SYLLABUS

BIOETHICS (IN ENGLISH), BME6410

University year 2025/2026

1. Information regarding the programme

1.1. Higher education institution	„Babeş-Bolyai" University of Cluj-Napoca
1.2. Faculty	Faculty of Biology and Geology
1.3. Department	Department of Biology, Ecology and Environmental Protection of the Hungarian Li
1.4. Field of study	Biology
1.5. Study cycle	Bioethics MA Medical Biology, semester 3, with frequency
1.6. Study programme/Qualification	Biology (in Hungarian) / Degree in biology
1.7. Form of education	With attendance

2. Information regarding the discipline

2.1. Name of the discipline	**Bioethics**					Discipline code	**BME6410**
2.2. Course coordinator					Ungvári Zrínyi Imre, Associate professor, PhD		
2.3. Seminar coordinator					Ungvári Zrínyi Imre, Associate professor, PhD		
2.4. Year of study	2	2.5. Semester	1	2.6. Type of evaluation	E	2.7. Discipline regime	Ob

3. Total estimated time (hours/semester of didactic activities)

3.1. Hours per week	**2**	of which: 3.2 course	**2**	3.3 seminar/laboratory	**2**
3.4. Total hours in the curriculum	48	of which: 3.5 course	48	3.6 seminar/laborator	**24**
Time allotment for individual study (ID) and self-study activities (SA)					**hours**
Learning using manual, course support, bibliography, course notes (SA)					48
Additional documentation (in libraries, on electronic platforms, field documentation)					9
Preparation for seminars/labs, homework, papers, portfolios and essays					18
Tutorship					3
Evaluations					6
Other activities:					
3.7. Total individual study hours	**84**				
3.8. Total hours per semester	**140**				
3.9. Number of ECTS credits	**4**				

4. Prerequisites (if necessary)

4.1. curriculum	• Not applicable
4.2. competencies	• Not applicable

5. Conditions (if necessary)

5.1. for the course	• Audio-video logistics, whiteboard
5.2. for the seminar /lab activities	• Admission at colloquium evaluation is conditioned by at least 50% attendances at the scheduled seminars.

6.1. Specific competencies acquired [1]

[1] One can choose either competences or learning outcomes, or both. If only one option is chosen, the row related to the other option will be deleted, and the kept one will be numbered 6.

Professional/essential competencies	• Gaining conceptual and analytical capacity to approach issues of medical ethics, genetics and environmental ethics and to develop decision-making skills in relation to them • Obtaining ability to formulate and apply, in a critical and constructive manner, hypotheses about the conditions of existence of life, life forms, human existence, and their value • Earning the ability to critically and constructively formulate and apply hypotheses about decisions concerning human action using the language of bioethics and philosophy, as well as fundamental philosophical methods • Acquiring decision-making methods and practices for bioethical situations of medium complexity
Transversal competencies	• Gaining ability to participate at interdisciplinary collaborative research on ethical and philosophical issues in the biological sciences • Acquiring advanced bioethical knowledge essential for an interdisciplinary approach to a relevant topic in the field • Learning research techniques in life sciences and developing ethical responsibility in working with living beings • Acquiring ability for using theoretical concepts in solving practical problems in life sciences and in philosophy

6.2. Learning outcomes

Knowledge	The student knows: the student will be familiar with the subject and areas of bioethics, the most important bioethical principles, professional codes of ethics and legal provisions.
Skills	The student is able to identify bioethical challenges, rank them according to the severity of their potential consequences and justify their relationship using ethical approaches
Responsibility and autonomy:	The student will be able to work independently to solve problems related to the identification, analysis and judgement of ethical issues in his/her field. Their analysis is guided by expertise and moral conviction.

