

# Postgraduate Certificate

## Argumentation and Human Rights



## Postgraduate Certificate Argumentation and Human Rights

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Global University
- » Credits: 6 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/humanities/postgraduate-certificate/argumentation-human-rights](http://www.techtute.com/us/humanities/postgraduate-certificate/argumentation-human-rights)

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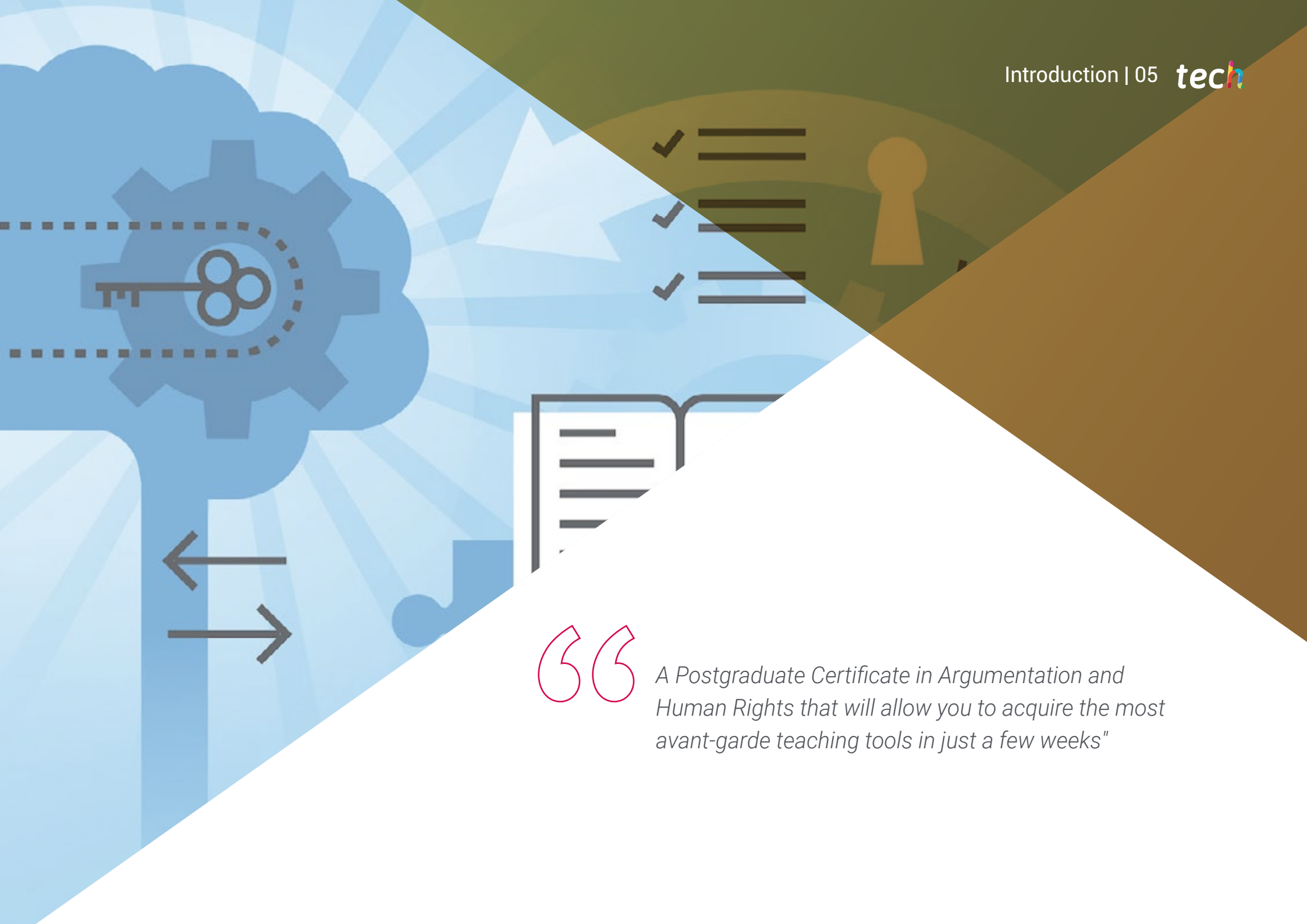
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01

# Introduction

Some of the most interesting questions raised by philosophy are those concerning the processes of argumentation and human rights. The meaning of the human being and his existence, in its teaching application to the secondary classroom, becomes an extraordinary source of personal growth for the students. This program has been created to give the teacher the necessary tools in terms of theoretical knowledge and practical applications to achieve this.





