

UMBC UGC Instructions for New Course Request Form (revised 2/2015)

Course number & title: Enter the number and title of the course at the top of the page. Contact the Registrar's Office to confirm that the desired course number is available.

Date submitted: The date that the form will be submitted to the UGC.

Effective date: The semester the new course is in effect, if approved.

Contact information: Provide the contact information of the Chair or UPD of the department or program housing the course. If the course is not housed in a department or program, then provide the same information for the head of the appropriate academic unit. (See UGC Procedures) If another faculty member should also be contacted for questions about the request and be notified about UGC actions on the request, include that person's contact information on the second line.

Course number: For cross-listed courses, provide all the numbers for the new course.

Transcript title: Limited to 30 characters, including spaces.

Recommended Course Preparation: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) and that 100 or 200 level courses may have them.*

Here fill in what previous course(s) a student should have taken to succeed in the course. These recommendations will NOT be enforced by the registration system. Please explain your choices in the "rationale" (discussed below).

Prerequisite: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s)* Here fill in course(s) students need to have taken before they enroll in this course. These prerequisites will be enforced through the registration system. Please explain your choices in the "rationale" (discussed below).

NOTE: Please use the words "AND" and "OR", along with parentheses as appropriate, in the lists of prerequisites and recommended preparation so that the requirements specified will be interpreted unambiguously.

NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.

Maximum total credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.

Grading method(s): Check all that apply.

Proposed catalog description: Provide the exact wording of the course description as it will appear in the next undergraduate catalog. Course proposals should be a) no longer than 75 words, b) stated in declarative sentences in language accessible to students, and c) avoid reference to specific details that may not always pertain (e.g., dates, events, etc.). Course descriptions should not repeat information about prerequisites (which are always listed alongside the course description)."

Rationale: Please explain the following:

- a) Why is there a need for this course at this time?
- b) How often is the course likely to be taught?
- c) How does this course fit into your department's curriculum?
- d) What primary student population will the course serve?
- e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?
- f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).
- g) Explain the reasoning behind the P/F or regular grading method.
- h) Provide a justification for the repeatability of the course.

Cross-listed courses: Requests to create cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for new courses or the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics courses cannot be cross-listed.

Course Outline: Provide a syllabus with main topics and a weekly assignment schedule which includes complete citations for readings with page numbers as appropriate. Explain how students' knowledge and skills will be assessed.

Note: the UGC form is a Microsoft Word form. You should be able to enter most of the information by tabbing through the fields. The document is protected. In the rare case that you need to unprotect the document, use the password 'ugcform'. Beware that you will lose all the data entered in the form's fields if you unlock and lock the document.

UMBC UGC New Course Request: PHIL 357: Philosophy and Human Rights

Date Submitted: 2/16/2018

Proposed Effective Date: immediately

	Name	Email	Phone	Dept
Dept Chair or UPD	Steve Yalowitz	yalowitz@umbc.edu	410-455-2108	Philosophy
Other Contact	Nafi Shahegh	shahegh@umbc.edu	410-455-2103	Philosophy

COURSE INFORMATION:

Course Number(s)	PHIL 357
Formal Title	Philosophy and Human Rights
Transcript Title (≤30c)	Philosophy and Human Rights
Recommended Course Preparation	PHIL 150 or PHIL 152 or PHIL 355 or PHIL 356
Prerequisite <small>NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.</small>	One course in Philosophy with a grade of C or better
Credits	3
Repeatable?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	<small>This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small>
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

PROPOSED CATALOG DESCRIPTION (no longer than 75 words):

A philosophical survey of foundational issues about the existence, nature, and origin of human rights, looking at both classic historical as well as contemporary discussions. Topics to be addressed include: competing accounts of the source of human rights; the connection between human rights and the state; the identification and proliferation of specific human rights; the relationship between human rights and social justice; and the role of human rights claims in discussions of pressing global problems such as poverty, economic development, climate change, humanitarian intervention, and obligations to future generations.

