



Universidad  
**Católica de  
Valencia**  
San Vicente Mártir



Course Guide **Nombre Asignatura**

**Human rights and recognition of diversity**

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## **COURSE GUIDE**

# **HUMAN RIGHTS AND RECOGNITION OF DIVERSITY**

**2nd Year**

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**Academic Year 2025-2026**

**HUMAN RIGHTS AND RECOGNITION OF DIVERSITY**



		<b>ECTS</b>
<b>SUBJECT:</b> Human rights and recognition of diversity		6
<b>Module:</b> Moral Philosophy and Applied Ethics - Social and Political Philosophy		36
<b>Type:</b> Compulsory	<b>CURSO:</b> 2° <b>Semestre:</b> 1°	
<b>Lecturer(s):</b>	<b>Department:</b> Philosophy	
Dr. D. José-Alfredo Peris-Cancio	<b>E-mail:</b> jalfredo.peris@ucv.es	

## MODULE ORGANIZATION

<b>HUMAN RIGHTS AND RECOGNITION OF DIVERSITY</b>		<b>ECTS 6</b>		
<b>Duration and location within the study plan:</b> It is part of the module "Moral Philosophy and Applied Ethics - Social and Political Philosophy", which contains three subjects and six subjects programmed in the semesters: 1 subject in first course Theory of Society (2nd semester), 1 subject in second course Human Rights and Recognition of Diversity (1st semester), 1 subject in third course Citizenship, Liberal State and Communitarianism (2nd semester) and 3 subjects in fourth course Ethics and Professional Deontology, Philosophy of Action (1st semester) and Debates and Current Trends in Moral Philosophy (2nd semester).				
<b>Subject</b>				
<b>Subject Matter</b>	<b>ECTS</b>	<b>Subject</b>	<b>ECTS</b>	<b>Year/ semester</b>
Human rights and recognition of diversity	6	Human rights and recognition of diversity	6	1/2



BASIC AND GENERALCOMPETENCIES	Weighting			
	1	2	3	4
1. Organization and planning.			X	
2. Basic computer skills.		X		
3. Problem solving.				X
4. Decision making.				X
5. Interpersonal skills.				X
6. Interdisciplinary and interdisciplinary teamwork.				X
7. Ability to communicate with non-experts in the subject.			X	
8. Ability to work in a multicultural and international context.				X
9. Ethical commitment.				X
10. Ability to apply knowledge to practice.				X



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11. Ability to learn and teach.			X	
12. Capacity to adapt to new situations and to generate new ideas			X	
13. Leadership.			X	
.16. Results oriented.			X	

SPECIFIC COMPETENCIES	Weighting			
	1	2	3	4
17. To be able to ask philosophical questions.				X
18. Ability to relate different philosophical topics.			X	
19. To evaluate ethically and politically the human actions in the diverse public and private spheres in which they occur.				X
22. Perform mental experiments.			X	
23. To write philosophical essays, showing analytical and synthetic abilities.			X	
25. To be able to understand and evaluate philosophical arguments			X	



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26. To be able to construct philosophical arguments.			X	
29. To be able to reflect on the aesthetic experience and the nature of the arts.		X		

LEARNING OUTCOMES	COMPETENCIES
RA1. That the student organizes and plans his/her activities in relation to this subject.	<b>CG: 1</b> <b>CE: 23</b>
RA2. To understand the genesis of the recognition of human rights and their importance in democratic coexistence.	<b>CG: 1, 2, 6, 9, 10, 11</b> <b>CE: 23, 29</b>
RA3. That the student reflects on the different positions regarding the basis of the universal recognition of human rights and critically identify the arguments underlying them.	<b>CG: 2, 3, 6, 9, 10, 12,18</b> <b>CE: 17, 19, 23, 26</b>
RA4. That the student critically reflects on the different current theories of justice and verify to what extent they enable the recognition of others and their diversity.	<b>CG: 2, 3, 5, 6, 8, 9, 10, 11</b> <b>CE: 17, 19, 23, 26, 33</b>
RA5. That the student knows the proposal made by the personalist philosophy on the committed recognition of otherness.  RA6. That the student reflects critically on the need to form a universal citizenship with reason and heart.	<b>CG: 5,7,9,13</b>
RA7. That the student recognizes the relationship between human rights and the fundamental rights enshrined in the legal systems.	<b>CG: 2, 3, 4, 6, 8, 9, 10, 12, 16</b> <b>CE: 17, 19, 23, 26</b>