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*A Postgraduate Certificate in Argumentation and Human Rights that will allow you to acquire the most avant-garde teaching tools in just a few weeks"*

This program addresses philosophy and its relationship to science in an intense, yet fully accessible approach, always with a special focus on the teacher. Students can expect to gain a complete body of knowledge of the most fundamental philosophical themes, from the most purely theoretical and metaphysical to the most practical and active human issues.

In today's job market, professionals from other fields who complement their training with master's degrees in thinking and argumentation are highly valued and sought after. The philosopher's ability to see things from a different perspective, to think, as the Anglo-Saxons would say, outside the box, is a fundamental asset in the world of work.

Personally, philosophy helps us to see things, as the great Spinoza said, *subspecies aeternitatis*, that is, through a prism of eternity, knowing that in the great context of the world and the universe our actions are both relevant and insignificant.

The role of philosophy as a consolatory discipline before the evils and misfortunes of this world has always been fundamental and, moreover, it allows us to better understand our nature, our actions, our morality, our being. In short, philosophy helps us to grow as people, to mature as individuals, to become more responsible citizens and to improve our work performance.

In this program you will have the opportunity to access the most important developments in philosophy applied to teaching. Guided by a very complete but very specific syllabus, students will acquire the knowledge and routines required to teach this subject or those applicable to other areas of life.

An opportunity created to add enormous value to students' CVs.

This **Postgraduate Certificate in Argumentation and Human Rights** contains the most complete and up-to-date program on the market. The most important features include:

- ◆ The latest technology in online teaching software
- ◆ A highly visual teaching system, supported by graphic and schematic contents that are easy to assimilate and understand
- ◆ Practical cases presented by practising experts
- ◆ State-of-the-art interactive video systems
- ◆ Teaching supported by telepractice
- ◆ Continuous updating and recycling systems
- ◆ Autonomous learning: full compatibility with other occupations
- ◆ Practical exercises for self-evaluation and learning verification
- ◆ Support groups and educational synergies: questions to the expert, debate and knowledge forums
- ◆ Communication with the teacher and individual reflection work
- ◆ Content that is accessible from any fixed or portable device with an Internet connection
- ◆ Complementary documentation banks are permanently available, even after the course



*A deep and didactic analysis of the specific contents of this branch of Philosophy"*



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*Get the essential knowledge in the teaching of Anthropological Philosophy through a high quality training"*

Our teaching staff is made up of philosophy professionals and active specialists. In this way, we ensure that we provide you with the training update we are aiming for. A multidisciplinary team of qualified and experienced professionals who will develop the theoretical knowledge in an efficient manner, but, above all, will put at the service of the Postgraduate Certificate the practical knowledge derived from their own experience: one of the differential qualities of this training.

The effectiveness of our methodological design enhances mastery of the subject matter. Developed by a multidisciplinary team of e-learning experts, it integrates the latest advances in educational technology. In this way, you will be able to study with a range of comfortable and versatile multimedia tools that will give you the operability you need in your education.

The design of this program is based on Problem-Based Learning: an approach that conceives learning as a highly practical process. To achieve this remotely, with the help of an innovative interactive video system, and by means of telepractice and learning from an expert, you will be able to acquire the knowledge as if you were facing the case you are learning at that moment. A concept that will allow you to integrate and fix learning in a more realistic and permanent way.

*A Postgraduate Certificate created to allow you to achieve your goals in a short period of time, with total quality assurance.*

*Learn with the world's largest online university and benefit from a high-level learning experience.*



# 02 Objectives

The objective of all our teaching programs is to contribute to the increase of quality in all educational areas. With our Postgraduate Certificate in Argumentation and Human Rights, this pursuit reaches excellence with a program created to make this subject one of the most complete and interesting in any teacher's program. An exclusive opportunity for teachers to study with the most prestigious online university in the world.







