

**IBH 2BD3
Moral Issues
Winter 2021 Course Outline**

**DeGroote School of Business
McMaster University**

COURSE OBJECTIVE

By the end of the course you will have acquired and developed:

1. A basic understanding of some of the most important moral issues in today's world (e.g. dehumanization and relativism).
2. The ability to discuss and analyze moral issues that arise from the political, technological, and economic developments of our time.
3. Critical awareness that detects moral issues in social practices, business contexts, and technological changes.

INSTRUCTOR AND CONTACT INFORMATION

Mon 16:30 – 17:20
Dr. Johannes Steizinger
Instructor
steizinj@mcmaster.ca
Office: Zoom
Office Hours: by appointment
Tel: (905) 525-9140 x26465
Class Location: Zoom

Lisa Will
TA
willl@mcmaster.ca
Office: Zoom
Office Hours: TBA

Course website: <https://avenue.cllmcmaster.ca/d2l/home/364351>

COURSE ELEMENTS

Credit Value: 3	Leadership: No	IT skills: No	Global view: Yes
A2L: Yes	Ethics: Yes	Numeracy: No	Written skills: Yes
Participation: Yes	Innovation: No	Group work: Yes	Oral skills: No
Evidence-based: Yes	Experiential: No	Final Exam: Yes	Guest speaker(s): No

COURSE DESCRIPTION

We discuss current moral issues that arise from our interactions with other people (1), with other cultures (2), and with other forms of life (3) in a globalized and technological world. 1) *In the first part*, we will examine the troubling issue of dehumanization. We address the significance of dehumanization for justifying mass violence and discuss whether work conditions can have dehumanizing effects. We also examine the role of dehumanization in the *Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls*. 2) *In the second part*, we will discuss corporate social responsibility and examine the problem of relativism that arises from the plurality of ethical contexts in a globalized world, focusing on the conflict between Western and indigenous ways of life. 3) *In the third part*, we will explore moral issues that arise from the development of biotechnologies, concentrating on the emergence of synthetic biology and its approach to life.

DISCLAIMER: This course discusses examples (e.g. Nazi concentration camps) and material (e.g. Nazi propaganda) that students could experience as offensive or harmful.

LEARNING OUTCOMES

Upon successful completion of this course, you will be able to complete the following key tasks:

- Reflecting critically on current moral issues.
- Connecting ethical theories with concrete examples.
- Reading complicated texts carefully and critically.
- Writing focused reflections on moral issues.
- Developing moral arguments on their own.

COURSE MATERIALS AND READINGS

All course materials will be made available on A2L:

<https://avenue.cilmcmaster.ca/d2l/home/364351>

COURSE OVERVIEW AND ASSESSMENT

Our Virtual Classroom

This term will be a challenging experiment: we have to connect through digital media. We will do our best to provide you an inclusive learning environment that fosters your intellectual development. We hope that you will help us in creating a lively and supportive virtual classroom. If you have any questions about the course, please ask, ask, ask--either via email, on the designated discussion board (Muddy Points), or during office hours.

We will post a roadmap at the beginning of each week. A usual week contains the following components:

Readings (asynch, provided on A2L): The weekly readings are the heart of our course. The required readings are a mix of primary and secondary literature and moderate in length, averaging around 30

pages per week. You should do the readings at the beginning of the week. If you prefer to have guidance, I recommend watching the short video lectures first.

Video lectures (asynch, video with PPT, provided on A2L): We will post short video lectures (≈15min. each) on A2L that introduce the week's readings, unpack some of the arguments, and highlight important issues for our discussions. Each video lecture will be connected with several topics in our weekly discussion forums. The video lectures also offer guidance for engaging with the readings. We will unlock the videos of each week on Saturday morning of the previous week.

Ask your Prof-Zoom session: (synch, Zoom, Monday 16:30-17:20): We offer a weekly drop-in Zoom session that is dedicated to your questions, your criticism, and your opinions. You can ask us about the readings, the video lectures, your group task, and your reading reflections. And we discuss the content of the week. You can send us questions via email before the session (until 30 minutes before the starting time), if you do not feel comfortable asking them during the Zoom session. You get credit for the participation grade by participating in the Zoom session. You can gain additional credit by contributing to the discussion (also via questions beforehand). For details see below and the section on Course Deliverables.