**CE: 19, 23, 26** **CG: 6, 7, 9**



LEARNING ACTIVITIES THROUGH SYNCHRONOUS COMMUNICATION			
ACTIVITY	Teaching-Learning Methodology	Relation to Learning Outcomes	ECTS <sup>1</sup>
VIRTUAL SESSION	Presentation of the content by the teacher, analysis of competencies, explanation and demonstration of skills, abilities and knowledge in the virtual classroom.	CG: 9 CE: 19, 23, 25, 26	0,7
PRACTICAL SESSION	Group work sessions through chat moderated by the teacher. Case studies, both true and fictitious, for the construction of knowledge through the interaction and activity of the student, critical analysis of values and social commitment.	CG: 9 CE: 19, 23, 25, 26	0,3
SEMINAR AND VIDEO-CONFERENCE	Monographic sessions throughout the course, oriented to current aspects and applications of the subject.	CG: 9 CE: 19, 23, 25, 26	0,2
VIRTUAL EVALUATION	Set of written or oral tests, used in the initial, formative or summative evaluation of the student.	CG: 9 CE: 19, 23, 25, 26	0,1
<b>TOTAL</b>			<b>1,30</b>

LEARNING ACTIVITIES THROUGH ASYNCHRONOUS COMMUNICATION			
ACTIVITY	Teaching-Learning Methodology	Relation to Learning Outcomes	ECTS
INDIVIDUAL ACTIVITIES	Preparation of the final evaluation: student study, individual preparation of readings, essays, problem solving, assignments,	CG: 9 CE: 19, 23, 25, 26	2,3

<sup>1</sup> La asignatura y/o materia se organiza en **DOCENCIA VIRTUAL** y en TRABAJO AUTÓNOMO DEL ALUMNO, con un porcentaje estimado en ECTS. Una adecuada distribución es la siguiente: **40%** para las Actividades Formativas **DOCENCIA (60 horas)** y **60%** para las de Trabajo Autónomo tutorizado (90 horas) para **una asignatura de 6 créditos**.



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	reports, etc. for discussion or delivery in electronic format.		
INDIVIDUAL TUTORSHIP	Individual attention for monitoring and guidance of the learning process, carried out by a tutor with the aim of reviewing and discussing the materials and topics, seminars, readings, carrying out assignments, etc.	CG: 9 CE: 19, 23, 25, 26	0,1
CONTINUOUS EVALUATION ACTIVITIES	<b>Group work:</b> group preparation of readings, essays, problem solving, seminars, papers, reports, etc. for discussion or delivery. <b>Discussion forums:</b> participation and contributions to discussion forums related to the subject, moderated by the professor of the subject. Resolution of problems, comments, reports to deliver in installments throughout the course, making videos individually or cooperatively, answering questionnaires.	CG: 9 CE: 19, 23, 25, 26	2,3
<b>TOTAL</b>			<b>4,70</b>

**EVALUATION SYSTEM FOR THE ACQUISITION OF COMPETENCIES AND GRADING SYSTEM**

Evaluation Instrument	EVALUATED LEARNING OUTCOMES	Granted percentage
PARTICIPATION AND ATTENDANCE	RA 1; RA 2; RA 3; RA 4; RA 5; RA 6; RA 7	10%
CONTINUOUS EVALUATION ACTIVITIES AND QUESTIONNAIRES	RA 1; RA 2; RA 3; RA 4; RA 5; RA 6; RA 7	50%
FINAL TEST	RA 1; RA 2; RA 3; RA 4; RA 5; RA 6; RA 7	40%

General Competency 9, ethical commitment, will be measured through cases, problems, moral dilemmas, etc. posed in class.

**CONTENTS DESCRIPTION**

**COMPETENCIES**



<ul style="list-style-type: none"><li>- Historical evolution of the human rights ideology.</li><li>- Delimitation and conceptual analysis of rights.</li><li>- Recognition and protection of rights.</li><li>- The progressive diversification of human rights and the conditions for their exercise.</li></ul>	<p><b>CG:</b> 1,2,3,4,5,6,7,8,9,10,11,12,16 <b>CE:</b> 19, 23, 25, 26,29</p>
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## BIBLIOGRAPHY

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<b>TEMPORAL ORGANIZATION OF LEARNING</b>		
	<b>CONTENT BLOCK/DIDACTIC UNIT</b>	<b>NR. OF SESSIONS</b>
Issue 1	Conceptual approaches to Human Rights. The meaning of the Universal Declaration of Human Rights of 1948.	2
Issue 2	Historical background of the Universal Declaration of Human Rights: philosophical, political and legal aspects.	3
Issue 3	The various foundations of human rights starting with the Universal Declaration of Human Rights.	2
Issue 4	The regulation of human rights: their protection.	2
Issue 5	The different application of human rights and the recognition of cultural diversity.	2
Issue 6	Human rights subjects in need of special protection in the face of the throwaway culture.	2
Issue 7	The ecological issue.	1
Issue 8	Human rights culture and education: rights, duties and responsibilities.	1