

BIOTECHNOLOGY & THE LAW
HSS404 006 - Senior Seminar, 3 Credits, 3 Contact Hours

Spring Term 2025, T, R, 16:00-17:20, FMH203

Instructor: M. X. Mitchell, Assistant Professor (she/her or they/them)

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Office Hours:

T, R, 14:45-15:45, Room 322, Cullimore Hall

Prerequisites & Restrictions: ENGL 102 with a grade of C or higher, and 6 credits at the 300-level History and Humanities GER with a grade of C or higher; 3 credits at the 300-level may be taken concurrently as a co-requisite. Registration requires senior standing.

Course Description:

Our world is filled with biotechnologies that offer great hope for human thriving while introducing new risks and dangers. This seminar explores the ways in which biotechnology and the law have intersected in history. Focusing mainly on the United States with some cogent comparisons, we will explore key questions at the intersections between biotechnology and the law in historical context. How have biotechnologies troubled social boundaries such as those between nature and culture, organism and thing, living and unliving, self and society? How have lawmakers and others grappled to leverage the promise of emerging biotechnologies while controlling their risks? How have biotechnologies intervened in, and troubled, property regimes? What value can historical analysis offer to citizens, scientists, and lawmakers working to regulate biotechnologies today?

Rationale & Learning Outcomes:

This course will introduce advanced undergraduate students to questions, topics, and debates about biotechnology and the law in historical perspective. By the end of the course, students will be able to:

- Identify, understand, and engage critically with scholarly and policy debates about the intersections between biotechnology and the law in history.
- Read independently, comprehend, interpret, and discuss peer-reviewed scholarly secondary sources and primary legal and historical sources on the history of biotechnology and the law.
- Demonstrate information literacy through the use of appropriate source material, original research, and the ability to cite properly.
- Develop and execute a capstone research report that uses peer-reviewed secondary sources from the field of history and high-quality primary sources to explore the legal history of an important biotechnology not covered in weekly readings.

- Work independently and with classmates to develop clear, cogent presentations and lead engaging discussions on weekly topics and student capstone research.

Communication:

I can be reached by email. Please use your NJIT email account and send messages directly to my NJIT email account. (I do not read messages generated through Canvas messaging.) I typically reply to emails within two business days. Business days are Mondays through Fridays, 9:00-17:00 EDT. Before writing, please check to make sure your question is not answered in the syllabus/course outline or on the course website.

Course Format:

This course meets in person only. Because this seminar centers on reading and student discussion, our meetings will not be recorded.

This course is organized as an upper-level discussion seminar. By the third and fourth years of university study, students have gained a versatile scholarly skill-set in critical reading and writing, collaborative work, presentation & discussion, and research. This seminar is designed as a “capstone” experience that enables students to hone and refine all of these skills as independent, sophisticated consumers and producers of knowledge.

Our class meetings will be organized around your independent reading and engaged discussion of peer-reviewed historical scholarship and primary legal and historical sources. Although I will supplement our learning with brief lectures to put the readings in broader context, most of our time together will be anchored by student-led discussions of course readings and themes. I will not summarize the readings. Rather, students are expected to learn the “content” of the course by working carefully through the week’s assigned readings before the first class each week.

Over the course of the semester, you will also develop and share your own research with the class. That is, you will become a producer of knowledge about biotechnology and the law in history!! This course format can be challenging, but many students find it intellectually and socially rewarding. This is a chance to develop and flex your scholarly skills while working on what President Lim calls the “power skills” of effective collaboration, analysis, and communication!! These experiences are equally as valuable in the boardroom as they are in the laboratory and library.

Readings:

Most weeks, students will read assigned peer-reviewed scholarly work about an aspect of biotechnology and the law in history. Many weeks, the scholarly article or articles will be accompanied by a related primary legal or historical source.

All texts will be posted or linked on Canvas. You don’t have to buy anything. Save a tree and some hard-earned cash!

Grading Scheme Overview & Deadlines:

ASSESSMENT	%	DEADLINE
General Assessments		
Attendance & Participation	15	whole term
Reading Quizzes	15	variable
Group Current Events Preso & Discussion	10	variable
Research Project Assessments		
Primary Source Assignment #1	10	02/24/2025, 17:00 EDT on Canvas
Primary Source Assignment #2	10	03/14/2025, 17:00 EDT on Canvas
Research Report Presentation	10	variable – last two weeks of class
Research Report	30	05/09/2025, 17:00 EDT on Canvas

Grading Scale:

(nb. – This is an absolute scale. No curve will be applied.)

