

Humans and Other Animals 1: Animal Being and the Continental Tradition

| Section A: Headline Information | |
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| Module title | Humans and Other Animals 1: Animal Being and the Continental Tradition |
| Module NFQ level (only if an NFQ level can be demonstrated) | 7/8 |
| Module number/reference | TBC |
| Module Co-ordinator | Dr Noel Kavanagh |
| Parent programme(s) | BA (Honours) in Arts and Humanities |
| Stage of parent programme | 3/4 Note: This elective module will be offered to both Stage 3 and 4 learners and will run in alternate years with 'Feminist Political Thought 1' |
| Semester (semester1/semester2 if applicable) | 1 |
| Module credit units (FET/HET/ECTS) | ECTS |
| Module credit number of units | 5 |
| List the teaching and learning modes | Lectures |
| Entry requirements (statement of knowledge, skill and competence) | Successful completion of Stage 2 of the programme or equivalent is required. |
| Pre-requisite module titles | N/A |
| Co-requisite module titles | N/A |
| Is this a capstone module? (Yes or No) | No |
| Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements) | Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in Philosophy |
| Maximum number of learners per module | 60 |
| Duration of the module | 1 Semester |
| Average (over the duration of the module) of the contact hours per week (see * below) | 2 |
| Module-specific physical resources and support required per centre (or instance of the module) | Lecture Hall |
| Analysis of required learning effort | |

| *Effort while in contact with staff | | | | | | | | | | |
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| Classroom and demonstrations | | Mentoring and small-group tutoring | | Other (specify) | | Directed e-learning (hours) | Independent learning (hours) | Other hours (specify) | Work-based learning hours of learning effort | Total effort (hours) |
| Hours | Minimum ratio teacher/learner | Hours | Minimum ratio teacher/learner | Hours | Minimum ratio teacher/learner | | | | | |
| 24 | 1: 10 | | | | | | 70: Directed and self-directed learning | 31: Essay preparation and writing | | 125 hours |
| Allocation of marks (within the module) | | | | | | | | | | |
| | | | | Continuous assessment | Supervised project | Proctored practical examination | Proctored written examination | Total | | |
| Percentage contribution | | | | 100% | | | | 100% | | |

| Section B: Module Descriptor | |
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| Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs | Philosophy at Carlow College has a particular emphasis on Social, Political and Ethical Philosophy in Stages 3 and 4 of the programme. The Humans and Other Animals modules are a direct expression of the coming together of those strands of Anglo-American and Continental thinking about ethical and social issues to address the specific issues of human-animal relations in the 21 st century. This module develops learners' analysis and critical skills, and specifically meets PLOs 1 – 8. |
| Module Aims and Objectives | Throughout the thought of mainstream western civilisation the non-human animal has been seen as having little or no ethical significance. From ancient Greek thought through to medieval Christian theology, the idea has been reinforced that the non-human animal existed for the sake and use of the human animal. However, over the past three decades we have seen the emergence of new challenges to the traditional views of the status of the non-human animal. This first semester module is intended to investigate these new challenges in its ontological formulations based in late 20 th and early 21 st century continental thinking. The module will highlight the emergence of this new thinking in this tradition and the question of the animal in our time. |

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| Minimum Module Learning Outcomes | <p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Comprehend each thinker individually and as part of the development of key themes in understanding the relationship between human and non-human animals. (MIPLO 1, 2, 3, 6, 7, 8) 2. Be able to critically assess the contribution of each philosopher to the progression of those ideas of the relationships between human and non-human animals from within the context of their particular tradition of thought. (MIPLO 2, 3, 6, 7,8) 3. Be able to analyse cases of conflict between human and non-human animals, and offer reasoned resolutions to the dilemma. (MIPLO 2, 3, 5, 6, 7, 8) |
| Information Provided to Learners about the Module | <p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p> |
| Module Content, Organisation and Structure | <ul style="list-style-type: none"> • (Introductory themes): The question of the Animal in Continental thinking. • 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 <p>The structure of the module allows the learner to engage with some of the key themes of the module through the aspect of philosophical critiques and engagements with the underlying theoretical assumptions that underpin those concepts. In the process 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.</p> <p>This process of learning will be delivered in weekly, two-hour lectures over a twelve-week period.</p> <p>This module is offered on a biennial cycle with the <i>Feminist Political Thought 1: Liberalism and Marxism</i> module. Thus it will be offered every second year to a combined class of third and fourth years. For those exiting in Stage 3 it will increase their knowledge I the area of moral and political philosophy and the associated analytical and critical skills. For those exiting in Stage 4, it will develop skills acquired in previous philosophy modules and broaden and deepen knowledge already acquired in the area of moral and political philosophy.</p> |
| Module Teaching and Learning Strategy | <p>The teaching and learning strategy will utilise formal lectures with PowerPoint slides and guided topic readings. Lectures will be constructed to consciously set up debate questions that will allow interrupted QandA throughout the lecture delivery time</p> |

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| | and facilitate a dedicated end session to provide recapping and clarification of issues raised. |
| Work-Based Learning and Practice-Placement | N/A |
| E-Learning | N/A |
| Specifications for Module Staffing Requirements | <p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 60 learners</p> <p>Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.</p> <p>However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.</p> |
| Module Summative and Formative Assessment Strategy | <p>Essay: learners will complete an essay of 2,500-3,000 words. The essay title will be thematic and broad necessitating the inclusion of two or more thinkers across the module. This will encourage the student to critically assess the overall themes of the module and avoid the possibility of regurgitated, philosopher specific responses. This will assess MLO's 1,2,3</p> |
| Sample Assessment Materials | <p>Sample essays:</p> <ol style="list-style-type: none"> 1. Taking two or more thinkers from this module, examine the 'question of the animal' as it develops through the work of these philosophers. Which thinker most deeply questions the presuppositions of the relationship between humans and other animals and why? 2. Does the snake have a face? Examine the development of the idea of the animal as 'Other' through the work of the thinkers we have highlighted on this issue throughout the semester. |
| Reading Lists and Other Information Resources | <p>Essential Reading: Atterton, Peter and Matthew Calarco, <i>Animal Philosophy</i> (Continuum Press, 2007)</p> <p>Other Reading: Extensive readings are provided topic by topic on the module Moodle site available to learners from the beginning of the module.</p> |
| Module Physical Resource Requirements | Lecture Hall with PowerPoint, DVD and internet access |

