GatorLink account or the Canvas mail system when emailing the Instructor or TA. Emails sent from other accounts (gmail, hotmail, etc.) will not be answered by the Instructor or TA.

**Office Hours:** By appointment.

**Course Description:** This course will provide an in-depth look into the fascinating world of honey bee biology. Herein, we will explore topics such as honey bee sociality, taxonomy, biogeography, behavior, anatomy, physiology, reproduction, nutrition and genetics. Additionally, these topics will be discussed via the paradigm of the honey bee superorganism.

**Course Learning Objectives:**

1. Compare the life-history strategies of different honey bee species and contrast the different traits of honey bee subspecies.
2. Describe the different tasks of honey bee workers and distinguish how these might change depending on conditions within the colony.
3. Identify the different structures of the honey bee anatomy and discuss how these function together as physiological systems.
4. Appraise the concept of the honey bee superorganism and argue whether or not honey bees fit this paradigm.

5. Interpret the findings from recent honey bee biology research publications and discuss the relevance they may have to beekeepers.
6. Create extension documents that will teach honey bee biology to non-scientific audiences.

**Required Readings:**

1. Nürnberger, F.; Keller, A.; Härtel, S.; Steffan-Dewenter, I. 2019. Honey bee waggle dance communication increases diversity of pollen diets in intensively managed agricultural landscapes. *Molecular Ecology* 28: 3602–3611.
2. Aamidor et al., 2020. What mechanistic factors affect thelytokous parthenogenesis in *Apis mellifera caponizes* queens? *Apidologie* 51:329–341
3. Dolezal, A.G.; Toth, A.L. 2018. Feedbacks between nutrition and disease in honey bee health. *Current Opinion in Insect Science*, 26: 114–119.
4. Boncristiani, H. et al., 2020. Honey bee health world report. *Journal of Apicultural Research*, *In Press*.
5. Mortensen et al. 2018. The discovery of *Varroa destructor* on drone honey bees, *Apis mellifera* at drone congregation areas. *Parasitology Research* 117: 3337-3339.
6. Simone-Finstrom, M. 2017. Social Immunity and the Superorganism: Behavioral Defenses Protecting Honey Bee Colonies from Pathogens and Parasites, *Bee World*, 94: 21-29.

**Textbook (Recommended):** Caron, D.W. 2013 (revised from 1999). *Honey Bee Biology and Beekeeping*. Wicwas Press. Cheshire, CT, 368 pp.

**Lectures:** This is a fully online, Canvas-based course. The website for the syllabus, all lectures, reading materials, announcements, tests, etc. will be posted on eLearning: <http://lss.at.ufl.edu>. All lectures for this course are narrated presentations and will include videos and supplemental readings. We will provide text from all the narrated presentations, but you should pay close attention, as knowing and understanding the spoken information is critical for success in this course. All lectures and tests will be delivered online in Canvas.

Please note that all video clips and photographs are copyrighted and are NOT to be used outside of this class and may be used only this semester. Please do not copy or distribute these photographs or video clips. All class notes are provided for educational use only.

**Course Notifications and Communication:** All course communications (assignments, announcements, test information, etc.) will be made via the Announcements in Canvas. Please ensure that your Canvas profile is set to receive notifications (i.e. please check the appropriate box to receive all notifications). To do this, click on your name in the upper right corner of the Canvas homepage after logging into Canvas. Next, click “notifications” on the left. This will take you to the Notification Preferences page. Then, click the check symbol for at least the following notifications: Due Date, Course Content, Announcement, and Grading.

Students are encouraged to post general questions on topics taught in the class under the General Questions thread. The instructor and/or the TAs will respond to the questions. Other students are also encouraged to respond to the questions. Private questions should be sent to the TAs via e-mail.

Everyone is busy, so please do not expect immediate responses to emails or discussion posts. The instructor and TAs will do our best to respond within 24 hours during the week and 48 hours on weekends. We will also do our best to grade assignments within one week of the due date.

**Course Schedule:** This course is offered via Canvas as a distance education course. To stay on track, students must adhere to the course schedule.

