

# 2

## DESCRIPTION OF INDIVIDUAL COURSE UNITS

# FIRST YEAR OF STUDIES

## WINTER SEMESTER



Tania Christophoridou, M.A. student in Bioethics

## PHIL 101 Conceptual Foundations of Bioethics: Moral Theories

**Course Leader:** Stavroula Tsinorema

**Semester:** 1<sup>st</sup> (7 ECTS)

**Course Type:** Required

**Objectives:** The aims of this course unit are (a) to bring students in contact with the theoretical basis of Bioethics, through training in the methodologies and analytical tools of moral reasoning, (b) to provide them with the basic categories which show the conceptual links between the frameworks of moral philosophy and normative bioethical reasoning, (c) to equip them with the appropriate theoretical frameworks in order to be able to investigate critically and, where possible, to resolve specific moral problems deriving in biomedical research, its application in clinical contexts, health care and environmental policy. The overall aim is to enable students to develop core skills for the conduct of normative analysis and reasoning in Bioethics.

**Content:** The normative resources for moral argument and justification in Bioethics are found in moral philosophy and philosophical theories of ethics. This course unit will survey some of the principle philosophical approaches in addressing a number of bioethical controversies and bring appropriate perspectives from ethical theories to bear on case studies in Bioethics. Topics include:

- 1) Philosophical ethics and its relation to Bioethics.
- 2) Classical approaches. Ethics and metaphysics. Ontological approaches to ethics.
- 3) Modern classical approaches to ethics. Theories of Scottish Enlightenment. Moral sentiments and the ethics of work: David Hume and Adam Smith.
- 4) Immanuel Kant: The ethics of form.
- 5) Jeremy Bentham and John Stuart Mill. Utilitarianism.
- 6) Contemporary moral theories:
  - Contractarian and constructivist theories. John Rawls, Jürgen Habermas, Onora O' Neill

- Virtue ethics, ethics of care, feminism, communitarianism
- 7) Theories of a deflatory kind and moral scepticism. Casuistic ethics, decisionism, emotivism, nihilism.
- 8) Contemporary moral problems. Relativism and universalism. Locality (of worldviews) and universality (of the values of life and the protection of the environment, the elimination of poverty and hunger worldwide).
- 9) On the relation between moral theory and Bioethics. Theory choice, normativity and justification in Bioethics.

### **Suggested Bibliography**

- Adam Smith, *The Theory of Moral Sentiments*, 1759.
- David Hume, *An Enquiry Concerning the Principles of Morals* (1777), (ed.) J. B. Schneewind, Hackett, 1983.
- Immanuel Kant, *The Groundwork of the Metaphysics of Morals* (*Grundlegung zur Metaphysik der Sitten*, 1785), Greek trans. Dodoni, 1984.
- Immanuel Kant, *Critique of Practical Reason* (*Kritik der Praktischer Vernunft*, 1778), Greek trans. Hestia, 2004.
- George Khushf (ed.), *Handbook of Bioethics*, Kluwer Academic Publishers, 2004.
- Will Kymlica, *Contemporary Political Philosophy. An Introduction*, Oxford University Press, 2002, Greek trans. Polis, 2005.
- John Stuart Mill, *On Liberty* (1860), in *Utilitarianism, On Liberty and Other Essays*, (ed.) Mary Warnock, Fontana, 1962, Greek trans. Epicurus, 1983.
- John Stuart Mill, *Utilitarianism* (1860), in *Utilitarianism, On Liberty and Other Essays*, (ed.) Mary Warnock, Fontana, 1962, Greek trans. Polis, 2002.
- Annette Baier, *A Progress of Sentiments*, Cambridge, Mass., 1991.
- Stephen Darwall, Allan Gibbard and Peter Railton (eds.), *Moral Discourse and Practice*, Oxford University Press, 1997.
- Jürgen Habermas, *Moral Consciousness and Communicative Action*, The MIT Press, 1995.
- Jürgen Habermas, *The Future of Human Nature*, Polity, 2003 (*Die Zukunft der Menschlichen Natur*, Suhrkamp, 2001, Greek trans. Scripta 2004).

- Russell Hardin, *David Hume: Moral & Political Theorist*, Oxford University Press, 2007.
- Onora O'Neill, *Autonomy and Trust in Bioethics*, Cambridge University Press, 2002.
- Onora O'Neill and Neil C. Manson, *Rethinking Informed Consent in Bioethics*, Cambridge University Press, 2007.
- J. L. Mackie, *Ethics. Inventing Right and Wrong*, Penguin Books, 1977.
- John Rawls, "Outline of a Decision Procedure for Ethics", *Philosophical Review* 60, 1951, pp.177-197.
- John Rawls, "Kantian Constructivism in Moral Theory", *Journal of Philosophy* 77, 1980, pp. 515-572.
- John Rawls, *Lectures on the History of Moral Philosophy*, Harvard University Press, 2000.
- Michael Sandel, *Liberalism and the Limits of Justice*, Cambridge University Press, 1982, Greek trans. Polis, 2003.
- Samuel Scheffler (ed.), *Consequentialism and its Critics*, Oxford University Press, 1988.
- Amartya Sen and Bernard Williams (eds.), *Utilitarianism and Beyond*, Cambridge, 1982.
- J. G. Smart and B. Williams (eds.), *Utilitarianism: For and Against*, Cambridge, 1993.
- Stavroula Tsinorema, "Emotivism and Prescriptivism", Ch. 27, in G. H. Parkinson (ed.), *An Encyclopaedia of Philosophy*, Routledge, 1988.
- Stavroula Tsinorema, "Bioethics and a Contemporary Critique of Praxis. Ethics in the Era of Biotechnology", *Deucalion*, 24/2, Dec. 2006, pp. 217-250 (in Greek).
- Bernard Williams, *Ethics and the Limits of Philosophy*, Fontana, 1985.

**Teaching  
Methods:**

A series of lectures (staff-led, interactive), followed by seminars, in which issues raised in the lectures are examined. Seminar activity is based around directed reading, the use of case studies, group discussions and individual (or group) presentations. Students also receive tutorials, which provide them with a framework of autonomous learning in preparation of the end-of-course unit essay.

**Assessment Scheme:** End-of-course unit essay. A 4.000-5.000 word essay on a topic chosen from a list provided by the course leader. Its purpose is to lay out the different ways in which one can look at a particular issue in Bioethics, and not merely to report the views of the author/s a student has read. Previous readings should be viewed as a useful background for active engagement with bioethical issues, not just as mechanical “application” of each ethical theory, as it stands, to the relevant problems.

## **PHIL 102 Introduction to Bioethics: Methods, Principles, Problems**

**Course Leaders:** Myrto Dragona-Monachou, Katerina Markezini, Filimon Peonidis

**Semester:** 1<sup>st</sup> (7 ECTS)

**Course Type:** Required

**Objectives:** The aim of this course unit is to familiarise students with questions and issues concerned with the theoretical foundation and epistemological justification of Bioethics, with special reference to moral principles, values and methodology as well as with the clarification and examination of main ethical problems arising in the field.

**Content:**

1. The origins of Bioethics as a philosophical field of enquiry, regarding the applications of the achievements of the biosciences and biotechnology. The “Universal Declaration of Bioethics and Human Rights”, its genesis, the philosophical analysis of its principles and its promotion (M. Dragona-Monachou).
2. The global character of Bioethics and the role of consensus. Global bioethical problems and human rights. The philosophical status of novel rights. The “right” to medically assisted reproduction (M. Dragona-Monachou)
3. Methodological questions concerning bioethical decision making (Markezini).
4. Ancient Greek philosophy and Bioethics. The notion of potentiality and the moral status of the embryo (K. Markezini).
5. The concept of a person and moral dignity: Nature and morality (F. Peonidis).
6. Patient’s autonomy and informed consent (K. Markezini).
7. Matters of life and death: Transplantation of tissues and organs (K. Markezini).
8. Matters of life and death: Abortion and euthanasia (F. Peonidis).
9. The new genetics: Therapeutic and reproductive cloning, gene therapy. Genetic tests. Medically assisted reproduction

(F. Peonidis).