Group work (self-organized, asynch/synch, A2L + Zoom/Teams): We use the group tool on A2L to organize group work. We divide the class in random groups of 6 (with the opportunity the change your group during the term). We assign certain tasks to all groups each week, mostly discussing certain topics, issues, or cases. You can either use the discussion area on A2L for your group work or organize group meetings via Zoom or Microsoft Teams. Each group has to submit a summary at the end of each week to document the results of a week's discussion. For details see below and the section on Course Deliverables.

Discussion forums (asynch, A2L): We will have weekly discussion forums with various discussion boards. The topics of the discussion boards will be connected to other components of our course. You can gain credits for the participation grade by contributing to the online discussion. For details see below and the section on Course Deliverables.

Your final grade will be calculated as follows:

GRADE COMPONENT	WEIGHT	DESCRIPTION
Reading reflection 1	20%	Submitted via A2L; 2-3 pages long; graded in % Focused on the readings of a specific week
Reading reflection 2	20%	Submitted via A2L; 2-3 pages long; graded in % Focused on the readings of a specific week
Group work	15 %	The group work grade consists of: 11x group summaries: 9% per submission; pass/fail; submitted via A2 Submitting all summaries = 1% bonus for the full 100%
Participation	10 %	You can gain credits (up to 100%) for the participation grade by: <ul style="list-style-type: none"> a. Attendance at the Zoom sessions: Each attendance earns you 3% of the grade. b. Contributions to the discussions in the Zoom sessions: Each reasonable contribution earns you 7% of the participation grade. c. Contributions to the discussion boards on A2L: Each reasonable contribution earns you 7% of the participation grade.
Final Exam	35%	Take-home; submitted via A2L; choice of 4 out of 6 long-answer questions

Policy on Missed Work, Extensions, and Late Penalties

1. *Reading reflections*

The reading reflections have to be focused on a week's reading. It is thus important to submit them before Friday night (11:59 pm) of the respective week. Late reading reflections will be penalized 5% as soon as the deadline passes on Friday. We won't accept reading reflections that focus on the reading of the respective week after Saturday, 11:59 pm. If you use a MSAF for a reading reflection, you will be assigned the next week's readings.

2. *Group summaries*

The group summaries are due on Friday night (11:59 pm) of the respective week. We won't accept group summaries after the deadline. If several members of a group are not available or if a group is dysfunctional, please contact us. We will work out a solution, if such issues arise.

3. *Take-home exam*

The take-home exam is due on Monday, April 19, 11:59 pm. This is a hard deadline. If you need an extension, you have to contact your academic advisor.

4. *Plagiarism*

Please be aware that we use turnitin.com to collect and check all written work in this class. Turnitin.com is a tool that compares your paper with every written word available online, and with every written word submitted to turnitin.com. We will never use the turnitin.com report to automatically trigger a charge of plagiarism. Instead, we refer to the turnitin.com report to help us finding source material that might have been copied in the event of a suspected case of plagiarism. If you do not wish to submit your work to turnitin.com, please contact us. No penalty will be assigned to you, if you do not submit work to Turnitin.com. For details see Turnitin.com policy: <https://www.mcmaster.ca/academicintegrity/turnitin/students/index.html>

To learn more about plagiarism:

<https://www.mcmaster.ca/academicintegrity/students/typeofad/plagiarism/index.html>

Note that all assignments of week 13 (reading reflections, group work) are due on Wednesday, April 7, 11:59 pm because of the test and examination restriction. This and similar adaptations will be specified in the weekly roadmap.

COURSE DELIVERABLES

1. **Reading reflections**

Depending on the number of participants, we assign a certain number of reading reflections to each week's readings. You have to submit 2 reading reflections, the first one until week 7 (for your early feedback) and the second after week 7. You select the weeks in which you submit your reading reflections via a Doodle survey in week 1 (first-come-first-serve-basis).

Submission format: Reading reflections should be 2-3 pages long, written in 12-point Times New Roman font, with 1.5 spacing, and have regular sized margins. Please submit in MS Word and number all pages. You have to submit your reading reflection by Friday night (11:59 pm) of the respective week. All reading reflections should be submitted electronically through the designated folders on A2L.

Assessment: You should pick a key issue of one of the texts and analyze the main argument of the author regarding this issue. You are also required to evaluate this claim and provide a justification for your evaluation. An excellent reading reflection will recognize a central issue of a text, summarize the argument of the author faithfully, and provide a thoughtful justification for the evaluation of that argument. We will explain our expectations and assessment criteria thoroughly in week 1.

