

LOVE & RIGHTS

PHI 5360

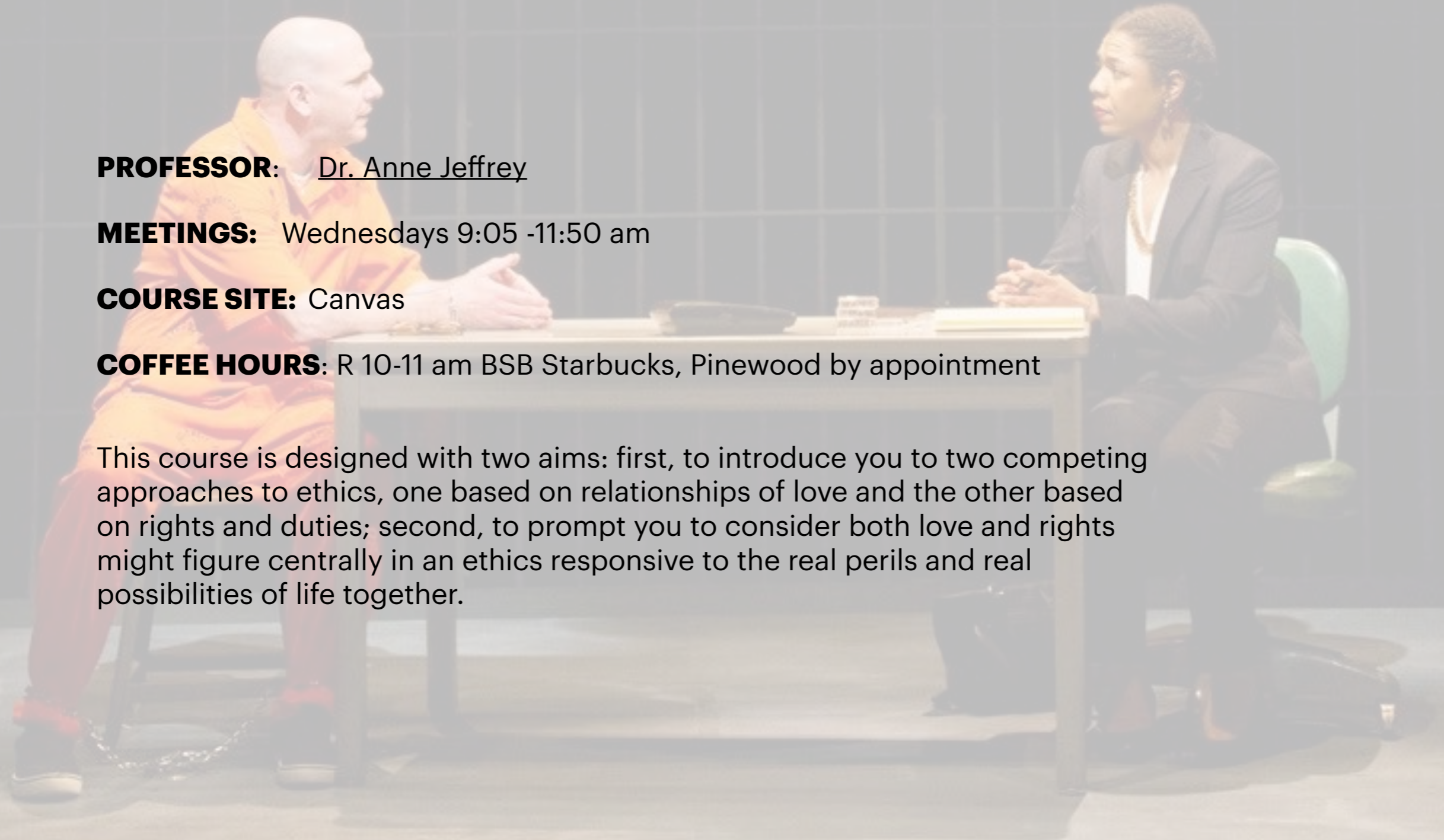
PROFESSOR: Dr. Anne Jeffrey

MEETINGS: Wednesdays 9:05 -11:50 am

COURSE SITE: Canvas

COFFEE HOURS: R 10-11 am BSB Starbucks, Pinewood by appointment

This course is designed with two aims: first, to introduce you to two competing approaches to ethics, one based on relationships of love and the other based on rights and duties; second, to prompt you to consider both love and rights might figure centrally in an ethics responsive to the real perils and real possibilities of life together.