10. Biotechnology and values. The problem of genetic determinism  
(F. Peonidis).

### Suggested Bibliography

- G. Annas, S. Elias, *Gene Mapping: Using Law, Ethics as Guides*, O.U.P., N.Y., 1992.
- Aristotle, *Nichomachean Ethics*.
- Philippos Vassilyannis, *The Clone of Man: A Topical Re-examination of Constitutional Ideas*, Athens - Komotini: Ant. N. Sakkoulas Publishers, 2003 (in Greek).
- T. Beauchamp, L. Walters, *Contemporary Issues in Bioethics*, Wordsworth Publishing Company, California 1989.
- T. Vidalis, *Bio-law. Vol. I: Personhood*, Ant. N. Sakkoulas, 2007 (in Greek).
- British Medical Association, *Our Genetic Future*, Greek trans. Lexima, 1992.
- H. Brody, *The Healer's Power*, New Haven, Yale University Press, 1992.
- S. Yantzoglou, "Euthanasia and Personhood", *Indictos*, V. 14, June 2001, 205-230 (in Greek).
- G. Collste, *Is Human Life Special? Religious and Philosophical Perspectives on the Principle of Human Dignity*, Peter Lang, 2002.
- Myrto Dragona-Monachou:
  - *Contemporary Moral Philosophy*, Athens, Ellinika Grammata 1995 (in Greek).
  - (ed.), *Towards a Human Rights Philosophical Education* Athens, Ellinika Grammata, 2005 (in Greek).
  - "The Realist-Antirealist Debate and Applied Ethics", *Entretiens sur les enjeux actuels de l'éthique*, Tokyo, 1995, 71-77 (in English).
  - Review of "M. Kuczeuski-R. Polansky, *Bioethics: Ancient Themes in Contemporary Issues*, MIT Press, 2000," in *Science and Society*, 8-9, 2002 (in Greek).
  - "Ethics and Bioethics", *Science and Society* 8-9 (2002) 1-27 (in Greek).
  - "Do we Need New, Reformed or Common Values?", in *The Idea of Values*, Philosophy Documentation Center, Charlottesville, 2003, 11-26 (in English).



- “Democritus and the Reformation of Man”, *Diotima* 32, 2004 (in English).
- “Moral Theory and Practical Ethics Today”, *Skepsis* XV, 2004 (in English).
- “The Similarity of Humans in the Past and Now”, *Colloque international de philosophie, La difference antropologique a l'ere des biotechnologie*, Lyon, 2005 (in English).
- “What can be Expected from Moral Philosophy in the Present Century?”, *News and Views* 6, 2005 (in English).
- “Teaching Bioethics”, *Review of Bioethics*, Vol. I, Autumn 2007/Winter 2008, (in English).
- “The Universal Declaration on Bioethics and Human Rights and Its History”, *Greek Medical and Pharmaceutical Review* 4, 2006 (in Greek).
- “Bioethics: Principles, Norms or Ethical Theory?”, *News and Views* 16, 2006 (in English).
- “Death, Suicide and Euthanasia in Stoic Philosophy” in *Via Contemplativa*, Festschrift to D. Koutras, 2006 (in Greek).
- “Humanism, Secularism and Embryos”, *Ethics, Law and Moral Philosophy of Reproductive Biomedicine* 14, 2007 (in English).
- “G. Koumantos and Bioethics”, *Review of Bioethics*, Vol. II, Spring/Summer 2008 (in Greek).
- “Philosophical Bioethics or Metabioethics?”, *Review of Bioethics*, Vol. II, Spring/Summer 2008 (in Greek).
- R. Dworkin et al., “Medically Assisted Suicide”, *Isopoliteia* 2, 1998, 79-113. (Greek transl.)
- P. Glasner, H. Rothman, *Genetic Imaginations*, Avebury Series in Philosophy, Avebury, 1998.
- Greek Bioethics Committee, *Texts in Bioethics*, Sakkoulas, 2002.
- M. Evans, “Some Ideas of the Person”, Greaves, Upton (eds.), *Philosophical Problems in Health Care*, Avebury Series in Philosophy, Avebury, 1996, 23-26.
- J. Habermas, *The Future of Human Nature*, Greek trans., Scripta, 2004.
- J. Harris and Soren Holm, “Abortion”, in Hugh LaFollette (ed.), *The Oxford Handbook of Practical Ethics*, Oxford University Press, 2003.

- G. Hottois, "From Anthropology to Anthropoteche?", *Science and Society*, Vol. 8-9, Spring-Autumn 2002, pp. 85-106. (Greek trans.).
- A Kerasidou, "Ethical issues in Medically Assisted Reproduction", in Gregory Ambatzoglou et al. (eds.), *Approaches in Medically Assisted Reproduction*, University Studio Press, 2006.
- P. Kondylis, *On Dignity*, Indiktos, 2000 (in Greek).
- H. Kuhse, P. Singer, *Bioethics: An Anthology*, Blackwell, 2000.
- H. LaFollette, *Ethics in Practice: An Anthology*, Blackwell, 2002.
- A. MacIntyre, *After Virtue*, University of Notre Dame Press, N.D.1981.
- K. Markezini:
  - "A Classical Perspective on the Notion of Personhood: The Moral Significance of Potentiality and Actuality", in D. Koutras (ed.) *Vita Contemplativa*, University of Athens 2006, pp. 313-332 (in Greek).
  - "Towards a Globalisation of Moral Values" in *Philosophia: Research Center of Greek Philosophy*, Athens 2003, pp. 34-51 (in Greek).
  - "The Notion of Patient's Consent and Autonomy", *Science and Society*, vol. 8-9, Spring-Autumn 2002, pp. 63-84 (in Greek).
  - "Conflict of Duties in Medical Practice", *Greek Philosophical Review*, vol. 9, Sept. 1992, issue 27, pp. 317-331 (in Greek).
  - "Philosophy's Contribution to Medical Theory and Practice in Today's World", K Boudouris, (ed.), *Philosophy and Medicine*, Athens 1999, 137-147 (in Greek).
  - "The Aristotelian distinction between potentiality and actuality in relation to the moral status of a person and the issue of abortion", *Theoretical Bios*, University of Athens, 2005 (in Greek).
- C. Megone, "Potentiality and Persons: An Aristotelian Perspective", in Kuczewski, Polansky (eds.), *Bioethics: Ancient Themes in Contemporary Issues*, MIT, 2000, 155-177.
- M. Nussbaum, *Love's Knowledge: Essays in Philosophy and Literature*, Oxford University Press, N.Y. 1990.
- F. Peonidis:
  - *In Defense of the Right: Essays in Practical Philosophy*, Athens, Ekkremes 2007, Chapters 1, 2 and 4 (in Greek).
  - "The Ethics of Genetic Interventions: Some Preliminary Remarks",

- Review of Bioethics*, Vol. 1, Autumn 2007/Winter 2008, pp. 46-62.
- J. Rachels, *The Ends of Life: Euthanasia and Morality*, Oxford University Press, 1986.
  - B. E. Rolin, *Science and Ethics*, Cambridge University Press, 2006, Chapters 6-8.
  - K. Shrader-Frechette, L. Westra, *Technology and Values*, Rowman & Littlefield Publishers, Lanham, 1997.
  - P. Sourlas, "Stem Cells in Biomedical Research: Basic Moral Problems", *Isopoliteia* 5, 2001, 207-31 (in Greek) .
  - S. Toulmin, "How Medicine Saved the Life of Ethics", *Perspectives in Biology and Medicine*, 25, 1982, 741.
  - A. Trakatellis, "Bioethics: A Medium of Orientation in Managing Genetic Technology", *Indictos*, V. 14, June 2001, 52-62 (in Greek).
  - D. Tress, "Classical and Modern Reflections on Medical Ethics and the Best Interests of the Sick Child", in M. Kuczewski, R. Polansky (eds.), *Bioethics: Ancient Themes in Contemporary Issues*, MIT, 2000, 193-228.

