

**COURSE DATA****Data Subject**

Code	42999
Name	Philosophies of solidarity and human rights
Cycle	Master's degree
ECTS Credits	5.0
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
2136 - M.U. en Ética y Democracia 12-V.2	Faculty of Philosophy and Educational Sciences	1	First term

Subject-matter

Degree	Subject-matter	Character
2136 - M.U. en Ética y Democracia 12-V.2	2 - Citizenship and democracy in the global world	Optional

Coordination

Name	Department
ARENAS DOLZ, FRANCISCO	359 - Philosophy

SUMMARY

Modernity is characterized by being the age of human rights. Beyond the strictly legal sphere, the study and promotion of human rights today requires an interdisciplinary integration that involves recovering the value of solidarity and emphasizing its role in the discourse of rights. This course examines the main classic and contemporary debates around human rights and presents the most relevant controversies, linking theoretical paradigms, empirical approaches and practical aspects to provide students with a conceptual, methodological and applied framework that contributes to the knowledge of human rights.

The general objective of the course is the detailed study of the foundations, characteristics, formulations and institutional materializations of human rights, with the purpose that the students understand the inalienable nuclear and referential character of human rights in the articulation of social life and politics both locally and internationally; assume the problematic, dynamic and complex character of the foundation, characterization, formulation and realization of human rights; learn about the institutional resources for the defense of human rights; and lastly, apply human rights to specific social and political



arenas.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

No se requieren conocimientos previos.

OUTCOMES

2136 - M.U. en Ética y Democracia 12-V.2

- Conocer y saber utilizar los modelos de racionalidad práctica y la argumentación moral y política.
- Conocer y aplicar los derechos fundamentales y de igualdad de oportunidades entre hombres y mujeres, los principios de igualdad de oportunidades y accesibilidad universal de las personas con discapacidad y los valores propios de una cultura de la paz y de valores democráticos.
- Conocer las distintas teorías de la ciudadanía y la democracia, así como las cuestiones estrechamente ligadas a ellas, tales como interculturalidad, desarrollo humano, justicia global y ética cívica.
- Comprender críticamente el carácter de permanencia e historicidad de los valores morales y democráticos, así como las diversas corrientes y tendencias para encarnarlos tanto a nivel nacional como internacional, con especial referencia a la ética del desarrollo
- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.



- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Proyectar sobre problemas concretos sus conocimientos y saber resumir y extraer los argumentos y las conclusiones más relevantes para su resolución.
- Participar en debates y discusiones, dirigirlos y ser capaces de resumirlos y extraer de ellos las conclusiones más relevantes.

LEARNING OUTCOMES

To base human rights on human dignity and values.

- To develop the value of solidarity and voluntary action.
- To acquire an adequate understanding of the scope and methods of moral, social and political.
- To distinguish different lines of research in the field of moral, social and political philosophy.
- To get familiar with the central problems and authors of moral, political and social philosophy.
- To identify some of the central positions on the topics studied.
- To be able to argue about these problems both verbally and in writing.

DESCRIPTION OF CONTENTS

1. 1. Human rights and social imaginaries

- 1.1. The conceptual history of human rights
- 1.2. Human rights and social imagination
- 1.3. Philosophical anthropology and human rights
- 1.4. From human rights to responsibility
- 1.5. Human rights as cosmopolitanism

**2. 2.Humanism and human rights**

- 2.1. Natural law and natural rights
- 2.2. The just war theories
- 2.3. Liberal and utilitarian approaches
- 2.4. Marxist and anarchist approaches
- 2.5. Womens rights

3.**3. The question of solidarity**

- 3.1. Roots of solidarity
- 3.2. Modern versions of solidarity
- 3.3. Solidarity and human rights
- 3.4. The social and political philosophy of solidarity today
- 3.5. The limits of solidarity

4. 4. New challenges of human rights

- 4. New challenges of human rights
- 4.1. Rights, duties and capabilities
- 4.2. Universalism, relativism and pluralism
- 4.3. The right to self-determination
- 4.4. Global justice and cosmopolitanism
- 4.5. From humanitarianism to the responsibility to protect

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	26,00	100
Tutorials	2,00	100
Seminars	2,00	100
Attendance at events and external activities	5,00	0
Development of individual work	15,00	0
Study and independent work	40,00	0
Resolution of case studies	15,00	0
TOTAL	105,00	



TEACHING METHODOLOGY

This course is a research seminar. In their autonomous study time, students must prepare and study the programme topics in depth using the materials listed in the subject course plan. This course requires all members to contribute to the content of the seminar by offering critical analyses of the assigned readings and by sharing their own research questions and findings. Other activities, such as conferences, round tables, workshops, meetings and the development of service learning actions, will be proposed

EVALUATION

The evaluation will be continuous, flexible and personalized, so that the students will establish a work plan according to their area of specialization, research interests and professional experience. The evaluation criteria include the following categories:

-Critical analysis capacity and clarity in the presentations (25%).

Each student will write two short essays (around 1000 words each), based on the recommended readings, which will be sent one week before the class.

-Attendance and significant participation (25%).

Each student will submit two constructive criticisms of their peers (around 500 words each), which will be sent before the class.

-Final research paper (50%).

The final research paper (3000-5000 words) should focus on one particular human right. Students will choose between the following options:

Option A: Bibliographic review on the state of art of a specific human right.

Option B: Development of a service-learning project to promote human rights. Students can work in teams and under the supervision of the instructor. The project can be publicized through a short video (5-10 minutes) or the experiences and reflections raised during its development can be collected in a personal journal.