7. Objectives of the discipline (outcome of the acquired competencies)

7.1 General objective of the discipline	• Acquiring ability for recognizing, analyzing and resolving ethical issues in the fields of medicine, biotechnology, protection of life and nature
7.2 Specific objective of the discipline	• Gaining advanced knowledge of the bioethical side of ethical concepts and fundamental worldviews • Learning the moral problematization of the peculiarities, levels of organization and limits of vital phenomena • Gaining ability to studying decisions about life (its beginnings, its end, and related therapeutic interventions) • Acquiring abilities for the study of decisions and responsibilities related to genetics, biotechnology and environmental protection

8. Content

8.1 Course	Teaching methods	Remarks
01. Bioethics. Ensuring the well-being of the living world, living things and human life	Presentation, discussion, case studies, exercises	
02. Living, experiencing and imagining life phenomena	Presentation, discussion, case studies, exercises	
03. Life and death - the basic tendencies of existence	Presentation, discussion, case studies, exercises	
04. Human bioethics	Presentation, discussion, case studies, exercises	
05. Life choices. The beginning of life	Presentation, discussion, case studies, exercises	
06. Decisions concerning the care for life	Presentation, discussion, case studies, exercises	
07. Life choices in the final stage of life	Presentation, discussion, case studies, exercises	
08. Biomedical ethics	Presentation, discussion, case studies, exercises	
09. Laboratory medicine and ethics of laboratory work	Presentation, discussion, case studies, exercises	
10. Ethical issues in genetics, gene therapy and genetic engineering	Presentation, discussion, case studies, exercises	
11. Living together with other organisms, the environment and the planet	Presentation, discussion, case studies, exercises	
12. Analysis of a bioethical fallacy: omission the Down's disease screening	Presentation, discussion, case studies, exercises	
13. Analysis of an ecoethical offence: pollution of the river Somes near Vetiş	Presentation, discussion, case studies, exercises	
14. Substantive and normative aspects for the analysis of bioethical violations	Presentation, discussion, case studies, exercises	

Bibliography

1. Charles, Susanne (szerk.): Bioetikai olvasókönyv. Multidiszcíplináris megközelítés [Bioethics reader. A multidisciplinary approach], Dialóg Campus Kiadó, Pécs–Budapest, 1999.
2. Lányi András - Jávor Benedek (szerk.): Környezet és etika – Szöveggyűjtemény [Environment and ethics - Textbook], L'Harmattan, Budapest, 2005.
3. Manson, Neil C. - O'Neill, Onora: Rethinking Informed Consent in Bioethics. Cambridge University Press, Cambridge, 2007.
4. Scripcaru, Gheorghe –Astărăstoae, Vasile – Aurora Ciucă –Călin Scripcaru: Bioetica, ştiinţele vieţii şi drepturile omului [Bioethics, life sciences and human rights], Polirom, Iaşi, 1998.
5. Schweitzer, Albert: Az élet tisztelete [Respect for life], Ursus Kiadó, Budapest, 1999.
6. Ungvári-Zrínyi Imre: Alkalmazott etikai alapfogalmak. Bioetika. Gazdaságetika. Közszolgálati etika. Médiaetika [Basic concepts of applied ethics. Bioethics. Ethics of economics. Ethics in public service. Media ethics], Egyetemi Műhely Kiadó-Bolyai Társaság, Kolozsvár, 2007., 9-110.

8.2 Seminar / laboratory	Teaching methods	Remarks
00. Starting points for interpreting bioethics readings 01. Albert Schweitzer: Az élet tisztelete [Reverence for life], Keresztény Magvető, 1975/01.	Text analysis, problem-solving and discussion	
02. Charles Susanne: Bioetika pluralista megközelítésben [Bioethics in a pluralistic approach], In: Charles, Susanne (szerk.): Bioetikai olvasókönyv. Multidiszcíplináris megközelítés [Bioethics reader. A multidisciplinary approach], Dialóg Campus Kiadó, Pécs–Budapest, 1999, 55–68.	Text analysis, problem-solving and discussion	
03. Chiarelli, Brunetto: Az etika biológiai és evolucionista alapjai [The biological and evolutionary foundations of ethics]. In	Text analysis, problem-solving and discussion	