**Teaching  
Methods:**

Lecture and case studies analyses

**Assessment  
Scheme:**

End-of-course unit essay, 4.000-5.000 words

## MED 101 Introduction to Biomedical Ethics/Bioethics

**Course Leader:** Manolis Galanakis

**Semester:** 1<sup>st</sup> (7 ECTS)

**Course Type:** Required

**Objectives:** Acquaintance with the initial steps in studying Biomedical Ethics/Bioethics. On completion of this course unit, students will be able to understand and develop a critical appreciation of the concepts, issues and frameworks in Biomedical Ethics and Bioethics.

**Content:** Definitions, common fields and differences among Medical Ethics, Biomedical Ethics and Bioethics. A short overview of the evolution from the “traditional” Medical Ethics to the contemporary field of Bioethics. A short overview of the principal current issues in Bioethics, cultural differences and the globalisation of Bioethics. Introduction to particular issues related to the beginning of life (in vitro fertilization, reproduction ethics, foetal moral status, antenatal screening, old and new genetics, cloning, the pre-embryo concept), end of life (euthanasia and assisted suicide, transplantation, medical utility), clinical ethics (disclosure and consent, patients rights and responsibilities, confidentiality, vulnerable patient groups, malpractice), research ethics (limits and abuses), public health and distribution of resources, oaths, conventions, declarations, committees, criticisms and the future of Bioethics.

**Teaching Methods:** Lectures. Active participation of all students is encouraged

**Assessment Scheme:** Oral examination based on group discussion

## BIO 101 Introduction to Modern Biology I

**Course Leader:** Kitsos Louis

**Semester:** 1<sup>st</sup> (7 ECTS)

**Course Type:** Required

**Objectives:** To provide non-life scientists with basic knowledge of modern biology, from evolution and organismal biology to genetics.

**Content:** Basic principles of evolution.  
Origin and organisation of life and life forms.  
Humans and the environment.  
Principles of cell biology.  
Cell-cell communication: principles of immunology and endocrinology.  
Heredity: from Mendelian to Molecular Genetics.  
Open questions of Genetics and society.

**Lecturers:** Kitsos Louis, Sakis Mylonas, Lefteris Zouros, George Chalepakis, Irene Athanassakis

**Teaching Methods:** Lectures, discussions with students

**Assessment Scheme:** Written examination

## SOC 101 Bioethics and Society

**Course Leader:** Maria Koussis

**Semester:** 1<sup>st</sup> ( 7 ECTS)

**Course Type:** Required

**Objectives:** Aiming to bring forth the social dimensions of Bioethics, this course unit focuses on its major areas, ie. environment, medicine, health, food and genetics. Critical bioethical debates related to institutional, structural and cultural issues are presented through different, contemporary, sociological perspectives. Special emphasis is placed on new developments in the “politics of life” fields, as well as on new and older forms of public participation and resistance in relation to multi-level governance.

**Content:**

- I. The Social Sciences and Bioethics (Contribution of the Social Sciences; Distributive Justice and Human Rights)
- II. Environment, Ethics and Globalisation (Production, Consumption & Environmental Justice; Environmental Justice Movements; Ecological Modernisation, Sustainability and Social Inequalities)
- III. Medicine, Ethics and Society (Informed Consent and the Right to Know; Risk, Health & the Environment: Structure and Tensions)
- IV. Genetics & Society: Public Space (Stem cells; genetic testing; new technologies & sociology of reproduction; agro-food issues; Media, Social Movements; Organisation: institutional and non-institutional factors)

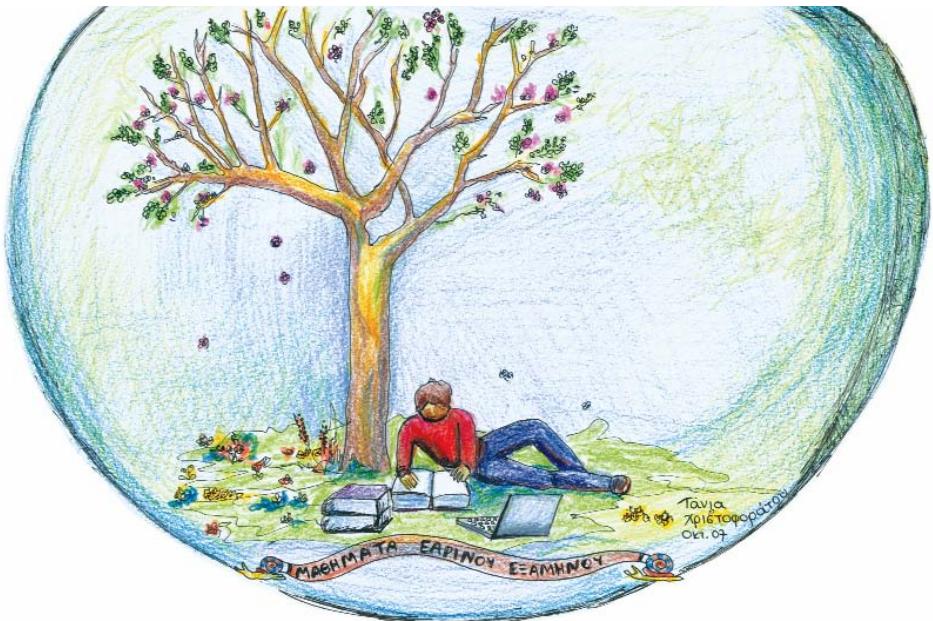
### Suggested Bibliography

- Agyeman, J., R. D. Bullard and B. Evans (2003), *Just Sustainabilities: Development in an Unequal World*, London: Earthscan.
- Corrigan, O. (2003), “Empty Ethics: The Problem with Informed Consent”, *Sociology of Health & Illness* 25(3): 768-792.
- Bauer, M.W. and G. Gaskell (2002), *Biotechnology: The Making of a Global Controversy*, Cambridge: Cambridge University Press.

- Hedgecoe, A.M.(2004), "Critical Bioethics: Beyond the Social Science Critique of Applied Ethics", *Bioethics* 18(2): 120-143.
- Jasanoff, Sheila (2005), *Designs on Nature*, Princeton University Press.
- Lopez, Hose (Nov. 2004), "How Sociology can Save Bioethics. Maybe", *Sociology of Health and Illness*
- Parsi, Kayhan.(2007), "Media and Health: Are Bioethicists Just Another Interest Group?", *American Journal of Bioethics*, Vol. 7, Issue 8, p18-19
- Price-Smith, A.T. (2002), *The Health of Nations: Infectious Disease, Environmental Change, and their Effects on National Security and Development*, London: MIT Press.
- Pilnick, A. (2002), *Genetics and Society: An Introduction*, Buckingham: Open University Press.
- Schnaiberg, A., Pellow, D.N. and Weinberg, A.S. (2002), "The treadmill of production and the environmental state", pp. 15-32, in Arthur P.J.Mol & Frederick H. Buttel (eds.), *The Environmental State Under Pressure*, Amsterdam: Elsevier Science.
- Stavrakakis, G. (ed.), *Nature, Society and Politics*, Athens: Nissos (in Greek).

**Teaching****Methods:** Lectures, essay presentations**Assessment****Scheme:** Three written essays, one oral presentation

## SPRING SEMESTER



Tania Christophoridou, M.A. student in Bioethics



## PHIL 103 Philosophy of Science

**Course Leader:** George Maragos

**Semester:** 2<sup>nd</sup> (4 ECTS)

**Course Type:** Required

**Objectives:**

- Mastery of concepts in the philosophical investigation of science, with special reference to the philosophy of biology.
- Enhancement of skills relative to the systematic analysis of texts and the composition of essays pertaining to issues within the philosophy of science.

**Content:** Scientific explanation and the rational justification of action. The first part of the course unit deals with general epistemological and methodological issues, such as kinds of explanation in science; the problem of causality; the relation between the empirical and the theoretical components of scientific hypotheses and theories; probabilistic inference; the problem of reduction; realist vs. antirealist conceptions of scientific theories; holistic, socio-historical and naturalistic conceptions of scientific knowledge; the nature of normativity. The second part deals with special epistemological issues in Biology, such as the levels of analysis (from cell to population); the problem of reduction, with special reference to the relation of classical genetics and molecular biology; the relations between ethics and biology, in view of the sociobiologists' claims for a reduction of the former to the latter.

