

UMBC Upper-Division Certificate in Philosophy, Politics, Economics, and Law

MHEC Proposal, Fall 2024

A. Centrality to Institutional Mission and Planning Priorities

The UMBC Departments of Philosophy, Political Science, and Economics propose a new Upper-Division Certificate Program in Philosophy, Politics, Economics, and Law (PPEL). The Certificate would require six undergraduate courses. The Certificate could easily be added to many different courses of study, and students majoring or minoring in Philosophy, Political Science, Economics and adjacent disciplines such as History and Sociology would especially stand to benefit from the cross-disciplinary perspective provided by the proposed Certificate.

PPE as a distinctive program of interdisciplinary study began at Oxford University during the 1930s. The idea behind PPE is to approach the study of the role of the market economy in history and contemporary society through an interdisciplinary lens, focused on both normative evaluation and social-scientific explanation. Since the founding of the first program at Oxford, PPE programs along the lines of the Oxford model have been successfully created at universities around the world. Academic programs and research in Philosophy, Politics, and Economics are growing at American universities (for a list of American universities offering PPE, see https://en.wikipedia.org/wiki/Philosophy,_politics_and_economics#United_States). A new professional organization devoted to the field, the PPE Society, was founded in the United States in 2015, and the journal *Philosophy, Politics, and Economics* has been publishing outstanding research in the area since 2002. Again, the core idea of PPE that has made it into a compelling and successful model for education and research is that the study of political and social problems related to the economy benefits from cross-disciplinary fertilization.

The study of the function and legitimacy of political institutions and the market economy naturally extends to the study of legal systems, which is why our Certificate adds the “L” to “PPE.” Our proposed Certificate Program has strong offerings in central areas of legal studies, such as law and economics, philosophy of law, and constitutional law. Students will be able to fulfill the Certificate requirements with an eye toward the interdisciplinary study of law and legal systems, which will provide excellent preparation for law school. In our view, the Certificate Program's strengths in these areas warrant the PPEL designation, which also gives our proposed program a distinctive profile.

The creation of an Upper-Division Certificate in PPEL strongly aligns with UMBC's mission and strategic goals. UMBC's Mission states that, "As an Honors University, the campus offers academically talented students a strong undergraduate liberal arts foundation that prepares them for graduate and professional study, entry into the workforce, and community service and leadership." UMBC's Strategic Plan identifies four specific areas of focus for pursuing the University's mission:

1. The Student Experience
2. Collective Impact in Research, Scholarship, and Creative Achievement
3. Innovative Curriculum and Pedagogy
4. Community and Extended Connections

A PPEL Certificate Program advances, to varying degrees, UMBC's institutional aims in all four of these areas. First, the University's focus on "The Student Experience" includes the goal of improving advising and mentoring infrastructure. The proposed Certificate Program supports this goal by offering students in the Program the opportunity to work closely with the Program Director on designing their course of study and preparing for a final PPEL research project, which will be supervised by one or more faculty members from the contributing departments. The Certificate would thus expand the University's institutional capacity for student advising and for supporting and mentoring undergraduate research. Second, with regard to "Collective Impact in Research, Scholarship, and Creative Achievement," UMBC aims to increase the University's "national prominence in selected multidisciplinary areas spanning the arts, engineering, humanities, information technology, natural sciences and mathematics, and social sciences," in part by "Vigorously promote a campus culture of multidisciplinary collaboration." The creation of a cooperative Certificate Program in PPEL would advance UMBC's culture of collaboration by bringing faculty and students from the contributing Departments into more direct contact, opening up new avenues to explore shared interests in research. Third, under the rubric of "Innovative Curriculum and Pedagogy," the University aims to support faculty in creating "state of the art undergraduate curricula." The proposed PPEL Upper Division Certificate aligns very well with this institutional goal by addressing the urgent need for interdisciplinary curriculum that equips students to comprehend and respond to complex large-scale social problems. Lastly, a PPEL Certificate Program would prepare students to proactively tackle the complex social, political, and economic problems faced by the various communities of which UMBC is a part, thereby supporting the fourth area of focus on "Community and Extended Connections."

UMBC is committed to funding and supporting the proposed PPEL Upper-Division Certificate Program. With the exception of two new PPEL courses which will be created specifically for the Program, the courses required to complete the Certificate are already taught on a regular basis by existing faculty in the three constituent departments. One of the new PPEL courses is a Capstone Research Seminar that will be taught by the Program Director. The other new course, a 200-level offering entitled "Introduction to Philosophy, Politics, Economics, and Law," will initially be taught by Philosophy Department faculty, although it may be staffed in the future by faculty from Political Science or Economics. Adequate administrative and technical support infrastructure already exists within the constituent departments, CAHSS, and the University. The Program will be administered by the Philosophy Department's in-house Academic Program Specialist, Vanessa Capuano, with additional support from professional staff within the CAHSS Dean's Office. The University is committed to continuing the program for a period of time sufficient to allow enrolled students to complete the program.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan

A PPEL Upper-Division Certificate program at UMBC would contribute to meeting three critical and compelling needs of the state of Maryland identified in the 2022 Maryland State Plan for Higher Education.

