

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	Biotechnology		
Scope	Biology and Genetics		
Faculty/School:	Experimental Sciences		
Course:	BIO-LAW		
Type:	Optional	ECTS credits:	3
Year:	4	Code:	2045
Teaching period:	Seventh semester		
Subject:	Social Aspects of Biotechnology		
Module:	Social, Historical and Economic Aspects of Biotechnology		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	75		

## SUBJECT DESCRIPTION

The Biolegal course seeks to introduce biotechnology students to the legal world, which will allow them to understand the role of law in the field of scientific and technical research and to learn about some basic legal concepts, as well as the applicable legislation.

It is based on a conception of law as a specifically human reality that is a consequence of the natural sociability of the human being and of the deep yearning for justice that resides within us. From this perspective, the different meanings of the term "right" and the relationship between person and law are analyzed.

Topic 2 analyzes the relationship between bioethics and biojuridical. We know that bioethics arises out of the need to protect the dignity of the human being in the face of scientific research and discoveries capable at the same

time of bringing great benefits to human beings and causing them serious harm. But the response of bioethics, although irreplaceable, is insufficient because it operates only on the internal plane of consciousness. Therefore, a legal regulation is required that offers guarantees that the rights of the individual will be respected both in scientific research and in their technological developments.

Theme 3 studies some basic concepts to understand the world of biolaw and biolaw, concepts that every biotechnologist needs to know in order to move freely and responsibly in the legislative field applicable to their professional activity.

Topic 4 studies the main legislative provisions and international treaties in force, their scope, meaning and interpretation. Finally, some of the main biolegal issues that may be of interest to biotechnologists are addressed in detail.

## GOAL

The Biolegal course aims to enable students to discover the role of law in relation to biotechnological research and its possible applications. It is a matter of students knowing and understanding biolegal reality and being able to critically position themselves before it.

The specific aims of the subject are:

Understand that the beginning, center and purpose of every legal institution must be the person.

Discover the relationship between bioethics and law.

Learn some basic legal concepts.

Identify current biolegal issues and their legal regulation.

Develop a critical judgment in the face of biolegal reality.

## PRIOR KNOWLEDGE

The knowledge specific to the degree

## COURSE SYLLABUS

1. What is law?
  - 1.1. Different meanings
  - 1.2. Law and person
2. From bioethics to law
  - 2.1. Bio-juridical and biolaw
  - 2.2. Relations between bioethics and biolaw

- 2.3. Some risks and difficulties
- 3. Basic legal concepts
  - 3.1. Person and personality
  - 3.2. Legal capacity and capacity to act. The youngest mature one.
  - 3.3. Antijuricity, wrongfulness, liability and sanction
  - 3.4. Jurisdiction and Competence
- 4. Legislation of interest in biolegal matters
  - 4.1. Fuentes
  - 4.2. International Treaties
  - 4.3. National and regional legislation
- 5. Current Bio-Legal Issues
  - 5.1. Stem cell research
  - 5.2. Genome editing.
  - 5.3. Cloning.
  - 5.4. Transgenic plants.
  - 5.5. Patents.

## EDUCATION ACTIVITIES

Participatory exhibition classes. The students have complete notes of the subject that are given to them on the first day of class and that reflect the basic development of each of the subjects. However, expository classes are still an indispensable tool for explaining many issues, especially when it comes to introducing students to a complex subject that would discourage them if they did not have the support of the teacher. Also to make an initial and synthetic presentation of each topic, pointing out the appropriate bibliography and anticipating the difficulties and obstacles that the student will encounter, to introduce some doctrinal innovation or a critical vision of the question being addressed. It should be noted that expository classes are not understood as a monologue by the teacher, but rather that student intervention will be encouraged and facilitated. The student must attend class with initial and prior preparation for the corresponding topic.

Seminars, round tables, workshops, tutorials, debates, etc. In the classroom, through various training activities, the aim is to analyze the different legal manifestations and their relationship with the biotechnological reality. To this end, the understanding of basic legal concepts and the development of critical and argumentative capacity will be promoted through the analysis and discussion of written and audiovisual material. The activities will be specially designed to invite the student to ask questions and to develop an evaluative analysis of legal reality. Debate on controversial issues will be especially encouraged, so that students can reasonably discuss certain issues by exchanging opinions, learning to accept the opinions of others, stating reasons and arguments for each position and learning to assimilate the arguments of the opposing party and to detect their strengths and weaknesses. This allows students to exercise themselves in the development of rigorous thinking, the capacity for analysis and synthesis, public speaking, etc.

Analysis and commentary of texts and films. A particularly useful medium for teaching law and for providing students with a critical capacity is the analysis of literary works and films. It is easier to introduce students to the understanding of legal reality through a narrative, a story with which they can identify. That's why Literature and Cinema are so suitable. Students must read the works indicated to them following the guidelines indicated by the teacher, and it will be shared in the classroom. Regarding the selected films, students will have to watch them at

home (or in the library) and will be given a form that they must fill out. Then, in class, some fragments will be visualized from which reflection and debate are proposed.

Research work and personal reflection. Students must carry out research on an issue related to the agenda and to current bioethical issues. The conclusions of these works will be presented in class. To carry it out, students must learn to use the usual legal resources, such as legal databases and other resources provided by the University itself. On the other hand, students will be encouraged to develop a critical and well-founded judgment, reflection, serious and rigorous analysis and the respectful and reasonable exchange of opinions.

## DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
30 Horas	45 Horas

## SKILLS

### Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study.

