

Module Layout BIHII528 / Bioethics and the Life-Sciences

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| Faculty | ΣΑΚΕ | <i>School of Humanities and Social Sciences</i> | | |
| Programme of Study | BIHII | <i>Bioethics - Healthcare Ethics</i> | | |
| Module | BIHII528 | <i>Bioethics and the Life-Sciences</i> | | |
| Level of Study | Undergraduate | Graduate | Master | Doctoral |
| | | | X | |
| Language of Instruction | | | Greek | |
| Mode of Delivery | | | Distance | |
| Module Type | Required | | Elective | |
| | X | | | |

| Number of Group Consulting Meetings | Total | Physical Presence | Online |
|--|--------------|--------------------------|---------------|
| | 4 | 0 | 4 |

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| Number of Assignments | 2 | | |
| Final Grade Calculation | Assignments | Weekly Activities | Final Exam |
| | 30% | 10% | 60% |
| Number of European Credit Transfer System (ECTS) | 10 | | |

| Module Description |
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| <p>The module Bioethics and the Life-Sciences aims at the critical examination of contemporary developments in the life sciences, particularly in genetics, genomics, biotechnology, biomedicine and the technologies of human enhancement. At the centre of inquiry are the possibilities offered by scientific knowledge for the understanding, prevention, treatment and enhancement of human life, as well as the ethical, social and anthropological questions that arise. The module examines the distinction between what is scientifically possible and what is ethically permissible, from the perspective of Applied Ethics and Bioethics. Particular emphasis is given to the human genome, genetic information, genetic prediction, genetic counselling, the protection of personal data, the 'right not to know', cloning and the uniqueness of the individual. The module also analyses issues concerning the relationship between biological factors, freedom and moral responsibility, as well as the ethical dimensions of human enhancements.</p> |

The main arguments for and against enhancement interventions on the body, the mind and human capacities are examined, with reference to Transhumanism, Post-humanism and the relevant critical approaches. Finally, the module addresses issues of eugenics, dysgenics, prenatal decisions, moral enhancement, life extension and the limits of human intervention, foregrounding the significance of human dignity, autonomy, responsibility, justice and rights.

Pre-requisite Modules

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Co-requisite Modules

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Grading Scheme

| Assessment Method | Percentage on Final Grade | Workload | |
|--------------------------------------|----------------------------------|-----------------|-------------|
| | | Hours | ECTS |
| <i>Weekly Interactive Activities</i> | 10% | 12.5–15 | 0.5 |
| <i>Weekly Study</i> | 0% | 125–150 | 5 |
| <i>Assignment 1</i> | 15% | 37.5–45 | 1.5 |
| <i>Assignment 2</i> | 15% | 37.5–45 | 1.5 |
| <i>Final/Repeat Examination</i> | 60% | 37.5–45 | 1.5 |
| Total | 100% | 250–300 | 10 |

Grading Rules and Assessment Methods

Students are evaluated with 9, if they earn 90% of the possible grade, i.e. $90\% \times 10 = 9$, etc. Passing rate: 50% of the Assignments; 50% of the Interactive Activities. Students are allowed to participate in the final exam of a Module if they have overall earned the minimum grade ($\geq 50\%$) in both their Assignments and Interactive Activities. 50% of the Final exam. If a student earns a grade with decimal points, then it is rounded to the nearest half unit.