A= 90 to 100

B+= 88 to 89

B= 80 to 87

C+= 78 to 79

C= 70 to 77

D= 60 to 69

F= 59 to 0

Overview of Graded Course Components:**Attendance & Participation (15%)**

Let's make this an exciting space to connect and share ideas! Nobody wants to sit around in silence! (Folks probably don't want to listen to me drone on either!) A seminar is only as good as the discussion it generates. I expect all students to prepare for class by doing the readings, to attend class, and to participate meaningfully in discussion throughout the term. You will be marked on your participation in class exercises and discussions, including, where applicable, written components, such as discussion board posts or other written assessments completed during class. It is not possible to participate if you do not attend. Attendance is therefore essential and is included as a component of the participation grade. Unexcused absences will negatively affect your mark. During class, discussion contribution quality counts as much as quantity. Each week, ask yourself whether you are engaging with your classmates' ideas, speaking up in class, and engaging respectfully.

Reading Quizzes (15%)

Great discussion is dependent on students reading assigned materials prior to our class meetings every week. To incentivize student reading, most weeks we will begin class with a short, closed-book reading quiz. These quizzes are designed to be easy points! (That is, I will not be searching for ways to stump you by referencing super-obscure details.) They are designed to give you a chance to show me you did the work. Reading consistently and answering questions without referring back to the source material is great practice for the kinds of technical reading

you will be called upon to do in your working lives! Remember, when you're in an important work meeting, you won't be able to stop the discussion to go back to a source or to rely on tools to summarize things for you. You'll need to respond on your feet. Like everything else, reading and recall is a work- and life- skill that improves with practice. These basic reading quizzes will help you keep your reading muscles strong!

Group Current Events Presentation & Discussion Leadership (10%)

During one class period, you and a group of classmates will be tasked with researching the connections between the week's topic and current events. With your small-group companions, you will develop plans to lead discussions on these connections. These presentations and discussions will typically occur on our Thursday meetings. Here is your chance to connect history to today's debates, laws, and emerging research!

There are three components to this assessment:

- 1) The students must prepare and give a short, ~10 minute presentation. Presentations will be assessed on organization, accuracy, relevancy, clarity, keeping with the time limit, and response to reasonable audience questions.
- 2) The students must submit to me on Canvas an annotated bibliography listing and discussing the sources utilized and explaining why each source is a high-quality source. The bibliography will be assessed on authority of the sources, citation form, and adequacy of coverage. Please note: If you include citations for sources that do not exist or are not in the publication (e.g., the journal or publisher) that you list, this will result in an automatic F.
- 3) The students will lead and facilitate discussion. Group members may wish to prepare discussion questions or plan short exercises (for example, word- and concept- mapping, pair-and-share exercises, jig-saw discussions—I'm always available to brain-storm ideas!). Discussion leadership will be assessed on team members' actions and contributions to spark broader conversation. Here, remember that the class as a whole can help everyone earn good marks! When you are an audience member, help your classmates out by engaging!

Further details will be discussed in class. We will conduct sign-up to sort students into groups.

Absent exceptional circumstances, everyone in the group will receive the same marks. If there is an issue with a teammate's lack of participation, it is essential that you let me know as soon as possible. I expect everyone to share the load and to work together. Because this is a group project tied to a particular class meeting, I will not be able to grant extensions.

This assessment has a few purposes. First, one of the best ways to learn is by teaching. In preparing and presenting advances students' understanding of the subject matter. Second, presenting is an essential skill in the working world even though public speaking can be nerve-racking. In general, practicing presenting both builds skills in designing and delivering great presentations and helps students to become more comfortable speaking to an audiences. Third, working together with colleagues is good practice for life after university and offers additional opportunities for deepening one's understandings of the material through discussion with group members.