2. Group work

We use the group tool on A2L to organize group work. For details see the section on Course Overview and Assessment. The assessment is based on the submission of group summaries. Each member of the group earns 9% of the grade, if the weekly group summary is submitted on time. The group summaries are assessed on a pass/fail basis. If the group summary is sufficient, each member receives the 9%. We will release a rubric in week 1 that explains how a sufficient summary looks like. We will do group work in 11 weeks. You can thus earn 99% of the group work grade through the group summaries. You earn the additional 1%, if your group has submitted all group summaries.

Submission format: Each group should summarize the results of a week's discussion in a common document. The summaries should be 0.5 to 1.5 page long (written in 12-point Times New Roman font, with 1.5 spacing, regular sized margins) and demonstrate that you worked together on the issue. The group has to submit these weekly group summaries to the folder on A2L until Friday night (11:59 pm) of the respective week.

3. Participation

I believe that discussions are an important aspect of both learning and philosophizing. Creating online discussions will be one of our biggest challenges this term. There will be different opportunities to participate in a fruitful dialogue with your colleagues and us. But, at the end, it is up to you how well we will engage with each other. The participation part of your grade reflects your engagement in our virtual classroom discussion. There are three ways for earning credits for the participation grade (up to 100%) and it is up to you how you collect credits:

Attendance in Ask your Prof-Zoom session: We take attendance in each Zoom session. If you show up for the session, you earn a 3% credit for your participation grade. Your Zoom account should display your full name. If this is not the case, we cannot count your attendance. It is your responsibility that your full name is displayed on Zoom.

Contributions in Ask your Prof-Zoom session: We keep a log where we record, after each Zoom session, the contributions to the discussion. You can earn a 7% credit for your participation grade, if you participate reasonably productively, which means being prepared and engaging in the conversation in a respectful and sincere way (e.g. by asking good questions). You can send us questions also via email before the session (until 30 minutes before the starting time). I will release a rubric in week 1 that explains how a reasonable contribution to our Zoom discussions looks like.

Contributions to discussion boards: We will have weekly discussion forums with several topics on A2L. You can earn credits for the participation grade by contributing to the discussion boards. A contribution earns you a 7% credit for the participation grade, if it meets certain qualitative and quantitative standards (e.g. engagement with the topic, length, timeliness). We will release a guideline for online discussions in week 1, including a rubric that explains how a reasonable contribution looks like.

4. Take-home exam

We will finish the term with a take-home exam. You will get the instructions for the take-home exam on Thursday, April 15, 9:00 am. You will have until Monday, April 19, 11:59 pm to submit the take-home exam on A2L. You have to submit the take-home exam in a certain format: MS Word, numbered pages, 12-point Times New Roman font, 1.5 spacing, regular sized margins.

Format: We give you 6 long answer questions and you have to answer 4 of them. The questions relate to the topics of the entire course (week 2 to week 14). The exam is thus cumulative. We will release instructions for the take-home exam that explain our expectations and assessment criteria thoroughly in week 1.

COMMUNICATION AND FEEDBACK

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Area Administrative Assistants. All students must receive feedback regarding their progress prior to the final date by which a student may cancel the course without failure by default.

- *For Level 1 and Level 2 courses, this feedback must equal a minimum of 20% of the final grade.*
- *For Level 3 courses and above, this feedback must equal a minimum of 10% of the final grade.*

Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work” and the link below;

<http://ug.degroote.mcmaster.ca/forms-and-resources/missed-course-work-policy/>

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

RESEARCH USING HUMAN SUBJECTS

All researchers conducting research that involves human participants, their records or their biological material are required to receive approval from one of McMaster's Research Ethics Boards before (a) they can recruit participants and (b) collect or access their data. Failure to comply with relevant policies is a research misconduct matter. Contact these boards for further information about your requirements and the application process.

