



## Information about the subject

**Degree:** Bachelor of Arts Degree in Law

**Faculty:** Faculty of Legal, Economic and Social Sciences

**Code:** 312022 **Name:** -Human Rights

**Credits:** 6,00 **ECTS Year:** 4 **Semester:** 2

**Module:** Optional Courses

**Subject Matter:** Itineraries of Basic Legal Sciences **Type:** Elective

**Field of knowledge:** Social and Legal Sciences

**Department:** -

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

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## Module organization

### Optional Courses

Subject Matter	ECTS	Subject	ECTS	Year/semester
Itineraries of Basic Legal Sciences	36,00	-Canon Law Institutions	6,00	4/2
		-History of European Construction	6,00	4/2
		-Human Rights	6,00	4/2
		-Roman Law	6,00	This elective is not offered in the academic year 23/24
		-Social Doctrine of the Catholic Church	6,00	This elective is not offered in the academic year 23/24
		-State Ecclesiastical Law	6,00	4/2
Itinerary of Economic Law	48,00	Banking Law	6,00	This elective is not offered in the academic year 23/24
		Consumer Law	6,00	This elective is not offered in the academic year 23/24
		-Insurance Law	6,00	4/2
		Intellectual Property Law	6,00	This elective is not offered in the academic year 23/24



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Itinerary of Economic Law		-International and Comparative Law of Brands, Designs and Unfair Competition	6,00	4/2
		International Commercial Law	6,00	This elective is not offered in the academic year 23/24
		-International Commercial Transactions	6,00	4/1
		-International Taxation Law	6,00	This elective is not offered in the academic year 23/24
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Itinerary of Sectorial Administrative and Specialized Labour Law	72,00	Air and Maritime Law	6,00	4/2
		-Employment Procedural Law	6,00	This elective is not offered in the academic year 23/24
		Energy Law	6,00	This elective is not offered in the academic year 23/24
		Environmental Law	6,00	This elective is not offered in the academic year 23/24
		European Union Competition Law	6,00	4/1
		Information and Communication Technology Law	6,00	4/0



Itinerary of  
Sectorial  
Administrative and  
Specialized  
Labour Law

National Health System  
Law

6,00

This elective is not  
offered in the  
academic year  
23/24

Public Contract Award  
Law

6,00

This elective is not  
offered in the  
academic year  
23/24

-Real Estate Law

6,00

This elective is not  
offered in the  
academic year  
23/24

-Trade Union Law

6,00

This elective is not  
offered in the  
academic year  
23/24

Transport Law

6,00

This elective is not  
offered in the  
academic year  
23/24

Water Law

6,00

This elective is not  
offered in the  
academic year  
23/24

### Recommended knowledge

ANTHROPOLOGY  
PHILOSOPHY OF LAW  
CONSTITUTIONAL RIGHT  
INTERNATIONAL RIGHT  
EUROPEAN UNION

### Prerequisites



Students must have passed at least the 48 ECTS of Basic Training of the first two semesters. Students are free to choose the electives they wish, breaking with the grouping proposed. As explained above, the Study Plan has three optional subjects that are grouped in this way:

- 1 optional subject in the seventh semester.
- 2 optional subjects in the eighth semester.



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 To know the historical evolution of human rights and to understand the reason for their appearance in the legal systems of modern states.
- R2 To know and become familiar with concepts related to human rights. To distinguish between civil rights, public liberties, performance rights, that is to say, those that imply an inactivity of the State, and those that imply a positive action.
- R3 To know the different generations of human rights and to be able to understand the necessary adaptation of these rights to the evolution of society.
- R4 To know and understand democratic principles, the concept of the rule of law and the dignity of the person, in order to understand the need to respect and promote human rights.
- R5 To learn about the most important systems for the defence and promotion of human rights, especially the United Nations, the reason for their appearance, their historical evolution and their protection system.
- R6 The student will be able to understand the scope of the proclamation of the Universal Declaration of Human Rights and its relation to the internal state systems of human rights protection. Here the notion of comparative law, a notion that cuts across all learning outcomes, will be introduced.
- R7 With respect to the European area, the student will learn about the European system of protection of human rights, with special reference to the Council of Europe, its system of rules and procedure before the European Court of Human Rights. He/she will be able to analyse and legally use the jurisprudence of the European Court of Human Rights. He or she will also be familiar with the system for the protection of social rights under the European Social Charter.
- R8 In the European area, to know and understand the system of protection of human rights in the framework of the European Union and to know how to differentiate it from the Council of Europe. The student must also have a thorough knowledge of the Charter of Fundamental Rights of the European Union and its system of guarantees, with particular reference to the case-law of the Court of Justice of the European Union on fundamental rights.
- R9 To understand and know the Spanish system of protection of fundamental rights, and to obtain a deep knowledge of the fundamental rights contained in the Spanish Constitution, its system of guarantees, especially the procedure of constitutional protection, as well as the most relevant jurisprudence. The student will be able to analyse judgements and relate them to the international texts for the protection of human rights ratified by Spain.