Suzanne, Charles (szerk.): Bioetika. Dialóg. Campus Kiadó, Budapest-Pécs 1999. 17– 30.		
04. Fritjof Capra: Az élet szövedéke [The Web of Life], Modus Vivendi Magazin, 2014. február, 1-8.	Text analysis, problem-solving and discussion	
05. Erich Fromm: A halál szeretete és az élet szeretete [Love of death and love of life], In: Erich Fromm: Az emberi szív [The human heart], Háttér Könyvkiadó, 1998, 36-66	Text analysis, problem-solving and discussion	
06. Antonio R. Damasio: A biológiai szabályozás és a túlélés [Biological regulation and survival]; A testről goldolkodó agy [The brain that thinks about the body], In: Antonio R. Damasio: Descartes tévedése: érzelem, értelem és az emberi agy [Descartes' Error: Emotion, Reason, and the Human Brain], Megújuló világképek, AduPrint, Budapest, 1996, 119-124, 218-237; World Medical Association (WMA) Declaration of Helsinki, June 1964	Text analysis, problem-solving and discussion	
07. Health Scientific Council: Code of Bioethics. Principles and practice in biomedical clinical research; Szebik, Imre: Bioetikai kérdések az élet kezdete kapcsán [Bioethical questions about the beginning of life]. In: Értelmes szívvel. Etikai témák az evangélikus oktatásban [With a reasonable heart. Ethical issues in evangelical education]. Luther Kiadó, Budapest, 2016, 43-67.	Text analysis, problem-solving and discussion	
08. Ulrich H. J. Körtner: A betegápolás etikájának alapjai és fő kérdései [Fundamentals and key issues in patient care ethics], In: Ulrich H. J. Körtner: A betegápolás etikája [Patient care ethics], Presa Universitară Clujeană / Kolozsvári Egyetemi Kiadó Debreceni Református Hittudományi Egyetem Szociáletikai Intézete 2021; LEGEA nr. 46 din 21 ianuarie 2003 drepturilor pacientului [LAW no. 46 of January 21, 2003 Patient's rights], cdep.ro	Text analysis, problem-solving and discussion	
09. Report from the European Public Health Committee. Care of dying people. Council of Europe, Strasbourg, 1981. Megjelent: Hegedűs Katalin szerk.: Lélektől lélekig. Súlyos betegek és haldoklók pszichés gondozása [From soul to soul. Psychological care of the seriously ill and dying]. Budapest, SOTE Magatartástudományi Intézet, 1995.	Text analysis, problem-solving and discussion	
10. The Code of Ethics for Members of the Romanian Order of Health Biochemists, Biologists and Chemists	Text analysis, problem-solving and discussion	
11. Universal Declaration on the Human Genome and Human Rights (1997); International Declaration on Human Genetic Data (2003), In: Bioethics in UNESCO. A collection of texts (1997-2003-2005), 2008.	Text analysis, problem-solving and discussion	
12. Lynn Margulis: Az együttélés bolygója [Symbiotic Earth], Vince Kiadó, Budapest, 2000; Wright, Robert: Az állatok is emberek? [Are animals people too?], Világosság,1990/8-9.; Az állatok jogainak egyetemes nyilatkozata	Text analysis, problem-solving and discussion	

[The UNESCO Declaration of the Rights of Animals], UNESCO-ház Párizs, l978 október, 15.; Emergency Ordinance No 195 of 2005 on environmental protection		
13. Components of a bioethics misconduct analysis	Case studies, problem-solving and discussion	
14. Substantive and normative aspects for the analysis of bioethical violations	Case studies, problem-solving and discussion	