RATIONALE FOR NEW COURSE:

James Thomas, an experienced and extremely popular Lecturer in the Philosophy Department, has developed this course on Philosophy and Human Rights because of persistent student interest and also because of the intrinsic importance of the topic of human rights, and the current attention it is receiving within academia and also the popular media. The Philosophy Department is also in the process of having a certificate program approved, and for one of the certificates, Law and Politics, a course on Philosophy and Human Rights will be central. PHIL 357:

Philosophy and Human Rights will be taught at least every two years, and we expect it to draw a full enrollment from across the campus. Both because of its role in the certificate program, and because of its offering frequency, we therefore need to have it available as a regular course in the catalog. The course will be taught at the 300-level so that students will have some background in philosophy. The recommended course preparations are our key introductory ethics courses -- PHIL 150: Contemporary Moral Issues, PHIL 152: Introduction to Moral Theory -- as well as PHIL 355: Political Philosophy and PHIL 356: Philosophy of Law, both of which bear important connections to the concept of human rights. All these courses will provide solid preparation for PHIL 357, because of their content and also their emphasis on writing. As with all our courses, we want students to have the option of auditing, taking P/F or for a grade.

ATTACH COURSE OUTLINE (mandatory):
See attached syllabus

MW: 1:00 p.m. to 2:15 pm.
E-mail: jathomas@umbc.edu

Instructor: Jim Thomas
Office Number: PAHB 466

Functional Competency Satisfied by this Course: Critical Analysis and Reasoning

Course Goals: A philosophical survey of foundational issues about the existence, nature, and origin of human rights, looking at both classic historical as well as contemporary discussions. Topics to be addressed include: competing accounts of the source of human rights; the connection between human rights and the state; the identification and proliferation of specific human rights; the relationship between human rights and social justice; and the role of human rights claims in discussions of pressing global problems such as poverty, economic development, climate change, humanitarian intervention, and obligations to future generations. We will begin with an historical survey of differing theories of rights before turning to issues pertinent to humans in the 21st century. To that end, the class will consist of lectures and discussions about the readings (listed below).

Student Integrity: *"By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, the Faculty Handbook, or the UMBC Policies section of the UMBC Directory."*
From: <http://www.umbc.edu/provost/integrity/faculty.html>

UMBC Disability Statement: UMBC is committed to eliminating discriminatory obstacles that may disadvantage students based on disability. Student Support Services (SSS) is the UMBC department designated to: receive and maintain **confidential** files of disability-related documentation, certify eligibility for services, determine reasonable accommodations, develop with each student plans for the provision of such accommodations, and serve as a liaison between faculty members and students regarding disability-related issues. If you have a disability and want to request accommodations, contact SSS in the Math/Psych Building, Room 213 or Academic IV-B wing Room 345 (or call 410-455-2459 or 410-455-3250). SSS will require you to provide appropriate documentation of disability and complete a Request for Services form available at <http://my.umbc.edu/groups/sss>. If you require accommodations for this class, make an appointment to meet with me to discuss your SSS-approved accommodations.

Methods of Evaluation: 5 pop quizzes on the selected readings. You will be allowed to drop the lowest quiz score. Each of the four counted quizzes will be worth 5% each. There will also be two in-class exams, each worth 40%.

The Exam Due Dates are as follows:

Paper One: October 31 – Possible Topics: Comparisons of differing views of the origin of human rights; Can rights exist without a governing body; How are human rights identified and can we be wrong.

Paper Two: December 18 – Possible Topics: Can we create new rights; does the existence of a right for one group of people mean it should exist for all; Does Justice depend on human rights

No late assignments will be accepted nor make-up tests given unless an extremely good excuse is provided before the due date. Incompletes will not be given except under the most dire circumstances.

To cheat on an assignment shows a lack of respect for your fellow students and for me. If you use sources in a paper, you should cite them fully; this includes any and all websites that you may visit in the course of your work. Take credit for what you have done, but ensure that others receive the proper credit for their work as well. If you are unsure what constitutes plagiarism or cheating, consult the student handbook or ask me.

