

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)	8
Module number/reference	TBC
Module Co-ordinator	Dr. Sarah Otten
Parent programme(s)	Higher Certificate in Social, Political and Community Studies; BA in Social, Political and Community Studies; BA (Honours) in Social, Political and Community Studies.
Stage of parent programme	Stage 2
Semester (semester1/semester2 if applicable)	Semester 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)	For entry onto Stage 2, successful completion of the preceding stage of the programme or equivalent is required in accordance with College regulations. For entry onto stages 2-4, successful completion of the preceding stage 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)	N/A
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 the relevant discipline or a closely cognate area. Where experiential learning is at the core of the module the co-ordinator must have appropriate experience in the required skill and practice area. Where external bodies have specific requirements in relation to teaching and practice elements of a programme, these must be met.
Maximum number of learners per module	25
Duration of the module	1 Semester: 12 weeks
Average (over the duration of the module) of the contact hours per week (see * below)	2 Hours
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: 5						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 and examines their role and implication for political systems. It develops learners' critical abilities through analysis of particular dilemmas from a Rights perspective. This module contributes to the Programme aims of developing ethical awareness and the skills of critical reflection, analysis, and evaluation. It particularly addresses IPLOs 1, 3, 5, 6 and 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	On successful completion of this module, learners should be able to: <ul style="list-style-type: none"> 1. Explain the main characteristics of what constitutes a Human Right. (MIPLO 1)

	<ol style="list-style-type: none"> 2. Discuss the arguments offered for and against the existence of Human Rights. (MIPLO 1, 8) 3. Read and analyse abstract theoretical texts. (MIPLO 6, 8) 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;</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 in tutorials 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 is 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	N/A
E-Learning	N/A
Specifications for Module Staffing Requirements	One lecturer.

<p>Module Summative and Formative Assessment Strategy</p>	<p>Continuous assessment – 100%.</p> <p>This will be split between in-class assessment 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, 2 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 MLOs 1 and 3.</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. (See College Band Descriptors for marking criteria). Each learner receives extensive feedback on their essay. It assesses for MLOs 1, 3, 4, and 5.</p>
<p>Sample Assessment Materials</p>	<p>Example of continuous assessment reading comprehension questions:</p> <p>Formative: 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 (ii) Do you have the Right to be a vegetarian, according to McDonald? Explain why or why not. <p>Summative: 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. (30%)</p> <p>Example of essay topic: 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. (70%)</p>
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading: Bentham, J. (1987). <i>Utilitarianism and Other Essays</i>. London: Penguin.</p> <p>Dworkin, R. (1997). <i>Taking Rights Seriously</i>. London: Duckworth.</p> <p>Held, V., ‘Rights’ in Jagger and Young (Eds.) (2000) <i>A Companion to Feminist Philosophy</i>. Oxford: Blackwell.</p>

	<p>Jarvis Thomson, J. 'A defence of Abortion' in Goodin and Pettit (Eds.) (2006). <i>Contemporary Political Philosophy</i>. Oxford: Blackwell.</p> <p>Kymlica, W. 'Justice and Minority Rights' in Goodin and Pettit (Eds.) (2006). <i>Contemporary Political Philosophy</i>. Oxford: Blackwell.</p> <p>McDonnell, C. '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, M. (1978). 'Revolution' in <i>The Maynooth Review</i>.</p> <p><i>UN Declaration of the Rights of Man, 1948.</i></p> <p>Other Reading:</p> <p>Davidson, S. (1993). <i>Human Rights</i>. London: Open University Press.</p> <p>Donnelly, J. <i>Universal Human Rights in Theory and Practice</i>. Cornell: Cornell University Press.</p>
Module Physical Resource Requirements	Lecture hall to accommodate up to 25 learners, tutorial room to accommodate up to 15 learners, white-board, computer and projector.