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*Throughout the program you will analyze and understand the ways in which argumentation works and the human rights environment with an approach designed to be used in teaching”*



## General Objectives

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- ◆ Possess advanced skills delving into research in the different branches of Philosophy, according to the student's choice of specialty
- ◆ Develop a high reflective and critical capacity in philosophical questions and topics, both from a historical and systematic point of view, in order to provide students with a clear understanding of the topics within current schools of thought, which will also be useful for research
- ◆ Master the methodological bases and knowledge that allow for the integration of multiple bodies of philosophical knowledge in a personal work project
- ◆ Have a fluent command of interdisciplinarity, as a basic element of philosophical reflection in its essential openness to other fields of culture and knowledge, and in the development of a reflective understanding of the conceptual foundations of these other fields







## Specific Objectives

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- ◆ Enable the student to understand the structure of the argumentation
- ◆ Provide the student with the necessary resources to detect and critically examine diverse contexts of argumentation
- ◆ Provide the student with the basic criteria for the use of evaluative and descriptive concepts
- ◆ Provide the student with the essential concepts to epistemologically situate human rights
- ◆ Reinforce in the student previous conceptions about the link between person and nature and the status of the latter
- ◆ Accentuate in the student the skills acquired to critically examine the political debate
- ◆ Provide the student with the necessary resources to make assessments and judgments about art and politics
- ◆ Provide the student with indispensable tools to approach the teaching of human rights
- ◆ Provide the student with minimum conceptual criteria to examine the link between human rights and torture
- ◆ Provide conceptual elements to examine the link between human rights and war

# 03

# Course Management

The Postgraduate Certificate in Argumentation and Human Rights has been designed and developed by a group of experts in this area, with long teaching and research experience. Through your mentorship, this Postgraduate Certificate will become a great learning experience. Total quality guarantee.



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*The experience of the teachers of the Postgraduate Certificate is one of the keys to our success: from their own experience they will accompany you in your acquisition of competences"*



## Management



### Dr. Agüero, Gustavo

- ◆ PhD in Philosophy, National University of Cordoba, Argentina
- ◆ Professor of Introduction to Philosophical Thought, Faculty of Languages, UNC
- ◆ Director of the Research Group GRASP 08 on Philosophy of Language, Mind and Education Secretariat of Science and Technology, UNC
- ◆ Director of the Research Group on Philosophy of Law, National University of San Luis

## Professors

### Ms. Testa, Ana

- ◆ Degree in Philosophy, National University of Cordoba, Argentina
- ◆ Specialist in the areas of Science, Technology and Society
- ◆ Professor of Philosophy of Education and Philosophy Teaching, Faculty of Philosophy and Humanities, UNC
- ◆ Member of the Research Group GRASP 08 on Philosophy of Language, Mind and Education (directed by Dr. Gustavo A. Agüero) Secretariat of Science and Technology at UNC



# 04

# Structure and Content

The Postgraduate Certificate's syllabus is designed to gradually cover all the essential topics in the learning of this subject: from the knowledge of the theoretical philosophy to the most current part A complete approach, fully focused on its practical application.