- R10 To learn about other systems of human rights protection such as the American or African systems, their peculiarities and system of guarantees, which will provide the student with a global vision of human rights.
- R11 Once the student has completed the course, he or she will be able to handle national and international human rights regulations, understand them and know how to apply them, as well as the jurisprudence issued by national and international courts that guarantee the respect and defence of human rights.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG1	Knowledge of the Science being studied, in this case of the science of Law, fundamentally of the most practical branches, with their international and economic implications and their specialized language.			X	
CG2	Analysis and synthesis capacity				X
CG4	Problem-solving capacity.				X
CG8	Ethical commitment to information management.				X
CG10	Knowledge of a foreign language in relation to the Science of Law.		X		
CG11	Professional relationships: be able to establish and maintain relationships with other relevant professionals and institutions.				X
CG12	To be able to develop audiovisual presentations.	X			
CG13	Information management capacity.				X
CG15	Ability to work in interdisciplinary teams.				X
CG16	Ability to develop and maintain one's own competencies, skills and knowledge according to the standards of the profession.				X
SPECIFIC		Weighting			
		1	2	3	4



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CE2	Understanding of the different ways of creation of Law in its historical evolution and in its current reality, assimilating the existence of subordinate and supranational legal systems and the forms in which they are articulated.				X
CE3	Ability to use constitutional principles and values as a working tool in the interpretation of the legal system.				X
CE4	Ability to understand and know how local, regional, state, community, and international institutions work, in their genesis and as a whole, and to identify the competent institution or administration in each case as well as the sectoral law applicable in each case.				X
CE30	To acquire the knowledge of the necessary legal concepts in English in order to understand and articulate a basic legal discourse in this language.				X

## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R5, R6, R7, R8, R9, R10, R11	40,00%	Practical tests
R5, R6, R7, R8, R9, R10, R11	40,00%	Attendance, active participation and favourable attitude in the subject/ course/ module
R1, R2, R3, R4	20,00%	Written theoretical tests

The active participation of the student in chats and forums, and other similar resources, created by the teacher for this purpose, will be mainly valued.

According to Article 22 of the Regulations governing the Evaluation and Qualification of UCV Courses, the mention of "Distinction of Honor" may be awarded by the professor responsible for the course to students who have obtained, at least, the qualification of 9 over 10 ("Sobresaliente"). The number of "Distinction of Honor" mentions that may be awarded may not exceed five percent of the number of students included in the same official record, unless this number is lower than 20, in which case only one "Distinction of Honor" may be awarded.



## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Group work sessions supervised by the teacher. Study of legal cases, both true and fictitious. Significant construction of knowledge through student interaction and activity. Critical analysis of values and social commitment.
- M8 Exposition of contents by the teacher, analysis of competences, explanation and demonstration of capacities, skills and knowledge in the classroom.
- M9 Supervised monographic sessions with shared participation.
- M11 Personalised attention and in small groups. Period of instruction and/or orientation carried out by a tutor with the aim of reviewing and discussing the materials and topics presented in the classes, seminars, readings, completion of assignments, etc.
- M12 Set of written and/or oral tests used in the initial, formative or summative evaluation of the student.
- M13 Group preparation of readings, essays, resolution of problems, seminars, papers, dossiers, etc., to be presented or delivered in theory classes, practical classes, and/or small group tutorials.
- M14 Student's study: individual preparation of readings, essays, problem-solving, seminars, works, reports, etc. to present or deliver in the theoretical classes, practical classes and/or small group tutorials.



