

Original Paper

Law, Right to Freedom of Expression and a Fraternal Speech

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Abstract

All rights, such as the right to freedom of expression, in some constitutions and Universal Declarations are mandatorily to every government of any nations in order to protect the dignity of the human beings. There are many ways so as to protect that faculty. People and laws protect that juridical principle. Professors apply many teaching techniques so that they can promote the right to freedom of expression at schools, one of them is the discussion. It technique allows students express freely their opinions. All of them are valuable because every though gives aspects to enrich the right to freedom of expression. Everyone has principles in the classroom and speaks freely their thoughts because a juridical principle is the right to freedom of expression. It is worth promoting this human right at the universities because students can apply that faculty in the real life.

Keywords

freedom, professors, students, law, expression

1. Introduction

Law protects human rights, one of them is the right to freedom of expression. Professors teach this faculty with some teaching techniques. The main goal of this paper is to study some benefits to human beings produced by the right to freedom of expression applying the discussion teaching technique.

In the section *Method* I argue the protection of the right to freedom of expression in the Universal Declaration of Human Rights and many constitutions of some countries. Also I put forward the notion, some characteristics and how to apply the discussion technique in order to promote that human right.

In the next section I propose some benefits to students about applying the discussion technique.

At the end of this article I draw some arguments about good results when professors foster the right to freedom of expression.

2. Method

Law studies all human rights, one of them is the right to freedom of expression. It can be a principle or one human right. A principle is: “A standard that is to be observed, not because it will advance or secure an economic, political or social situation deemed desirable, but because it is a requirement of justice or fairness or some other dimension of morality” (Dworkin, 1978, p. 22).

The right to freedom of expression is protected in the Universal Declaration of Human Rights and many constitutions of some countries. This international law was published on 10 December 1948. The article 19 of the Universal Declaration of Human Rights prescribes: “Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers”.

Another way that people have protected the right to freedom of expression is in some constitutions of many countries around the world, such as United States of America and Mexican United States. I draw the right to freedom of speech as a juridical principle, value, standard, faculty or a human right in this article.

Also we the professors stand up for this juridical value because this faculty allows human being speak thoughts, feelings, ideas, reasoning and beliefs and people can improve their life when we teach at universities and write books or essays about that human right.

Professors apply many teaching techniques so that they can promote the right to freedom of expression at schools. One of them is the discussion. I shall propose to apply this teaching technique so that some professors could promote the right to freedom of expression.

Mar á Andueza puts forward the description of this pedagogical instrument:

“A little group works on a topic or problem in a free and informal discussion led by a coordinator. Students and a teacher consider together certain topics or problems; interchanging or confronting ideas, knowledge, criteria, etc., with the purpose of analyzing, clarifying, explaining and solving its. This technique constitutes an excellent learning instrument, because the group is who participates actively in the process of knowledge through the intercommunication, the exposition of contrasted points of view, the ordering of their thinking, the faculty of reasoning and the critical analysis” (Andueza, 2001, p. 76). Andueza proposes about the development of this technique: “The coordinator speaks a little introduction to set in a context to the group in the chosen topic and to ask the first question, producing the dialog starts. He has to guide the discussion without pressure, and giving the turn of speaking opportunely so that everyone achieves the proposed goals. It is wanted that the coordinator does not participate in the discussion, instead he would be a guide, asking to explain an idea with precision. He has to respect the criteria of the students and stimulating them” (Andueza, 2001, pp. 76-77).

Professors can apply the discussion technique making some changes to it so as to they teach any content or topic of Law such as the right to freedom of expression. How could be a class about fomenting this faculty? It could be applying that technique in the next way. One professor gives to students an

assignment about reading that juridical value wrote by Ronald Dworkin and tells them to finish this activity to a future specific day. In this date in the classroom, the professor begins the class speaking the instructions of the activity. The first instruction is the time of discussion of the topic, it will be by thirty minutes. The second is some students shall explain the meaning of the right to freedom of expression. The third step is to speak freely about other aspects of this juridical value. Then the dynamic begins in the class. The professor gives the turn to one student. He or she argues about the concept of that faculty. After other students speak about the characteristics of this juridical value. Others expose some problems about this topic. Someone speaks the benefits of this human right. At the end of the class the professor closes the dialog and finishes the activity.

3. Result

Discussion technique allows students express freely their opinions. All of them are valuable because every though gives aspects to enrich the right to freedom of expression. Many opinions are equal and others are different but all of them should be respected because of people have many international conventions, constitutions and ideas of people that promote that human right. In that stage everybody hears respectfully each other. It is worth writing and teaching about that right because people shall speak their thoughts, feelings, reasoning and beliefs. Humankind are going to think and write always ideas of Law so as to make a better life.