First, regarding societal needs, the kinds of social problems that will have to be faced by the citizens of Maryland over the coming decades - climate change, rapid economic transformation through disruptive technological progress, political polarization, changing migration patterns, an aging populace, and so on - are enormously complex. If one considers in isolation only the moral, political, or economic aspect of such problems without also considering the other dimensions, the "solutions" one will propose will be partial and inadequate. Climate change is a good case study of the need for PPEL. The problem of how we should respond to the reality of a changing global climate cannot be addressed without combining rigorous economic analysis, the careful study of political institutions and legal regulatory processes, and ethical inquiry into complex issues of fairness and justice. What are the economic and political costs and benefits of different responses to climate change? What burdens do different responses place on institutions, and how should we reshape our institutions in response? How should the benefits and burdens of climate mitigation and adaptation be fairly distributed across persons, nations, and generations? What constraints does the existing legal system impose on climate policy? To begin to cope with the scope and complexity of the issues involved, we need to take the perspective of PPEL. A PPEL Certificate Program at UMBC would create the needed infrastructure for students to grapple with problems like climate change from a cross-disciplinary perspective, and to undertake research projects addressing such issues. And climate change is only one of many social problems that benefit from a PPEL perspective. Similar arguments could be made regarding many topics, including, but not limited to, democratic legitimacy, socio-economic inequality, and international development policy.

This fact leads to the second compelling need for programs such as PPEL: workforce and leadership development. The ability to use multiple disciplinary perspectives to analyze complex social problems is of crucial importance to future workers and leaders in the business, education, health, non-profit, policy, and innovation sectors, for at least two reasons. First, the study of interdisciplinary, normatively-informed political economy will prepare leaders to integrate equity, social, and environmental considerations into more traditional economic analysis. And second, given the continued acceleration of technological and social transformation in the 21st century, there is a case to be made for the kind of breadth of perspective fostered by PPEL. An agile innovation economy that meets the needs of a democratic society requires in-depth technical expertise, but it also requires a broader grounding in political economy and humanistic values.

Third, UMBC is a Minority-Serving Institution. The creation of a new PPEL Certificate program would therefore expand the educational opportunities and choices for minority students. As a public university with relatively low in-state tuition, UMBC is also accessible to students from economically disadvantaged backgrounds. The creation of a new PPEL

Certificate program would therefore meet the aim of expanding opportunities for educationally disadvantaged students.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State

UMBC's proposed PPEL Certificate would offer students valuable preparation for a variety of career paths that intersect with political economy. As a liberal arts credential, the Certificate would help students develop multiple competencies in ethical, political, and economic analysis, as well as crucial skills in communicating across difference.

The proposed Certificate would contribute to central goals identified in the USM Vision 2030 Strategic Plan. Under "Priority 2: Access, Affordability, and Achievement," the Strategic Plan identifies the short-term goal to "Develop innovative education programs resulting in new credentials" (Goal 2.3). The focus on credentialing extends to the Strategic Plan's medium- and long-term goals as well. A PPEL Certificate contributes to the goal of developing "new flexible and relevant credentialing opportunities" (Goal 2.16) that "strengthen the connection between learning experiences and the critical knowledge, skills, abilities, and dispositions required to live, work, and contribute in society" (Mid- and Long-Term Strategy 13). UMBC's proposed Certificate is just the kind of flexible "micro-credential" that could easily be tailored to many Major courses of study to give students an additional way to acquire and demonstrate marketable and socially valuable skills.

What marketable skills are these? PPEL gives students a unique mix of qualitative and quantitative analytical ability combined with the writing, communication, and interpersonal skills characteristic of liberal arts studies. Students also would receive valuable experience in carrying out independent research projects requiring initiative, independence, and organization. Lastly, the interdisciplinary study of political economy via a PPEL Certificate is highly flexible with regard to its substantive focus. This is a strength of the program: it creates enough of a shared knowledge base to allow fruitful conversation, while also allowing students to pursue their specific Major areas of study and personal interests. For example, a PPEL Certificate focused on interdisciplinary climate ethics would be of great value in the growing field of climate policy analysis. Other possible emphases abound within the ambit of PPEL; students would be able to tailor the Certificate to complement their Majors and personal interests. Overall, the PPEL skillset, and the Certificate credential verifying that skillset, would be an advantage to any job-seeker.

O*Net Online provides information regarding projected demand for a wide variety of occupations in the state of Maryland. Here are some examples taken from O*Net of projected occupational growth in PPEL-adjacent occupations in the state of Maryland between 2021 and 2031: Climate Change Policy Analyst (10% projected growth), Social and Community Service Managers (22% projected growth), Regulatory Affairs Manager (8% projected growth), Financial Risks Specialist (11% projected growth). In combination with other relevant preparation at UMBC, a PPEL Certificate would position students well to enter into occupations such as these. Furthermore, for the reasons discussed in this section

and the previous section, the PPEL Certificate would be valuable preparation for a career in Maryland's large non-profit sector. Lastly, a PPEL Certificate, combined with a student's Major course of study, would be excellent preparation for graduate or professional study in a variety of social science fields, as well as law. O*Net projects 9% growth in demand for both Lawyers and Social Science Research Assistants in the State of Maryland.