Scaffolded Elements of the Capstone Research Project

The focus of your writing this term will be a ~2500 word (about 10 pages double-spaced) (inclusive of notes and references) research report relating the historical development of an important biotechnology that we did not discuss in class and legal efforts to regulate it. There are so many exciting technologies, laws, events, and debates that we will not have a chance to cover. The purpose of this assessment is to give every student a chance to do research on a relevant topic that is of interest to them, but which we did not have a chance to explore during class. Here is your opportunity to research and write about something we did not get a chance to cover! Doing in-depth research helps to improve skills in finding and evaluating the quality of primary and secondary sources, and in developing polished written-work and a presentation relating your research findings. These skills are valuable within the university, but also extend to many workplaces.

To help students hone their research and writing skills, I have broken this assessment down into a series of smaller steps, described below:

Primary Source Assignment #1 (10%)

The first part of the project requires each student to identify and research an important biotechnology that we did not/will not cover in class. Students must identify, read, and report on high-quality primary sources about the selected biotechnology. In many instances, these primary sources will be published articles drawn from peer-reviewed science, medicine, and engineering journals. Students will develop an annotated bibliography of these sources and will use the sources to respond to a series of instructor-provided question prompts. Please note: If you include citations for sources that do not exist or are not in the publication (e.g., the journal or publisher) that you list, this will result in an automatic F.

This step is intended to enable me to provide helpful feedback on your plans, to check-in on your research process, and to get you started writing material that you will be able to use in the final research report. I will provide further details and leave ample time for discussion in class.

Primary Source Assignment #2 (10%)

The second part of the project requires each student to research and report on high-quality primary legal sources about governance of the selected biotechnology. Where the first source assignment is designed to get you started on primary source research surrounding the biotech, this source assignment will get you started on law and regulation of that technology. Students will again develop an annotated bibliography of these sources and will use the sources to respond to a series of instructor-provided question prompts.

This step is intended to enable me to provide helpful feedback on your plans, to check-in on your research process, and to get you started writing material that you will be able

to use in the final research report. I will provide further details and leave ample time for discussion in class. Please note: If you include citations for sources that do not exist or are not in the publication (e.g., the journal or publisher) that you list, this will result in an automatic F.

Research Report (30%)

Building on the two primary source assignments, you will write a research report relating the legal history of your chosen biotechnology. Here, you may also rely on high-quality, peer-reviewed, secondary sources written by historians of science, technology, and medicine as a means of filling in the gaps not covered by your primary sources. You must relate the history (what happened and why it was important) and then reflect on the history, exploring the relevancy of class materials and themes to the specific history you relate.

This step builds on the primary sources assignments, asking you to now write a narrative legal history about the biotechnology you chose. What happened? How did different individuals or groups try to regulate the new technology? What were people worried about at the time? How did the regulatory framework respond (or not!) to these concerns? This report will also require you to use the class materials and themes to reflect on the legal history of your biotech. We will discuss this step of the assignment extensively in class. We will work up to this report all term. We will have plenty of chances to talk about it and clarify my expectations. Please note: If you include citations for sources that do not exist or are not in the publication (e.g., the journal or publisher) that you list, this will result in an automatic F.

Research Project Presentation (10%)

Every student will prepare and deliver a short presentation on their project during the last two weeks of class. The exact time limit is TBD, depending on how many students are enrolled in the course. Our presentations will take place during the last two class periods of the term. Students will need to submit slides, if used, no later than 5PM the day prior to the presentation so that I can assemble a slide deck for the day.

Because everyone will present on one of those days, and we need to space the presentations across those two periods, the deadline on this component of assessment is not flexible. I will not be able to grant extensions.

This component is intended to give everyone a chance to share all the hard work they have done throughout the course! This is a time to engage deeply with each other's research and ideas. Although presenting can be anxiety-producing for some individuals, it is a valuable life and work-place skill. Moreover, many individuals find that doing presentations over time helps to reduce this stress. Since we will be collaborating as a group all semester, I hope that this will be a comfortable space to share work and practice presentation skills. Let's celebrate all you have accomplished!

Time Management, Deadlines, Late Work:

It is often the case that having more time to study or to revise an assignment would lead to better work product. Yet it is also true in university and working life that you will be asked to complete a great many tasks under time constraints. Working to deadline is one transferable skill that university coursework is intended to help students develop. Timeliness is part of the criteria I use to assess the quality of a particular piece of work product.

Since timeliness is part of our assessment criteria for written work, late work submitted after class date and time deadlines (or after a properly granted extension) may be marked down by 5% per calendar day up to a 40% deduction, after which the work will not be accepted. By way of example, if an assignment is due on Tuesday at noon and you hand it in at 13:00EDT that day, it will be marked down by 5%. If you hand it in anytime on Wednesday it will be marked down by 10% and so forth.