A NOTE BEFORE BEGINNING

Graduate school can be trying for even the most psychologically healthy and socially supported person. I want you to succeed as students, but more importantly, I care about your thriving as human beings.

You are training for a profession with frequent submission deadlines and intense pressures to be productive. Our profession, and the institutions in which we work, often lack an infrastructure for recognizing and accommodating ordinary human limitations. Whether it is sleep deprivation, a hidden disability, a sudden relationship rupture, or a loss of a loved one, we all encounter obstacles that impact our ability to deliver what is expected in the time expected. And they don't tend to conform to our work calendars!

Throughout this semester, I would like our class to be a space that bucks some institutional trends while also offering you practice in personal habits that will help you navigate our current professional systems. Such habits include noticing and accepting your limitations, planning around them, and communicating about them early and effectively to me or others relying on your presence or work.

Each class day I will offer an opportunity to recognize what limiting factors may affect your work in the classroom and during the week. You can complete this check in online or in person if you like. I hope we can normalize the humanness of limits by voicing our limits and what sorts of things we are doing to accommodate ourselves and each other routinely.

Please also communicate with me over email when an issue arises that will impact your work for the class and propose an idea to get the ball rolling on our joint work to find a good solution. I commit to extending grace and understanding and I hope you will join me in building this sort of community in our class.

WHAT IS THIS COURSE ABOUT?

Some philosophical approaches to morality can be described as “rights-based.” Rights and obligations constitute the basic building blocks of moral norms and rules. Recently, there has been an uptick in the popularity of rights-based

accounts of morality along with innovative work that tries to expand the scope of who can be a rights-holder or duty-bearer. For instance, we might have duties to ourselves to respect our own rights, or to other animals who in fact are rights-holders. Forms of wrongdoing philosophers are theorizing about seem well modeled as rights violations.

At the same time, contemporary moral philosophy has also seen a surge of interest in the topic of love— not just what sort of thing love is, but also the idea that our moral norms may actually boil down to facts about love and loving relationships or a beloved community.

Interestingly, proponents of both types of moral theories suggest a deep incompatibility between love and rights. Rosalind Hursthouse famously says, “Love and friendship do not survive their parties constant insistence on their rights.” We will look at competing accounts of morality with a special view to the question, what is the relationship between love and rights? Can love-based theories explain norms that seem operative when love goes wrong and can it do so without appeals to rights? Can rights-based theories explain motivations for reconciliation or persisting in relationship after a rights violation? How can moral practices and virtues like forgiveness, patience, courage, anger, and accountability help us answer these questions?



Mosaic Theater Company's production of "A Human Being Died Last Night," on the South Africa Truth and Reconciliation Commission, written by Dr. Pumla Gobodo Madikizela

WHAT WILL WE READ?

We will read various articles and excerpts from books, all of which will be available freely for you through Canvas. Some of the books are available to you in their entirety electronically through the Baylor library. We will read portions of:

Stephen Darwall, *The Heart and Its Attitudes*
(Oxford University Press, 2024)

Kyla Ebels Duggan, *Love: An Endless Task* (in progress)

bell hooks, *All About Love* (Harper Collins, 2001)

Michele Moody Adams, *Making Space for Justice*
(Columbia University Press, 2022)

Iris Murdoch, *The Sovereignty of the Good*
(Routledge, 1970)

Judith Jarvis Thomson, *The Realm of Rights*
(Oxford University Press, 2001)





WHAT ARE THE COURSE GOALS?

The course goals are the intangible aims I hope you'll accomplish by the end of the semester. Your measurable progress towards these goals will be assessed by assignments designed for you to meet the tangible, specific **course objectives**.