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Practical cases. M1, M13	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	10,00	0,40
Theoretical classes. M8, M9	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	22,50	0,90
Seminar. M1, M9, M13	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	10,00	0,40
Tutorial. M11	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	12,50	0,50
Assessment M12, M14	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	5,00	0,20
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work. M13	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	45,00	1,80
Individual work. M14		45,00	1,80
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
THE UNIVERSAL DECLARATION OF THE HUMAN RIGHTS OF 1948: SCOPE AND CONTENTS	Item 1. Conceptual approaches to human rights. The meaning of the Universal Declaration of Human Rights of 1948Item 2. Historical background to the Universal Declaration of Human Rights: philosophical, political and legal aspects
POLITICAL AND LEGAL SENSE OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS: THE RIGHTS REGULATION, THEIR PROTECTION AND THE CULTURAL ISSUES TO THEIR APPLICATION	Item 3. The various foundations of human rights based on the Universal Declaration of Human RightsItem 4. The regulation of human rights: their protection.Item 5. The different application of human rights and the recognition of cultural diversity
FREEDOM AND RESPECT AS THE FOUNDATIONS OF SOCIETY: HUMAN RIGHTS IN THE FACE OF THE CHALLENGES OF NON-EXCLUSION AND ENVIRONMENTAL CARE	Item 6. Human rights subjects in need of special protection from the culture of discarding.Item 7. The ecological question. Business and human rights.
EDUCATION AS A FOUNDATION OF SOCIETY: THE NECESSARY LINKAGE BETWEEN RIGHTS AND HUMAN DUTIES	Item 8. Culture and human rights education: rights, duties and responsibilities



## Temporary organization of learning:

Block of content	Number of sessions	Hours
THE UNIVERSAL DECLARATION OF THE HUMAN RIGHTS OF 1948: SCOPE AND CONTENTS	10,00	20,00
POLITICAL AND LEGAL SENSE OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS: THE RIGHTS REGULATION, THEIR PROTECTION AND THE CULTURAL ISSUES TO THEIR APPLICATION	10,00	20,00
FREEDOM AND RESPECT AS THE FOUNDATIONS OF SOCIETY: HUMAN RIGHTS IN THE FACE OF THE CHALLENGES OF NON-EXCLUSION AND ENVIRONMENTAL CARE	5,00	10,00
EDUCATION AS A FOUNDATION OF SOCIETY: THE NECESSARY LINKAGE BETWEEN RIGHTS AND HUMAN DUTIES	5,00	10,00



## References

### BASIC

- DE LUCAS MARTIN, J. (2020) Decir No. El Imperativo de la Desodebiencia. Valencia: Tirant lo Blanch.
- MELÉ, D. (2020). Business ethics in action. Seeekin Human Excellence in Organizations. New York.: Palgrave McMillan.
- MONTESINOS PADEILLA, C. (coord.) (2020). Los derechos humanos en el ámbito empresarial: Qué, cómo y porqué es posible regular en la materia. Valencia: Tirant lo Blanch.
- OVEJERO PUENTE, A.M. (coord.) (2020). Derechos humanos y empresa. Balance y situación sobre el actual cumplimiento de los tres pilares. Valencia: Tirant lo Blanch.
- SANZ MULAS, N (dir.) (2019), Los Derechos Humanos 70 años después de la Declaración Universal, Valencia, Tirant lo Blanch.
- DUKE, G; GEORGE, R. P. eds. (2017) The Cambridge Companion to Natural Law Jurisprudence, Cambridge, MA: Cambridge University Press,
- VILLÁN DURÁN, C., & FALEH PÉREZ, C. El sistema universal de protección de los derechos humanos. Su aplicación en España. Tecnos: Madrid, 2017.
- FASSIN, D., La razón humanitaria. Una historia moral del tiempo presente. Prometeo, Buenos Aires, 2016.
- FASSIN, D. (2018). Por una repolitización del mundo. Las vidas descartables como desafío al siglo XXI, Siglo XXI Argentina, Buenos Aires, 2018.
- DE LUCAS MARTÍN, J. (2016). Mediterráneo: el naufragio de Europa, Tirant lo Blanch, Valencia, 2016.
- HILL, J.-L. , After the Natural Law. How the Classical Worldview Supports Our Modern Moral and Politic Values. San Francisco: Ignatius Press, 2016.
- BAUMAN, Z., Extraños llamando a la puerta. Barcelona: Paidós, 2016.
- PERIS-CANCIO, J.-A, ¿Qué puede enseñarnos el Hollywood clásico sobre la acogida a los refugiados y los desplazados? Una lectura filosófica de Si no amaneciera (1941) de Mitchell Leisen. Arxius de Filmoteca, Noviembre 2018.

