

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

<b>Programme Title</b>	: All Undergraduate Programmes
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Animal Rights: Science, Sentience and Speciesism
<b>Course Code</b>	: GEH1015
<b>Department</b>	: Social Sciences and Policy Studies
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: English
<b>Course Level</b>	: 1

#### Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

### 1. Course Synopsis:

This course aims to expose students to interdisciplinary perspectives on the roles of animals in society. Drawing on scientific literature regarding the sentience of animals, the course will ask students to examine the place of animals in our lives, and to critically assess personal, cultural and policy biases toward animals. One specific objective will be to help students better understand why scientific findings about animal sentience are not matched by changes in society, industry, laws and governmental policies. The course demonstrates the importance of science for making informed ethical choices about the food we eat, the clothing we wear and our relationships with animals. While the course will include short and sometimes provocative lectures (possibly including guest speakers), the primary pedagogy will be premised on problem-based learning. Students will be required to undertake outside reading and research, and to involve themselves in experiences outside the classroom. These readings and experiences will serve as the basis for rich classroom discussions, debates and group work. Students will be asked to consider questions regarding animal science, policy and rights that do not have easy or obvious answers. In the process, students will learn how to justify rigorously their own interpretations, feelings and cultural biases related to animals. With these aims and this pedagogy in mind, the course will be structured around questions. That is, the objective will not be to fill students' minds with discrete pieces of information, but rather to practice their minds in developing informed, articulate questions about the world, drawing on expert knowledge and their own analyses to formulate answers to these questions in collaboration with fellow students. The course will draw extensively on students' lived experiences. The course will be suitable for all students with interest in animals, animal science, animal rights, animal-human relationships, animal-related policies of governments and business, and related topics.

### 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO 1: understand fundamental concepts and findings in the fields of animal science, rights and policy.
- CILO 2: make meaningful connections between animal science, sentience and the place of animals in society, on one hand, and the cultural and social milieu that often determines our relationships with animals, on the other, using systematic inquiry and analysis.
- CILO 3: construct ethical and thoughtful responses, and to know how to adjust behaviors if necessary, when confronted with scientific challenges to individual and societal treatment of animals.
- CILO 4: develop a global perspective on animals, being mindful of the globalization of animal rights while being sensitive to other people and cultures.

### 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
a. Animal Sentience, Sense and Suffering: What does science tell us about the feelings of animals?	CILO <sub>1, 2</sub>	<b>In the classroom:</b> brief lectures (possibly including guest lectures); provocative

b. Animal Lives: How and why do we use animals, and what are our relationships with them?	<i>CILO</i> 1, 2	questions followed by classroom discussions; group discussions of assigned readings each week; group work leading to group presentations; sharing of ideas from course journals; weekly participation in classroom discussions
c. Animals and Morality: What kind of ethics should guide our relationships with animals?	<i>CILO</i> 3, 4	
d. Animals and Policy: How should the science and ethics of animal rights guide policies of governments and industry?	<i>CILO</i> 2, 3, 4	
e. Animals and Self-Interest: Would treating animals differently be good for them and for us?	<i>CILO</i> 3, 4	
		<b>Outside the classroom:</b> reading of assigned literature, websites and recommended materials; field visits; writing summaries and analyses of readings in course journal; individual and group research for classroom presentations; optional meetings with lecturer to discuss research, group work and topics related to the course

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
Individual presentation	30 %	<i>CILO</i> 2, 3, 4, 5
Tutorial participation	30 %	<i>CILO</i> 1,2,3
Individual paper (2,000 words)	40 %	<i>CILO</i> 1, 2, 3, 4

#### 5. Required Text(s)

Nil

#### 6. Recommended Readings

- a. Foer, Jonathan Safran. *Eating Animals*. Boston: Little, Brown and Company, 2009.

- b. Fraser, David. *Understanding Animal Welfare: The Science in its Cultural Context*. Oxford: Wiley-Blackwell, 2008.
- c. Gardner, Robert. *Animals, Politics and Morality*. Manchester, England: Manchester University Press, 2005.
- d. Joy, Melany. *Why We Love Dogs, Eat Pigs and Wear Cows: An Introduction to Carnism*. Newburyport, Massachusetts: Conari, 2009.
- e. Marcus, Erik. *Meat Market: Animals, Ethics and Markets*. Minneapolis, Minnesota: Brio, 2005.
- f. Masson, Jeffrey Moussaieff. *The Face on Your Plate: The Truth about Food*. New York: W.W. Norton, 2009.
- g. Masson, Jeffrey Moussaieff. *The Pig Who Sang to the Moon: The Emotional World of Farm Animals*. London: Vintage, 2005.
- h. Masson, Jeffrey Moussaieff, and Susan McCarthy. *When Elephants Weep: The Emotional Lives of Animals*. New York: Dell, 1995.
- i. Midgley, Mary. *Animals and Why They Matter*. Athens, Georgia: University of Georgia Press, 1998.
- j. Regan, Tom. *Empty Cages: Facing the Challenge of Animal Rights*. Oxford: Rowman and Littlefield, 2004.
- k. Regan, Tom. *The Case for Animal Rights*. Berkeley, California: University of California Press, 2004.
- l. Robbins, John. *The Food Revolution: How Your Diet Can Help Save Your Life and Our World*. Newburyport, Massachusetts: Conari, 2001.

## 7. Related Web Resources

Websites, journal articles, newspaper articles and other media reports, including contemporaneous reporting, related to global warming and climate change; recent reports from scientific organizations and nongovernmental organizations; new video media

## 8. Related Journals

Nil

## 9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## 10. Others

Nil

*Updated December 2023*