If you are experiencing difficulties completing your coursework or if you need to seek accommodation for illness, disability, death in family, religious reasons, etc., under university policy, you must inform the Dean of Students Office. Instructors can only accommodate a student at the direction of the Dean's Office. Their office is a wonderful resource!! They can help you plan a course of action and decide if you want to seek an accommodation. They also help in communicating with your instructors and connecting you with other resources on campus for help with your situation.

Copyright Rights & Prohibition on Distribution & Recording:

Lectures and course materials prepared by the instructor are considered to be an instructor's intellectual property. You may not publish, distribute, or otherwise sell course materials in any form including on any website. You may not record class sessions.

Academic Integrity:

Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the academic code of integrity policy that is found at: [NJIT Academic Integrity Code](#).

Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university. If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at dos@njit.edu

Generative Artificial Intelligence Prohibition:

Use of generative AI intelligence tools or apps is strictly prohibited in this class. Use of any such tools in our assignments, and especially representing AI-generated ideas or expressions as one's

own, may be considered an academic offense. This course is intended to provide an opportunity for students to work on skills of independent critical reading, synthesis, analysis, and expression. These skills will remain incredibly important regardless of the continual development of AI. I'm interested in what's on your mind, not what's on a language processing model's mind!!!

Further to this policy, students will be required to submit their original written work online on canvas in the specified file formats. Student work will be subject to review by tools furnished by the administration to NJIT instructors and used to detect plagiarism, AI use, and irregularities in sourcing and citation of the written word and claims. Plagiarism, use of AI, and/or other irregularities may result in disciplinary procedures or failure of the assignment or course.

Inclusive Learning Environment & Accessibility:

My goal is to facilitate the learning of all students in our course. Students with diverse learning styles and needs are welcome. If you have an accommodation need, you should register with NJIT's Office of Accessibility Resources and Services (OARS), <http://www.njit.edu/counseling/services/disabilities.php>. OARS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: OARS will not share details of your condition with any instructor.

Learning Community:

Together we will strive to create an intentional, respectful learning community. Building such a community requires safety and trust. When you speak, please exercise care and think about how your comment might resonate with others having experiences and identities different from yours. Please also try to ensure that your mode of engagement invites and creates space for others to speak. All of us, from time to time (including me!), may express ourselves incompletely, or inadvertently say something someone else finds hurtful. Handling these moments is an important part of the learning process. If you are finding discussion difficult, feel unwelcome to express your views, or find a particular discussion or comment to be hurtful, please come talk to me. I will do my utmost to make everyone feel welcome, safe, and able to express their considered viewpoints. Disagreement is a normal part of life! Together, we will work to navigate both agreement and disagreement with integrity and respect.

A Note on Violence:

This course covers acts of violence and discrimination against communities that have been marginalized socially, politically, and legally. If you think you may be upset by readings or discussions of these topics, please make an appointment with me at your earliest convenience to discuss the course content and the syllabus and to decide whether the class is a good fit for your interests.

***** I reserve the right to make changes to the syllabus as needed. *****

READING SCHEDULE

Week 1 (1/21/2025 & 1/23/2025) – Introductions & Defining Terms Part 1

On day 1, we will begin to think about biotechnology as we get to know one another. Please come ready to introduce yourself and your interests and to work with your classmates.

*On day 2, we will begin to think about law. What is law anyway? How do different layers of law and regulation intersect? What are some sources of law and how can they be read and analyzed? We will take time in class to read and discuss Orin Kerr, “How to Read a Legal Opinion,” *The Green Bag* 11 (2007): 51-63.*

Week 2 (1/28/2025 & 1/30/2025) – Defining Terms Part 2

Last week, we thought a bit about biotechnology and law. This week, we will continue our exploration of law, before turning to history. What do legal historians do and how do they make claims? How is historical research on law and science relevant today? How do historians think about present-day concerns as they assemble historical claims? When is a focus on the present a legitimate way of making historical knowledge and when might it be problematic?