The most professors teach and write about the right to freedom of expression, the most human beings speak their thoughts, feelings, reasoning and beliefs so that we can improve our entire life.

That teaching technique can trigger a fraternal speech among students and the professor. A fraternal speech is a set of spoken ideas produced only by human beings at the moment that they speak and hear each other when everybody considers as people each other. The idea of fraternity is present in Law. Ronald Dworkin proposed about fraternity: "So people who are members of bare political communities have political obligations, provided the other conditions necessary to obligations of fraternity, appropriately defined for a political community, are met... They accept that they are governed by common principles" (Dworkin, 1993, pp. 207-211). Everyone has principles in the classroom and speaks freely their thoughts because a juridical principle is the right to freedom of expression.

It is worth promoting the human right-wrote in the last paragraph- at the universities because students can apply that faculty in the real life. They can practice that juridical value so that people speak freely their thoughts about religion, Law, education, government and love respecting each other. "So each member accepts that other have rights and that he has duties" (Dworkin, 1993, p. 211).

4. Discussion

All rights, such as the right to freedom of expression, in some constitutions and Universal Declarations are mandatories to every government of any nations in order to protect the dignity of the human beings. No one can prohibit those juridical values. Everybody ought to respect those laws.

There are many ways so as to protect that faculty. Professors, people and laws protect that juridical principle. It is worth writing and teaching about that right because people shall speak their thoughts, feelings, reasoning and beliefs. Humankind are going to think and write always ideas of Law so that they can make a better life.

Professors apply many teaching techniques in order to they can promote the right to freedom of expression at schools, one of them is the discussion. They can apply the discussion technique making some changes to it so as to they can teach any content or topic of law such as that juridical value. Discussion technique allows students express freely their opinions. All of them are valuable because every thought gives aspects to enrich the right to freedom of expression. That teaching technique can trigger a fraternal speech among students and the professor. A fraternal speech is a set of spoken ideas produced only by human beings at the moment that they speak and hear each other when everybody considers as people each other.

When people apply the fraternity in any society, they respect each other as equals. “each person is as worthy as any other, that each must be treated with equal concern according to some coherent conception of what that means” (Dworkin, 1993, p. 213). Each person speaks their ideas about life. Then, every thought is worthy because everybody can think. Any opinion could give any society the opportunity to review its paradigms about thinking. John Stuart Mill proposed:

“If all mankind minus one, were of one opinion, and only one person were of the contrary opinion, mankind would be no more justified in silencing that one person, than he, if he had the power, would be justified in silencing mankind... If the opinion is right, they are deprived of the opportunity of exchanging error for truth: if wrong, they lose, what is almost as great a benefit, the clearer perception and livelier impression of truth, produced by its collision with error” (Mill, 1947, p. 16).

When a society allows everybody to express all thoughts, mankind can avoid injustices, about this idea Mill put forward: “The event which took place on Calvary rather more than eighteen hundred years ago. The man who left on the memory of those who witnesses his life and conversation, such an impression of his moral grandeur, that eighteen subsequent centuries have done homage to him as the Almighty in person” (Mill, 1947, p. 24).

Some people thought different to Jesus Christ, but Jesus was right. Today we wrote dates after Christ. This fact shows us the importance about we ought to listen to each other freely. This event should not repeat again in our history. We can avoid that event practicing a fraternal speech in Law’s classroom because there is the right to freedom of expression.

If human beings develop a fraternal speech then humankind improve because we understand each other and nobody takes any advantage on others and we respect each other. In this way everyone will live with dignity and we will be equal in liberty, abundance, property and all aspects of our live. The more we human beings to apply that speech, the more we will have a better life.

In the classroom every student can speak any kind of thoughts and beliefs. A speech of fraternity allows to respect all ideas. Students set free when they speak their thoughts. The more professors apply discussion technique in a course, the more a fraternal speech is practiced by students of Law. The more docents practice that teaching technique the more students shall apply the right to freedom of expression and a fraternal speech.

Everyone has principles in the classroom and speaks freely their thoughts because a juridical principle is the right to freedom of expression. It is worth promoting this human right at the universities because students can apply that faculty in the real life. They can practice that juridical value so that people can speak freely their thoughts about religion, Law, education, government and love respecting each other. When people apply the fraternity in a society, they respect each other as equals.

The more professors apply discussion technique in a course, the more a fraternal speech is practiced by students of Law. The more docents practice that teaching technique the more students shall apply the right to freedom of expression and a fraternal speech.

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