D. Reasonableness of Program Duplication

A survey of Upper-Division Certificate Programs and Majors offered at universities in the greater Baltimore Metropolitan Region shows that no program duplication exists. UMBC's proposal is not for a new Major, but rather for a less-intensive Upper-Division Certificate that a student would complete as a supplement to one of UMBC's existing undergraduate Majors. The two other PPE programs that exist in the region, at Bowie State University and University of Maryland, College Park, are full Majors involving a much greater course load. The proposed Upper-Division Certificate, by contrast, could easily be paired with many different Majors, and thus offers students more flexibility, at the cost of depth. For more detailed discussion, see Appendix 2 below.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

No Maryland HBI offers an Upper-Division Certificate in PPEL, PPE, or adjacent areas. There is one program at a regional HBI offering an undergraduate Major in the area of PPE: Bowie State University's Bachelor's degree in PPE. As discussed more extensively in Appendix 2, UMBC's proposed PPEL Certificate does not duplicate BSU's program. BSU offers a BS and the option of a BA (which requires additional study of a foreign language), whereas UMBC is proposing an Upper-Division Certificate. The differences between the two programs are substantial. Most importantly, UMBC's PPEL Certificate would be far less intensive than Bowie State's program. The BSU PPE degree requires 24 courses; UMBC's proposed PPEL Certificate requires only 6. Given this difference, UMBC's PPEL Certificate is not expected to be relevant to or in competition with BSU's program in PPE.

F. Relevance to the Identity of Historically Black Institutions (HBIs)

As discussed above, the proposed program does not duplicate existing programs at HBI's, and it is expected to have no impact on the identity or mission of any of Maryland's HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

The proposed PPEL Upper-Division Certificate is inspired by similar successful programs at

UNC Chapel-Hill, Duke University, University of Wisconsin-Madison, Arizona State University, and Notre Dame University. It was developed cooperatively with input from each of the constituent departments at UMBC.

The PPEL Certificate Program will be governed by a committee consisting of one person from each of the three constituent departments, one of whom will be the PPEL Director. Each constituent department will choose its representative on the Governing Committee according to its own procedures. The Governing Committee will make decisions by consensus, and will normally meet 1-2 times per semester. Topics for the Committee will include:

1. General program oversight
2. Approval of changes in program requirements
3. Budget oversight

Additionally, Committee members will be expected to participate in student recruitment, attend Program events, and to provide support and service to the Program as the need arises.

The Program's Learning Outcomes state that PPEL Certificate Students will:

1. Know the common historical roots and subsequent development of key concepts and arguments from philosophy, political science, and economics.
2. Synthesize key arguments and concepts from philosophy, political science, and economics.
3. Apply arguments and concepts from philosophy, political science, and economics to contemporary policy, scholarly, and/or legal debates.

As discussed above, the primary educational objective of the Program is to equip students to understand problems of political economy using the tools of rigorous economic analysis, while also keeping in view the way such problems are embedded in complex political and legal structures, and implicate core normative questions regarding human values. The rigor of the Program is on par with that of the peer programs discussed above. The Program aims to prepare students, in conjunction with their Major courses of study, to compete in the labor market or to move on to graduate or professional study.

For the Certificate Program's requirements, including a list of courses, see Appendix 2. Students must have a cumulative GPA of 3.0 within the Certificate courses to complete the Certificate. Each of the six courses required for the PPEL Certificate will address one or more of the Program's three Learning Outcomes. Assessment of student work within each course will therefore also amount to assessment of the Certificate's goals. Methods to assess student learning will vary due to the interdisciplinary nature of the Certificate, but typically assessment will include some of the following:

1. Completion of weekly homework and problem sets.

2. Quizzes, mid-terms, and final examinations
3. Written assignments of various types, including short analytical writing exercises and longer research papers
4. Oral presentations and small-group discussion exercises

Additionally, students' Capstone research projects will allow the Program Director, as teacher of the Capstone Seminar, and students' individual Faculty Advisors to assess and document the competencies of students who have completed the other Certificate requirements. This Program-level Assessment is the responsibility of the Program Director and will take place biennially on the Philosophy Department's assessment schedule.

Degree requirements will be listed in the UMBC Undergraduate Catalog and on the PPEL Program website. The PPEL Program website will present clear and accurate information about the Certificate Program's requirements, faculty, and events. The three contributing departments will advertise the program on their websites and provide a link to the PPEL website. Academic advisors in the Philosophy, Political Science, and Economics Departments will be knowledgeable about the PPEL Certificate and will direct interested students to consult with the Program Director. PPEL students will meet with the PPEL Program Director every semester to review the student's plans and course registration. Students have access to all resources necessary to succeed in the program, including the Academic Success Center. All students have access to a university-provided learning management platform that provides online access to course materials and resources. Students can ask questions about computing and technology, housing, advising and student support, classes and grades, and other topics via Request Tracker. Accommodations for disabilities are provided for students qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 who request services. Financial aid information is available on the UMBC website and in recruitment materials, and students applying for aid are assigned a Financial Aid Counselor. Payment information for institutional programs/courses is provided on the UMBC website and in the Undergraduate Catalog. The Bursar's Office (Student Business Services) is also available to answer questions and arrange payment plans.