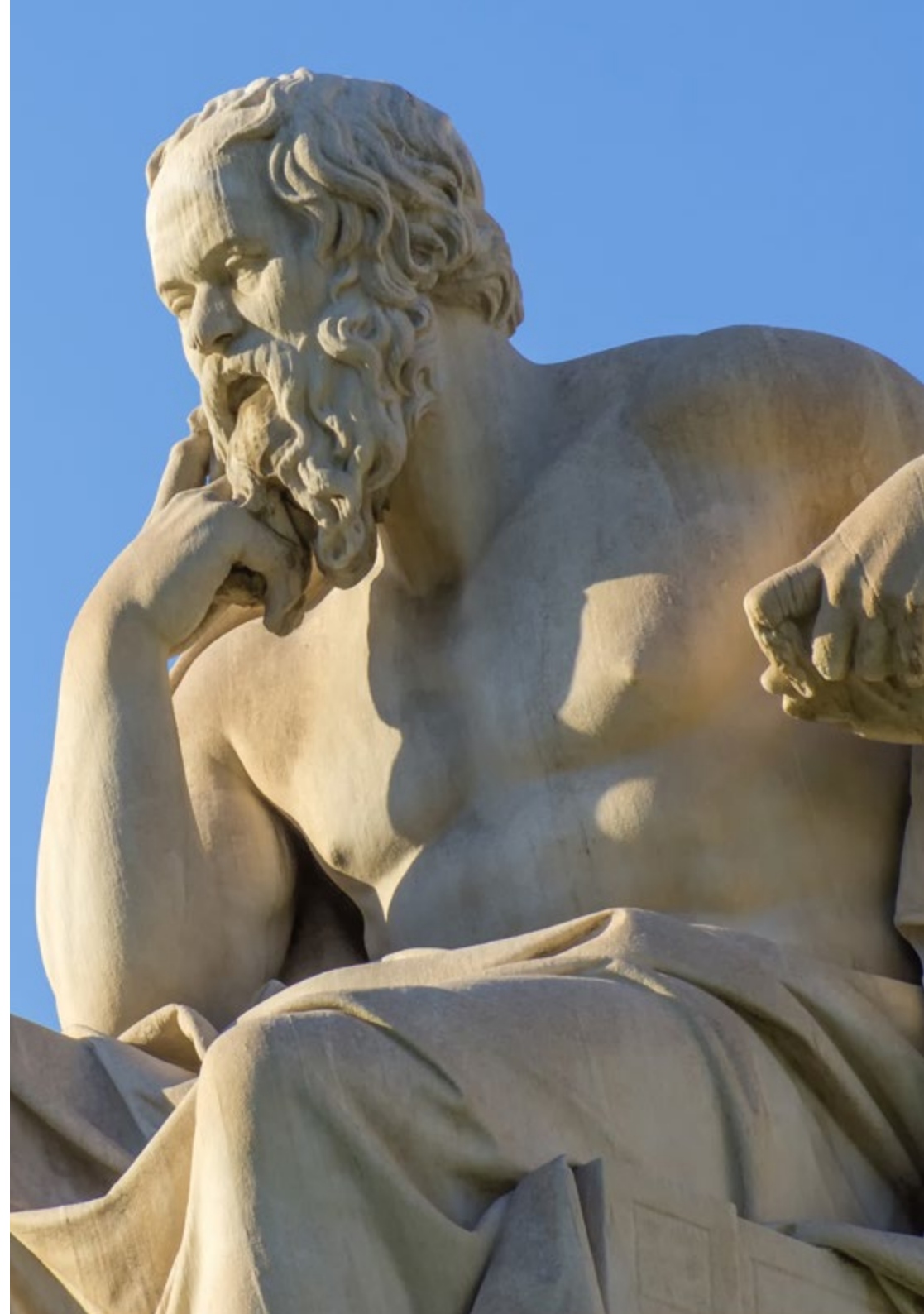


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*Include in your CV the most specialized training in this branch of philosophy and gain access to educational excellence"*

## Module 1. Argumentation and Human Rights

- 1.1. What Is Meant by Logic?
  - 1.1.1. Proposition, Validity and Inference
    - 1.1.1.1. Concept of proposition or judgment
    - 1.1.1.2. Validity vs. truth
    - 1.1.1.3. Current modes of inference
  - 1.1.2. Logic in Everyday Speech
    - 1.1.2.1. How we argue
    - 1.1.2.2. Argumentation errors
  - 1.1.3. Formal Logic and Informal Logic
    - 1.1.3.1. Basic argumentative tools
      - 1.1.3.1.1. Detect arguments
      - 1.1.3.1.2. Recognize implicit premises
  - 1.1.4. Logic in Teaching
    - 1.1.4.1. Avoid remaining in abstraction
    - 1.1.4.2. Take examples from literature and the media
  - 1.1.5. Logic in Conflict Mediation
  - 1.1.6. Ad Hominem Arguments
    - 1.1.6.1. Recurring examples
    - 1.1.6.2. The ad hominem argument as the end of the conversation
  - 1.1.7. When the Agent Matters in Argument
    - 1.1.7.1. Appeal to personal history
    - 1.1.7.2. Appealing to the collective memory
- 1.2. Contexts of Argumentation
  - 1.2.1. Speaking in Metaphors
    - 1.2.1.1. The Analogy
    - 1.2.1.2. The comparison
  - 1.2.2. Appealing to Emotions
    - 1.2.2.1. Emotions and beliefs
  - 1.2.3. Detecting Conventions
    - 1.2.3.1. Reading contexts
    - 1.2.3.2. Reading people