McMaster Research Ethics Board (General board): <https://reo.mcmaster.ca/>

Hamilton Integrated Research Ethics Board (Medical board): <http://www.hireb.ca/>

ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in IBH 2BD3 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

COURSE SCHEDULE

**IBH 2BD3
Moral Issues
Winter 2021 Schedule**

WEEK	DATE	ASSIGNMENT
1	Jan 11-17	<p>Introduction</p> <ul style="list-style-type: none"> - Make yourself familiar with the course structure - Study the instructions for the assignments in the course material of week 1 - Zoom session: learn more about the course - Doodle Survey: sign up for date of your reading reflections - A2L: get to know your group and set up an infrastructure for communicating <p><i>No Readings</i></p>
2	Jan 18-24	<p>What is dehumanization?</p> <ul style="list-style-type: none"> - Introduction to the phenomenon of dehumanization - Different conceptualizations of dehumanization <p><i>Readings</i></p> <ul style="list-style-type: none"> - N. Haslam 2006. Dehumanization: An Integrative Review, <i>Personality and Social Psychology Review</i> 10:3, pp. 252–264. - D.L. Smith 2011. <i>Less Than Human: Why We Demean, Enslave, and Exterminate Others</i>, pp. 142-162.
3	Jan 25-31	<p>Dehumanization and mass violence</p> <ul style="list-style-type: none"> - Dehumanization in the context of National Socialism - The debate on the paradox of dehumanization <p><i>Readings</i></p> <ul style="list-style-type: none"> - D.L. Smith 2016. Paradoxes of Dehumanization, <i>Social Theory and Practice</i> 42:2, pp. 418–433. - J. Steizinger 2018. The Significance of Dehumanization: Nazi Ideology and its Psychological Consequences, <i>Politics, Religion & Ideology</i> 19:2, pp. 139–157. <p>Cases: Nazi racism, Nazi Concentration Camps</p>
4	Feb 1-7	<p>Dehumanization and mass violence</p> <ul style="list-style-type: none"> - Forms of dehumanization in the context of colonialization - Dehumanization of indigenous women in Canada <p><i>Readings</i></p> <ul style="list-style-type: none"> - M. Good 2018. A Tradition of Violence: Dehumanization, Stereotyping, and Indigenous Women. In <i>Keetsahnak: Our Missing and Murdered Indigenous Sisters</i>, pp. 89–102. - Passages from <i>Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls</i>, https://www.mmiwg-ffada.ca/final-report/ <p>Cases: racism, violence against indigenous women in Canada</p>

5	Feb 8-14	<p>Dehumanization and exploitation</p> <ul style="list-style-type: none"> - A Kantian approach: the respect-for-persons principle - Dehumanizing experiences at the workplace: sweatshops <p><i>Readings</i></p> <ul style="list-style-type: none"> - N.E. Bowie 2017. <i>Business Ethics: A Kantian Approach</i>, pp. 41-53. - D. G. Arnold, N.E. Bowie, 2003. Sweatshops and Respect for Persons, <i>Business Ethics Quarterly</i> 13:2, pp. 221-242. <p>Case: sweatshops</p>
6	Feb 15-21	<p>Mid-term recess</p> <ul style="list-style-type: none"> - Anonymous mid-term feedback survey - No class - No assignments
7	Feb 22-28	<p>Dehumanization and exploitation</p> <ul style="list-style-type: none"> - A Marxian approach: alienation and modern working conditions - Working conditions in Amazon warehouses <p><i>Readings</i></p> <ul style="list-style-type: none"> - A. Wood 2004. <i>Karl Marx</i>, pp. 3-30. - K. Marx 1844, Estranged Labour. In <i>Collected Works</i>, vol. III, pp. 270-282. - M. Sainato, "We are not robots:" Amazon warehouse employees push to unionize, <i>The Guardian</i>, Jan 01,2019. - Noam Scheiber, Inside an Amazon Warehouse, Robots' Ways Rub Off on Humans, <i>New York Times</i>, March 09, 2019. - Marc Kagan, Giving Amazon's Side of the Story, <i>The Jacobin</i>, July 2019. <p>Cases: Amazon warehouses</p>
8	Mar 1-7	<p>Cultural relativism</p> <ul style="list-style-type: none"> - The case for cultural relativism: the phenomenon of moral ambivalence - A challenge for cultural relativism: foreign assignment in a sexist context <p><i>Readings</i></p> <ul style="list-style-type: none"> - D. Wong 2006. Chapter 1: Pluralism and Ambivalence, in <i>Natural Moralities: A Defense of Pluralistic Relativism</i>. - T. Dunfee, D. Robertson, Case 10.2. Foreign Assignment, in <i>Honest Work: Business Ethics Reader</i>, 2018, pp. 374 f. <p>Cases: foreign assignment, sexism</p>
9	Mar 8-14	<p>Cultural relativism</p> <ul style="list-style-type: none"> - CSR in the global context: the ethical company vs. the political company - The case of Apple and Foxconn: whose responsibility? <p><i>Readings</i></p> <ul style="list-style-type: none"> - T. Donaldson 2018. Values in Tension: Ethics Away from Home, in <i>Honest Work: Business Ethics Reader</i>, pp. 346-353 - A.G. Scherer, G. Palazzo 2018. The New Political Role of Business in a Globalized World, pp. 15-40 (reprint from <i>Journal of Management Studies</i> 48 [2011], 899–931). - E. Black, M. Eapen 2018. Suicides at Foxconn, in <i>Honest Work: Business Ethics Reader</i>, pp. 379-381. <p>Cases: suicides at Foxconn</p>