H. Adequacy of Articulation

Not applicable.

I. Adequacy of Faculty Resources

The PPEL Program will not have its own faculty. Existing faculty in the Departments of Philosophy, Political Science, and Economics will suffice to deliver the quantity and variety of courses required for the Program. Faculty in these Departments are of very high quality. The core faculty expected to contribute to the Program are listed in the following table. This table also documents that at least 50% of the credits in the program will be taught by full-

time faculty, since the faculty listed below teach the large majority of the courses that can be used to fulfill PPEL Certificate requirements.

Faculty	Title (status)	Education	Field of Specialization	Courses Taught
Blake Francis	Assistant Professor, Philosophy (full time)	Ph.D., Stanford University	Ethics and Climate Change, Social and Political Philosophy	PHIL 351: Well-Being and Happiness; PHIL 456: Justice and Climate Change; PHIL 457: Harm in Morality and Law
Lisa Cassell	Assistant Professor, Philosophy (full time)	Ph.D., Umass, Amherst	Epistemology, Decision Theory, Philosophy of Science	PHIL 430: Decision Theory
James Thomas	Senior Lecturer, Philosophy (full time)	M.A., University of Maryland, College Park	Philosophy of Law	PHIL 356: Philosophy of Law; PHIL 357: Philosophy and Human Rights
Michael Nance	Associate Professor, Philosophy (full time)	Ph.D., University of Pennsylvania	History of Political Philosophy	PHIL 355: Political Philosophy; PHIL 486: Kant's Moral and Political Philosophy; PHIL 487: Hegel and Marx
Eric Campbell	Assistant Professor, Philosophy (full time)	Ph.D., UC, San Diego	Ethics, Metaethics	PHIL 350: Ethical Theory
Whitney Schwab	Associate Professor, Philosophy (full time)	Ph.D., Princeton University	Ancient Greek Philosophy	PHIL 482: Aristotle's Ethics

	time)			
Patrick Mayer	Adjunct Instructor, Philosophy (part time)	Ph.D., Cornell University	Ethics	PHIL 451: Consequentialism and its Critics; PHIL 453: The Ethics of Aggregation
William Blake	Associate Professor, Political Science (full time)	Ph.D., University of Texas, Austin	Constitutional Law	POLI 433: First Amendment Freedoms
Devin Haggerty	Professor, Political Science (full time)	Ph.D., University of Pennsylvania	International Relations, National Security	POLI 380: International Relations Theory
Cynthia Hody	Associate Professor, Political Science (full time)	Ph.D., UCLA	Political Economy, International Relations	POLI 387: The Basics of Political Economy; POLI 388: International Conflict and Cooperation
Jeffrey Davis	Professor, Political Science (full time)	Ph.D., Georgia State; J.D., University of Georgia	Human Rights, International Law, Humanitarian Law, Constitutional Law	POLI 432: Civil Rights
Sunil Dasgupta	Senior Lecturer (full time)	Ph.D., University of Illinois, Urbana-Champaign	International Relations, Comparative Politics	POLI 386: The Politics of Development;
Lisa Vetter	Professor, Political Science (full time)	Ph.D., Fordham University	Political Theory	POLI 315: Political Theories of Justice
Se Mi Park	Assistant Professor, Economics (full time)	Ph.D., Colorado, Boulder	International Trade, Institutional Economics,	ECON 311: Intermediate Microeconom Analysis; ECON

			Economic Development	380: The Global Economy
Tim Gindling	Professor, Economics (full time)	Ph.D., Cornell University	Economic Development	ECON 385: Economic Development; ECON 387: Economic Development of Latin America
David Mitch	Professor, Economics (full time)	Ph.D., University of Chicago	American and European Economic History	ECON 382: Asian Economic History
David Coker	Adjunct Instructor, Economics (part time)	Ph.D., George Mason University	History of Economic Thought	ECON 443: History of Economic Thought
Dennis Coates	Professor, Economics (full time)	Ph.D., University of Maryland, College Park	Public Choice, Public Finance, Sports Economics	ECON 463: Public Finance
Michael Andrews	Assistant Professor, Economics (full time)	Ph.D., University of Iowa	Economic History, Innovation, Applied Microeconomics	ECON 441: American Economic History

UMBC provides pedagogical training for faculty in evidence-based best practices through The Center for the Advancement of Teaching and Learning (CALT). This center offers programming and consultations related to all aspects of teaching, pedagogical innovation, and assessment of student learning outcomes planned to foster the learning and development of all students. Informing this work is a dedication to learning analytics, assessment, and evaluation at the course, program, and institution levels to expedite student success.

UMBC uses Blackboard as its learning management system with a focus on Blackboard Ultra. Pedagogical training in Blackboard is provided through the Division of Information Technology, specifically through the instructional technology staff who lead workshops often in coordination with CALT, create, maintain and update help pages, and respond to faculty questions via email or direct consultations.

