

Humans and Other Animals 2: Ethical Questions

Section A: Headline Information	
Module title	Humans and Other Animals: Ethical Questions
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Dr Sarah Otten
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 2'
Semester (semester1/semester2 if applicable)	2
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 3 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 room, white board, computer and projector.
Analysis of required learning effort	
* Effort while in contact with staff	

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						60 (Directed and self-directed)	41 (Presentation prep, and review 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	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	This module examines ethical theories regarding the moral significance of non-human animals. It applies traditional theories to the problem of human and non-human animal interaction, examining the strengths and weaknesses of different positions. For those taking the philosophy stream, it builds on modules in previous Stages, deepening knowledge of core texts in the area of moral and political philosophy and the associated skills of reading, analysis and argument construction. It contributes to the Programme aims of developing learners' problem-solving and critical skills. It specifically meets IPLOs 1, 2, 3, 5, 8.
Module Aims and Objectives	This module aims to provide the learner with an overview of the central concepts, different theories and modes of analysis in the area of animal ethics. It aims to develop the learner's critical and analytic skills through the reading and analysis of core texts from the animal ethics field.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: <ul style="list-style-type: none"> 1. Identify and explain concepts such as moral considerability, speciesism, moral agent, moral patient. (MIPO 1, 2)

	<ol style="list-style-type: none"> 2. Summarise the main arguments and principles of the utilitarian moral position, the rights position, the virtue ethics position and the ecofeminist moral position on animals. (MIPLO 1, 2, 3) 3. Compare and evaluate two of the moral theories on the value and nature of human and non-human animal status. (MIPLO 1, 2, 3, 5, 8) 4. Analyse and critique a particular moral theory and its position on the value of non-human animals. (MIPLO 1, 2, 3, 5, 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	<p>Content covered:</p> <p>Introduction to ethical concepts and modes of analysis; the different versions of moral theory, means of analysis and major concepts.</p> <p>Utilitarian views on value of non-human animals; close analysis of Singer’s views in <i>Animal Liberation</i>. Sentience, speciesism, marginal cases, utilitarian calculations. Strengths and weaknesses of this position.</p> <p>Rights based arguments on the value of non-human animals; close analysis of Regan’s views in <i>The Case for Animal Rights</i>; ‘experiencing subject of a life’, moral agents and patients, implications. Strengths and weaknesses of this position.</p> <p>Virtue-ethics views on the value of non-human animals; character and values, close examination of Midgley and Scruton’s arguments. Justification for preferring human to non-human animal interests. Strengths and weaknesses of this position.</p> <p>Ecofeminism: feminist analysis of the value of non-human animals. Alignment with the treatment of and values towards women. Close look at Care Ethics arguments by Curtin and Warren. Action as determined by relationship rather than rules.</p> <p>Learning is delivered weekly in a two-hour lecture over a twelve-week period. Each section will require close reading of texts and analysis of the structure of the arguments offered for each position, and each theory develops or responds to the other. This process develops the skills in reading and analysis introduced in Stages 1 and 2.</p> <p>This module is offered on a biennial cycle with the <i>Feminist Political Thought: From Radical to Postmodern</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 in the area of moral and political philosophy and the associated analytical and critical skills. For those exiting in Stage 4, it will develop the 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	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. At this higher level, learners contribute to discussion in a structured fashion.
Work-Based Learning and Practice-Placement	N/A
E-Learning	Notes and reading made available to learners on Moodle.
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>Assessment will be by continuous assessment comprising of review questions (0%), a presentation (20%) and a book review (80%).</p> <p>The review questions are a formative form of assessment. Learners are asked to verbally explain a concept from the previous lecture at the beginning of each lecture. (MIMLOs 1, 2)</p> <p>The presentation is based on the book review. It consists of a 10-minute presentation by the learner followed by 10 minutes of questions and feedback from the lecturer and peers. It is both a formative and summative assessment. It happens before the book review is submitted which is treated as a work in progress. The questions and feedback at the end of the presentation should feed into the learner’s revision of their book review before their final submission of the piece. This exercise assesses the learner’s ability to explain and analyse concepts, argue for a particular view and to respond to questions and critiques of their position. It also assesses the learner’s ability to present clearly and coherently to a group. (See Humanities criteria sheet for presentations). (MIMLOs 1, 2, 3, 4)</p> <p>The book review (2,000 – 2,500 words) is both a formative and summative form of assessment. It assesses knowledge, ability to analyse and evaluate, and the ability to form an argument and develops research skills. Each learner receives extensive feedback on their book review. (MIMLOs 1, 2, 3, 4)</p>
Sample Assessment Materials	<p>Sample review questions:</p> <ul style="list-style-type: none"> (i) What does the term ‘moral considerability’ refer to? (ii) What are the criteria for being the ‘experiencing-subject-of-a-life’ according to Regan? (iii) What does Mary Midgley mean by ‘familyism’? <p>Sample book review assignment:</p> <p>Write a book report on a text that references animals in some way. There are some suggestions below. In the report, you will need to provide a summary of the author’s writing, a critical analysis of the position held and of the arguments offered to</p>

	<p>support the position. You will need to answer two questions in this analysis: What reason does the author give or imply for human treatment of animals and what do they suggest ought to be our treatment of non-human animals? As part of your exploration of these questions, you will need to tease out what assumptions the author is making about what entitles a being to moral considerability.</p> <p>The report must have the following structure:</p> <p>The review must be between 1,000 and 1,500 words in length. It must analyse and discuss the article under the following headings:</p> <p>1. Summary of the Piece, 2. Analysis of the moral assumptions with reference to two of the theories we have studied in class, 3. Critique of the text.</p> <ul style="list-style-type: none"> • Carol J. Adams, 'The Sexual Politics of Meat' • J.M. Coetzee, <i>The Lives of Animals</i>, The University Centre for Human Values Series, (Princeton: Princeton University Press, 2001).
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading: Hursthouse, Rosalind, <i>Ethics, Humans and Other Animals</i> (London: Routledge, 2000)</p> <p>Midgley, Mary., <i>Animals and Why They Matter</i> (Harmondsworth: Penguin Books, 1983)</p> <p>Regan, T., <i>The Case for Animal Rights</i> (Berkeley: University of California Press, 1983)</p> <p>Singer, P., <i>Animal Liberation</i>, 2nd edn (New York: New York Review/Random House, 1990)</p> <p>Scruton, <i>Animal Rights and Wrongs</i> (London: Bloomsbury Academic, 2006)</p> <p>Other Reading: Adams, C., and Donovan, J. (eds), <i>Animals and Women: Feminist Theoretical Explorations</i> (Durham: Duke University Press, 1995)</p> <p>Zimmerman, Michael <i>et al.</i>, (eds), <i>Environmental Philosophy: From Animal Rights to Radical Ecology</i>, 3rd edn, (New Jersey: Prentice Hall, 2001)</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture hall, white board, computer and projector.</p>