David Armitage, “The Impulse of the Present,” *Historical Transactions: The Royal Historical Society Blog*, available at: <https://blog.royalhistsoc.org/2023/07/26/the-impulse-of-the-present/>

Week 3 (2/4/2025 & 2/6/2025) – Experimental Bodies 1

Last week, we considered the ways in which the present affects historians’ research, claims-making, and analysis. We thought critically and analytically about how people in history used claims of oldness and newness in support of their own aims and interests. And we considered how historians craft claims of oldness and newness; relevancy and irrelevancy. This week, we will explore a scholarly article about how human bodies have been used as biotechnologies—as teaching and research resources. Pay careful attention to how the authors think about the past and the present. What evidence do they use in support of their claims? What are their arguments about change over time? How does time play into the construction of legal, moral, and historical claims?

Susan C. Lawrence & Susan E. Lederer, “Medical Specimens and the Erasure of Racial Violence: The Case of Harriet Cole,” *Medical Humanities* 49 (2023): 457-467.

Week 4 (2/11/2025 & 2/13/2025) – Making Historical Knowledge

You are not just consumers of historical knowledge. You are also producers! (Or will be soon!) This week we will think about our own interests as budding historians. We will think about how

historians frame questions and develop their analyses. We will also work through research tools and strategies.

Week 5 (02/18/2025 & 02/20/2025) – Experimental Bodies 2

Previously, we began to examine the use of human beings as biotechnologies by looking at the role of the bodies of deceased individuals. This week, we will explore a scholarly article about how living human bodies have been used as biotechnologies. Again, pay careful attention to how the authors think about the past and the present. What evidence do they use in support of their claims? What are their arguments about change over time? How does time play into the construction of legal, moral, and historical claims?

Nancy D. Campbell & Laura Stark, “Making Up ‘Vulnerable’ People: Human Subjects & the Subjective Experience of Medical Experiment,” *Social History of Medicine* 28 (2015): 825-848.

Week 6 (02/25/2025 & 02/27/2025) – Vaccination

Last week, we considered humans as research subjects. This week, we move on to one of the earliest and most important kinds of therapeutic medical biotechnology: vaccines. These biotechnologies raised and continue to raise important questions about the reach of state power into humans’ biological bodies, and arguments about the body as a boundary that state power ought not to transgress. According to Willrich, how did the legal landscape surrounding vaccines change in the Progressive Era United States? What factors does he identify as important? What evidence does he draw upon to substantiate his claims? How did the Supreme Court articulate its reasoning relating to the reach of state power in Jacobson v. Massachusetts?

Michael Willrich, “‘The Least Vaccinated of Any Civilized Country’: Personal Liberty and Public Health in the Progressive Era,” *Journal of Policy History* 20 (2008): 76-93.

Jacobson v. Massachusetts, 197 U.S. 11 (1905), excerpts TBA.

Week 7 (03/04/2025 & 03/06/2025) – Body Products

Previously, we examined how vaccination policy engaged questions of bodily liberty and autonomy. When can the state force a biotech into someone’s body? This week, we ask what happens when pieces of a human body become biotechnologies. What makes something a part of one’s body? When does part of a body stop being part of the person from which it was removed? What does it mean when part of a person who will someday die is made immortal? Who owns these immortal pieces of people?

Hannah Landecker, *Culturing Life: How Cells Became Technologies* (Cambridge: Harvard University Press, 2010), “Immortality”, 68-106.

Moore v. Regents of the University of California, 793 P.2d 479 (Cal. 1990), excerpts TBA.

Week 8 (03/11/2025 & 03/13/2025) – Grappling with Change

We have examined important moments of scientific and technological change throughout our time together. This week, we will explore how do scientists, lawyers, and technicians work to govern fast-paced technological change—especially when new biotechs introduce risk and hazard. How should risk and benefit be balanced? Who should decide—government, experts, members of the public? The setting of our inquiry is the 1975 Asilomar conference, where scores of microbiologists and a few lawyers gathered to decide how the new technology of recombinant DNA should be regulated. The conference and principles it generated, however, also became a historical tool. Why was Asilomar important in its time? How has it been important afterwards? Thinking back to our second week of class, what do the many meanings of Asilomar reveal about the types and uses of history in the present?

J. Benjamin Hurlbut, “Remembering the Future: Science, Law, and the Legacy of Asilomar,” in *Dreamscapes of Modernity: Sociotechnical Imaginaries and the Fabrication of Power*, eds. Sheila Jasanoff and Sang-Hyun Kim (Chicago: University of Chicago Press, 2015), 126-151.