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

To acquire firm theoretical, practical, technological and humanistic training needed to develop professional activity.

To be familiar with and apply current legislation governing biotechnological processes and products.

To understand the ethical implications of professional and personal activity.

To have acquired the ability for analytical, synthetic, reflective, critical, theoretical and practical thought.

To foster a concern for knowledge as a key tool in the personal and professional growth process of a student.

To develop oral and written communication skills.

## **General Skills**

To acquire firm theoretical, practical, technological and humanistic training needed to develop professional activity.

To be familiar with and apply current legislation governing biotechnological processes and products.

To understand the ethical implications of professional and personal activity.

To have acquired the ability for analytical, synthetic, reflective, critical, theoretical and practical thought.

To foster a concern for knowledge as a key tool in the personal and professional growth process of a student.

To develop oral and written communication skills.

## **Specific skills**

Manage current regulations and legislation that regulate biotechnological processes and products.

Develop habits of rigorous thinking.

Ability to communicate the knowledge acquired orally and in writing.

Analyze and synthesize the main ideas and contents of all types of texts; discover the theses contained in them and the issues they raise, and critically judge their form and content.

## **LEARNING RESULTS**

It is adequately expressed both orally and in writing, with terminological precision, solid arguments and verbal fluency.

It extracts the main ideas from legal texts, delimiting their scope and signifying and extracting the basic consequences.

He is able to develop a critical judgment and an argumentative capacity, critically placing himself in the face of legal reality.

Know and differentiate the sources of biolaw, its possible hierarchy and its scope of application.

Includes legal categories and fundamental legal concepts in biolaw.

## LEARNING APPRAISAL SYSTEM

Ordinary evaluation system.

The evaluation system, based on continuous evaluation, assesses the student's work throughout the course, in addition to the final exam, which must be passed inexcusably to pass the subject. The student is required to attend at least 80% of the classes and to carry out all the activities indicated as mandatory by the teacher.

First call:

**FINAL EXAM:** It will consist of taking a test with a value of 60% of the grade of the subject. The exam will cover issues in the program, but it will not necessarily match the program headings. The exam will include development questions and short questions, relationship questions and questions whose answers will require a reflection exercise on the part of the student, based on the questions in the program. The questions will be formulated in a sufficiently clear manner. All questions must be answered, although the lack of an answer to one of them will be excusable if the remaining questions have been answered adequately and sufficiently. On the other hand, two blank or absolutely wrong questions will result in a suspended grade.

**ANALYSIS AND COMMENTARY OF LITERARY AND CINEMATOGRAPHIC WORKS:** 20% of the final grade.

They will be carried out throughout the course, both in the classroom and outside it.

**RESEARCH WORK:** 20%. The structure and formal approach of the work, the sources used and the strength of the argument will be evaluated. In addition, the oral presentation of the class work will take into account the student's communicative capacity and argumentative capacity, their ability to solidly defend their position with respect for the positions of others, and their understanding of the topic raised.

For the application of all the percentages with which the subject is graded globally, it is mandatory to pass the exam, as well as the submission of all the proposed works, in addition to class attendance. Honorary Enrollment: Those students who meet the criteria for obtaining the Honorary Enrollment qualification will be subject to a test to be determined by the teacher and which will be defended before a Court.

Alternative evaluation system.

For students in second enrollment and subsequent calls, and in a situation of academic dispensation, they must submit the works proposed for this purpose by the teacher. In any case, the exam will be in writing on the theoretical and practical subject taught. The weighting for the calculation of the final grade is maintained. These students must contact the teacher to apply for this system.

Plagiarism, as well as the use of illegitimate means in evaluation tests, will be sanctioned to those established in the Evaluation Regulations and the University's Coexistence Regulations.

## ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:

a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding

their impact and/or limitations in the development of the assigned task or project.

b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.

c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website([https://www.ufv.es/gestion-de-la-informacion\\_biblioteca/](https://www.ufv.es/gestion-de-la-informacion_biblioteca/)).

d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.

2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the [Guide for the Responsible Use of Artificial Intelligence in Studies at UFV](#). Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.

3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

## BIBLIOGRAPHY AND OTHER RESOURCES

### Basic

Luis Gonzalez Moran. From bioethics... to biolaw: freedom, life and death/Madrid:Universidad Pontifical de Comillas: Dykinson, 2006.

(Luis Gonzalez Moran. From bioethics... to biolaw: freedom, life and death/Madrid:Universidad Pontifical de Comillas: Dykinson, 2006. , ||Rafael Junquera de Estéfani (dir.); N. Martínez Morán... [et al.]. Bioethics and biolaw: legal reflections in the face of bioethical challenges/Granada:Comares, 2008. )

María Dolores Vila-Coro Barrachina; foreword by Manuel Albaladejo. Introduction to biolaw/Madrid:Complutense University of Madrid, Faculty of Law, 1995.

J.M. Serrano Ruiz-Calderon. Legal challenges of bioethics/Madrid:University Editions, 2005.

José Miguel Serrano Ruiz-Calderón. Bioethics, Power and Law/Madrid: Complutense University, Faculty of Law, 1993.

(José Miguel Serrano Ruiz-Calderón. Bioethics, Power and Law/Madrid: Complutense University, Faculty of Law, 1993. , ||Javier Hervada. What is law? : the modern response of legal realism: an introduction to law/3rd ed. Pamplona: Eunsa, 2011. )

M. A. V. Introduction to Biolaw//Madrid:San Agustín Foundation, 1996.