Bibliography

1. Abram, David: Merleau-Ponty és a Föld hangja [Merleau-Ponty and the voice of the Earth], In: Lányi András - Jávor Benedek (szerk.): Környezet és etika - Szöveggyűjtemény, L'Harmattan, Budapest, 2005, 328–348.
2. Chiarelli, Brunetto: Az etika biológiai és evolucionista alapjai [The biological and evolutionary foundations of ethics]. In Suzanne, Charles (szerk.): Bioetika. Dialóg. Campus Kiadó, Budapest-Pécs 1999. 17– 30.
3. Endreffy Zoltán: Genetika, géntechnológia és etika [Genetics, genetic engineering and ethics], Magyar Szemle, 1994/8, 872–881.
4. Fritjof Capra: Az élet szövedéke [The Web of Life], Modus Vivendi Magazin, 2014. február, 1-8.
5. Henk Ten Have: Érvek az eutanázia és az asszisztált öngyilkosság legalizálása mellett és ellen [Arguments for and against legalising euthanasia and assisted suicide], Kharón, 2003/3., 18–37.
6. Kathleen Foley: A Palliatív ellátás múltja és jövője [The past and future of palliative care], Kharon, 2006./1-2, 8–19.
7. Kovács József: Környezeti etika [Environmental ethics], Világosság, 2008./ 9–10, 75-107.
8. Losonczi Ágnes: A beteg ember kiszolgáltatottsága [The vulnerability of the sick person], In: Losonczi Ágnes: A kiszolgáltatottság anatómiája az egészségügyben [The anatomy of vulnerability in health care], Magvető Kiadó, Budapest, 1986, 52 –110
9. Rózsa Erzsébet: Autonómia és paternalizmus – az orvos–beteg kapcsolat etikai kérdései a modern medicinában [Autonomy and paternalism - ethical issues in the doctor-patient relationship in modern medicine]. Debreceni Egyetemi Kiadó, Debrecen, 2017
10. Rózsa, Erzsébet: Az etika kiiktathatatlansága a modern medicinában - a hagyományos orvosi etikai, a biomedicinális etikai és bioetikai perspektívák metszéspontján [The inevitability of ethics in modern medicine - at the intersection of traditional medical ethics, biomedical ethics and bioethics perspectives], Az Eszterházy Károly Egyetem tudományos közleményei (Új sorozat 42. köt.). = Acta Universitatis de Carolo Eszterházy Nominatae. Sectio Philosophica = Tanulmányok a filozófiatudományok köréből, 2019, pp. 89-104.
11. Sándor Judit: A feminista bioetika szerepe a kortárs biotechnológia területén [The role of feminist bioethics in contemporary biotechnology], Századvég, 2015/76, 87–102.
12. Szebik, Imre: Bioetikai kérdések az élet kezdete kapcsán [Bioethical questions about the beginning of life]. In: Értelmes szívvel. Etikai témák az evangélikus oktatásban [With a reasonable heart. Ethical issues in evangelical education]. Luther Kiadó, Budapest, 2016, 43-67.

9. Corroborating the content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of the program

- The Master of Bioethics, Centre for Biomedical Ethics and Law (CBMER) at KU Leuven, https://med.kuleuven.be/en/study/programmes/bioethics/overview.html
- Bioetică medicală, Programe de master organizate (2020-2022) Domeniul Biologie, Facultatea de Biologie din Universitatea din București, https://www.bio.unibuc.ro/index.php/departamente/botanica-si-microbiologie/104-detalii-mastere-2020-2021
- Harvard Medical School's Master of Bioethics, https://bioethics.hms.harvard.edu/education/master-bioethics

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of final grade
10.4 Course	Compulsory attendance of students in 70% of the courses The student must have a passing grade in both course and seminar material Attempted fraud or deception is charged with a grade of 1 and unfamiliarity with the	Written exam	70%

	material covered with a grade of 4.		
10.5 Seminar/laboratory	- Compulsory attendance of students to 80% of the seminars - participation in debates - analysis of three texts discussed in the seminar - correct categorization of the topic - presentation of the content in the appropriate conceptual and methodological framework		30%
10.6 Minimum standard of performance			
• a.) The student has a correct overview of the fundamental issues of ethics • b.) The student is able to explain with appropriate specialized terminology the interrelation of ethical issues on an example given by him/herself • c.) The student is able to present coherently at least three texts from the thematic content of the subject			

11. Labels ODD (Sustainable Development Goals)[2]

	General label for Sustainable Development							
								

Date:
03.12.2024

Signature of course coordinator
conf. dr. Ungvári Zrínyi Imre

Signature of seminar coordinator
conf. dr. Ungvári Zrínyi Imre

Date of approval:

Signature of the head of department

Conf. dr. Keresztes Lujza

[2] Keep only the labels that, according to the *Procedure for applying ODD labels in the academic process*, suit the discipline and delete the others, including the general one for *Sustainable Development* – if not applicable. If no label describes the discipline, delete them all and write „*Not applicable.*”.