As a response to online learning which took place as a result of Covid, UMBC's instructional

technology staff supported faculty who want to take a deliberate and holistic approach to prepare their online learning courses via the Planning Instructional Variety for Online Teaching (PIVOT) program. PIVOT focused on best practices for using online instruction tools such as Blackboard, Panopto, Voice Thread, etc.

The PPEL Certificate is not offered in a distance-learning format.

J. Adequacy of Library Resources

The President assures that current institutional library resources meet new program needs.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

Most of the required courses and electives are already regularly offered, and the facilities and equipment are currently adequate. The President affirms that existing equipment and facilities meet the program's future needs.

All UMBC students receive a UMBC email address that they are expected to check on a regular basis. UMBC supports online learning through Blackboard, which supports both synchronous and asynchronous learning and allows students and faculty to interact, communicate, and collaborate online. Faculty can use Blackboard, which is also available as a mobile app, to assess student work. Online learning is further supported with tools like Collaborate, Panopto, and VoiceThreads.

L. Adequacy of Financial Resources with Documentation

The PPEL Certificate will require financial support, primarily in the form of three course buy-outs per year to support the Program Director (1 course release) and to compensate Departments that contribute faculty to teach the two PPEL-designated courses (2 course buyouts). The Certificate Program will also require modest financial support for its annual operating budget to support advertising, student activities, and Program events. The CAHSS Dean's Office has agreed to fully fund the Program for its first three years, after which it will become self-supporting through tuition revenue. The Certificate will require no new faculty.

For further details regarding financial resources, see the attached budget (Appendix 3)

M. Adequacy of Provisions for Evaluation of Program

UMBC conducts academic program reviews every seven years to gauge program effectiveness. This will be the institution's primary tool for evaluating the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness. UMBC's APR guidelines can be found [here](#). The PPEL Certificate Program will be reviewed as part of the Philosophy Department's APR. The APR process will require the Program to provide a

narrative self-study as well as substantial datasets from various institutional sources. Students, faculty, and administrative staff all contribute to the self-study. Expert external reviewers then conduct a campus visit, collecting qualitative feedback from Program stakeholders through interviews and meetings. All of this information will be used by the College and University to assess the Certificate Program with regard to its educational effectiveness.

The APR is the primary, but not the only, assessment tool used by UMBC. Other methods used by the University to evaluate full and part-time faculty learning outcomes include University-administered student evaluations shared with the faculty and administration after grades are submitted. In addition, each constituent Department has in place its own procedures for qualitative and quantitative assessment of its faculty, course offerings, and learning outcomes. All PPEL Certificate faculty will be assessed according to their home department's procedures.

Faculty can evaluate course and student learning outcomes through UMBC's Center for the Advancement of Teaching and Learning (CALT). As part of this process, CALT staff observe faculty teaching, conduct a midterm assessment, and share results with the instructor. CALT also teaches faculty how to run a classroom assessment. Faculty can then, themselves, collect information related to student learning outcomes.

The College of Arts, Humanities, and Social Sciences reviews and evaluates assessment practices biennially to ensure that Departmental curricula align with UMBC, USM, and MHEC policies. The Dean's Office also periodically reviews student and financial data. The Dean's Office then reviews these findings with changes implemented as needed.

N. Consistency with the State's Minority Student Achievement Goals

UMBC is a designated Minority Serving Institution. Its 2023 First-Year Student Body was 29% Asian-American, 26% White, 24% African-American, 8% Hispanic, 8% Other, and 5% International. The overall UMBC student body broke down as follows in Fall 2022: Undergraduate: 10,490; Graduate: 3,658; Full-time: 11,523; Part-Time: 2,625; Men: 7,604; Women: 6,544.

The 2022 Maryland State Plan for Higher Education identifies "expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education" as a central goal, and encourages Maryland universities to adopt an "equity lens" with an eye toward the specific populations served by each campus. Its Mission and Vision Statements include commitments to "cultural and ethnic diversity" as well as to "an inclusive culture" that advances "social justice."

The proposed PPEL Certificate Program would promote these institutional equity goals in at least two respects. First, it would create new infrastructure for undergraduate education and research in areas relevant to equity and diversity. Examples might include studying gender or racial discrimination from the standpoint of interdisciplinary political economy. Second, the Program will aim to recruit and support students from minority and educationally-disadvantaged backgrounds. The Program Director will support such

students through connecting them to equity-related resources both on campus and beyond. On campus, there are a number of resources to support the retention and academic success of minority and educationally-disadvantaged students, some of which are discussed in the University's annual Diversity Reports¹. Beyond campus, there are opportunities for such students to gain valuable experience in research. For example, in the field of Philosophy, there are a number of excellent Summer Diversity Institutes for philosophy students from under-represented backgrounds. The UMBC Philosophy Department has had good success placing its students in these programs, and one of its faculty members has taught in such a program as well. The PPEL Certificate would aim to support PPEL students in applying to such opportunities.

O. Relationship to Low Productivity Programs Identified by the Commission

Not applicable.

P. Adequacy of Distance Education Programs

Not applicable.

Appendix 1: Greater Baltimore Metropolitan Region Program Duplication Discussion

According to MHEC's "Degree Search" tool, no Maryland college or university offers an Upper-Division Certificate in PPEL, PPE, or any variation thereof.