There are 8 course objectives. Assignments are assessed using rubrics with the course objectives. Your final grade is based on your success in meeting the course objectives by the end of the semester. You won't be penalized for not meeting them earlier on- instead, you will be rewarded if you can meet these objectives by the end of our time together.

ARTICULATE UNDERSTANDING OF ETHICAL THEORIES

- 1 Identify and accurately articulate main theses in readings
- 2 Communicate why the thesis of the reading matters

COMMUNICATE THE ARGUMENTS

- 3 Accurately and charitably reconstruct an argument for a view from course texts
- 4 Identify and accurately summarize objections to or arguments against the view
- 5 Explain the context for the philosophical debate or inquiry in which particular arguments for or against a view about love, rights, or adjacent topic emerges

DEVELOP AND DEFEND AN ORIGINAL VIEW

- 6 Communicate an interesting and original claim pertaining to the moral philosophy of love and rights
- 7 Advance a novel, valid argument for your claim

ENGAGE FRUITFULLY WITH PEERS IN PHILOSOPHICAL DISCUSSION

- 8 Communicate respectfully and thoughtfully in philosophical discussion with your fellow students

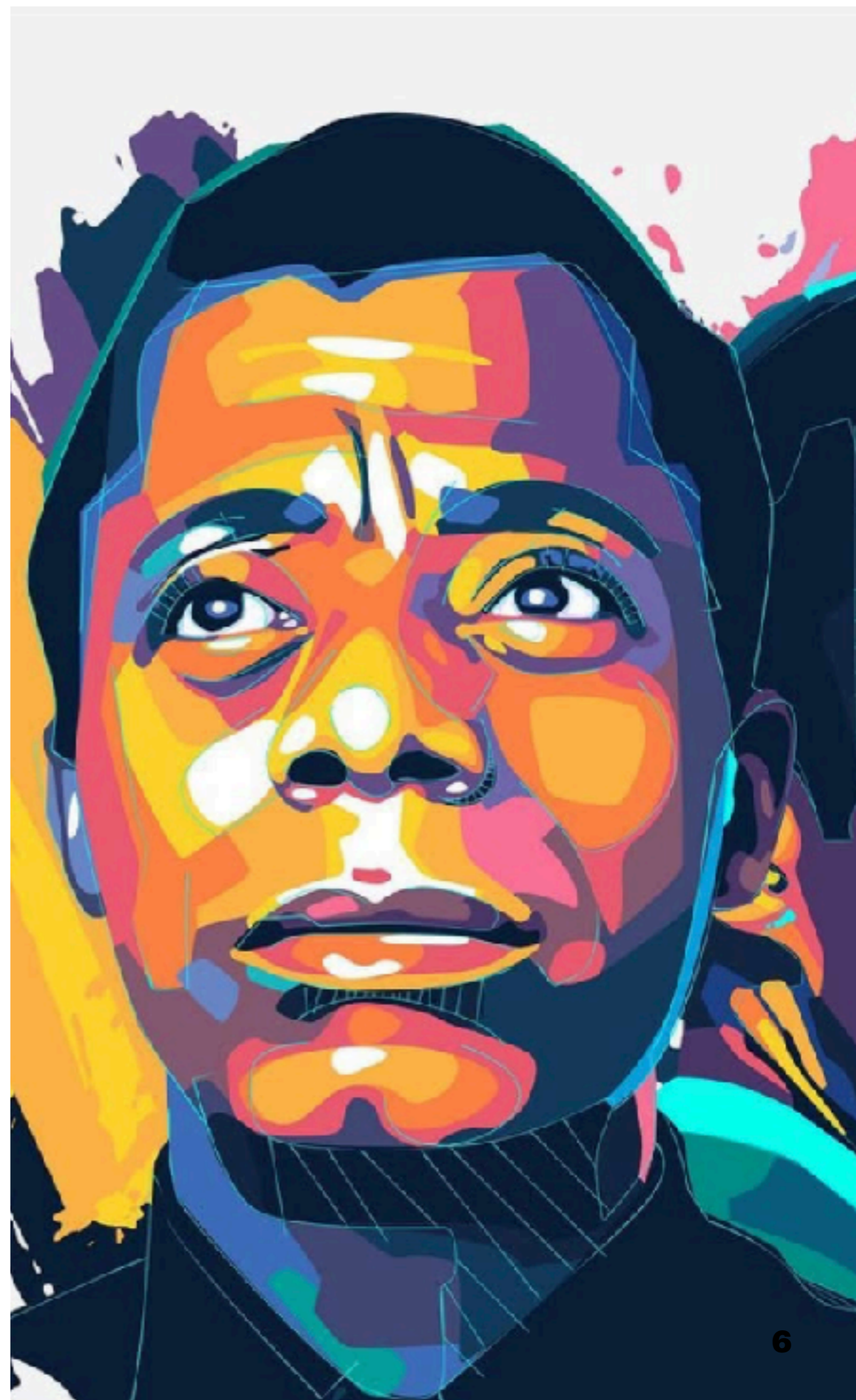
WHAT WILL WE DO?