### Suggested Bibliography

Introductory texts:

- 1) Okasha, S. *Philosophy of Science*, Oxford U. Press, VSI series
- 2) Charlesworth, B. & D., *Evolution*, Oxford U. Press, VSI series

**Teaching Methods:** Lectures and discussion

**Assessment Scheme:** Short essays during the course and final synthetic essay

## MED 102 Public Health

**Course Leader:** Tassos Philalithis

**Semester:** 2<sup>nd</sup> (4 ECTS)

**Course Type:** Required

**Objectives:** This course unit aims to facilitate the understanding of basic concepts in Public Health and health services organisation and to enable students to become familiar with the issues of Bioethics that arise in the planning and implementation of measures for health promotion and in the management of health services.

**Content:** The following topics are examined: (a) The basic concepts of public health and the interaction between health, society and medicine; (b) Health determinants and the strategy for health promotion; (c) Health needs assessment and health care delivery; (d) Public Health Services and the planning and implementation of health promotion projects; (e) Health care systems and the financing of health care; (f) Health inequalities.

**Teaching Methods:** Lectures, students' presentations

**Assessment Scheme:** Written examination

## BIO 102 Introduction to Modern Biology II

**Course Leaders:** Nicholas Panopoulos, Stergios Pirintsos

**Semester:** 2<sup>nd</sup> (4 ECTS)

**Course Type:** Required

**Objectives:** The goal of this course unit is to discuss topics in Modern Biology associated with Bioethics.

**Content:** Its major areas include: (a) Human Embryology (I. Athanassaki), (b) Human Genetics (N. Moschonas), (c) Evolution and Ecology (E. Zouros and S. Pirintsos), (d) Recombinant DNA Technology (N. Panopoulos), (e) Biotechnology (N. Panopoulos) and (f) Infectious diseases (K. Louis).

**Lecturers:** Kitsos Louis, Lefteris Zouros, Nicholas Panopoulos, Irene Athanassaki, Stergios Pirintsos, Nicholas Moschonas

**Teaching Methods:** Lectures, students' presentations

**Assessment Scheme:** Submission of essays

## LAW 101 Law, Ethics and Bioethics

**Course Leaders:** Pavlos Sourlas, Philippos Vassiloyannis

**Semester:** 2<sup>nd</sup> (4 ECTS)

**Course Type:** Required

**Objectives:** Students' acquaintance with the normative presuppositions of the understanding of legal regulations on bioethical matters: especially what the meaning of regulating and judging matters connected with the value of life is.

**Content:** The course unit is divided in two parts:  
*Part One: Theoretical foundations.* It concerns the relation of law to morality and politics. Starting from the common conceptions that a non-specialist intuitively follows, the basic features of law and morality are analysed and legal positivism, which claims that law and morality are not, and should not, necessarily be interrelated, is rebutted. The significance of moral considerations and valuations in the legislative and judicial process is emphasised and the basic moral and political parameters of law, such as autonomy, democracy, rights and justice, are examined. *Outline of the lectures:*  
1. Problems concerning the relation between law and morality.  
2. Legislation: legitimacy issues. 3. Good and right. 4. The morality of human life. 5. ...and democratic legislation.

*Part two: Practical dilemmas.* It concerns the understanding of a legitimate intervention of the legislative power in bioethical matters. It is shown that, according to the moral and political principles which have been examined in the first part, the demanded intervention of the legislative power is not legitimate if it is based merely on the opinion of the majority, but only if it is required or permissible for the right reasons, namely for the protection of liberties and political rights. Starting from the position that the issue in question does not require us to increase our knowledge but to solve practical dilemmas, a rational and reasonable method for formulating the relevant problems is

primarily pursued, so that such formulation of the problems becomes a crucial part of the procedure for their solution. *Outline of the lectures*: 1. The value of life. 1.1 Abortion: Dworkin and Rawls. 1.2 Abortion: Dworkin (continued). 1.3 Suicide and euthanasia. 1.4 Euthanasia: Dworkin (continued). 2. Involuntary paternity. 3. Reproductive cloning as therapeutic cloning. 4. The stem cells in biomedical research. 5. Persons and personal identity. 5.1 Future persons. 5.2 A right to genetic identity. 6. Genetic knowledge, genetic bad luck and justice. 7. Bioethical duties. 7.1 The doctor's duty of sincerity: an absolute duty. 7.7 The human body: person and thing. 7.3. Are there immediate duties to animals?

### Suggested Bibliography

- Allen Buchanan, Dan W. Brock, Norman Daniels and Daniel Wikler, *From Chance to Choice: Genetics & Justice*, Cambridge: Cambridge University Press, 2000.
- Ronald Dworkin, *Life's Dominion: An Argument about Abortion, Euthanasia and Individual Freedom*, New York: Alfred A. Knopf, 1993.
- Kontsantinos Papageorgiou, "Criminalization and Morality", *Isopoliteia* 5, 2001, 115 – 150 (in Greek).
- Paul Sourlas, *Justi atque injusti scientia: An Introduction to Law*, Athens - Komotini: Ant. N. Sakkoulas Publishers, 1995 (in Greek).
- Pavlos Sourlas and Philippos Vassiloyannis, *Law, Ethics and Bioethics*, manuscript under publication, available to the students (in Greek).
- Philippos Vassiloyannis, *The Clone of Man: A topical re-examination of constitutional ideas*, Athens-Komotini: Ant. N. Sakkoulas Publishers, 2003 (in Greek).

**Lecturers:** Pavlos Sourlas, Philippos Vassiloyannis

**Teaching Methods:** Lectures

**Assessment Scheme:** Written examination

**PHIL 104 Ethics and Bioethics.  
The Origins: Ancient Moral Philosophy**

**Course Leader:** Andreas Lebedev

**Semester:** 2<sup>nd</sup> (4 ECTS)

**Course Type:** Elective

**Objectives:** The aim of this course unit is to introduce students to the basic problems and main schools of ancient ethical thought from a theoretical as well as a historical perspective. Some special topics relevant to the history of Bioethics will also be discussed.

**Content:**

1. Ancient and modern ethics. The revival of virtue ethics in 20th century. Types of ancient ethical theories. The relation of ancient ethics to psychology and metaphysics.
2. The origins of ethical thought: Homer, Hesiod, Orphism, The Seven Sages. Ethical thought of the Presocratics: Pythagoreans, Heraclitus, Democritus.
3. The Sophists and 5th century Greek Enlightenment.
4. Socrates' ethical theory.
5. Plato's ethics: *Gorgias*, *Republic*, *Philebus* and the *Laws*.
6. The ethical theory of Aristotle. The *Nicomachean Ethics*.
7. Hellenistic ethics: The Stoics and the Epicureans.
8. Problems of ancient philosophical and medical ethics relevant to Bioethics. The Hippocratic oath. Eugenics and euthanasia. Suicide. Moral status and the intellect of animals.

### Suggested Bibliography

- Myrto Dragona-Monachou, *Contemporary Moral Philosophy*, Athens, 1995 (in Greek).
- Alasdair MacIntyre, *After Virtue: A Study in Moral Theory*, London, 1981.
- Julia Annas, *The Morality of Happiness*, Oxford 1993
- Steven Everson, *Ethics* (Companions to Ancient Thought, 4), Cambridge 1998.
- Gregory Vlastos, *Socrates: Ironist and Moral Philosopher*, Cambridge, 1992 (Greek trans. P. Kalligas, Athens, Hestia, 1994).
- Terence Irwin, *Plato's Ethics*, Oxford, 1995.
- Michael Pakaluk, *Aristotle's Nicomachean Ethics: An Introduction*, Cambridge University Press, 2005.
- Anthony Long, *Hellenistic Philosophy: the Stoics, Epicureans, Sceptics*, M.I.E.T., Athens, 1987 (Greek trans.).
- Van Hooff A., *From Autothanasia to Suicide. Self-killing in Classical Antiquity*, Londres, 1990, 288 p.
- Carric P., *Medical Ethics in the Ancient world*, Washington (D.C.) 2001.
- Richard Sorabji, *Animal Minds and Human Morals. The Origins of the Western Debate*, Ithaca: Cornell University Press, 1993.