- 1.2.4. Listening to Those Who Think Differently
  - 1.2.4.1. Do not categorize quickly
  - 1.2.4.2. Reading arguments over time
- 1.2.5. Changing One's Own Point of View
  - 1.2.5.1. Weighing reasons
  - 1.2.5.2. Allowing for doubt
  - 1.2.5.3. Renouncing certain commitments
- 1.2.6. Appealing to Science
  - 1.2.6.1. Science and the natural world
  - 1.2.6.2. Science and the world of people
  - 1.2.6.3. Science as a correct point of view
- 1.2.7. Appealing to Personal Experience
  - 1.2.7.1. Self-referentiality in conversation
- 1.3. Descriptive concepts and evaluative concepts
  - 1.3.1. What Is It to Describe?
    - 1.3.1.1. Appeal to adjectives
    - 1.3.1.2. Describe without adjectives
  - 1.3.2. What Is It to Value?
    - 1.3.2.1. Concepts describing
    - 1.3.2.2. Concepts that value
  - 1.3.3. Concepts that Both Describe and Value
  - 1.3.4. Common Values in Childhood
    - 1.3.4.1. Claiming dependency
    - 1.3.4.2. Idealized adultization
  - 1.3.5. Common Values in Adolescence
    - 1.3.5.1. The timeless age
    - 1.3.5.2. The illusory stage
  - 1.3.6. Common Values in Adulthood
    - 1.3.6.1. Seriousness
    - 1.3.6.2. Sublime
  - 1.3.7. Learning to Read Values in Television Series

- 1.4. Substantiation and Human Rights
  - 1.4.1. Rights and Morals
    - 1.4.1.1. Law and justice
  - 1.4.2. Natural Rights and Human Rights
    - 1.4.2.1. What is in human nature
  - 1.4.3. Human Rights as a World Fact
    - 1.4.3.1. Rabossi's approach
    - 1.4.3.2. Nino's planto
  - 1.4.4. How Students Perceive their Basic Rights
    - 1.4.4.1. Human rights and children's rights
  - 1.4.5. Teaching the Value of Human Rights
  - 1.4.6. Teaching Memory Retrieval
    - 1.4.6.1. Understanding the recent past at school
  - 1.4.7. Orwell and Human Rights
    - 1.4.7.1. The Big Brother idea
    - 1.4.7.2. The idea of single thinking
  - 1.4.8. Effective Democracy
- 1.5. Our Link to Nature and the Artificial
  - 1.5.1. We Are People
    - 1.5.1.1. Reification
    - 1.5.1.2. The objective look at people
      - 1.5.1.2.1. Emotional protection
  - 1.5.2. First and Third Persons
    - 1.5.2.1. Failure to recognize others
    - 1.5.2.2. Recognizing oneself
    - 1.5.2.3. The definition of a person
  - 1.5.3. Body as Machine
    - 1.5.3.1. Society and pharmaceuticals
    - 1.5.3.2. Self-destruction of the body
  - 1.5.4. Perceiving Bodies, Perceiving Minds
    - 1.5.4.1. Platonic beauty
    - 1.5.4.2. How to recognize values