Module	Video Content	Weekly Readings	Module Quizzes	Critical Thinking Exercises	Subspecies Report Assignments	Extension Fact Sheet Project
Getting Started	Welcome video	Course syllabus; Tips for success	Sep.4 <sup>th</sup>			
Insects	Insecta, Hymenoptera, Differentiating bees and wasps, common bee groups, common wasp groups, bee/wasp mimics	Textbook: p. 9-15; 22-25	Sep.4 <sup>th</sup>			
Sociality	What makes insects social?, Levels of sociality, Evolution of sociality		Sep. 11 <sup>th</sup>			
Honey Bee Taxonomy	Apidae, Apis, Honey bee taxonomy (Micrapis, Megapis and Apis)		Sep. 11 <sup>th</sup>	Sep. 11 <sup>th</sup>		
Biogeography and Taxonomy of genus Apis	floreana, andreniformis, dorsata, laboriosa, nigrocincta, cerana, koschovskii, nuluensis, mellifera		Sep. 18 <sup>th</sup>			Fact Sheet Topics Sep.18 <sup>th</sup>
Biogeography and Taxonomy of Apis mellifera	Overview of lineages, Lineage A, Lineage M, Lineage C, Lineage O, Minor lineages	ABJ: Stocks of Bees	Sep. 25 <sup>th</sup>	Sep.25 <sup>th</sup>	Select Subspecies Sep. 25 <sup>th</sup>	
The Colony and the Nest	Adult members of a honey bee colony, Immature members of honey bee colonies, Components of a nest	ABJ: Members of a Colony; Components of Nests Textbook: p. 49-57	Oct. 2 <sup>nd</sup>			
Honey Bee and Colony Behaviors	Tasks of a worker, Honey bee dance language, Thermoregulation, Swarm preparation, The swarm, Choosing a nest site, Queen and drone behaviors	ABJ: Swarms; Tasks of Workers; Thermoregulation and Dance Language Nürnberg et al. 2019 Textbook: 61-73	Oct. 9 <sup>th</sup>	Oct. 9 <sup>th</sup>		
External Anatomy and Physiology	Head, Thorax, Abdomen	ABJ: External Anatomy	Oct. 16 <sup>th</sup>			

Internal Anatomy and Physiology	Digestive, Nervous, Circulatory, Respiratory, Reproductive, Muscular, Endocrine, Immune, Exocrine	ABJ: Internal Anatomy	Oct. 23 <sup>rd</sup>		1 <sup>st</sup> Submission Oct. 23 <sup>rd</sup>	1 <sup>st</sup> Submission Oct. 23 <sup>rd</sup>
Honey Bee Genetics	Introduction, Haplo-diploidy, Arrhenotoky, Thelytoky	Aamidor et al. 2020	Oct. 30 <sup>th</sup>		Peer Review Oct. 30 <sup>th</sup>	Peer Review Oct. 30 <sup>th</sup>
Honey Bee Nutrition	Larval diet, adult diet, Nectar and honey, Pollen, Foraging habitats	Dolezal et al. 2018	Nov. 6 <sup>th</sup>	Nov. 6 <sup>th</sup>		
Pest Pathogen Overview	Major arthropod pests, Minor arthropod pests, Pathogen stressors, Other stressors, Principle stressors, Overcoming bee defenses	ABJ: Biotic Stressors; Other Stressors Boncristiani et al. 2020	Nov. 13 <sup>th</sup>			
Mating	Sexual maturation of the queen, Sexual maturation of the drones, Drone congregation areas, Honey bee mating, Post-mating maturation	ABJ: Mating Biology Mortensen et al. 2018	Nov. 20 <sup>th</sup>		Final Submission Nov. 20 <sup>th</sup>	Final Submission Nov. 20 <sup>th</sup>
Superorganism	Overview, Food collection, Endocrine and exocrine systems, Respiration and thermoregulation, Immune system, Communication, Summary	ABJ: Superorganisms Simone-Finstrom, 2017	Dec. 4 <sup>th</sup>	Dec. 4 <sup>th</sup>		

**Evaluation:** The course grade is based on total points earned out of 600 possible points.

Module assessments	15 points each × 14 assessments	210 points
Section critical thinking exercises	45 points each × 5 exercises	225 points
Select Topic for Subspecies Report	10 points	10 points
Submission of your peer evaluations of two of your peers' Subspecies Reports	10 points × 2 peer reviews (you get 10 points per peer review you submit)	20 points
Final draft of your Subspecies Report	85 points	85 points
Extension Fact Sheet Project	100 points	100 points
	<b>Total Course Points</b>	<b>650 points</b>

### Grades and Grade Points

For information on current UF policies for assigning grade points, see [catalog.ufl.edu/UGRD/academic-regulations/grades-gradingpolicies/](http://catalog.ufl.edu/UGRD/academic-regulations/grades-gradingpolicies/).

FINAL GRADING		
% grade	Letter grade	Points needed to achieve letter grade
100-93	A	≥ 605
90-92	A-	585 – 604
87-89	B+	566 – 584
83-86	B	540 – 565
80-82	B-	520 – 539
77-79	C+	501 – 519
73-76	C	475 – 500
70-72	C-	455 – 474
67-69	D+	436 – 454
63-66	D	410 – 435
60-62	D-	390 – 409
0-59	E	0 – 389

### Assignments:

**(1) Module Assessments:** There is a 15-point assessment associated with each of the fourteen modules in this course. These assessments are *open note* (i.e. you are allowed to use class lectures, books, websites, etc. while taking the assessments). The assessments will be composed of true/false and multiple choice questions. **The assessments 1) open the Saturday morning after the previous section ends, 2) are timed (30 minutes each), and 3) are due on the following Friday at 11:59 pm on the date listed in the course schedule.** These are individual assessments so please do your own work and do not work in groups or share your answers. There is a large bank of test questions for each assessment and the assessment questions are selected randomly for each student. You will receive a 5-point deduction for each day a module assessment is late.