Paul Berg, David Baltimore, Sydney Brenner, Richard O. Roblin III, & Maxine F. Singer, “Summary Statement of the Asilomar Conference on Recombinant DNA Molecules, *PNAS* 72 (1975): 1981-1984.

SPRING BREAK WEEK OF 03/16/2025 NO CLASS!

Week 9 (03/25/2025 & 03/27/2025) – Products of Nature

In past weeks, we considered the ways in which human bodies (living and dead) are utilized as biotechnologies. We began to explore difficult questions of who, if anyone, owns human tissues. This week, we dig even deeper into the engineering of life-forms, bringing the discussion into the laws governing intellectual property—i.e. patents. Tracing the emergence and contestation of categories of invention that US lawmakers have deemed unpatentable, we will examine how litigants and lawmakers construct the line between things that are natural and things that are human-made. How do we distinguish nature from technology? What are the historical policy reasons for these distinctions? How have emerging techniques and technologies troubled existing legal frameworks?

Shobita Parthasarathy, *Patent Politics: Life Forms, Markets, and the Public Interest in the United States and Europe* (Chicago: University of Chicago Press, 2017), Chapter 2, 51-80.

Diamond v. Chakrabarty, 447 U.S. 303 (1980), excerpts TBA.

Week 10 (04/01/2025) – Check-in & Tune-up!

This week, we will not meet as a class. Rather, Mitchell will use the class-time to meet one-on-one with students who wish to discuss their research plans, troubleshoot any obstacles, and brain-storm. Sign-up procedures will be discussed in class.

REMEMBER, 04/03/2025 IS A WELLNESS DAY! NO CLASS!

Week 11 (04/08/2025 & 04/10/2025) – Reading the Book of Life

Previously, we considered the causes and consequences of developing engineered life-forms as technology and seeking intellectual property rights in them. In other words, we explored whether particular classes of engineered living things could be the subject of patent rights. This week, we move even further beneath the surface to trace debates over gene patents—patent claims in sequences of DNA and cDNA within human beings. When is a gene information and when is it a thing? How do claims of patent rights in life forms differ from claims of patent rights in human genes? How do these debates implicate different questions of law, policy, and morality than the question of patenting engineered living organisms?

Robert Cook-Deegan, “Gene Patents,” in Mary Crowley, ed., *From Birth to Death and Bench to Clinic* (Garrison, NY: The Hastings Center, 2009): 69-72.

Shobita Parthasarathy, *Building Genetic Medicine: Breast Cancer, Technology, and the Comparative Politics of Health Care* (Cambridge: MIT Press, 2007), Chapter 3, 115-144.

Assoc. for Molecular Pathology v. Myriad Genetics, Inc., 569 U.S. 576 (2013), excerpts TBA.

Week 12 (04/15/2025 & 04/17/2025) – Identity, Culture, & Biotechnology

Last week, we explored property rights in DNA and cDNA sequences. This week, we zoom out to the level of distinct social communities to ask how and why culture matters in relation to the use of genetic materials as biotechnological research tools. Examining a dispute over the collection and use of Native American (Havasupai) tissue samples in research, we will think critically about the cultural embeddedness of regulatory and property regimes. We will consider arguments that one-size-fits-all regulation is inappropriate in the context of interactions with Native American communities. Are there other communities whose histories and experiences might counsel special consideration or different sets of legal rules? If so, why? If not, why not? Does considering the Havasupai community’s arguments make you think differently about the Moore or Association of Molecular Pathologists cases or the HeLa cell line discussed earlier in the term? Why or why not?

Rebecca Tsosie, “Cultural Challenges to Biotechnology: Native American Genetic Resources and the Concept of Cultural Harm,” *The Journal of Law, Medicine, and Ethics* 35 (2007): 396-411.

Appellants' Opening Brief, Tilousi et al. v. Arizona Board of Regents, No. 1 CA-CV 07-0801 (Jan. 7, 2007).

Week 13 (04/22/2025 & 04/24/2025) – Let's Go to the Movies!

Since you are hard at work on your projects, this week, we take a reading break by viewing a topically relevant sci-fi movie and discussing it in light of our class learnings and themes.

Week 14 (04/29/2025 & 05/01/2025) – Research Symposium Presentations

Week 15 (05/06/2025) – Research Symposium Presentations
