

Human Rights

Code: 100285
ECTS Credits: 6

Degree	Type	Year	Semester
2500246 Philosophy	OT	3	0
2500246 Philosophy	OT	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Marta Tafalla González
Email: Marta.Tafalla@uab.cat

Use of Languages

Principal working language: spanish (spa)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: Yes

Teachers

Marta Tafalla González

Prerequisites

It is recommended to have background knowledge of philosophical ethics, preferably having already taken some
Some of the compulsory readings of the course are in English, so it is ne

Objectives and Contextualisation

The main objective of this course is to offer an introduction to the study of Human Rights from a philosophical per

will be presented, both in its theoretical aspect and in its practical application, and possible solutions will be disc
Although some elements of the history of Human Rights, necessary to ur

the course will focus on the contemporary philosophical debate. We will analyze and discuss the role of Human I

their potential for universalization, the conflicts between rights and the possible philosophical foundations of Hun

that address the extension of rights beyond the human species, and we will pay special attention to the most ser

which forces us to rethink fundamental rights and how to guarantee them in a context of climate chaos, pollution.

Competences

Philosophy

- Analysing and summarising the main arguments of fundamental texts of philosophy in its various disciplines.
- Applying the knowledge of ethics to the moral problems of society, and assessing the implications about the human condition of changes in the world of contemporary techniques.
- Recognising and interpreting topics and problems of philosophy in its various disciplines.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Thinking in a critical and independent manner on the basis of the specific topics, debates and problems of philosophy, both historically and conceptually.

Learning Outcomes

1. Analysing the main ethical concepts in the current moral dilemmas.
2. Applying philosophical rigour in a written text following the international quality standards.
3. Assessing a concrete ethical position, in the context of the current world's problems.
4. Assessing the philosophical importance of several factors of current social conflicts.
5. Autonomously searching, selecting and processing information both from structured sources (databases, bibliographies, specialized magazines) and from across the network.
6. Demonstrating a personal stance over a problem or controversy of philosophical nature, or a work of philosophical research.
7. Discriminating the features that define the writer's place in the context of a problem and reorganising them in a consistent diagram.
8. Distinguishing and outlining the fundamental content of a philosophical text.
9. Establishing relationships between science, philosophy, art, religion, politics, etc.
10. Organizing their own time and work resources: designing plans with priorities of objectives, calendars and action commitments.
11. Reading basic philosophical text thoroughly.
12. Recognising, with a critical eye, philosophical referents of the past and present and assessing its importance.
13. Relating the characteristic elements and factors of the philosophical tradition.
14. Rigorously building ethical arguments, and defending and distinguishing them from the incorrect ones.
15. Solving problems autonomously.

Content

PROGRAM AND COMPULSORY READINGS

1. HUMAN RIGHTS: FUNDAMENTAL CONCEPTS

- 1.1. Definition and functions of Human Rights
- 1.2. Origin and historical character. Philosophical ideas on which Human
- 1.3. The classification of Human Rights in three generations, and typolog
- 1.4. Human Rights, the law and the State
- 1.5. Main declarations of Human Rights throughout history
- 1.6. Is it necessary and / or possible to base the Human Rights philosop

Readings:

- James Nickel, "Human Rights", *The Stanford Encyclopedia of Philosophy*, Edward N. Zalta (ed.), 2013.
- Several historical declarations of Human Rights.
- Juan Antonio Rivera, "Una epopeya del progreso moral", review of Steven Pinker's book, *Los ángeles que llevamos dentro. El declive de la violencia y sus implicaciones*, in *Revista de Libros*, 2013.
- Txetxu Ausín, "Tomando en serio los derechos de bienestar", *Enrahonar*, num 40/41, 2008.

2. HUMAN RIGHTS AND ENVIRONMENTAL ETHICS

Readings:

- Vandana Shiva, *Manifiesto para una democracia de la tierra*, Paidós, 2006. (fragments)
- Jorge Riechmann, *Interdependientes y ecodependientes. Ensayos desde la ética ecológica (y hacia ella)*, Proteus, 2012. (fragments)
- Alicia H. Puleo, "Los dualismos opresivos y la educación ambiental", *Isegoría*, num 32, 2005.