Required Readings: Below is a list of the readings for this class, all of which are available on Blackboard. The readings are collected together under different headings to specify the different subject matters we will be dealing with. Beside each date is the author we will be reading, as well some idea of what to expect from the reading and the class discussion.

Introduction to the Topic

- 8/27: First day: discuss syllabus, course policies and requirements, grading procedures, basic ideas behind philosophy of human rights
- 8/29: The Universal Declaration of Human Rights – United Nations

History of Human Rights

- 9/3: Plato – “Justice in State and Individual” - Are Human Rights created or are they inherent within a person?
- 9/5: Cicero – “The Laws” – How might a law bequeath a right?
- 9/10: Epictetus – “Of Freedom” – what can be decided by an individual, and what cannot be?
- 9/12: John Locke, excerpts from Second Treatise on Government – People have natural rights in a state free of government
- 9/17: John Stuart Mill, excerpt from Utilitarianism, from Utilitarianism, On Liberty and Considerations on Representative Government – The makings of a good government

Contemporary Views of Origin of Human Rights

- 9/19: H.L.A. Hart: “Are There any Natural Rights?” “if there are any moral rights at all, it follows that there is at least one natural right, the equal right of all men to be free.” Classic essay on the “will theory” of rights

9/24: Joel Fineberg, "The Nature and Value of Rights" – Moral Duties create rights

9/26: Joseph Raz: "On the Nature of Rights" An account of the "interest theory" of rights

10/1 - First Paper Topic Prompt distributed to class via in-class handout and Blackboard

10/1: Thomas Scanlon: "Rights, Goals and Fairness" Rights concerning equality, fairness, and how to be treated

10/3: Elizabeth Anscombe: "The Source of the Authority of the State" – An essay concerning the problems with justifying government as an origin of rights

What Kinds of Rights Are There?

10/8: Thomas Pogge: "How Should Human Rights Be Conceived?" – An institutional accounting of rights

10/10: Martha Nussbaum "Capabilities and Human Rights." An account of people as essentially rational agents

10/15: Thomas Pogge: "Human Flourishing and Universal Justice" – What counts as, and is needed for, Human Flourishing?

10/17: Michael Ignatieff, "Human Rights as Politics" – Are Human Rights increasing or decreasing?

Can Anything become a Right?

10/22: American Anthropological Association: "Statement on Human Rights" – Addressing the question of Relativism and rights

10/24: Stephen Lukes: "Liberalism for Liberals, Cannibalism for Cannibals" Concerning whether human rights is a purely western conception

10/29 Bernard Williams: "Relativism" - Do we have a right to put our views on others?

10/31 – First Paper Due IN CLASS

10/31: Jacques Maritain: "The Rights of Man" - One's conception of human rights depends on one's bases of morality

11/5: Thomas Scanlon "Contractualism and Utilitarianism" – Rights based on Contract theory

Justice and Human Rights

- 11/7: Peter Singer: "Famine, Affluence and Morality" – Should rights compel us to act?
- 11/12: K. Appiah: "Cosmopolitanism: Ethics in a World of Strangers" – How to respect differences and still respect humans

11/14 - Second Paper Topic Prompt distributed to class via in-class handout and Blackboard

- 11/14: Thomas Pogge: "Moral Universalism" - Universal Human Rights

November 22 - Thanksgiving Break

Rights and Inequalities

- 11/19 John Rawls – "Principles of Justice" – How to create a fair justice system
- 11/21: Thomas Nagel: "Global Justice" – a defense of Rawl's Difference Principle
- 11/26: Thomas Scanlon: "The diversity of objections to inequality" – How to handle inequalities in society
- 12/3 -5: J Cohen and C. Sabel: "Extra Rempublicum Nulla Justicia?" – A discussion of Nagel's "Global Justice"
- 12/10-12: Discussion about final paper topic and how to best approach it.

12/18 – Third Paper Due by Midnight via Blackboard