



## **COURSE GUIDE**

# **HUMAN RIGHTS AND RECOGNITION OF DIVERSITY**

**Prof. Dr. D. José Alfredo  
Peris Cancio**

**Philosophy Degree  
2<sup>nd</sup> Year**

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## HUMAN RIGHTS AND RECOGNITION OF DIVERSITY

### 1.- COURSE DETAILS

<b>Course Name</b>	<b>HUMAN RIGHTS AND RECOGNITION OF DIVERSITY</b>
<b>ECTS Credits</b>	6
<b>Type of Learning</b>	Obligatory Formation
<b>Calendar</b>	First semester
<b>Module Name</b>	Moral Philosophy, Applied Ethics and Social and Political Philosophy
<b>Course Requirements</b>	None
<b>Lecturer</b>	José Alfredo Peris Cancio ( <a href="mailto:jalfredo.peris@ucv.es">jalfredo.peris@ucv.es</a> )

### 2.- BRIEF DESCRIPTION OF COURSE CONTENTS

The study of human rights will be addressed as the way of expressing today concretely the ideal of justice bearing in mind the cultural plurality of our world. For naturalistic perspectives this ideal is expressed giving each one his own, that is, giving each one his right. In these coordinates human rights are the rights of the human being flesh and bone, from the first moment of its existence - the conception -, previous reality and binding for any positive ordering.

For the positivist perspectives, human rights have become more and more demands for legitimacy of the system itself, so its relevance to public or constitutional law has become greater.

Our examination of the rights will be philosophical, which forces us to consider those that affect more to its concept and functions: its historical genesis, its "positivation", its foundation, its hierarchy, its intercultural character, the subjects in need of protection Relationship between nature and rights, and the relationship between rights, duties and responsibilities.



### 3.- COURSE PROGRAM AND CALENDAR (2018-2019)

1. Conceptual approaches to human rights. The meaning of the Universal Declaration of Human Rights of 1948.	September
2. Historical background to the Universal Declaration of Human Rights: philosophical, political and legal aspects.	October
3. The various foundations of human rights based on the Universal Declaration of Human Rights	October
4. The regulation of human rights: their protection.	October
5. The different application of human rights and the recognition of cultural diversity	November
6. Human rights subjects in need of special protection against the culture of discarding.	November
2. The ecological issue.	December
3. The culture of human rights: rights, duties and responsibilities.	December

### 4- REFERENCES

#### 4.1 Basic bibliography

<b>Referencia b<sub>1</sub></b>	Texto dinámico de la asignatura (DERECHOS HUMANOS Y RECONOCIMIENTO DE LA DIVERSIDAD), producido por el profesor de la asignatura (DR. D. JOSÉ ALFREDO PERIS CANCIO)
<b>Referencia b<sub>2</sub></b>	DE LUCAS MARTÍN, J., VIDAL GIL, E., FERNÁNDEZ RUIZ-GÁLVEZ, E., & BELLVER CAPELLA, V., <i>Pensar el tiempo presente. Homenaje al profesor Jesús Ballesteros Llompert</i> . Valencia: Tirant lo Blanch, 2018
<b>Referencia b<sub>3</sub></b>	ZUBER, V., <i>L'origine religieuse des droits de l'homme. Le christianisme face aux libertés modernes (XVIII-XXI siècle)</i> , Genève: Labor et Fides, 2017.



<b>Referencia b4:</b>	JOAS, H., <i>Comment la presone est devenue sacrée. Une nouvelle gènesalogie des droits de l'homme</i> , Genève: Labor et Fides, 2016.
<b>Referencia b5:</b>	SANZ MULAS, N (dir.), <i>Los Derechos Humanos 70 años después de la Declaración Universal</i> , Valencia, Tirant lo Blanch, 2019
<b>Referencia b6:</b>	HILL, J.-L., <i>After the Natural Law. How the Classical Worldview Supports Our Modern Moral and politic Values</i> . San Francisco: Ignatius Press, 2016.
<b>Referencia b7:</b>	DE LUCAS MARTÍN, J. <i>Mediterráneo: el naufragio de Europa</i> . Valencia: Tirant lo Blanch, 2016
<b>Referencia b8:</b>	DUKE, G; GEORGE, R. P. eds., <i>The Cambridge Companion to Natural Law Jurisprudence</i> , Cambridge, MA: Cambride University Press, 2017.

