1. **Title of the module**

PHIL3000 (PL300) – Introduction to Philosophy: Rights

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional for the BA in Philosophy (Single and Joint Honours)

Also available as a ‘wild’ module

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate understanding of the difference between natural and political rights;

8.2 Demonstrate understanding of the two major normative accounts of rights (the interest theory vs the choice theory);

8.3 Demonstrate understanding of fundamental questions surrounding human rights (what are they, why do we have them, are they universal?);

8.4 Demonstrate understanding of various rights that people might be thought to have and debate whether people do in fact have them (e.g. the right against social deprivation or the right to free speech);

8.5 Demonstrate understanding of the notion of a rights-bearer and debate whether various types of possible rights-bearers do in fact have anything approaching a right (e.g. animals);

8.6 Demonstrate understanding of different critiques of rights (e.g. feminist and communitarian critiques of rights);

8.7 Apply this theoretical understanding to relevant case studies (e.g. rights of future generations, animal rights).

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 To develop their skills in critical analysis and argument in both their reading and listening to others;

9.2 To develop the ability to make complex philosophical ideas understandable in their writing;

9.3 To develop the ability to make complex philosophical ideas understandable in their public speaking;

9.4 To develop the ability to work autonomously and to take responsibility for their learning.

1. **A synopsis of the curriculum**

This module provides an introduction to some of the key issues in the philosophy of law. All of the ideas discussed are linked by focusing on the notion of ‘right’. Students will be exposed to a variety of questions and issues, such as: ‘What is a right?’, ‘Are there such things as natural rights?’, ‘Is there any absolute right?’, ‘What is involved in saying that one has a right to free speech or a right to private property?’, ‘Who has a right and why?’, ’Do future people have rights?’, ‘Do we have a right against social deprivation?’ and ‘Do children have a right to be loved?’.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

 Liao, S. M. (2006), 'The Right of Children to be Loved', *Journal of Political Philosophy*, 14: 4, 420–440.

Singer P.(1989) ‘All Animals are Equal’, in Regan, T. and Singer. P (eds.), *Animal Rights and Human Obligations.* New Jersey: Prentice-Hall, 148-162.

Langton, R. (1993), ‘Speech acts and unspeakable acts’, *Philosophy and Public Affairs* 22: 4, 293-330.

Shue, H. (1996). *Basic Rights: Subsistence, Affluence and U.S. Foreign Policy*, 2nd ed. Princeton, N.J: Princeton University Press.

Nickel J. W. (2007). *Making Sense of Human Rights*. Oxford: Blackwell Publishing.

Brownlee, Kimberley (2013). ‘The Human Right Against Social Deprivation’, *Philosophical Quarterly* 63: 251, 199- 222.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Essay 1 (1300 words) – 40%
* Essay 2 (1500 words) – 50%
* Seminar Participation – 10%
	1. Reassessment methods

This module will be reassessed by 100% coursework.

* Reassessment Essay (2,500 words) – 100%
1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** | **x** | **x** |  |  |  | **x** | **x** |  | **x** |
| Essay 2 |  |  |  |  | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Seminar Participation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The module explores universal human rights which applies to an international context. The module can easily contribute towards learning related to both domestic and international politics and law.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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