### Teaching Methods:

Seminar

### Assessment Scheme:

Student participation, class presentations, research essay

## PHIL 105 Theories of Distributive Justice

**Course Leader:** Gregory Molivas

**Semester:** 2<sup>nd</sup> (4 ECTS)

**Course Type:** Elective

**Objectives:** To familiarise students with basic theories of distributive justice relevant to Bioethics

**Content:** The problems of choosing between different distributive principles for various kinds of goods are explored. The following main topics are discussed: (1) *Circumstances of distributive justice*. Communitarianism as an attempt to transcend justice; justice vs. care. (2) *Utilitarianism as a teleological and egalitarian normative theory*. Individuals as the locus of the good and as persons. Problems of interpersonal comparisons and measurement. Allocation and distribution. (3) *Types of distributive goods*. Preferences, pleasures, needs, interests. Mental-state views and objectivist conceptions of the good. (4) *Theories of distribution*. Rawls and the difference principle as applied only to primary goods; Dworkin and the equality of resources; Arneson-Cohen and the equality of opportunity to welfare; Sen and the concept of capabilities. Nozick: disputing patterned and end-state principles; the entitlement theory. (5) *The problem of continuity*. Justice as applied to individual cases and as applied to the basic social structure.

**Teaching Methods:** Lectures and student presentations

**Assessment Scheme:** Student participation - class presentations, end-of- course unit essay



## **PHIL 107 Principles of Bioethics: Historical-Philosophical Perspectives**

**Course Leader:** Stavroula Tsinorema, Myrto Dragona-Monachou

**Semester:** 2<sup>nd</sup> (4 ECTS)

**Course Type:** Elective

**Objectives:** The course unit aims to provide an advanced introduction to the principles of Bioethics, their philosophical underpinnings and normative justification. The primary goal is to equip students with the ethical basis for addressing bioethical issues and help them develop their own capacities to analyse, criticise, evaluate and construct relevant arguments.

**Content:** A study of types of approaches, their origins in ancient and modern philosophy and the moral principles they reconstruct and justify, and which play a key role in resolving contemporary debates in Bioethics. Ideas of autonomy, justice and rights, including human rights, beneficence, non-maleficence, their historical development, their place in contemporary Bioethics will be explored critically. Topics include:

### **I. The origins of Bioethics and the heuristic value of classical philosophical approaches**

- The status of moral knowledge in ancient philosophy. The relation between knowledge and praxis (G. Karamanolis)
- Stoic philosophy: Reason and Nature. Facing death as a Stoic (M. Dragona-Monachou)

### **II. Fundamental Principles and their Justification**

- The normativity of the concept of a person (S. Tsinorema)
- Human dignity and its relation to autonomy. The moral strength of the principles of individuality and informed consent (S. Tsinorema)
- Justice, beneficence, non-maleficence (S. Tsinorema)
- The normativity of the natural. Nature as a value (S. Tsinorema)

- Bioethics and human rights (M. Dragona-Monachou)

**Lecturers:** Stavroula Tsinorema, Myrto Dragona-Monachou, George Karamanolis, invited speakers

**Teaching Methods:** Lectures, seminar presentations and discussion-based class sessions

**Assessment Scheme:** Class presentations, end-of-course unit essay

**PHIL 109 Ethics and Bioethics:  
Reasons and Actions. Derek Parfit, *On What Matters***

**Course Leader:** George Karamanolis

**Semester:** 2<sup>nd</sup> (4 ECTS)

**Course Type:** Elective

**Objectives:** The seminar aims to familiarise graduates with forms of argumentation in moral philosophy, so that they can handle critically the discussion of bioethical questions.

**Content:** The seminar centers on Derek Parfit's new but still unpublished book, *On What Matters* (on author's approval and encouragement). The book discusses ethics as a whole and endeavours to outline a new moral theory, in dialogue with the moral theories of Kant, Hume and Sidgwick. The seminar mainly focuses on the reasons for action and moral action in particular.

**Teaching Methods:** The course unit is a seminar. At the first meeting, the author, his book, its content and argumentative strategy will be introduced. During the following meetings, students will present chapters of the book and they will be required to analyse the views which Parfit criticises and the views which he advances.

**Assessment Scheme:** Submission of two essays

## MED 103 Elements of Neurobiology

**Course Leaders:** Eleni Savaki, Ioannis Dalezios

**Semester:** 2<sup>nd</sup> (4 ECTS)

**Course Type:** Elective

**Objectives:** Acquaintance with the basic principles of the organisation and functioning of the nervous system as well as the mechanisms through which human behaviour is caused by the brain.

**Content:**

**A. General Principles.**

1. Introduction to the problems of Neurobiology  
- Historical overview (Eleni Savaki, Ioannis Dalezios)
2. The basic functional unit of the nervous system is the neuron (Ioannis Dalezios)
3. Neuron membranes are excitable (Ioannis Dalezios)
4. Neural communication (Ioannis Dalezios)

**B. Movement and Awareness of the Environment**

5. Movement is coordinated by specific areas of the brain (Eleni Savaki)
6. Vision – Visual Cortex (Eleni Savaki)
7. Somatic sense (Eleni Savaki)

**C. Higher Brain Functions**

8. Speech (Eleni Savaki)
9. Memory and learning (Ioannis Dalezios)
10. Is consciousness a product of the brain? (Eleni Savaki and Ioannis Dalezios)

**Teaching Methods:** Lectures

**Assessment Scheme:** Written examination

## MED 105 History of Medicine and Medical Deontology

**Course Leader:** Constantinos Tromboukis

**Semester:** 2<sup>nd</sup> (4 ECTS)

**Course Type:** Elective

**Objectives:** Introduction to the history of medicine and familiarisation with the main influences in the development of modern medicine, with a particular emphasis on discoveries that have generated bioethical issues and on the deontological rules existing in different periods.

**Content:** Elements of the history of science.  
Medicine in ancient civilisations, with an emphasis on the civilisations of the eastern Mediterranean. The birth of scientific medicine, Hippocrates and the diachronic nature of his views. Galenic medicine and its influence on scientific thought. Byzantine medicine: flourishing of ancient authors and medical progress. Birth and development of the hospital, philanthropy and the application of science.  
Universities and their influence on scientific medical thought. The Renaissance and the development of anatomy and physiology. Major discoveries and the development of contemporary medical science. Major schools of 19th century.  
The achievements of medicine and biology in 20th century and the roots of today's bioethical issues.  
Application of deontological rules to the practice of medicine during its historical development, influences on their formation. Examples of the exercise of medical practices.

**Teaching Methods:** Lectures and tutorials.

**Assessment Scheme:** Oral presentations and written project

## MED 107 Issues of the Beginning of Human Life

**Course Leader:** Manolis Galanakis

**Semester:** 2<sup>nd</sup> (4 ECTS)

**Course Type:** Elective

**Objectives:** On completion of this course unit, students will be able to deepen into complex ethical issues related to contemporary reproduction and birth reality and, further, to present their views in a written essay

**Content:** **Overview of major related issues.** Definitions and moral status of reproduction cells, pre-embryo, foetus, immature and full-term newborn. The concepts of social interest, mother-foetus conflict and wrongful life. Principles and methodology of approaching issues in this field.

**Before-we-are-born issues.** Assisted fertilisation and reproduction technology, cloning. Donation and commercial use of reproduction cells and tissues. Foetus' best interest, antenatal screening and pregnancy termination. Genetic counseling, diagnosis and treatment. Birth control and eugenics, baby designing, voluntary or involuntary sterilization. Ante-natal research issues.