#### 4.2 Further reading

<b>Referencia c1:</b>	CORTINA, A. <i>Aporofobia, el rechazo al pobre. Un desafío para la democracia</i> . Barcelona: Paidós. 2017
<b>Referencia c2:</b>	CONTRERAS, F. J. (ed.), <i>El sentido de la libertad. Historia y vigencia de la idea de libertad</i> . Barcelona: Stella Maris, 2014
<b>Referencia c3:</b>	BALLESTEROS, J., <i>Repensar la paz</i> , Eiunsa: Barcelona 2006.
<b>Referencia c4:</b>	MENKE, C.; POLLMAN, A., <i>Filosofía de los derechos humanos</i> , Herder: Barcelona 2016
<b>Referencia c5:</b>	FINNIS, J., <i>Natural law and natural rights</i> , Clarendon: Oxfod 2011.
<b>Referencia c6:</b>	FINNIS, J.M., <i>Aquinas</i> , Clarendon, Oxford: 1998.
<b>Referencia c7:</b>	NUSSBAUM, M.C., <i>Crear capacidades. Propuesta para el desarrollo humano</i> . Barcelona: Paidós, 2015
<b>Referencia c8:</b>	BAUMAN, Z, <i>Extraños llamando a la puerta</i> . Barcelona: Paidós, 2017



## 5.- TEACHING METHODOLOGY

This subject corresponds to 6 ECTS credits, which is equivalent to 150 hours of student's work. That total amount of hours is distributed into 60 hours of teaching (2.4 ECTS) and 90 hours of student's self-study (3.6 ECTS).

In this subject, the teaching process (2.4 ECTS) is based on the following teaching-learning methodology:

- 1) A **dinamic text**, designed by the professor.
- 2) **Videoconference**, through which theory lessons are given as well as guided tasks (training tasks, text analysis, seminars, etc.) and collective tutorials. Videoconferencing must be always interactive and these sessions last 90 minutes.
- 3) Attending **Webinars** organised by the faculty and the head of the Department.
- 4) **Video-lessons** about the most relevant topics for the subject.
- 5) **Telematic activities through** UCVnet platform (such as taking part in debate forums, solving practical questionnaires etc.), with the lecturer's intervention to correct and provide some guidance to students.
- 6) **Assessment tests.**

Student's self-study (3.6 ECTS) is distributed in different activities:

- Asincronic re-view of the videoconferences.
- Preparing theory and practical lessons (*flipped classroom*).
- Course assignments.
- Studying and preparing the final assessment test.

The General Competence 9 –ethical commitment- will be evaluated through case study, problems, moral dilemmas, etc., discussed in the lessons.

The final mark of the subject will be based on the following items:

- 1) Attendance and participation
- 2) Continuous assessment
- 3) Final test



## 6.- COMPETENCIES TO BE ACQUIRED BY THE STUDENT

### GENERAL COMPETENCIES [GC]

- 1.- Organization and planning
- 2.- Basic computer skills
- 3.- Problem-solving
- 4.- Decision-making
- 5.- Interpersonal skills
- 6.- Intra- and interdisciplinary team work
- 7.- Ability to communicate with non-experts

- 8.- Ability to work in multicultural and international environments
- 9.- Ethical commitment
- 10.- Ability to apply knowledge to practical situations
- 11.- Ability to learn and teach
- 12.- Ability to adapt to new situations and generate new ideas
- 13.- Leadership
- 16.- Goal achievement orientation

### SPECIFIC COMPETENCES [SC]

- 17.- To be able to pose philosophical questions
- 18.- To be able to relate different philosophical topics
- 19.- To evaluate ethically and politically human actions in the diverse settings in which they occur
- 22.- To undertake thought experiments
- 23.- To write philosophical essays and show evidence of analytical and synthetic skills
- 25.- To be able to understand and evaluate philosophical arguments
- 26.- To be able to construct philosophical arguments
- 29.- To be acquainted with current debate on issues related to cultural identity
- 33.- To be able to arrange and organize a complex set of relevant information from a philosophical point of view


**ADDITIONAL INFORMATION:**
**IMPARTIATION OF THE SUBJECT IN SECOND AND SUCCESSIVE REGISTRATIONS REGISTRATION:**

There will be a specific group for non-first-year students and a teacher in charge of that group.

In this group there will be a number established by the ucv of sessions of monitoring and tutoring (6 of 2 hours each) in which will reinforce the work in the competences that the students of the group need to acquire to approve the subject.

These sessions are included in the schedule included in this guide and are detailed in the description of the subject.

<b>TEMPORARY LEARNING ORGANIZATION (second or successive students):</b>		
	<b>BLOCK OF CONTENT / DIDACTIC UNIT</b>	<b>Sessions number</b>
<b>1</b>	History of the notion of human rights (I): the personal character of the human being in Christian natural law	<b>0.5</b>
<b>2</b>	History of the notion of human rights (II): the primacy of the will and its issues.	<b>1</b>
<b>3</b>	The "positivization" and classification of Human Rights	<b>1</b>
<b>4</b>	Philosophy and foundation of human rights from the Universal Declaration of Human Rights.	<b>0.5</b>
<b>5</b>	The recognition of cultural diversity and human rights	<b>0.5</b>
<b>6</b>	Human rights subjects in need of special protection against the culture of discarding.	<b>1</b>
<b>7</b>	The ecological issue.	<b>1</b>
<b>8</b>	The culture of human rights: rights, duties and responsibilities.	<b>1</b>