### SUPPLEMENTARY

- WEIL, S. Echar raíces. Madrid: Trotta, 2014.
- CONTRERAS, F. J. (ed.). El sentido de la libertad. Historia y vigencia de la idea de ley natural. Barcelona, Stella Maris, 2014
- CORTINA, A., Aporofobia, el rechazo al pobre. Un desafío para la democracia. Barcelona: Paidós, 2017.
- NUSSBAUM, M. Emociones políticas. ¿Por qué el amor es importante para la justicia? Barcelona: Paidós, 2014
- NUSSBAUM, M. Crear capacidades. Propuesta para el desarrollo humano. Barcelona: Paidós, 2015.
- AAVV: La Iglesia y los Derechos Humanos, Siquem: Valencia 1998.
- BALLESTEROS, J., Ecologismo personalista, Tecnos: Madrid 1995.
- BALLESTEROS, J.; APARISI, A, Biotecnología, dignidad y derecho: bases para un diálogo,



Eunsa: Pamplona 2004.

BALLESTEROS, J., Repensar la paz, Eiusa: Barcelona 2006.

BALLESTEROS, J, FERNÁNDEZ, E., GARIBÓ, A., Derechos Humanos, Valencia: Universitat de València 2007.

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MASSINI-CORREAS, C.I., El iusnaturalismo actual, Abeledo Perrot: Buenos Aires, 1996

D'AGOSTINO, F., Filosofia del diritto, Giappichelli Editore, Torino: 1993 BALLESTEROS, J.;

FERNÁNDEZ, E., Biotecnología y Posthumanismo, Aranzadi: Pamplona 2007.

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VIOLA, F., De la naturaleza a los derechos, Comares: Granada 1998.

MENKE, C.; POLLMAN, A., Filosofía de los derechos humanos, Herder: Barcelona 2010.

PERIS CANCIO, J.A. La formación del iusnaturalismo tomista: siglos XIII-XIX, Obra abierta: Valencia 2009

PERIS CANCIO, J.A. Expresiones del iusnaturalismo tomista en el siglo XX, Obra abierta: Valencia 2009

PERIS CANCIO, J.A. Diez temas sobre los derechos de la familia. La familia, garantía de la dignidad humana, Eiusa: Barcelona 2002.

TRUYOL Y SERRA, A. (1994). Los derechos humanos. Madrid: Tecnos.

WEIL, S. (2000). Escritos de Londres. En S. Weil, Escritos de Londres y últimas cartas (págs. 17-139). Madrid : Trotta.

ZUBER, V., L'origine religieuse des droits de l'homme. Le christianisme face aux libertés modernes (XVIII-XXI siècle), Genève: Labor et Fides, 2017.

JOAS, H., Comment la personne est devenue sacrée. Une nouvelle généalogie des droits de l'homme, Genève: Labor et Fides, 2016



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☐ Kaltura

Explanation about the practical sessions:

The interventions of the students in the classes themselves (in person or online), with the corresponding records or notes.

The virtual tutorials through the UCVnet virtual campus or the online sessions through Teams developed as a group or individual tutorial.

Interventions in the forum created on the UCVnet platform to raise and respond to questions on the subject.

E-mails or messages received raising questions about the subject matter.



## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System:



Given that the situation created is unimputable to the student body, the general principle is that no change should harm their situation, and more importantly their state of mind, thus achieving adequate academic performance without generating additional concerns. Equitable principles will be applied that seek the justice of the concrete case and the common good. In this way we believe that we are following the indications given by the Rector.

In the second call, you will select the practices to be presented. The tests for the final exam will be completely similar to those of the first call.