PRÉCIS: TEACHING THE TEXT

Here you will practice teaching the text ideas to upper division undergraduates, or presenting it to peers unfamiliar with the work. Write a concise (1-2 page) summary of an assigned reading before class the day the reading is due. It should show that you know how to read charitably and accurately for the main thesis (objective 1), explain why the thesis under consideration matters (objective 2), recount the major argument(s) in your own words (objective 3). You can outline extant objections from the literature or your own (objective 4). Bonus for creating a class activity.

PRESENTATION

Each student will give one 10-15 minute presentation in which you give a brief overview of the reading (what was the main claim the author was trying to communicate? How did they argue for it?). Then you will take the remaining talk about your current idea for a seminar paper, how it might interact with that text, and get feedback from your peers. You should aim to explain the key thesis or theses the author is advancing (objective 1), contextualize that thesis in the broader literature (objective 2), accurately and charitably review a major argument in the text (objective 3), and engage your peers in a constructive discussion (objective 8). You must sign up for a slot by 1/29.



FINAL PAPER

You'll complete your final paper in two stages— a working draft by **4/9**, give a referee report on a peer's paper by **4/23**, and submit the final draft by **5/9**.

Working Draft. This draft should be conference length, around 3,000 words. It should look like what you would submit to the APA or similar conference. Give either the skeletal version of the main argument for your original thesis or a complete version of one of the arguments of the paper that is able to stand alone. *You must make an appointment to meet with me to discuss and get approval on your topic in advance.* It should be in good enough shape to present, but perhaps not complete or polished enough to submit for publication. You'll turn this in to me and one peer on 4/9.

You should aim to make an original claim, support a claim with an original argument, provide a novel objection, or identify a new problem for some topic related to our course (objective 6, 7). Make sure to situate your claim and argument within the broader literature; this will provide you an opportunity to meet objectives 1, 2, 3, 4, and 5. You'll want your discussion to be sufficiently focussed, so I don't recommend trying to meet all of the objectives 1-7.

