

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: All Undergraduate Programmes
Programme QF Level	: 5
Course Title	: Education for Biodiversity and Animal Rights
Course Code	: SSC2188
Department	: Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 2

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 Undergraduate, Taught Postgraduate 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 non-human species and the non-human world in environmental studies, notably the important roles of ecosystems, biodiversity and animals. Drawing on scientific literature regarding the sentience of animals, the significance of biodiversity and the practical and intrinsic value of ecosystems and biospheres, the course will ask students to examine the place of the non-human world in our lives, and to critically assess personal, cultural and policy biases toward other species and nature. One specific objective will be to help students better understand why scientific findings about other species and nature are not matched by changes in society, industry, laws and governmental policies. The course demonstrates the importance of the non-human world for the human world, and vice-versa, and explores how this has been and can be communicated to governments, communities, business and individuals. Another specific objective is to equip students with the pedagogical content knowledge necessary to promote citizens' understanding of the importance of biodiversity and the intricate relationships between human and non-human worlds, and to stimulate citizens to reflect on their attitudes towards non-human species in order to protect animal rights.

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 the non-human world, and related environmental policies and animal 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 the non-human world. 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. Students are expected to consider the pedagogical implications of their understanding for promoting discussion and decision-making among citizens about issues that may put biodiversity and animal rights at risk.

2. Course Intended Learning Outcomes (CILO_s)

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

- CILO₁ Understand fundamental concepts and findings related to the 'rights' of animals, biodiversity and the non-human world.
- CILO₂ Make meaningful connections between science and the place of animals and nature in society, on one hand, and the cultural and social milieu that often determines our relationships with animals and nature, on the other, using systematic inquiry and analysis.
- CILO₃ Construct thoughtful and informed responses when confronted with scientific and ethical challenges to individual and societal treatment of, and relationships to, nature and non-human species.
- CILO₄ Develop a global perspective on the non-human world and other species,

being mindful of the globalization of animal rights and biodiversity protection.

CILO₅ promote citizens' understanding of the importance of biodiversity, and stimulate individuals to reflect on their own attitudes and values towards animal rights.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
a. Introduction: Mapping the non-human world in environmental studies – the roles of other species, biodiversity and ecosystems	<i>CILO_{1,2,3}</i>	<ul style="list-style-type: none"> • brief lectures • classroom discussions • group discussions of assigned readings • writing summaries and analyses of readings in course journal
b. The lives of other species: How and why do we use animals and other species, what are our relationships with them, and why is biodiversity important?	<i>CILO_{1,2,3,4}</i>	<ul style="list-style-type: none"> • brief lectures (possibly including guest lectures) • provocative questions followed by classroom discussions • group discussions of assigned readings • group sharing of ideas from course journals • writing summaries and analyses of readings in course journal
c. Animals, nature and morality: What kind of ethics should guide our relationships with other species and with nature more generally?	<i>CILO_{1,2,3,4}</i>	<ul style="list-style-type: none"> • brief lectures (possibly including guest lectures) • provocative questions followed by classroom discussions • group sharing of ideas from course journals and assigned readings • writing summaries and analyses of readings in course journal • Oral Presentations
d. The non-human world and policy: e. How should, and how do, the science and ethics of animal and environmental rights guide policies of governments and industry?	<i>CILO_{1,2,3,4}</i>	<ul style="list-style-type: none"> • brief lectures (possibly including guest lectures) • provocative questions followed by classroom discussions • group sharing of ideas from course journals and assigned readings

		<ul style="list-style-type: none"> writing summaries and analyses of readings in course journal Oral Presentations
f. Nature and self-interest: Would treating other species and the environment differently be good for them/it and for us? Should we protect other species and their biospheres, and if so, why?	<i>CILO</i> _{2,3,4}	<ul style="list-style-type: none"> brief lectures (possibly including guest lectures) provocative questions followed by classroom discussions group sharing of ideas from course journals and assigned readings writing summaries and analyses of readings in course journal Oral Presentations
g. Promoting citizens' understanding of biodiversity and reflection on individuals' attitudes towards animal rights: <ul style="list-style-type: none"> Understanding children's conceptions of animals, and cultural influences on these conceptions Enhancing community awareness of the values of biodiversity Promoting reflections on values about humans and animals (anthropocentrism and biocentrism) 	<i>CILO</i> ₅	<ul style="list-style-type: none"> brief lectures class and group discussion pedagogical designs media analysis case studies oral presentations

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
1. Tutorial discussion: <ul style="list-style-type: none"> Students are required to attend two tutorial sessions. They are expected to study the prescribed readings, to formulate their views, and to discuss with other students. 	30%	<i>CILO</i> _{1,2,3,4}
2. Test: A short test, lasting about 90 minutes , to assess students' understanding of basic concepts covered in lectures.	30%	<i>CILO</i> _{1,2,3,4}
3. Individual essay:	40%	<i>CILO</i> _{2,3,4,5}

<ul style="list-style-type: none"> ● Students are required to submit an individual essay on a topic chosen from a list provided by the instructor. The length of the essay shall be about 2000 words. 		
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5. Required Text(s) (indicative)

Joy, M. (2009) .*Why We Love Dogs, Eat Pigs and Wear Cows: An Introduction to Carnism*. Newburyport, Massachusetts: Conari.