Bowie State University offers a BS degree in Philosophy, Politics, and Economics. UMBC's proposed Upper-Division PPEL Certificate does not duplicate BSU's PPE degree because it is not a self-standing BS, but rather an Upper-Division Certificate, a credential meant to augment a student's major course of study at UMBC. The BSU PPE degree goes into far greater depth than UMBC's proposed Certificate. For comparison's sake, BSU's BS in PPE requires a minimum of 24 courses, whereas UMBC's proposed PPEL Certificate would require only 6. This difference alone should alleviate any worry of program duplication; the two programs clearly have very different aims. Furthermore, Bowie State's program 1) has a distinctive focus on liberation ethics, and 2) includes a significant Public Policy component, whereas UMBC's proposed PPEL Certificate lacks these areas of focus but includes an emphasis on legal studies, which BSU's program lacks. These substantial differences in the nature of the degree offered, program requirements, and programmatic emphases mitigate any concerns about program duplication.

University of Baltimore offers a BA degree in Philosophy, Ethics, and Law. UMBC's proposed Upper-Division Certificate does not duplicate UB's PLE degree because 1) it is not

{NOTE_LABEL} <https://provost.umbc.edu/diversity/>

a self-standing BA but rather a Certificate, and 2) UB's PLE degree involves only Philosophy courses.

University of Maryland, College Park offers a BA degree in Philosophy, Politics, and Economics. UMBC's proposed PPEL Certificate does not duplicate UMCP's PPE program because UMBC's Certificate is not a self-standing BA degree, but rather an Upper-Division Certificate meant to augment a student's major course of study.

Morgan State University, Towson University, Coppin State University, Stevenson University, Loyola University Maryland, and Johns Hopkins University offer no comparable Upper-Division Certificates or Majors.

Appendix 2: Certificate Requirements

6 courses required (18 credits)

Minimum GPA within the Certificate courses: 3.0

In Process

Two Required PPEL Courses (6 credits)

1. PPEL 250: PPEL Gateway (3 credits): The purpose of this course will be to introduce students to basic methods and canonical texts/authors (especially historical, but also contemporary) in PPEL. The course will be open to all students. Students in the PPEL Certificate need not take this course prior to taking other PPEL courses, but should aim to take it at the first opportunity to provide a foundation for further PPEL coursework. Emphasis on the historical foundations and basic concepts of political economy in figures such as Hobbes, Hume, and Smith; basic concepts of game theory, its application to problems of social coordination and cooperation that arise in both economics and politics, and critical challenges to the methodology of rational choice; and finally, the relation of these methods and problems to ethical issues regarding markets and distributive justice.
2. PPEL 450: PPEL Capstone Research Seminar (3 credits). Students will take this course after, or if need be concurrently with, completing all other Certificate requirements. The purpose of the course is for students to complete a capstone research project on a topic within PPEL. Course content to be determined based on student interest and proposed research topics. The course will focus on reading and discussion of books and articles relevant to students' projects, as well as student presentations and

discussions of their research papers in progress. The PPEL Director will run the seminar, but other faculty advisors will consult with individual students on research projects within their areas of expertise. Non-PPEL students may petition the Director to be admitted into the course on a case-by-case basis.

Distribution Requirements: One Course in each of Philosophy, Political Science, and Economics (9 credits)

Philosophy: one course from the following list:

1. PHIL 350: Ethical Theory (3 credits): A critical examination of a range of major ethical theories, chosen from among virtue theories, divine command theories, utilitarian theories, contractualist theories, existentialism and Kantianism. Readings may be drawn from both historical and contemporary texts.
2. PHIL 351: Well-Being and Happiness (3 credits): This course surveys theories of well-being, which concern what is good or bad for a person, and theories of happiness, which concern a psychological state of mind. Such theories include perfectionism, hedonism, desire-fulfillment, objective-list, and life-satisfaction theories. Issues to be discussed include whether well-being should be understood in terms of happiness, whether happiness can be measured, whether lifetime well-being is simply the sum of particular moments, and whether posthumous events can be bad or good for the person who dies.
3. PHIL 355: Political Philosophy (3 credits): A critical examination of selected philosophical theories aimed at addressing such questions as: What is the extent of political authority, and what (if any) legitimate forms can it take? Can coercion by the state be justified? What are the obligations of citizens? What is the nature of law, and can the rule of law extend to states? What understanding of human nature and human needs underlies the various particular answers to such questions? Readings may be drawn from historical as well as contemporary sources.
4. PHIL 356: Philosophy of Law (3 credits): What is the rule of law, and why is it a good thing? This course addresses these foundational questions and attempts to connect them with practical issues that confront contemporary society. Students will have the opportunity to study various accounts of Constitutional interpretation and judicial review through the examination of landmark and recent Supreme Court decisions. The course will occasionally focus on a special topic such as: race and American law, feminist jurisprudence and International criminal tribunals.
5. PHIL 357: Philosophy and Human Rights (3 credits): 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.