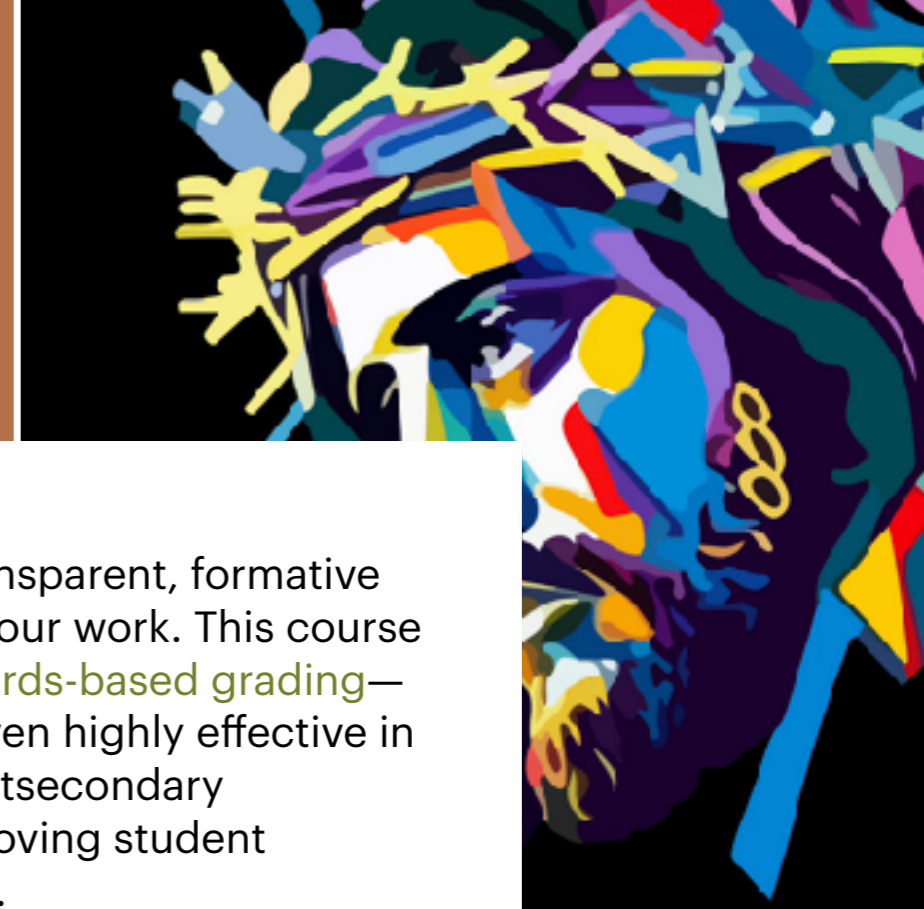
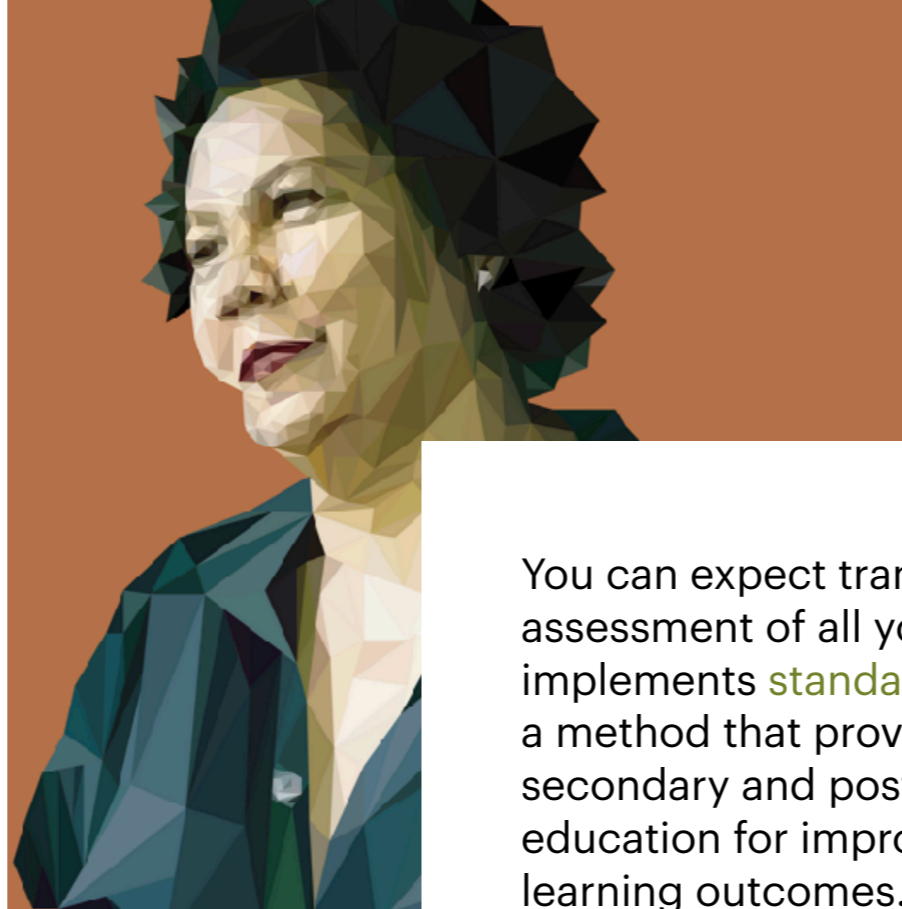
Peer Comments. Everyone will receive a referee report from me and from your assigned peer, and each person must generate a referee report in the style required for journal refereeing by 4/23. We will discuss better and worse ways to conduct referee reports and I will provide you with positive examples. You can meet objectives in your comments, for instance, by correcting a restatement of an argument from a course text (objective 3) or explaining why a certain thesis the author is considering matters in some way not identified by the author (objective 2).