10	Mar 15-21	<p>Cultural relativism</p> <ul style="list-style-type: none"> - Cultures in conflict: business activities on indigenous land - The conflict about the Coastal GasLink pipeline in British Columbia <p><i>Readings</i></p> <ul style="list-style-type: none"> - S.B. Banerjee 2003. The Practice of Stakeholder Colonialism: National Interest and Colonial Discourses in the Management of Indigenous Stakeholders, in <i>Postcolonial Theory and Organizational Analysis</i>, pp. 255-279. - W. LaDuke 2017. In the Time of the Sacred Places, in <i>The Wiley Blackwell Companion to Religion and Ecology</i>, pp. 71-83. - C. Bellrichard, J. Barrera What you need to know about the Coastal GasLink pipeline conflict, CBC, Feb 11, 2020. https://www.cbc.ca/news/indigenous/wet-suwet-en-coastal-gaslink-pipeline-1.5448363 <p>Cases: mining and pipeline projects on indigenous land, Coastal GasLink pipeline</p>
11	Mar 22-28	<p>Biotechnology</p> <ul style="list-style-type: none"> - What is life? - Synthetic biology (SynBio) and the debate on the concept of life <p><i>Readings</i></p> <ul style="list-style-type: none"> - C. Sagan 2010. Definitions of Life. In <i>The Nature of Life</i>, pp. 303-306. - A. Deplazes-Zemp, N. Biller-Andorno 2012. Explaining Life. <i>EMBO reports</i> 13:11, pp. 959-962. - Opinion page “Life after the synthetic cell”, <i>Nature</i> 465, 27 May 2010. - N. Budisa 2012. A Brief History of the Life Synthesis, in <i>Nova Acta Leopoldina</i> 116:394, pp. 99–118. <p><i>Videos</i></p> <ul style="list-style-type: none"> - Watch Craig J. Venter, Future Biology, TEDxCaltech, https://www.youtube.com/watch?v=HdgfzdlqUHw <p>Cases: SynBio</p>
12	Mar 29-Apr 4	<p>Biotechnology</p> <ul style="list-style-type: none"> - Assessing the empirical risks of SynBio - A philosophical approach to the moral issues of SynBio <p><i>Readings</i></p> <ul style="list-style-type: none"> - M. Engelhard et al 2016. Old and New Risks in Synthetic Biology: Topics and Tools for Discussion. In <i>Synthetic Biology Analysed</i>, pp. 51-62. - J. Boldt 2013. Life as a Technological Product: Philosophical and Ethical Aspects of Synthetic Biology. <i>Biol Theory</i> 8, pp. 391–401 <p>Cases: SynBio</p>
13	Apr 5-11	<p>Biotechnology</p> <ul style="list-style-type: none"> - Are biologists “playing God” by creating synthetic organisms? - Different religious perspectives on synthetic biology <p><i>Readings</i></p> <ul style="list-style-type: none"> - H. van den Belt 2009. Playing God in Frankenstein’s Footsteps: Synthetic Biology and the Meaning of Life, <i>NanoEthics</i> 3:3, pp. 257–268. - P. Dabrock 2009. Playing God? Synthetic biology as a theological and ethical challenge, <i>Syst Synth Biol</i> 3, pp. 47–54. - C. K. Chapple 2013. Ethics of Synthetic Life: A Jaina Perspective, <i>Worldviews</i> 17, pp. 77-88. <p>Cases: SynBio</p>

14	Apr 12-14	Preparation time <ul style="list-style-type: none">- No class and no readings- Time for preparing for the take-home exam
----	-----------	--