6. PHIL 430: Decision Theory (3 credits): This course is a philosophical examination of decision theory, which attempts to give an account of how we should make decisions whose outcomes depend upon facts about which we are uncertain. Part of the course focuses on puzzle cases where competing approaches to decision making yield different results. Other topics to be considered include whether our best approaches to decision making are psychologically feasible, and whether and how decision theory should accommodate our different attitudes towards risk.
7. PHIL 451: Consequentialism and its Critics (3 credits): According to Consequentialism, the rightness or wrongness of an action, law, or institution is determined by the value of its consequences. While typically taken for granted in public policy debates, it is often rejected as an adequate moral theory, because it is too demanding in what it requires of moral agents and deviates too far from commonsense morality. This course starts with its classical formulation - Utilitarianism - and then looks at contemporary variants developed in response to these and other criticisms.
8. PHIL 453: The Ethics of Aggregation (3 credits): This course looks closely at ethical decisions involving trade-offs, where each decision has a cost, as in the case of a runaway trolley that is going to kill people no matter what you do, but you can decide how many. In such cases should we always do the thing that saves the most lives, or is it unfair to think that the numbers alone determine the ethical issue? Are all lives worth the same, and does this force us to think that only the numbers count?
9. PHIL 456: Justice and Climate Change (3 credits): This course explores questions concerning justice that arise in finding solutions to climate change, which threatens the lives, livelihoods, homelands, and cultures of billions of people over the next century. Climate change is clearly unjust: it is a side effect of quality-of-life improvements from industrialization, yet most of its victims are poor. Preventing many of its impacts requires interventions and policies that raise questions of fairness. Topics include justice between generations, global justice, environmental racism, reparations, and democratic decision-making.
10. PHIL 457: Harm in Morality and Law (3 credits): This course explores the nature of harm, and what justifies various injunctions against harming or failing to prevent harm. Competing theories of harm must address a range of puzzling issues, including whether future people can be harmed, whether the bad Samaritan does harm by failing to benefit, whether being conceived or born can count as a harm or benefit, and whether death harms the person who dies. Implications for criminal and tort law will be addressed.
11. PHIL 482: Aristotle's Ethics (3 credits): Aristotle's ethical theory has exerted a

profound influence on the history of Western Philosophy, increasingly so in the last half century. In this course we will aim to gain a comprehensive understanding of his ethics, focusing on his presentation of it in the *Nicomachean Ethics*. Central notions we will examine include happiness, virtue, friendship, and pleasure. We will also delve into some of the scholarly interpretative debates, as well as the recent literature that takes inspiration from Aristotle.

12. PHIL 486: Kant's Moral and Political Philosophy (3 credits): A close study of Kant's moral, political, and legal thought as it develops across major writings, focusing on Kant's views about freedom and practical reason in morality, rational religion, and politics. Topics include: Kant's theory of moral autonomy and free will; the 'moral' arguments for freedom of the will and the existence of God; Kant's theory of property, the social contract, and international justice; and his arguments for the rationality of hope for historical progress in political life.
13. PHIL 487: Hegel and Marx (3 credits): A close study of the social and political thought of Hegel and the early Marx, exploring key ideas such as recognition, alienation, the critique of capitalism, exploitation, and historical materialism, with an eye toward their relevance for contemporary political philosophy and critical social theory. Classical texts from Hegel and Marx will be supplemented by readings from more recent authors working in the Hegelian and Marxian traditions, in order to give students a sense of the continuing influence and development of Hegel's and Marx's thought.

In Process

Political Science: one course from the following list:

1. POLI 315: Political Theories of Justice (3 credits): Examines the various theories of justice underlying political practice, policy, and law through the works of political theorists, past and present, Western and non-Western, male and female. Emphasis is placed on applying political theories of justice to current political debates.
2. POLI 360: Comparative Political Analysis (3 credits): Examination of liberal-pluralist, Marxist-radical and conservative-corporatist frameworks as alternative approaches to the study of comparative politics. These approaches represent both ways of interpreting politics, as well as ways of thinking critically about them. There will be case studies of selected countries to test the propositions of the course.
3. POLI 380: International Relations Theory (3 credits): An intensive overview of the central schools of thought in the study of international relations (IR). We will read, discuss and write about theories rooted in realism, liberalism, Marxism, constructivism and other IR paradigms. Emphasis is on the purposes of theory, the main perspectives in IR theory and how IR theory has developed in conjunction with the evolution of international relations itself. Students should be prepared for careful reading, critical discussion and analytical writing.
4. POLI 386: The Politics of Development (3 credits): This course examines the