Final Paper. This draft should take into account feedback from the referee report, along with a "letter to the editor" style cover letter explaining the changes and responses to the referee reports. Expect this final paper to be 5-7,000 words, including footnotes and references. It should follow Chicago or APA manual of style guidelines. Submit this no later than 11:59 pm on 5/9.

HOW ARE WE ASSESSED?

You earn points each time you meet the course objectives on an assignment.

| | |
|-----------|-----------|
| A (4.0) | 20-25 pts |
| A- (3.67) | 19 pts |
| B+ (3.5) | 18 pts |
| B (3.0) | 16-17 pts |
| B- (2.67) | 15 pts |
| C+ (2.5) | 14 pts |
| C (2.0) | 13 pts |
| C- (1.67) | 12 pts |
| D (1.5) | 11 pts |



You can expect transparent, formative assessment of all your work. This course implements **standards-based grading**—a method that proven highly effective in secondary and postsecondary education for improving student learning outcomes.



Standards-based grading helps focus attention on learning portable skills and offering feedback and assessment that more effectively generates improvement.



READING SCHEDULE

| DATE | TOPIC | REQUIRED READING (subject to change- see Canvas for updates) |
|------|--|---|
| 1/29 | Love (and its absence) in moral philosophy | Kyla Ebels Duggan, <i>Love: An Endless Task</i> Iris Murdoch, <i>The Sovereignty of the Good</i> , ch. 2 |
| 2/5 | Theories of love | David Velleman, "Love As a Moral Emotion" Niko Kolodny, "Love As a Valuing Relationship" |
| 2/12 | Theories of love, cont'd | Kieran Setiya, "Other People" Quinn White, "Love First" |
| 2/19 | Failures of love | Austen McDougal, "Loving Your Enemy" bell hooks, "The Practice of Love" Anne Jeffrey, "Love of Enemy and Self Alienation" |
| 2/26 | Love and rights | Daniel Markovits, "Promise As an Arms' Length Relation" bell hooks, <i>All About Love</i> , selections |
| 3/5 | Theories of rights | Judith Jarvis Thomson, <i>The Realm of Rights</i> , ch. 1 |
| 3/19 | Theories of rights, cont'd | Judith Jarvis Thomson, <i>The Realm of Rights</i> , pp. 124-148 and ch. 14 |
| 3/26 | Problems with rights | Daniel Munoz, "From Rights to Prerogatives" Caspar Hare, "Should We Wish Well to All?" |
| 4/2 | Failures of rights | Michele Moody Adams, <i>Making Space for Justice</i> , ch. 4, 6 |
| 4/9 | Forgiveness | Luke Russell, <i>Real Forgiveness</i> , selections Jada Twedt Strabbing, "Forgiveness and Reconciliation" |
| 4/16 | Forgiveness, cont'd | Macalester Bell, "Forgiveness and Oppression" Katie Stockdale, "Collective Forgiveness" |
| 4/23 | Accountability | Stephen Darwall, "Respect and Love in Douglass and Baldwin" C. Stephen Evans, <i>Living Accountably</i> , selections |
| 4/30 | Patience | Krista Mehari and Anne Jeffrey, "Patience, Power, and Emotion Regulation" TBD |
| 5/7 | Hope | Catherine Rioux, "Interpersonal Hope and Loving Attention" Michele Moody Adams, <i>Making Space for Justice</i> , ch. 7 |

WHAT RESOURCES DO WE HAVE?