6. Recommended Reading (indicative)

DeGrazia, David (2002). *Animal Rights: A very short introduction*. New York: Oxford University Press.

DesJardins, Joseph R. (2006). *Environmental Ethics: an introduction to environmental philosophy* 4th ed. United States: Wadsworth.

Donaldson, Sue and Kymlicka, Will (2011). *Zoopolis: A Political Theory of Animal Rights*. New York: Oxford University Press.

Dudgeon, David and Corlett, Richard (2011). *The Ecology and Biodiversity of Hong Kong* (revised edition). Hong Kong: Cosmos Book Limited.

Frey, R. G. (2005). "Animals and Their Medical Use," in Andrew I. Cohen and Christopher Heath Wellman (eds.) *Contemporary Debates in Applied Ethics*. Oxford: Blackwell.

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

Lafollette, Hugh (ed.) (2002). *Ethics in Practice: An Anthology*. Oxford: Blackwell.

Kymlicka, Will (2002). *Contemporary Political Philosophy: An Introduction* 2nd ed. New York: Oxford University Press.

Miller, Debra A. (ed.) (2013). *Biodiversity*. USA: Greenhaven Press.

Minch, Michael and Weigel, Christine (eds.) (2009). *Living Ethics: An Introduction*. Boston: Wadsworth. Chapter 13: 'Extending Ethics'.

Muir, John (1994). *The Wild Muir: Twenty-two of John Muir's Greatest Adventures*. Selected and introduced by Lee Stetson. California: Heyday and Yosemite Conservancy.

Novacek, Michael J. (ed.) (2001). *The Biodiversity Crisis: Losing What Counts*. New York: The New Press.

Olen, Jeffrey and Barry, Vincent (1999). *Applying Ethics* 6th ed. Belmont: Wadsworth. Chapter 10: 'Animal Rights'.

Orlans, F. Barbara et al. (eds.) (1998). *The Human Use of Animals: Case Studies in Ethical Choice*. New York: Oxford University Press.

Rachels, James (1990). *Created from Animals: The moral implications of Darwinism*. New York: Oxford University Press.

Regan, Tom (2005). "Empty Cages: Animal Rights and Vivisection," in Andrew I. Cohen and Christopher Heath Wellman (eds.) *Contemporary Debates in Applied Ethics*. Oxford: Blackwell.

Sandel, Michael (2009). *Justice: What's the Right Thing to Do?* London: Allen Lane.

Singer, Peter (1995). *Animal Liberation* 2nd ed. London: Pimlico.

- Singer, Peter (2002). *Unsanctifying Human Life: Essays on Ethics* (edited by Helga Kulse). Oxford: Blackwell.
- Singer, Peter (ed.) (2006). *In Defense of Animals: The Second Wave*. Oxford: Blackwell.
- Sunstein, Cass and Nussbaum, Martha (eds.) (2004). *Animal Rights: Current debates and new directions*. New York: Oxford University Press.
- Trewavas, Anthony (2015). *Plant Behaviour and Intelligence*. Oxford: Oxford University Press.
- Wilson, E. O. (ed.) (1988). *Biodiversity*. Washington: National Academy Press.
- Wolff, Jonathan (2011). *Ethics and Public Policy: A Philosophical Inquiry*. London: Routledge. Chapter 1: 'Scientific experiments on animals'.
- Yan, Hektor (2006). "What's wrong with eating meat?" in Julia Tao and Hektor Yan (eds.) *Meaning of Life*. Singapore: McGraw-Hill.
- 彼得·辛格 著，孟祥森 譯 (1996)：《動物解放》。台北：關懷生命協會。
- 豐子愷 (2000) 。《豐子愷護生畫集選》。香港：中華書局。

7. Related Web Resources

Nil

8. Related Journals

Animal Welfare Journal
Biodiversity and Conservation
Environmental Ethics
Environmental Values
International Journal of Biodiversity and Conservation
Journal of Animals and Ethics

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism* by Students (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>).

Students should familiarize themselves with the Policy.

10. Others

Newspaper articles and other media reports, including contemporaneous reporting, related to the course; recent related reports from scientific organizations and nongovernmental organizations; new video media and websites.

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