

Humans & Other Animals

7.1 Module Overview									
Module Number		Module Title	Humans & Other Animals						
Stage of Principal Programme			3	Semester	1	Duration. (Weeks F/T)	12	ECTS	5
Mandatory / Elective (M/E)	E	Hours of Learner Effort / Week	2						
Analysis of required hours of learning effort									
Teaching and Learning Modalities					✓if relevant to this module	Approx. proportion of total (hours)			
Contact Hours									
In person face-to-face					✓	24			
Synchronous									
Indirect/Non-Contact Hours									
Asynchronous									
Work Based									
Other									
<ul style="list-style-type: none"> Independent, self-directed learning 					✓	46			
<ul style="list-style-type: none"> Research, preparation and completion of assignments 					✓	55			
Total						125			

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	120
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required
Lecturer	A minimum level 9 qualification in Philosophy or closely cognate area
Staff - Learner Ratio X:Y	
	1:120

Assessment Techniques – percentage contribution					
Continuous Assessment	100%	Proctored Exam – in person		Practical Skills Based	
Project		Proctored Exam - online		Work Based	
Capstone (Y/N)?	N	If Yes, describe			

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO	Related MIPLO #
On completion of this module a learner will be able to:	
1. Identify and explain concepts such as moral considerability, speciesism, moral agent, moral patient.	1, 2
2. Comprehend each thinker as part of the development of key themes in understanding the relationship between human and nonhuman animals	1, 2

3. Compare and evaluate two of the theories on the value and nature of human and non-human animal status.	3, 5
4. Analyse cases of conflict between human and non-human animals and offer reasoned resolutions to the dilemma.	4, 5

7.3 Indicative Module Content, Organisation and Structure

This module will address questions of the nature of the animal and the moral implications that follow from this issue. Investigating various continental philosophers' thought on this matter, (Nietzsche's humans; the sickest animals • Heidegger's rethinking of being: Is the animal poor in world? • Levinas' ethics: Does the animal have a face? • Derrida and the question of the Animal) the learner is introduced to a critical engagement with the question of the animal as it progressed through the central theme of otherness and the emerging ontological basis for our regard for the animal. This discussion raises the question of how *ought* we behave towards the non-human animal. Various answers have been offered from the traditional Western moral theories: Utilitarianism, Rights Based arguments, Virtue Ethics and Care ethics, and this module will consider some of the significant texts within these traditions.

This process of learning will be delivered in weekly, two-hour lectures over a twelve-week period. It will increase learners' knowledge in the area of moral and political philosophy and the associated analytical and critical skills. It builds on the skills acquired in previous philosophy modules and broadens and deepens knowledge already acquired in the area of moral and political philosophy.

This module incorporates the programme theme of climate change in its content.

7.4 Work-based learning and practice-placement *(if applicable)*

N/A

7.5 Specific module resources required *(if applicable)*

N/A

7.6 Application of programme teaching, learning and assessment strategies to this module

The content of this module is delivered in lectures. The lecturer models the skills of exposition, analysis and critique in delivering the content and draws attention to the process. In keeping with the principles of UDL, material will be made available in a variety of modes on the VLE; text, video, podcast, with lecturer's slides posted the day before so that learners may download in advance, should they wish. Lecturing will involve both exposition and group work on concepts covered in the class. The two assessments are linked. The Oral Presentation will be on the essay plan for the large essay. It will allow learners to comment on each other's proposed work and allow the learner to receive feedback from the lecturer which will help with the final drafting of the essay. The final essay assessment offers learners a variety of essay titles as well as the option of learners designing their own title.

Assessment:

The Oral Presentation is linked to the essay. It is a five-minute presentation to the class on the learner's proposed essay plan. The feedback from lecturer and learners should inform the learner's final written piece.

The essay is linked to the presentation. It allows the learners to demonstrate the scope and depth of their learning; explaining difficult concepts, analysing, comparing and evaluating the theories in light of current world issues or interest in a specific subject area.

The attendance mark reflects the activities that learners will engage with in class; answering of questions, engagement with group work and applying theories to practical dilemmas.

7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
1-4	Oral Presentation: This assignment is linked to the second assignment. It is a five minute presentation to the class on the essay plan. The questions and comments from the lecturer and class mates' should inform the writing of the essay.	20%
1-4	Essay: 2,000– 2,500 words. The large essay allows final year learners to demonstrate the scope and depth of their learning; explaining difficult concepts, analysing, comparing and evaluating the theories in light of current world issues or interest in a specific subject area.	70%
N/A	Attendance: In light of the poor attendance and engagement of learners across the programme since the Covid era, this grade is intended to encourage learners to attend regularly. It also enables learners to learn to work together and learn from each other.	10%

7.8 Sample Assessment Materials

Presentation:

The presentation will be based on your essay plan for your essay. It will involve a 5-minute presentation with three minutes of questions at the end. This should be treated as a work in progress and you should incorporate the questions and feedback into your final essay. The presentation will be assessed using the college's Dissertation Oral Presentation Criteria. The presentations will be held during the lectures – this to be discussed in class.

Sample Essay Titles:

- Write an essay analysing the practice of meat-eating in the Western world. You should consider how the nature of the animal and the moral implications of this cast light on the practice.
- Discuss the nature of the relationship between pets and their owners. How can we talk about a 'relationship' between different species? What are the moral implications of such a relationship?
- Develop an essay title that interests you. It should meet the Module Learning Outcomes. Speak to me first before you run with it.

The essay should be based on a topic above, or if you wish to develop an alternative topic, you may do so. Run it by the lecturer first. The essay will be assessed using the Written Assessment Marking Criteria Guidelines. It should use the MHRA referencing style. It should include discussion of both the nature of the animal and the moral implications in relation to the essay topic.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

7.9 Indicative reading lists and other information resources

Indicative Core Reading:

Atterton, Peter and Matthew Calarco, *Animal Philosophy* (London: Continuum Press, 2007)

Hursthouse, Rosalind, *Ethics, Humans and Other Animals* (London: Routledge, 2000)

Midgley, Mary., *Animals and Why They Matter* (Harmondsworth: Penguin Books, 1983)

Regan, T., *The Case for Animal Rights* (Berkeley: University of California Press, 1983)

Scruton, *Animal Rights and Wrongs* (London: Bloomsbury Academic, 2006)

Singer, P., *Animal Liberation*, 2nd edn (New York: New York Review/Random House, 1990)

Secondary Reading:

Adams, C., and Donovan, J. (eds), *Animals and Women: Feminist Theoretical Explorations* (Durham: Duke University Press, 1995)

Zimmerman, Michael et al., (eds), *Environmental Philosophy: From Animal Rights to Radical Ecology*, 3rd edn, (New Jersey: Prentice Hall, 2001)