**Perinatal issues.** The concept of viable and worth-of-rearing newborn, definitions and ethical issues. Infanticide, medical, parental and community involvement and interest. Ethics of using and storing placental cells. Perinatal research issues.

**Teaching Methods:** This elective course unit consists of an initial discussion of the major ethical issues related to the beginning of human life and a subsequent presentation of students' essays on specific issues

**Assessment Scheme:** Examination is based on oral and written presentation of students' work

## SOC 104 Medical Anthropology and Bioethics

**Course Leader:** Kostas Gounis

**Semester:** 2<sup>nd</sup> (4 ECTS)

**Course Type:** Elective

**Objectives:** To familiarise students with the key contributions of cultural anthropology in the assessment of medical and biotechnological realities.

**Content:** Medical anthropology is the cross-cultural study of health and illness and of the institutional and symbolic constructions that shape and give meaning to these experiences. This course unit will examine the experience of physical illness, mental and psychiatric disorder, pain and suffering and the rituals and techniques of healing in different cultural contexts, “primitive” and modern – however, special attention will be paid to the social and cultural expressions of illness in our own society. Biomedicine is treated here as one among a great number of different, yet effective, systems of medical knowledge. After an overview of the key anthropological contributions in the study of health and illness, the course unit addresses the cultural construction of medical and biotechnological realities, the new definitions of the body and of life that these advances entail and the ensuing ethical and political implications.

### Suggested Bibliography

- Canguilhem, Georges 1989 [1966]. *The Normal and the Pathological*. New York: Zone Books.  
Section One, Part Two: “Do Sciences of the Normal and the Pathological Exist?”
- Conrad, Peter & Rochelle Kern (eds), 1986. *The Sociology of Health and Illness: Critical Perspectives*. New York: St. Martin's Press.  
Irving K. Zola: “Medicine as an Institution of Social Control”,  
Renée Fox: “The Medicalization and Demedicalization of

- American Society”
- Delvecchio Good, Mary-Jo 1995. “Cultural Studies of Biomedicine: An Agenda for Research”, *Social Science & Medicine*, 41(4): 461-73.
  - Fabrega, Horacio 1999. *Evolution of Sickness and Healing*. Berkeley: University of California Press.  
Ch. 1: “The Need for Theory in the Study of Sickness and Healing”
  - Foucault, Michel 1997. *Ethics, Subjectivity, and Truth*, ed. Paul Rabinow. New York: The Free Press.  
“Security, Territory, and Population” (1978)  
“The Birth of Biopolitics” (1979)
  - Franklin, Sarah 1995. “Science as Culture, Cultures of Science.” *Annual Review of Anthropology* ,24:163-84.
  - Good, Byron 2001. *Medicine, Rationality, and Experience: An Anthropological Perspective*. Cambridge; New York: Cambridge University Press.  
Ch. 2: “Illness Representations in Medical Anthropology: A Reading of the Field”  
Ch. 3: “How Medicine Constructs Its Objects”
  - Hahn, Robert A., 1995. *Sickness and Healing: An Anthropological Perspective*. New Haven: Yale University Press.  
Ch. 6: “Biomedicine as a Cultural System”
  - Levi-Strauss, Claude 1963 [1958]. *Structural Anthropology*. New York: Basic Books.  
“The Sorcerer and His magic”  
“The Effectiveness of Symbols”
  - Lock, Margaret 2001. “The Tempering of Medical Anthropology: Troubling Natural Categories.” *Medical Anthropology Quarterly*, 15(4):478-492.
  - Lupton, Deborah 2003. *Medicine As Culture: Illness, Disease and the Body in Western Societies*. London; Thousand Oaks: Sage.  
Ch. 1: “Theoretical Perspectives on Medicine and Society”
  - Martin, Emily 1992. “The End of the Body?”, *American Ethnologist*, 19(1):121-40.
  - Martin, Emily 1990. “Toward an Anthropology of Immunology: The Body as Nation State.” *Medical Anthropology Quarterly*, 9(1): 410-26.
  - Miner, Horace 1956. "Body Ritual among the Nacirema", *American*



- Anthropologist* 58: 503-507.
- Parsons, Talcott 1978. *Action Theory and the Human Condition*. New York: Free Press.  
Ch. 1: "The Sick Role and the Role of the Physician Reconsidered"  
Ch. 3: "Health and Disease: A Sociological and Action Perspective"  
Ch. 14: "Death in the Western World"
  - Rabinow, Paul 1997. *Essays on the Anthropology of Reason*. Princeton: Princeton University Press.  
Ch. 1: "Science as a Practice: Ethos, Logos, Pathos"  
Ch. 4: "Georges Canguilhem: A Vital Rationalist"  
Ch. 5: "Artificiality and Enlightenment: From Sociobiology to Biosociality"  
Ch. 9: "American Moderns: On Sciences and Scientists"
  - Rabinow, Paul 1997. *Making PCR: A Story of Biotechnology*. Chicago: University of Chicago Press.
  - Rapp, Rayna 2001. "Gender, Body, Biomedicine: How Some Feminist Concerns Dragged Reproduction to the Center of Social Theory." *Medical Anthropology Quarterly*, 15(4):466-77.
  - Sharp, Lesley A. 2000. "The Commodification of the Body and Its Parts." *Annual Review of Anthropology*, 29:287-328.
  - Sharp, Lesley A. 2002. "Bodies, Boundaries, and Territorial Disputes: Investigating the Murky Realm of Scientific Authority." *Medical Anthropology*, 21:369-79.
  - Scheper-Hughes, Nancy 1990. "Three Propositions for a Critically Applied Medical Anthropology." *Social Science & Medicine*, 30(2):189-97.
  - Taussig, Michael 1980. "Reification and the Consciousness of the Patient." *Social Science & Medicine*, 14B:3-13.

**Teaching  
Methods:**

Seminar

**Assessment  
Scheme:**

Participation-class presentations, research essay

## SOC 105 The Sociology and Law of Human Reproduction

**Course Leader:** Vassiliki Petoussi

**Semester:** 2<sup>nd</sup> (4 ECTS)

**Course Type:** Elective

**Objectives:** The goal of this course unit is to familiarise students with the sociological approach to new (bio)technologies and laws related to issues of human reproduction.

**Content:** Specifically, we will approach the social, political, legal and ideological components of issues such as: adoption, abortion, motherhood-fatherhood, assisted reproduction, prenatal testing. The social, judicial, political, ideological and gender dimensions of technologies and laws of assisted reproduction and prenatal care will be particularly analysed. Methodologically, we will employ secondary data analysis and we will collect data in order to sociologically comprehend and explain the above mentioned issues within the context of modern Greek society. It is suggested that students work in interdisciplinary groups.

**Teaching Methods:** Lectures, discussions with students

**Assessment Scheme:** Essays

## POL 101 Bioethics, Political Process and Regulation

**Course Leader:** Dimitris Kotroyannos

**Semester:** 2<sup>nd</sup> (4 ECTS)

**Course Type:** Elective

**Objectives:** Aiming at an understanding of the political aspects of the use and application of biotechnologies, this course unit examines the relations between bioethics and politics. More specifically, it examines the political aspects of the issues that emerge in relation to the regulation of the new biotechnologies.

**Content:** The course unit focuses on the phases of the political process involved in the regulation of biotechnologies. Specifically, it examines: The evaluative framework, the issue of human rights and moral considerations as these stem from (a) science, (b) philosophical inquiry and (c) the discourse generated in the context of different political systems with specific political cultures; human rights, notions of public interest (*utilitas publica*) and new conditions of citizenship constitution; the significance of normative frameworks in knowledge society. Moreover, epistemological issues, which are presupposed by the analysis of the above topics, will be discussed. They include the following: The question of biological materialism; relevant arguments in the history of ethics (ancient, modern and contemporary); determinism and freedom in contemporary philosophy; science and “non-science”: the problem of the demarcation criterion.

