

Human Rights: A Philosophical Approach

Section A: Headline Information	
Module title	Human Rights: A Philosophical Approach
Module NFQ level (only if an NFQ level can be demonstrated)	7/8
Module number/reference	TBC
Module Co-ordinator	Dr Sarah Otten
Parent programme(s)	BA (Honours) in Arts and Humanities
Stage of parent programme	3
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 and tutorials
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 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						101: 64 (Directed and self-directed) 37 (Essay prep., and writing, & continuous assessment work)			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 introduces learners to the concept of Human Rights; definition, limitations, justifications as well as examining various tensions with the implementation of the concept into political institutions. It develops learners' critical abilities through analysis of particular dilemmas from a Rights perspective. For those taking the philosophy stream in this programme, it develops the skills of the previous modules on ethics and provides a grounding for the moral and political modules in years 3 and 4. It contributes to the overall Programme aims of developing learners' critical and analytical skills. In particular, it addresses the IPLOs 1, 2, 3, 5, 8.
Module Aims and Objectives	This module aims to introduce learners to the principles, concepts and problems of Human Rights theory. It develops skills of analysis, critical reflection and the ability to formulate independent arguments through close reading of primary texts and analysis of Human Rights' dilemmas.

Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Explain the main characteristics of what constitutes a Human Right. (MIPLO 1) 2. Discuss the arguments offered for and against the existence of Human Rights. (MIPLO 2,8) 3. Read and analyse abstract theoretical texts. (MIPLO 2) 4. Apply the theories to a practical dilemma. (MIPLO 3, 5) 5. Critique and evaluate the theories. (MIPLO 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>Nature and characteristics of Human Rights; definitions and limits. Being right and having a right.</p> <p>History of the development of Humans Rights.</p> <p>Basis for Human Rights; human nature and reason - Aquinas, Kant.</p> <p>Bentham’s refutation of the existence of Human Rights and a counter-argument.</p> <p>Analysis and application of Human Rights theory; taking rights seriously.</p> <p>When Rights clash– Revolution</p> <p>Feminist criticisms – abortion</p> <p>Collective Rights – minority Rights as Human Rights.</p> <p>The main theories and arguments are delivered in lectures to learners, as well as a demonstration of applying theory to real world dilemmas. Close reading and analysis of recommended texts will be carried out as well as application of the theory to specific problems.</p>
Module Teaching and Learning Strategy	<p>The content of the 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. A portion of the lecture time will be reserved for close reading of recommended texts, analysis of abstract concepts and application of theory to particular problems where learners will require more individual attention to improve their skills of reading, comprehension and analysis.</p>
Work-Based Learning and Practice-Placement	<p>N/A</p>
E-Learning	<p>Notes and readings are available to learners on Moodle.</p>

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</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>Continuous assessment – 100%.</p> <p>This will be split between exercises in the form of reading comprehension and analysis of the UN Declaration of the Rights of Man (30%) and an essay (70%).</p> <p>The reading comprehension assessment is both summative and formative. It furnishes the grades that feed into the final result throughout the term, develops skills of reading and encourages memorisation of the relevant content necessary to the course. This form of assessment will assess learner achievement of MLOs 1 and 3.</p> <p>The analysis of the UN Declaration of the Rights of Man document will develop analytical and critical thinking skills. This activity is also both formative and summative. It assesses MLO 1 and 4.</p> <p>The essay (2,000 words) is a formative and summative form of assessment. It assesses knowledge, ability to analyse and evaluate, ability to explain and form an argument. Each learner receives extensive feedback on their essay. It assesses for MLOs 1, 2, 4, and 5.</p>
Sample Assessment Materials	<p>Example of continuous assessment reading comprehension questions:</p> <p>Read Cyril McDonald’s article ‘Asking the Right Question’ and answer the following questions:</p> <ul style="list-style-type: none"> (i) List two characteristics McDonald claims a Right must have (4%) (ii) Do you have the Right to be a vegetarian, according to McDonald? Explain why or why not. (6%) <p>Example of exercise for assessing analysis of the UN Declaration of Human Rights - to test for analytic skills as well as understanding of the general characteristics of Human Rights. This can be done either as a written piece or as a presentation.</p> <p>‘The UN Declaration of Human Rights states that “Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.” (Article 27.1). Discuss upon what basis this might be held a human right.’ (10%)</p> <p>Example of essay topic:</p> <p>S. Matthew Liao argues that children have a right to be loved in his article ‘The Right of Children to Be Loved’. Write an essay discussing this argument. In your essay, consider whether children can have rights different to adults and whether there is such a thing as a right to be loved.</p>

<p>Reading Lists and Other Information Resources</p>	<p><u>Essential Reading:</u> Bentham, Jeremy, <i>Utilitarianism and Other Essays</i> (London: Penguin, 1987)</p> <p>Dworkin, Ronald, <i>Taking Rights Seriously</i> (London: Duckworth, 1997)</p> <p>Held, Virginia, 'Rights' in <i>A Companion to Feminist Philosophy</i>, Jagger and Young, (eds), (Oxford: Blackwell, 2000)</p> <p>Jarvis Thomson, Judith, 'A defence of Abortion' in <i>Contemporary Political Philosophy</i>, Goodin and Pettit, (eds) (Oxford: Blackwell, 2006)</p> <p>Kymlica, Will, 'Justice and Minority Rights' in <i>Contemporary Political Philosophy</i>, Goodin and Pettit, (eds) (Oxford: Blackwell, 2006)</p> <p>McDonnell, Cyril, 'Asking the Right Question' in <i>The Word</i> Vol. 45, No. 5</p> <p><i>Memorandum and Questionnaire Circulated by UNESCO on the Theoretical Bases of the Rights of Man, 1947</i></p> <p>O'Donnell, Matthew, 'Revolution' in <i>The Maynooth Review</i>, 1978</p> <p><i>UN Declaration of the Rights of Man, 1948</i></p> <p><u>Other Reading:</u> Davidson, Scott <i>Human Rights</i> (London: Open University Press, 1993)</p> <p>Donnelly, Jack <i>Universal Human Rights in Theory and Practice</i> (Cornell: Cornell University Press, 2002)</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture hall and tutorial room with white-board, computer and projector.</p>

