

Subject card

Subject name and code	Education for interspecies humanitarianism, PG_00210083						
Field of study	Biology						
Date of commencement of studies	October 2024		Academic year of realisation of subject				
Education level	Bachelor's studies		Subject group		Obligatory subject group in the field of study Optional subject group		
Mode of study	full-time studies		Mode of delivery		e-learning		
Year of study	3		Language of instruction		English polish		
Semester of study	6		ECTS credits		2.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Division of the History of Science and Education -> Institute of Education -> Faculty of Social Sciences -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Małgorzata Obrycka				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	30.0	0.0	0.0	0.0	0.0	30
	E-learning hours included: 30.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	30		0.0		20.0	50
Subject objectives	1. Reconstruction of the concept of interspecies humanitarianism regarding the phenomenon of animal agency and sentience. 2. Analysis of human moral obligations toward other species in educational, domestic, agricultural, and wild contexts. 3. Examination of biases stemming from species chauvinism: humanism, posthumanism, and transhumanism. 4. Promotion of an attitude of respect for biodiversity as an intrinsic value. 5. Analysis of the One Health approach. 6. Recognition of the impact of human activities (education, urbanization, industry, climate change) on the lives of other species. 7. Familiarization with educational, legal, and administrative tools for the protection of animal rights. 8. Development of skills for designing social campaigns and educational programs that promote interspecies humanitarianism.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
		The student knows and understands the philosophical foundations of the phenomenon of interspecies humanitarianism regarding animal agency and presents scientific evidence of animal sentience. The student recognizes the premises of the One Health paradigm, which highlight the inextricable link between the welfare of non-human beings, ecosystem stability, and human public health. The student identifies the impact of human activities (education, urbanization, industry, and climate change) on biodiversity and recognizes legal and educational tools for the protection of animal rights. The student is able to identify and critically analyze manifestations of speciesism in educational and social discourse, culture, and economic practices. The student independently evaluates the ethical implications of human actions toward animals in various contexts (domestic, educational, agricultural, and wild), applying the principles of interspecies and environmental ethics. The student is prepared to actively promote interspecies solidarity and to take responsibility for shaping relationships with nature.	[SU2] presentation/project/paper/report [SK5] implementation of a problem task
Subject contents	1. Philosophical, ethical, and educational foundations of the human-animal relationship. 2. Biological and neurological evidence regarding animals' capacity to experience emotions and pain, and to form social bonds. 3. The origins of prejudice, mechanisms excluding non-human beings from the moral sphere, and analogies to other forms of discrimination. 4. Deep ethics and biocentrism: humanism, posthumanism, and transhumanism. 5. Nature conservation ethics: the Anthropocene and its consequences, and the One Health paradigm. 6. Overview of national and international legislation regarding animal rights. 7. Methodologies for teaching empathy in schools and cultural institutions, and the role of non-formal education. 8. Global and local strategies for biodiversity conservation and the improvement of animal welfare.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	attendance during classes	80.0%	40.0%
	project implementation	100.0%	60.0%
Recommended reading	Basic literature	Barad K., <i>Posthumanist Performativity: Toward an Understanding of How Matter Comes to Matter</i>, „Journal of Women in Culture and Society” 2003, vol. 28, no 3, 801-831. Deleuze G., Guattari F., <i>Anti-oedipus. Capitalism and schizophrenia</i>, University of Minnesota Press, Minneapolis 2003. Latour B., <i>An Inquiry into Modes of Existence. An Anthropology of the Moderns</i>, Harvard University Press, Cambridge, Massachusetts, London, England 2013. Mendel M., Beyond humanism: transformational and regenerative social work as sensitive public pedagogy, „Social Work” 2022, no 37(3), 59-72. Obrycka M., <i>W stronę posthumanizmu. O wychowaniu do humanitaryzmu międzygatunkowego</i>, Adam Marszałek, Toruń 2020. Tokarczuk O., <i>Drive Your Plow Over the Bones of the Dead</i>, Fitzcarraldo, London 2023.	

	Supplementary literature	Chutorański M., Szwabowski O., <i>From the semi-periphery with love. A dream of a democratic social science: A margin lever</i>, „Journal of Studies in International Education” 2023, no 27(2), 163-177. Evers B., The Epicurean in Elias. [In:] <i>Norbert Elias and Social Theory</i>, ed. F. Dépelteau, T.S. Landini, Palgrave Macmillan, New York 2013, 63-74. Hayles N.K., <i>How We Became Posthuman: Virtual Bodies in Cybernetics, literature, and Informatics</i>, The University of Chicago Press, Chicago-London 1999. Fofano D.K., Rech H.L., <i>Ideology and education from the perspective of Louis Althusser</i>, „Educação em Revista” 2021, no 37, 1-18. Giddens A., <i>The Consequences of Modernity</i>, Stanford University Press, Stanford-California 1990. Latour B., <i>The Making of Law. An Ethnography of the Conseil d'Etat</i>, Polity Press, Cambridge 2010. Lucretius et al., <i>The way things are. Lucretius. The discourses of Epictetus. The meditations of Marcus Aurelius. The six enneads Plotinus</i>, Encyclopaedia Britannica, Chicago 1994. Obrycka M., <i>Humanism and Posthumanism in the Post-truth Era – Pedagogical Implications</i>, „Er(r)go” 2024, no 48/1, 189-210. Todd S., <i>The Touch of the Present. Educational Encounters, Aesthetics, and the Politics of the Senses</i>, SUNY Press, New York 2023.
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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