**Teaching Methods:** Lectures, group discussions

**Assessment Scheme:** Oral examination

## CHEM 101 Impact of Human Activity on Biogeochemical Cycles: From detectable pollution to planetary changes

**Course Leader:** Euripides Stefanou

**Semester:** 2<sup>nd</sup> (4 ECTS)

**Course Type:** Elective

**Objectives:** This course unit aims to present the physiochemical and biochemical processes that determine the composition and hence the workings of ecosystems (natural water, atmosphere, terrestrial environment). To accomplish this, the following issues will be examined: a) the chemical equilibria that determine the biogeochemical cycles of various elements (e.g. carbon cycle); b) the chemical alterations (biological and abiotic) that chemical combinations undergo in the aquatic environment in the broader sense (natural and artificial bodies of water, atmosphere, terrestrial ecosystems); c) the physical and chemical parameters and principles that govern the processes of chemical combinations in the environment (relations between structure and activity); and d) the ecotoxicological impact on the broader environment.

**Content:** The conditions that preserve life are irrevocably connected to the conditions that threaten it. This fundamental factor is particularly apparent in our civilization, in which we observe the conflict between exploiting natural resources and protecting the environment. 1) Human beings create and impose their own order on other organisms, something which can bring about disorder in the natural environment. Human beings have accelerated (or have had to for survival purposes) the destruction of the natural environmental order so as to develop the complex structure of their socio-economic and technological civilization. Human beings (as natural beings) play a small role in ecosystems: Household waste and refuse comprise only a small part of the waste products produced by all the life forms we encounter on the planet. If the biological waste of human beings were evenly distributed around the world, it would have an almost imperceptible

impact on the total transfer of energy in the ecosphere. Human beings have been transformed from non-significant natural consumers into inventive creatures and finally into skillful geochemical managers (using external inputs of energy and materials to build their civilization and increase their dominance). Human beings (as terrestrial creatures) directly interact primarily with the terrestrial environment. However, i) on account of the interaction between terrestrial and aquatic ecosystems and ii) due to the fragility of aquatic ecosystems, the pressure exerted on the ecological equilibrium and the environment caused by the growth of our civilization is reflected mostly in aquatic ecosystems.

**Teaching  
Methods:**

Lectures, essay presentations

**Assessment  
Scheme:**

Submission of essays

**SECOND YEAR OF STUDIES**

**WINTER SEMESTER**

## **MED 104 Ethical Issues Concerning End of Life Decisions**

**Course Leader:** Dimitrios Geogopoulos

**Semester:** 3<sup>rd</sup> (7 ECTS)

**Course Type:** Required

**Objectives:** Acquaintance with clinical bioethical issues surrounding decisions related to the end of human life.

**Content:** Pain management, duration and quality of life, the difference between killing and letting die, conventional and non-conventional therapeutic methods, the concept of medical futility, the prolongation of the process of dying, the debate over the termination of life support therapies, active and passive euthanasia, assisted suicide.  
Tissue and organ transplants, verification of death, brain death.

**Teaching  
Methods:** Seminar

**Assessment  
Scheme:** Oral presentation and submission of end of course unit essay

## SOC 102 Applications of Social Research in Bioethics

**Course Leaders:** Costas Gounis, Vassiliki Petoussi

**Semester:** 3<sup>rd</sup> (4 ECTS)

**Course Type:** Required

**Objectives:** To familiarise students with the basic research methods in the social sciences. This seminar introduces students to the meaning, content and application of quantitative and qualitative research methods of the social sciences.

**Content:** Issues relating to research ethics as well as the validity, reliability, implications and consequences of specific research methods' applications will be approached and analysed critically. Emphasis will be placed on the way social sciences research methods and techniques are applied in Bioethics.

**Lecturers:** Costas Gounis, Vassiliki Petoussi

**Teaching Methods:** Lectures, students' presentations

**Assessment Scheme:** Participation in research projects, presentations and end-of-course unit essay



**LAW 102 Biotechnology:  
The Social, Political, Moral and Legal Context**

**Course Leader:** Spiros Simitis

**Semester:** 3<sup>rd</sup> (4 ECTS)

**Course Type:** Elective

**Objectives:** The aim of the course unit is to examine the social, political, ethical and legal issues resulting from the development of biotechnology.

**Content:** To undertake the above task, the following topics will be discussed: (1) The development of technology and its social implications. (2) Basic expectations of a democratic society; the European Constitution and the Constitutions of the Member States. (3) Transparency and accountability of research; conditions of a truly public discussion. (4) Patents and monopoly of knowledge. (5) New technologies; changing forms of legal regulation. (6) Institutional and organizational requests; the double role of Ethic's Committees: from control to prevention.

**Teaching Methods:** Lectures, students' presentations

**Assessment Scheme:** End of course unit essay

## LAW 103 Special Issues in Bio-Law

**Course Leader:** Takis C. Vidalis

**Semester:** 3<sup>rd</sup> (4 ECTS)

**Course Type:** Elective

**Objectives:** To develop an interdisciplinary approach to legal rules governing issues of bioethics

**Content:** Bioethics represents currently perhaps the most important challenge to the values and efficiency of modern legal systems. Legislators and judges are expected to provide feasible solutions to problems emerging in such different fields as assisted reproduction, genetics, euthanasia, patents in biotechnology and so on. The complex nature of these problems, taking also into account the difficult ethical questions in relevance, require not only a close cooperation between all legal disciplines regarding the general issue of life's management but, in addition, a steady contact between law and the life sciences. The gradual emergence of "Bio-law" as a separate branch of legal studies reflects precisely this requirement. The goal of the present course unit is to develop this cooperative effort in particular fictional or real case studies, starting from an understanding and critical analysis of some basic legal concepts, such as "life", "person", "right", etc., from the standpoint of interdisciplinary research.

**Lecturers:** Takis C. Vidalis, Thanassis Papachristou, Vaggelis Mallios

**Teaching Methods:** Fictional / real cases analysis

**Assessment Scheme:** Oral examination in cases from different fields

## PHIL 106 Science and Ethics

**Course Leaders:** George Maragos, Stavroula Tsinorema

**Semester:** 3<sup>rd</sup> (4 ECTS)

**Course Type:** Elective

**Objectives:** The course unit aims to provide an epistemological and normative basis for understanding and assessing critically ethical issues related to basic (bio)scientific and medical research, including animal and human subject research, fraud and misconduct, institutional and researcher responsibilities.

**Content:** In order to approach cogently normative challenges in the ethics of science, firstly conceptual and methodological issues will be examined, both in the epistemology of science and that of values (scientific objectivity and the methodological viability of the fact/value distinction, the “value-freedom” of science, etc.). Topics include the following:

- A1. Epistemology I. Basic approaches to the epistemology of science and that of ethics. In what sense is science value-free? (G. Maragos)
- A2. Epistemology II. The fact/value distinction in logical positivism (G. Roussopoulos)
- A3. Epistemology III. The fact/value distinction in post-positivist epistemology. Naturalistic and historicist versions. (G. Roussopoulos)
- A4. Values in scientific research. Knowledge as a form of commitment and responsibility. Freedom of research and the moral responsibility of researchers (S. Tsinorema)
- A5. Ethics and normativity. Meta-ethical issues concerning the relation between science and ethics (S. Virvidakis)
- A6. Methodological issues concerning applied ethics (S. Virvidakis)
- A7. (i) From the structure of science to normative ethics (A. Baltas)  
(ii) On scientific reductionism (A. Baltas)
- A8. What is personhood? The epistemological debate on the

body/mind problem and its implications for Bioethics (M. Venieri)

A9. Naturalistic explanations of (Bio)ethics. An appraisal of some recent trends in evolutionary ethics (S. Tsinorema)

**Lecturers:** Maria Venieri, Stelios Virvidakis, Aristides Baltas, George Maragos, George Roussopoulos, Stavroula Tsinorema

**Teaching Methods:** Seminars based on directed reading, group discussions and individual presentations

**Assessment Scheme:** 2.000 to 3.000 word essay on a topic chosen from a list provided by the lecturers

## PHIL 108 Virtue Ethics and Bioethics

**Course Leader:** George Karamanolis

**Semester:** 3<sup>rd</sup> (4 ECTS)

**Course Type:** Elective

**Objectives:** The course unit aims to introduce students to virtue ethics and enable them to put this theory into practice in the treatment of bioethical issues.