The first module assessment is a graded syllabus quiz on the “Getting Started” module. You need to read the syllabus and answer quiz questions related to it by **11:59 pm ET on the date listed in the course schedule.** You must complete the syllabus quiz before you are able to advance to the next module. This quiz will show you how your online assessments will be formatted as well as allow you to demonstrate that you understand how this course works and important due dates.

**(2) Critical Thinking Exercises:** The exercises are designed to encourage you to think critically about the content presented in the module lectures. The critical thinking exercises are worth 45 points each. There are

separate exercises designed for graduate students incorporating additional questions from the scientific journal articles assigned to that section. These are individual exercises so please do your own work and do not work in groups or share your answers. All of the critical thinking exercises are open note and untimed. You can close and reopen the exercise as many times as you would like until the due date (see course schedule), but you will not be able to make any changes once you have officially submitted your final exercise. **The exercises are due at 11:59 pm on the date listed in the course schedule. You will receive a 5 deduction for each day a module assessment is late.**

**(3) Subspecies Report:** One of the most useful skills in any profession is writing. Furthermore, one of the missions of the Land Grant Institution is extension, which means we are communicating with the general public. As such, you are required to produce an informational article which explains the biology of a specific *Apis mellifera* subspecies. This article should be written following the standard Featured Creature format. This format is available at the Featured Creatures link (<http://entnemdept.ufl.edu/creatures/>) under the “Format for Authors” link. Your *Apis mellifera* subspecies article should be written to have the potential for publication through the University of Florida’s extension branch (Cooperative Extension Service). You **must** check with the TA before beginning your article so that they can verify that such an article does not already exist on your subspecies. The instructor or TA can provide ideas for selecting a subspecies, but the topics will be reserved on a first come first serve basis. **A grading rubric will be provided in Canvas to facilitate the development of your article.**

Here is an example of two Featured Creature articles that have been written on *Apis mellifera* subspecies.

*Apis mellifera capensis*: [http://entnemdept.ufl.edu/creatures/misc/bees/cape\\_honey\\_bee.htm](http://entnemdept.ufl.edu/creatures/misc/bees/cape_honey_bee.htm)

*Apis mellifera scutellata*: <http://entnemdept.ufl.edu/creatures/misc/bees/ahb.htm>

You’ll notice how the authors created figures helpful to understanding the subspecies distribution as well as including other useful figures and information.

All written reports should convey scientific information in a way that a high school student could understand. Figures are extremely helpful in extension documents, and students are encouraged to include as many figures as necessary to explain a topic. You must obtain use permission from the owner of any figures you include in your final report if the figure is not original to you. There will be an additional assignment to submit with the Final Subspecies Report called “Subspecies Report Figures and Permissions.” For this assignment, you will upload the full-sized jpeg file for each figure and fill in the accompanying word document with the proof of permission for use.

There are four components of the Subspecies Report that compose the completed assignment. Due dates for each component are listed in the course schedule.

- 1) Report Topic Due – The student should identify and record the topic chosen for the subspecies report by completing the Canvas assignment “Subspecies Report Topic.”
- 2) 1<sup>st</sup> Submission – This is not a rough draft, but rather is what the student considers the completed document.
- 3) Peer Review – The 1<sup>st</sup> submission will be shared with other students in the class who will provide a peer review of the report by the due date listed in the course schedule. Each student will peer review two reports.
- 4) Final Submission – Students are expected to revise their reports as per the comments provided during the peer review process. The final report must be submitted by the due date shown in the course schedule. A grading rubric will be provided in Canvas to facilitate development and peer review of the Subspecies Reports. **Five points will be deducted from the final project score every day past the due dates that any of the**

**information requested above is late.** Please do not wait until the last minute to write your reports or meet any of the other deadlines. All points lost will be deducted from the final Subspecies Report grade.

**4) Extension Project:** Students enrolled in ENY 6934 are required to produce an additional project in the form of extension fact sheets. Each fact sheet should have the potential for publication through the University of Florida's extension branch (Cooperative Extension Service). You **must** check with the TA before beginning your project so that they can verify that fact sheets do not already exist on your topics. The instructor or TA can help you come up with ideas for fact sheet topics. **A grading rubric will be provided to facilitate development of your extension fact sheets.**

**Each student will create 5 one to two-page fact sheets that provide basic and pertinent information regarding a topic of honey bee biology.** Your five fact sheets should succinctly convey scientific information in a way that a high school student could understand. These fact sheets are designed to provide basic information about complex topics, which means that you will need to take special care to not provide too much information in a single sheet. You must obtain use permission from the owner of any figures you include in your fact sheets if the figure is not original to you. There will be an additional assignment to submit with the Final Submission called "Extension Fact Sheet Figures and Permissions." For this assignment, you will upload the full-sized jpeg file for each figure and fill in the accompanying word document with the proof of permission for use.