Complementary materials:

- Vandana Shiva, "Sembrar la libertad", talk at the CCCB:
<http://www.cccb.org/es/multimedia/videos/sembrar-la-libertad-la-humanidad-en-la-encrucijada-evolutiva/228342>
- Jorge Riechmann, "Cambio climático y biodiversidad", talk: <https://www.youtube.com/watch?v=aGhhd3--CuY>
- Jorge Riechmann, "Ecosocialismo descalzo", talk: <https://www.youtube.com/watch?v=pT-bsL2PXZQ>
- George Monbiot, debate with Carlos Delclós at the CCCB:
<http://www.cccb.org/ca/multimedia/videos/conversa-amb-george-monbiot/228424>
- Alicia H. Puleo, "Ecofeminismo para otro mundo posible", talk:
<https://www.youtube.com/watch?v=LQTLUa2dPoA>

3. RIGHTS BEYOND THE HUMAN SPECIES?

Readings:

- Peter Singer, *Liberación Animal*, Taurus, 2011 (1975). (fragment)
- Sue Donaldson & Will Kymlicka, *Zoopolis. A Political Theory of Animal Rights*, Oxford University Press, 2011.
Trad: *Zoópolis. Una revolución animalista*, Errata Naturae, 2018. (fragment)
- Val Plumwood, "Being Prey", in *The Ultimate Journey*, 2000.
- Paula Casal, "El planeta sin los simios", *Revista de Bioética y Derecho*, num 8, 2006.

Complementary materials:

-Núria Almiron, "Defensa dels animals i ideologia política", talk at the Ateneu de Barcelona:
<https://www.youtube.com/watch?v=RfoJHg1H9Yc&t=133s>

-Will Kymlicka, "Derechos animales. El fin de la supremacía humana", talk at the CCCB:
<http://www.cccb.org/es/multimedia/videos/derechos-animales-el-fin-de-la-supremacia-humana/230238>

-Corine Pelluchon, "La causa animal: retos éticos y estrategias políticas", talk at the CCCB:
<http://www.cccb.org/es/multimedia/videos/la-causa-animal-retos-eticos-y-estrategias-politicas/230239>

(Compulsory readings will be available in the campus virtual.)

Methodology

The methodology of the course combines:

SESSIONS IN THE CLASSROOM

-Lecture sessions: where the fundamental questions are addressed and basic knowledge is offered to prepare the readings.

-Seminar sessions: where the readings, that the students have previously and autonomously prepared, are analyzed and discussed.

Both types of sessions are alternated during the course.

It is essential that the students attend class on a regular basis and actively participate in the discussion about the readings.

SESSIONS AT THE OFFICE

-Tutorials: those students who have doubts about the contents and the readings of the course, or who want to profundize in particular aspects, can go to the lecturer's office during the hours of attention.

-Tutorials for the preparation of the video: the video on a topic of the course, which is one of the three tests in which the evaluation consists, must pass, at least, through a tutorial session.

DURING ALL THE COURSE

-Campus virtual: the course will use the campus virtual to post schemata of the lecture sessions, the compulsory readings and complementary materials. Also to inform about issues related to the course.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Sessions teòriques i sessions de seminari on es discuteixen les lectures, dirigides per la professora	45	1.8	1, 14, 7, 8, 9, 3, 11, 4, 12
Type: Supervised			

Tutories al despatx en les hores d'atenció als alumnes, per resoldre dubtes i aprofundir en aspectes particulars; tutories del treball sobre un tema de l'assignatura	5	0.2	1, 14, 3, 4
Type: Autonomous			
Anàlisi de les lectures obligatòries i preparació de les sessions de seminari que tindran lloc a l'aula; consulta de la bibliografia complementària; recerca d'informació complementària; elaboració d'un treball sobre un tema de l'assignatura	92.5	3.7	1, 14, 7, 8, 9, 3, 11, 10, 4, 12, 15

Assessment

The evaluation consists of three tests.

The first is an exam that will take place in the middle of the course, and the second is an exam that will take place at the end of the course. The exact dates will be announced during the first days of class. In the exams, it will be necessary to demonstrate a sufficient knowledge of the contents worked in the classes and of the compulsory readings, as well as capacity for analysis and critical reflection.

The third test consists of preparing a paper on one of the topics covered in the course, and its oral presentation in a video. It is recommended to do this work in groups of 3/4 people, but if someone prefers to do an individual video, they can do it. Important: it is necessary to make a proposal for the topic of the video in a tutorial session with the lecturer. While preparing the video, the students can attend more tutorial sessions with the lecturer during the hours of attention in the office. The deadline for the video will be established between the first and second exam. The exact date will be announced on the first days of class.

Once each test has been evaluated, and the note posted on the campus virtual, the students who wish may go to the lecturer's office during the hours of attention, and ask for a review.

Students who have failed one, two or all three tests may apply for reevaluation and retrieve the test they have suspended.

If a student has not performed some of the tests, they can go to reevaluation. But to be able to go to reevaluation, it will be necessary to have performed, at least, two of the three tests.

When a student has not performed none of the tests, or has only performed one of them, it will be considered "non-evaluable".