- 1.5.5. Nature and Values
  - 1.5.5.1. Ancient conception
  - 1.5.5.2. Modern conception
- 1.5.6. The Concept of the Environment
  - 1.5.6.1. Mastering nature
  - 1.5.6.2. Respecting nature
- 1.5.7. Robotics and People
  - 1.5.7.1. The Toüring test
  - 1.5.7.2. Replacing people with machines
- 1.6. Political Concepts and Debate
  - 1.6.1. Basic Tools to Understand Politics
  - 1.6.2. The End of a Debate
  - 1.6.3. Detecting Conflicting Positions
  - 1.6.4. The Concept of Corruption
    - 1.6.4.1. Basic Criteria
    - 1.6.4.2. Examples and counterexamples
  - 1.6.5. The Concept of Dictatorship
    - 1.6.5.1. Basic Criteria
    - 1.6.5.2. Examples and counterexamples
  - 1.6.6. The Concept of Neoliberalism
    - 1.6.6.1. Basic Criteria
    - 1.6.6.2. Examples and counterexamples
    - 1.6.6.3. The risk of not asking
    - 1.6.6.4. The risk of taking for granted
  - 1.6.7. Abandoning the Debate
- 1.7. rte and policy
  - 1.7.1. Art and Democracy
  - 1.7.2. Art as Social Protest
    - 1.7.2.1. Street interventions
    - 1.7.2.2. About museums
    - 1.7.2.3. About the art market
  - 1.7.3. Art and Understanding
    - 1.7.3.1. Understanding social situations
    - 1.7.3.2. Understanding personal situations
    - 1.7.3.3. Understanding one's own art
  - 1.7.4. Art as a Fundamental Experience
  - 1.7.5. Art without Authors
    - 1.7.5.1. Collective art
  - 1.7.6. The avant-garde.
    - 1.7.6.1. Critical theory analysis
    - 1.7.6.2. The footprint of the avant-garde today
  - 1.7.7. Reproducibility.
    - 1.7.7.1. The aura
    - 1.7.7.2. Mass art
- 1.8. teaching human rights
  - 1.8.1. Indoctrinating vs. teaching
    - 1.8.1.1. The State and Education
    - 1.8.1.2. Education and life plans
    - 1.8.1.3. The 'fear' of dealing with human rights in schools
  - 1.8.2. The Concept of Teaching
    - 1.8.2.1. A triadic concept
    - 1.8.2.2. Teaching and appropriation
  - 1.8.3. Contexts Conducive to Teaching Philosophy
  - 1.8.4. Networks as a Resource to Promote Philosophy
    - 1.8.4.1. Ask the philosophers
    - 1.8.4.2. Organizing the debate in networks
  - 1.8.5. The Uninformed Teacher
    - 1.8.5.1. A joint task
    - 1.8.5.2. Prevent transmission
    - 1.8.5.3. Rethinking the school
  - 1.8.6. The Passive Pupil
    - 1.8.6.1. Why don't you worry?
    - 1.8.6.2. Why are you angry?
  - 1.8.7. Modalities of Teaching
    - 1.8.7.1. Historical mode

- 1.8.7.2. Problematic mode
- 1.9. Human Rights and Torture
  - 1.9.1. Is the State legitimized to torture?
    - 1.9.1.1. Consequentialist argument
    - 1.9.1.2. Foundationalist argument
    - 1.9.1.3. Acceptance of common sense
  - 1.9.2. Taking Justice into One's Own Hands
    - 1.9.2.1. Hatred of the poor
    - 1.9.2.2. Power in the hands of civil society
    - 1.9.2.3. Identifying violence
  - 1.9.3. The Perception of Prisons
    - 1.9.3.1. Prison as martyrdom
  - 1.9.4. Foucault and Punitive Power
    - 1.9.4.1. The end of grief
    - 1.9.4.2. The pathologization of the offender
    - 1.9.4.3. Social criminalization
  - 1.9.5. State violence vs. citizen violence
    - 1.9.5.1. When confidence in justice is shattered
  - 1.9.6. The Power of Violence and Institutions
- 1.10. Human Rights and War
  - 1.10.1. Contemporary Wars
    - 1.10.1.1. How do we know about war conflicts?
    - 1.10.1.2. International organizations for peace
  - 1.10.2. The Idea of War to Achieve Peace
    - 1.10.2.1. War power in the contemporary world
  - 1.10.3. The Distinction between Power and Violence
    - 1.10.3.1. Arendt's analysis
  - 1.10.4. The Danger of Human Extermination
    - 1.10.4.1. Violence and deterrence
    - 1.10.4.2. Violence and accumulation
  - 1.10.5. Contemporary Emperors
    - 1.10.5.1. The 'power' countries
    - 1.10.5.2. Underdeveloped countries