All writing assignments should be half-spaced, typed with 2.5 cm margins on the top and bottom, 3 cm margins on the right and left, and 12 point Times New Roman. Footnotes should be single-spaced and 10 points Times New Roman. Bibliography should be one space and 11 point Times New Roman.



REFERENCES

Basic

- Beitz, Charles R. (2012). La idea de los derechos humanos. Madrid: Marcial Pons.
- Bobbio, Norberto (1991). El tiempo de los derechos. Madrid: Sistema.
- Diemer, Alwin (ed.) (1985). Los fundamentos filosóficos de los derechos humanos. Barcelona-París: Serbal-Unesco.
- Hunt, Lynn (2009). La invención de los derechos humanos. Barcelona: Tusquets.
- Lafer, Celso (1994). La reconstrucción de los derechos humanos. México: Fondo de Cultura Económica.
- Menke, Christoph; Pollmann, Arnd (2010). Filosofía de los derechos humanos. Barcelona: Herder.
- Appiah, Kwame Anthony (2007). Cosmopolitismo. La ética en un mundo de extraños. Buenos Aires: Katz.
- Arendt, Hannah (2018). Los orígenes del totalitarismo. Barcelona: Paidós.
- Beck, Ulrich (2005). La mirada cosmopolita o la guerra es la paz. Barcelona: Paidós.
- Benhabib, Seyla (2005). Los derechos de los otros. Barcelona: Gedisa.
- Castoriadis, Cornelius (2013). La institución imaginaria de la sociedad. Barcelona: Tusquets.
- Dworkin, Ronald (1984). Los derechos en serio. Ariel: Barcelona.
- Eagleton, Terry (2010). Los extranjeros. Por una ética de la solidaridad. Barcelona: Paidós.
- Spivak, Gayatri (2010). Crítica de la razón poscolonial. Madrid: Akal.
- Guariglia, Osvaldo (2010). En camino de una justicia global. Madrid: Marcial Pons.
- Ignatieff, Michael (2003). Los derechos humanos como política e idolatría. Barcelona: Paidós.
- Kymlicka, Will (2004). Estados, naciones y culturas. Córdoba: Almuzara.
- Lefort, Claude (1990). La invención democrática. Buenos Aires: Nueva Visión.
- Nussbaum, Martha C. (2002). Las mujeres y el desarrollo humano. Barcelona: Herder.
- Nussbaum, Martha C. (2020). La tradición cosmopolita. Un noble e imperfecto ideal. Barcelona: Paidós.
- Rawls, John (2001). El derecho de gentes. Barcelona: Paidós.
- Pogge, Thomas (2005). La pobreza en el mundo y los derechos humanos. Barcelona: Paidós.
- Rorty, Richard (1991). Contingencia, ironía y solidaridad



- Ariño, Antonio (ed.) (2003). Diccionario de la solidaridad. Valencia: Tirant lo Blanch.
- Bunge, Mario (2009). Filosofía política. Solidaridad, cooperación y democracia integral. Barcelona: Gedisa.
- Cacciari, Massimo; Martini, Carlo Maria (1997). Diálogo sobre la solidaridad. Barcelona: Herder.
- Camps, Victoria (1990). Virtudes públicas. Madrid: Espasa Calpe.
- Cortina, Adela (1988). Razón comunicativa y responsabilidad solidaria. Ética y política en K.O. Apel. Salamanca: Sígueme.
- Cortina, Adela (1990). Ética sin moral. Madrid: Tecnos.
- Cortina, Adela (2007). Ética de la razón cordial. Educar en la ciudadanía en el siglo XXI. Oviedo: Nobel.
- Day, Richard J.F. (2016). De la hegemonía a la afinidad. Solidaridad y responsabilidad en los nuevos movimientos sociales. Madrid: Enclave.
- Domingo Moratalla, Agustín (1997). Ética y voluntariado. Una solidaridad sin fronteras. Madrid: PPC.
- Duvignaud, Jean (1990). La solidaridad. Vínculos de sangre y vínculos de afinidad. México: FCE.
- Eagleton, Terry (2010). Los extranjeros. Por una ética de la solidaridad. Barcelona: Paidós.
- García Roca, Joaquín (1994). Solidaridad y voluntariado. Bilbao-Santander: Sal Terrae.
- Habermas, Jürgen (1994). Justicia y solidaridad. En: Apel, Karl-Otto; Cortina, Adela; de Zan, Julio; Michelini, Dorando (eds.). Ética comunicativa y democracia. Barcelona: Crítica, 175-205.
- Martínez Navarro, Emilio (1999). Solidaridad liberal. La propuesta de John Rawls. Granada: Comares.
- Muguerza, Javier; Peces-Barba, Gregorio (eds.) (1989). El fundamento de los derechos humanos. Madrid, Debate.
- Pérez Adán, José (ed.) (2003). Comunitarismo. Cultura de solidaridad. Madrid: La Caja.
- Rorty, Richard (1991). Contingencia, ironía y solidaridad. Barcelona: Paidós.
- Rorty, Richard; Vattimo, Gianni (2006). El futuro de la religión. Solidaridad, caridad, ironía. Barcelona: Paidós.
- Smilg Vidal, Norberto (2000). Consenso, evidencia y solidaridad. La teoría de la verdad de Karl-Otto Apel. Granada: Comares.
- Torralba, Francesc (2014). La solidaridad. Madrid: Milenio.
- Truylol y Serra, Antonio (1994). Los derechos humanos. Madrid: Tecnos.
- Vidal, Marciano (1996). Para comprender la solidaridad. Virtud y principio ético. Estella: EVD.
- Villar, Alicia; García-Baró, Miguel (eds.) (2004). Pensar la solidaridad. Madrid: Universidad Pontificia Comillas.