Here are some examples of fact sheets produced that might help you understand what we are looking for:

[https://innovate.cired.vt.edu/wp-content/uploads/2015/08/CommunitiesofPractice\\_LS.pdf](https://innovate.cired.vt.edu/wp-content/uploads/2015/08/CommunitiesofPractice_LS.pdf) ;  
<http://sfyl.ifas.ufl.edu/media/sfylifasufledu/orange/hort-res/docs/pdf/008-How-to-Build-a-Raised-Bed-Garden.pdf> ;  
<http://sfyl.ifas.ufl.edu/media/sfylifasufledu/orange/hort-res/docs/pdf/007-Living-Easter-Basket-Fact-Sheet.pdf> ;  
<http://sfyl.ifas.ufl.edu/media/sfylifasufledu/orange/hort-res/docs/pdf/012-Caladium-Fact-Sheet.pdf>.

There are four components of the Extension Fact Sheet project that compose the completed assignment. Due dates for each component are listed in the course schedule.

- 1) Fact Sheet Topics Due – The student should identify **5** topics for the fact sheets by completing the Canvas assignment "Extension Fact Sheet Topics."
- 2) 1<sup>st</sup> Submission – This is not a rough draft, but rather is what the student considers the completed fact sheets.
- 3) Peer Review – The 1<sup>st</sup> submission will be shared with other graduate students in the class who will provide a peer reviews by the due date listed in the course schedule. Each student will peer review the fact sheets of at least two students.
- 4) Final Submission – Students are expected to revise the fact sheets as per the comments provided during the peer review process. The final version of the fact sheets must be submitted by the due date shown in the course schedule.

A grading rubric will be provided in Canvas to facilitate development and peer review of the Extension Fact Sheet Project. **Five points will be deducted from the final project score every day past the due dates that any of the information requested above is late, regardless of the excuse.** Please do not wait until the last minute to produce your fact sheets or meet any of the other deadlines. All points lost will be deducted from the final Extension Fact Sheet Project grade.

**Absences and Make-Up Work:** Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:  
[catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/](http://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/)



**Online Course Evaluation Process:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at [gatorevals.aa.ufl.edu/students/](http://gatorevals.aa.ufl.edu/students/). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [gatorevals.aa.ufl.edu/public-results/](http://gatorevals.aa.ufl.edu/public-results/).

**Academic Honesty:** UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code ([sccr.dso.ufl.edu/process/student-conduct-code/](http://sccr.dso.ufl.edu/process/student-conduct-code/)) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

**Services for Students with Disabilities:** Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [dso.ufl.edu/drc](http://dso.ufl.edu/drc)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

## **Campus Resources:**

### Health and Wellness

*U Matter, We Care:* If you or someone you know is in distress, please contact <mailto:umatter@ufl.edu>, 352-392-1575, or visit [umatter.ufl.edu/](http://umatter.ufl.edu/) to refer or report a concern and a team member will reach out to the student in distress.

*Counseling and Wellness Center:* Visit [counseling.ufl.edu/](http://counseling.ufl.edu/) or call 352-392-1575 for information on crisis services as well as non-crisis services.

*Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit [shcc.ufl.edu/](http://shcc.ufl.edu/).

*University Police Department:* Visit [police.ufl.edu/](http://police.ufl.edu/) or call 352-392-1111 (or 9-1-1 for emergencies).

*UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [ufhealth.org/emergency-room-trauma-center](http://ufhealth.org/emergency-room-trauma-center).

### Academic Resources

*E-learning technical support:* Contact the [UF Computing Help Desk](http://UF Computing Help Desk) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

*Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services [career.ufl.edu/](http://career.ufl.edu/).

*Library Support:* [cms.uflib.ufl.edu/ask](https://cms.uflib.ufl.edu/ask) various ways to receive assistance with respect to using the libraries or finding resources.

*Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring. [teachingcenter.ufl.edu/](https://teachingcenter.ufl.edu/)

*Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. [writing.ufl.edu/writing-studio/](https://writing.ufl.edu/writing-studio/)

*Student Complaints On-Campus:* [sccr.dso.ufl.edu/policies/student-honor-codestudent-conduct-code/](https://sccr.dso.ufl.edu/policies/student-honor-codestudent-conduct-code/)

*On-Line Students Complaints:* [distance.ufl.edu/student-complaint-process/](https://distance.ufl.edu/student-complaint-process/)