- 1.10.5.3. Competitive countries
- 1.10.6. Land Occupation
  - 1.10.6.1. Establishing sovereignty
- 1.10.7. War and Social Networks
  - 1.10.7.1. Media coverage
  - 1.10.7.2. Resistance
  - 1.10.7.3. Diluting the debate
  - 1.10.7.4. The democratization of the Image
  - 1.10.7.5. The Information Agencies Monopolies



*We will put at your disposal a revolutionary interactive video system, which will allow you to learn in a practical way"*

05

# Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.



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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*



## Case Study to contextualize all content

Our program offers a revolutionary approach to developing skills and knowledge. Our goal is to strengthen skills in a changing, competitive, and highly demanding environment.

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*At TECH, you will experience a learning methodology that is shaking the foundations of traditional universities around the world”*



*You will have access to a learning system based on repetition, with natural and progressive teaching throughout the entire syllabus.*



*The student will learn to solve complex situations in real business environments through collaborative activities and real cases.*

### A learning method that is different and innovative

This TECH program is an intensive educational program, created from scratch, which presents the most demanding challenges and decisions in this field, both nationally and internationally. This methodology promotes personal and professional growth, representing a significant step towards success. The case method, a technique that lays the foundation for this content, ensures that the most current economic, social and professional reality is taken into account.

“*Our program prepares you to face new challenges in uncertain environments and achieve success in your career”*

The case method has been the most widely used learning system among the world's leading Humanities schools for as long as they have existed. The case method was developed in 1912 so that law students would not only learn the law based on theoretical content. It consisted of presenting students with real-life, complex situations for them to make informed decisions and value judgments on how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

What should a professional do in a given situation? This is the question we face in the case method, an action-oriented learning method. Throughout the program, the studies will be presented with multiple real cases. They will have to combine all their knowledge and research, and argue and defend their ideas and decisions.

## Relearning Methodology

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

*In 2019, we obtained the best learning results of all online universities in the world.*

At TECH you will learn using a cutting-edge methodology designed to train the executives of the future. This method, at the forefront of international teaching, is called Relearning.

Our university is the only one in the world authorized to employ this successful method. In 2019, we managed to improve our students' overall satisfaction levels (teaching quality, quality of materials, course structure, objectives...) based on the best online university indicators.





In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically. With this methodology we have trained more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, markets, and financial instruments. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

*Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.*

From the latest scientific evidence in the field of neuroscience, not only do we know how to organize information, ideas, images and memories, but we know that the place and context where we have learned something is fundamental for us to be able to remember it and store it in the hippocampus, to retain it in our long-term memory.

In this way, and in what is called neurocognitive context-dependent e-learning, the different elements in our program are connected to the context where the individual carries out their professional activity.





This program offers the best educational material, prepared with professionals in mind:



#### Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



#### Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



#### Practising Skills and Abilities

They will carry out activities to develop specific skills and abilities in each subject area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization that we are experiencing.



#### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





**Case Studies**

Students will complete a selection of the best case studies chosen specifically for this program. Cases that are presented, analyzed, and supervised by the best specialists in the world.



**Interactive Summaries**

The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



**Testing & Retesting**

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



06

# Certificate

The Postgraduate Certificate in Argumentation and Human Rights guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.



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*Include in your program a Postgraduate Certificate in How and Why to Teach Philosophy: a highly qualified added value for the teacher in Philosophy"*



This program will allow you to obtain your **Postgraduate Certificate in Argumentation and Human Rights** endorsed by **TECH Global University**, the world's largest online university.

**TECH Global University** is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Certificate in Argumentation and Human Rights**

Modality: **online**

Duration: **6 weeks**

Accreditation: **6 ECTS**



future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present  
development language  
classroom



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