It will be necessary to pass the three tests to pass the course. The final grade will be the average grade of the three tests.

Students are asked to use the email only for urgent matters. The rest of doubts and problems will be solved during the class and office hours. No tutorials will be done by email.

If a student needs to communicate urgently with the lecturer, please do not use the campus virtual, but: Marta.Tafalla@uab.cat

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam 1	33,3%	2.5	0.1	1, 2, 5, 14, 8, 9, 3, 11, 10, 4, 12, 13, 15
Exam 2	33,3%	2.5	0.1	1, 2, 5, 7, 8, 9, 3, 11, 10, 4, 12, 13, 15
Writing of a paper and presentation on a video	33,3%	2.5	0.1	1, 5, 6, 8, 9, 3, 11, 10, 4, 12, 13, 15

Bibliography

COMPULSORY READINGS

They are indicated above, in the program. They will be available in the campus virtual.

FURTHER READING

ARTOLA, MIGUEL *Los derechos del hombre*, Alianza, Madrid, 1986.

BUXTON, NICK and HAYES, BEN (eds.) *Cambio climático S. A.*, Fuhem, Madrid, 2016. (Trans. Martha Moncada, Nuria del Viso, Carla Mercader, Edgar Codina, Felipe Daza, Pere Brunet, Centre Delàs)

DE MIGUEL, ANA *Neoliberalismo sexual. El mito de la libre elección*, Cátedra, Madrid, 2015.

DWORKIN, RONALD *Los derechos en serio*, Ariel, Barcelona, 1999. (Trans. Marta Gustavino)

FEDERICI, SILVIA, *Calibán y la bruja. Mujeres, cuerpo y acumulación originaria*, Traficantes de sueños, Madrid, 2010. (Trans. Verónica Hendel, Leopoldo Sebastián Touza)

<https://www.traficantes.net/libros/calib%C3%A1n-y-la-bruja>

HAYDEN, PATRICK *The Philosophy of Human Rights*, Paragon House, St Paul, 2001.

LEYTON, FABIOLA *Los animales en la bioética*, Herder, Barcelona 2019.

LOUV, RICHARD *Los últimos niños en el bosque. Salvemos a nuestros hijos del trastorno por déficit de naturaleza*, Capitán Swing, Madrid, 2018. (Trans. Begoña Valle)

MARTÍNEZ DE PISÓN, JOSÉ *Derechos humanos: historia, fundamentos y realidad*, Zaragoza, Egido, 1997.

MENKE, CHRISTOPH and POLLMANN, ARND *Filosofía de los derechos humanos*, Herder, Barcelona, 2010. (Trans. Remei Capdevila Werning)

MONBIOT, GEORGE *Salvaje. Renaturalizar la tierra, el mar y la vida humana*, Capitán Swing, Madrid, 2017. (Trans. Ana Momplet Chico)

PLUMWOOD, VAL *Environmental culture. The ecological crisis of reason*, Routledge, Londres, 2002.

PULEO, ALICIA H. *Ecofeminismo para otro mundo posible*, Cátedra, Madrid, 2011.

PULEO, ALICIA H. (ed.) *Ecología y género en diálogo interdisciplinar*, Plaza y Valdés, Madrid, 2015.

<http://www.plazayvaldes.es/libro/ecologia-y-genero-en-dialogo-interdisciplinar>

PULEO, ALICIA H. *Claves ecofeministas para rebeldes que aman a la Tierra y a los animales*, Plaza y Valdés, Madrid, 2019.

RIECHMANN, JORGE *¿Derrotó el smartphone al movimiento ecologista?*, Catarata, Madrid, 2016.

RIECHMANN, JORGE; ALMAZÁN, ADRIÁN; MADORRÁN, CARMEN; SANTIAGO, EMILIO *Ecosocialismo descalzo*, Icaria, Barcelona, 2018.

TAFALLA, MARTA (ed.) *Los derechos humanos en la era de la globalización. Enrahonar*, número monográfico, num 40/41, 2008.

TAFALLA, MARTA *Ecoanimal. Una estética plurisensorial, ecologista y animalista*, Plaza y Valdés, Madrid, 2019.

TAPIA, AIMÉ *Mujeres indígenas en defensa de la tierra*, Cátedra, Madrid, 2018.

VELASCO, ANGÉLICA *La ética animal. ¿Una cuestión feminista?*, Cátedra, Madrid, 2017.

WARREN, KAREN J. (ed.) *Filosofías ecofeministas*, Icaria, Barcelona, 2003. (Trans. Soledad Iriarte)

Software

The course uses the campus virtual. In the event that in-person classes were not possible, the Teams application