- interaction of politics (the making and implementation of collective decisions for a society) and human development (the improvement of living conditions in a society). Various theoretical approaches are used to study the role of politics in the multiple dimensions of development, including economic growth, environmental sustainability and human rights.
5. POLI 387: The Basics of Political Economy (3 credits): In a world of scarcity, societies use both political and economic means to determine 'who gets what, where, when, why, and how.' The political-economic 'mix' employed, reflects each society's basic values and beliefs about what constitutes 'the good society.' In this course, we will examine concepts, institutions, and instruments associated with the domains of politics (e.g., power/governance) and economics (e.g., exchange/markets). We will consider their relative strengths and weaknesses as these relate to motivating behavior and organizing collective activity in order to address the great social challenges of our day. Topical case studies will vary from semester to semester, but case study topics are likely to include climate change, affordable health care, entitlements, governing/regulating the Internet.
 6. POLI 388: International Conflict and Cooperation (3 credits): The course introduces game theory at an elementary level. Simple models of strategic interaction and conflict will be presented to analyze the strategy and tactics of international (and other) deterrence, coercion, bargaining and cooperation. Attention will be given to doctrines of nuclear strategy and arms control and to the changing strategic balance between the United States and the Soviet Union during the Cold War period.
 7. POLI 432: Civil Rights (3 credits): Examination of the due process and equal protection rights of Americans as articulated in judicial decisions and statutes. Among issues studied are affirmative action, abortion, equality in education and housing.
 8. POLI 433: First Amendment Freedoms (3 credits): The freedoms of speech, press, religion and assembly as defined in important Supreme Court decisions. The problem of liberty versus authority in a democratic regime. The competing theories of First Amendment interpretation by courts.
 9. POLI 443: Urban Problems and Policy Analysis (3 credits): This course is designed to provide students with an understanding of the nature and causes of urban problems and the ability to analyze and understand the problems and policies addressed to them.
 10. POLI 460: Comparative Institutional Development (3 credits): Institutions are the rules that guide human interaction. Whenever we come into contact with other humans, institutions are involved. But where did our social, political and economic institutions come from? How did they become so firmly entrenched in our societies? This class attempts to answer these profound and often abstract questions by reading influential books on the subject and by generating our own ideas in class discussions.
 11. POLI 480: World Order (3 credits): This course considers the problem of achieving order in an international system that lacks a central organizing authority. In seminar format, we explore alternative perspectives on the nature, source, and

scope of order in world politics in the context of both historical and contemporary examples.

12. POLI 487: International Political Economy (3 credits): The course focuses on the basic analytical tools and knowledge of economics needed to develop an understanding of important international economic problems with which political actors must cope. The course explores the challenges for policy-makers stemming from the globalization of finance, markets and production.

Economics: one course from the following list:

1. ECON 250: Gender Roles in Economic Life (3 credits): This course will investigate the influence of gender roles in paid and unpaid work. Topics to be covered include gender in the labor market (job segregation, pay equity, affirmative action), the economics of housework and family care, women in poverty and the role of government.
2. ECON 311: Intermediate Microeconomics (3 credits): Economic theory of consumer behavior, production and costs, the firm, price, distribution, general equilibrium and welfare.
3. ECON 380: The Global Economy (3 credits): This course provides an introduction to global economic problems and issues. Topics will include the growing importance of global economic relations among nations and international organizations, comparative advantage as a basis for gains from trade, impact of various trade restrictions, arguments for protection, regional trading arrangements, global investment and capital flows, global migration, balance of payments problems and policies, determination of exchange rates under alternative international monetary systems, and special problems of developing regions.
4. ECON 382: Asian Economic History (3 credits): A historical survey of the development of the economies of Asia.
5. ECON 385: Economic Development (3 credits): A survey of the principles and problems of the economies of less-developed countries. Includes dimensions of poverty, patterns of development, sources of growth, role of trade and industrial development, planning, the agricultural sector and the new international economic order. Case studies from Asia, Africa and South America.
6. ECON 387: Economic Development of Latin America (3 credits): A study of the economic history and current important economic issues of the countries of Latin America. Topics covered in this course include the economics of colonial Latin America, dependency theory, strategies of import substitution, industrialization and the debt crisis. The experiences of several specific countries will be analyzed in detail.

7. ECON 416: Economics of Law (3 credits): Assessment of the role of economics in jurisprudence. Applications of economic theory to analyze and evaluate the doctrines of the main types of common law - property, liability, contract and criminal law - as means to promote efficiency. Other topics may include copyright and First Amendment issues.
8. ECON 441: American Economic History (3 credits): A survey of the growth and development of the American economy from colonial times to the present.
9. ECON 442: European Economic History (3 credits): A survey of European economic history from prehistoric times to the present.
10. ECON 443: History of Economic Thought (3 credits): The course surveys and analyzes major developments in economic thought from ancient times through the middle of the 20th century.
11. ECON 463: Public Finance (3 credits): The economic theory of government finance is analyzed, with emphases on social goals and economic criteria for tax, expenditure, transfer, regulatory, debt, and stabilization policies.
12. ECON 465: Economics of Discrimination (3 credits): This course examines economic theories, empirical evidence and economic policies that relate to discrimination in economic life. Discrimination will be examined in a range of economic markets, including labor, education, housing, mortgages, other loans and insurance. Discrimination by government also will be examined. The types of discrimination covered are based on ethnicity, gender, race and religion. However, the focus is on African Americans and women. The course emphasizes critical analysis of empirical evidence and economic models.

One Further Elective (3 credits)

In addition to the three distribution requirements, PPEL students must complete one more 400-level course in Philosophy, Political Science, or Economics. This elective course should be chosen in consultation with the PPEL Program Director in light of the student's particular interests. Students may also petition the PPEL Director to count a relevant upper-division course from another department toward this requirement.