**Content:** Virtue ethics is one of the major moral theories, besides utilitarianism (incl. consequentialism) and deontology. It is largely inspired by ancient ethics, especially Aristotle's ethics. The basic idea of virtue ethics is that the determining factor of the moral evaluation of one's actions should be neither its consequences, nor duty according to reason, but the agent's virtue of character. According to Aristotle, however, what counts as virtue is not a natural propensity towards the good, not even merely the virtue of the character, but rather the virtue of character guided by an intellectual virtue, *phronesis*, often translated either as "prudence" or as "practical reason". According to such a theory, an action counts as virtuous only if it is performed by a virtuous agent and not if it is done in compliance with some criteria of utility or reason. Reason, more specifically practical reason, plays a role, but it can operate only in a virtuous person, so virtue is a condition for practical reason to get things right. Such a theory may be, and has actually been, open to the criticism that it is relativistic. The course unit will examine the merits and weaknesses of the theory, in view of its revival by theorists such as J. McIntyre and Phillipa Foot. Its relevance to Bioethics will also be illustrated.

### Suggested Bibliography

- Aristotle, *Nicomachean Ethics*, trans. in modern Greek by D. Lypourlis, Thessaloniki, 2005, vols. 1-2
- Julia Annas, *The Morality of Happiness*, Cambridge, 1991
- Phillipa Foot, *Natural Goodness*, Oxford, 2005

- Alastair MacIntyre, *After Virtue. A Study in Moral Theory*, Notre Dame, 1981

**Teaching**

**Methods:**

Lectures, students' presentations

**Assessment**

**Scheme:**

Written essays

## PHIL 110 Environmental Ethics

**Course Leaders:** Stergios Pirintsos, Stavroula Tsinorema

**Semester:** 3<sup>rd</sup> (4 ECTS)

**Course Type:** Elective

**Objectives:** The course unit aims to provide a critical basis for the ethical analysis of environmental problems. Particularly, it aims to equip students with a framework for analysing and evaluating beliefs and values which underlie environmental controversies, from the perspective of an interdisciplinary dialogue between ecology and philosophy.

**Content:** As environmental controversies embody ethical dilemmas, the course unit will examine the extent to which ethical theory can provide resources for moral argument and justification and, thus, guide complex decisions regarding the extension of human responsibilities to the non-human environment. Central approaches to environmental ethics, both classical and contemporary, will be analysed in the interface of two different disciplines, ie. ecology and philosophy. The challenges that certain considerations from ecology may bring to normative approaches to environmental values will be given prominent attention. Among the topics to be discussed are the following:

- The sources of the normativity of environmental values and the quest for justification
- The extension of moral considerability to the non-human environment. Who has moral standing and why?
- Anthropocentric, bio-centric and eco-centric approaches
- Kantian ethics – Constructivism
- Utilitarianism
- Contractarian theories – Rights-based theories
- Environmental holism
- Sustainability and future generations
- Ethics of the earth (towards a new metaphysics of self and nature)

- Deep ecology
- Environmental pragmatism
- Eco-feminism
- Environmental justice, individual and social responsibility

**Lecturers:** Stergios Pirintsos, Stavroula Tsinorema

**Teaching Methods:** Seminar based on directed reading, group discussions and individual presentations

**Assessment Scheme:** End-of-course unit essay on a topic chosen from a list provided by the lecturers



## **SOC 103 Cognitive Practices and Social Identity: The Case of the Life Sciences Researcher**

**Course Leader:** Anthony Astrinakis

**Semester:** 3<sup>rd</sup> (4 ECTS)

**Course Type:** Elective

**Objectives:** The aim of this course unit is to familiarise students with social psychological aspects of the life sciences researchers' moral practices, behaviour and decisions

**Content:** The cognitive practices of a life sciences researcher may be considered as a dynamic mechanism that mediates between social structure and "rational" scientific system. To comprehend this relationship we must first look at the basic processes of his/her group or role-identity construction and functioning (e.g., self-categorisation and depersonalisation processes, role-taking, role-making and role-verification processes, ingroup bias and stereotyping). Following that, we must analyse the operation of the constitutive formal features and processes of the specific micro-social settings (for instance, research laboratories and various medical settings), within which such cognitive practices are developed and patterned in a long run, face-to-face and effective social interaction.

**Lecturers:** Anthony Astrinakis, Christos Ravanis

**Teaching Methods:** Mixed, consisting of lectures and students' presentations

**Assessment Scheme:** Oral exam or/and written essay

## MED 106 Clinical Trials: Contemporary Bioethical Challenges

**Course Leader:** Charalambos Savakis

**Semester:** 3<sup>rd</sup> (4 ECTS)

**Course Type:** Elective

**Objectives:** Introduction to the regulatory framework for conducting clinical trials with emphasis on bioethical issues. Understanding of new regulations at the European level and the debate over developing countries.

**Content:** The regulatory framework for conducting clinical trials on human beings. The legislative and regulatory framework in Europe and in Greece. The role of the pharmaceutical industry in developing a regulatory framework. The challenges of the new biomedical technologies. The issue of “orphan diseases”. Bioethical issues in enforcing a “global” regulatory system.

**Teaching Methods:** Seminar

**Assessment Scheme:** Essay writing and oral presentation

## BIO 103 Biological Advancements and Bioethics

**Course Leader:** Stergios Pirintsos

**Semester:** 3<sup>rd</sup> (4 ECTS)

**Course Type:** Elective

**Objectives:** The goal of this course unit is to provide in-depth acquaintance with the recent achievements of the life sciences and their implications as regards bioethical concerns.

**Content:** A number of topics will be proposed to the students for study, in groups of two or three, who will then have to work on a chosen topic and prepare an essay. In addition, the students will be asked to give a short oral presentation related to their topic. Extensive discussion among all students and the faculty members participating in the course will follow

**Lecturers:** Stergios Pirintsos, Irene Athanassakis, Eleftherios Zouros, Nicholas Panopoulos, Nicholas Moschonas

**Teaching Methods:** Mixed, consisting of lectures and students' presentations

**Assessment Scheme:** Presentations and submission of essays

## ECON 101 Ecology, Economics and Ethics: Ethical Dimensions of Valuing Environmental Goods

**Course Leader:** Joseph Lekakis

**Semester:** 3<sup>rd</sup> (4 ECTS)

**Course Type:** Elective

**Objectives:** The course unit aims to offer an overview of social cost-benefit analysis techniques applied to the valuation of environmental goods and the rising ethical issues.

**Content:** The first part unit focuses on the techniques of cost benefit analysis and its applications concerning the valuation of environmental public goods. The second part centers on, and discusses, ethical issues related to assigning current values to such goods.

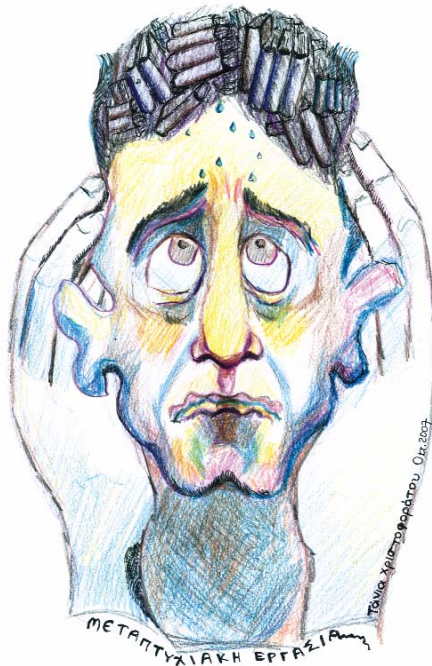
**Teaching Methods:** Lectures

**Assessment Scheme:** Essay or/and written examination



**SPRING SEMESTER**

**Master's Dissertation  
(20.000 - 25.000 words)  
(30 ECTS)**



Tania Christophoratu, M.A. student in Bioethics