COFFEE HOURS

I hope you'll take time to visit with me — over coffee or tea at Pinewood by appointment, or during office hours on Thursdays 10-11 am at the BSB Starbucks. This offers me a chance to get to know you better, to learn about your research and teaching interests and backgrounds, as well as to extend our discussions outside class. [Make an appointment!](#)

FOSTER SUCCESS CENTER

Everyone in our class has the ability to meet the goals and objectives outlined. It's tempting to think that student success centers and writing centers are for undergraduates, but we can all improve our writing and work habits. As a faculty member I've participated in seminars offered by the Faculty Hub on research and writing. Foster Success Center is here to help you, too, so I highly encourage you to let them partner with you in your academic journey.

UNIVERSITY WRITING CENTER & LIBRARIANS

The [University Writing Center](#) can help you at any stage from brainstorming to editing. And our librarians can help you learn how to research using methods that will take your writing to the next level and prepare you for dissertation-level work. The library has even compiled a [Philosophy resource guide](#) for us.

OALA

If you need academic accommodations related to having different ability/disability, please let me know as soon as the semester starts and get signed up with the Office of Access and Learning Accommodation. They'll help walk you through documentation and information.

TITLE IX AND EQUITY

Baylor University does not tolerate unlawful harassment or discrimination on the basis of sex, gender, race, color, disability, national origin, ancestry, age over 40, citizenship, genetic information or the refusal to submit to genetic test, past, current, or prospective service in the uniformed services, or any other protected characteristic under federal, Texas, or local law.

If you or someone you know would like help related to an experience involving sexual or gender based harassment, sexual assault, sexual exploitation, stalking, intimate partner violence, or retaliation for reporting one of these types of prohibited conduct, please visit www.baylor.edu/titleix or call 254-710-8454 or email titleIX_Coordinator@baylor.edu .

If you or someone you know would like help related to an experience involving harassment excluding those listed above, or adverse action, based on protected characteristics, please visit www.baylor.edu/equity or call 254-710-7100 or email equity@baylor.edu .

The Office of Equity and Title IX understand the sensitive nature of these situations and can provide information about available on and off campus resources, such as counseling and psychological services, medical treatment, academic support, housing, advocacy, and other forms of assistance that may be available. Staff members at the office can also explain your rights and

procedural options. You will not be required to share your experience.

If you or someone you know feels unsafe or may be in imminent danger, please call the Baylor Police (254-710-2222) or Waco Police (911) immediately.

Except for Confidential Resources, all University Employees are designated Responsible Employees and thereby mandatory reporters of potential sexual and interpersonal misconduct violations. Confidential resources who do not have to report include those working in the Counseling Center, Health Center, and the University Chaplain.

LAND ACKNOWLEDGEMENT

“We respectfully acknowledge that Baylor University in Waco and its original campus in Independence are on the land and territories originally occupied by Indigenous peoples including the Waco and Tawakoni of the Wichita and Affiliated Tribes, the Tonkawa, the N̄m̄n̄n̄ (Comanche), Karankawa, and Lipan Apache. These Indigenous peoples were dispossessed of and removed from their lands over centuries by European colonization and American expansionism. In recognition that these Native Nations are the original stewards of Baylor's campus locations, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.”

As a professor of Baylor, I enjoy and distribute benefits partly gained through these injustices and inequalities. This acknowledgement marks a commitment to the ongoing work of restoration, redemption, and God's justice for all people at Baylor University.

*Research done by Baylor Theater Department, 2020

Photo credit: Mark Nadjiwan <https://www.threetreesart.com/>

