

NEUROETHICS

Syllabus | PHL 402 | Spring 2024

“I note the obvious differences between each sort and type.
But we are more alike, my friends, than we are unlike.”

– Maya Angelou, from the poem “The Human Family”

Table of Contents

OVERVIEW	2
Notable Features of This Course	2
Learning Objectives	2
Assignments	3
Required Texts	3
Time Commitment	3
Class Updates & Website	3
Content Covered	3
Course Materials	3
Etiquette & Civility	3
Devices in Class	4
ASSESSMENT	4
Engagement	4
Discussion Piece	5
Experiential Learning: The Agency Project	5
Quizzes	5
Essay (+ Outline, Abstract, & Presentation)	6
Late & Make-Up Assignments	7
Cheating (including Plagiarism)	7
Grades	8
STUDENT SUPPORT	9
Peer Contacts	9
Contacting Me	9
Children in Class	9
Writing Support	9
Philosophy Club	9
Wellness and Wellbeing	9
If You Face Major Difficulties	10
DSS Accessibility Statement	10
Title IX Statement	10
Reading Tips	11
SCHEDULE	12

OVERVIEW

Professor: Dr. Joshua May

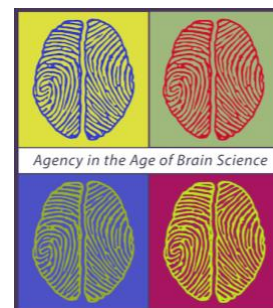
Email: joshmay@uab.edu (preferred method of contact)

Office: University Hall, Room 5010

Office hours: Tuesdays 2-3pm + by appointment

Course: PHL 402-2D | TR 12:30am – 1:45pm | in UH 3002

uab.instructure.com



Neuroscience is booming, fueled by sensational discoveries about the human mind, efforts to cure brain diseases, and promises to improve mental health. What ethical questions does brain science raise and help to answer? In this class, we'll address questions like:

- Is **free will** an illusion?
- Does **brain stimulation** impair a patient's autonomy?
- Does having a **mental disorder** excuse bad behavior?
- Is **addiction** a brain disease?
- Should we trust our **gut feelings** in ethics and politics?
- Should we **alter our brains** to become better people?
- Is human **reasoning biased** by our values?
- Can brain science be trusted to **read the minds** of criminals and consumers?

We'll take an *interdisciplinary* approach that carefully evaluates philosophical and scientific evidence.

NOTABLE FEATURES OF THIS COURSE

- Each module kicks off with a **real case**, explained through a **video or podcast**.
- You will engage in an **experiential learning assignment** that applies ethics to your life.
- **Prerequisite:** One previous PHL course or permission of instructor.
- **Counts toward:** the Philosophy major (including the *Ethics and Value Theory* requirement for the Honors track) and the Ethics Track of the Philosophy major.
- **Capstone:** This course is designed to fulfill the Capstone Requirement for the Philosophy major, even though it isn't listed as PHL 490-493. The course covers cutting edge debates and integrates philosophical issues from across the discipline—in ethics, philosophy of mind, philosophy of science, epistemology, and metaphysics—and culminates in a substantial term paper and presentation.

LEARNING OBJECTIVES

- I. **Identify** key ideas in neuroethics, including theories, cases, and concepts.
- II. **Analyze** arguments into component parts (premises, conclusion).
- III. **Connect** philosophical concepts and principles to real-world issues (especially, how to improve the exercise of your own agency).
- IV. **Evaluate** complex philosophical ideas and arguments in writing.



ASSIGNMENTS

(For due dates, see the Canvas site or the Schedule at the end of this syllabus.)

	Weight	Details	Learning Objective
Engagement	15%	attendance, participation, survey, etc.	Identify, Connect
Discussion Piece	15%	analysis of one of the assigned articles	Analyze, Connect, Evaluate
Experiential Learning	15%	hack your agency, write about it (500 words)	Connect
Quizzes (x9)	25%	multiple choice, after each module	Identify, Analyze
Essay	30%	2500 words + outline, abstract, presentation	Analyze, Evaluate

REQUIRED TEXTS

We will be using a book I've written called [Neuroethics: Agency in the Age of Brain Science](#) (Oxford University Press, 2023), which costs about \$35 new. (Note: I hardly get any royalties from these book sales. I certainly don't assign it in this class to make money!) If purchasing a copy is a financial burden, you can access a digital version for free through the UAB library. Other readings will be articles as PDFs, provided for free on the course webpage.

TIME COMMITMENT

This course is worth 3 credit hours. During a normal 14-week semester, you should prepare to spend **about 9 hours per week** on course activities (e.g. reading the assigned chapters/articles, watching the videos, participating in the discussions, and completing the assignments).

CLASS UPDATES & WEBSITE

Important announcements and updates will be made occasionally on the course website in Canvas (<https://uab.instructure.com/>). Check it frequently or have it set up to email you each announcement—or *ping* it to you, if you can make that work.

CONTENT COVERED

We will be discussing content from both primary and secondary source readings. Also, given that this course covers important specific *cases in medicine and the law*, students will be tested on basic details of such cases. However, as is typical of courses taught in a Philosophy Department, we will focus heavily on understanding and analyzing *arguments*.

COURSE MATERIALS

Lecture Slides: The PowerPoint slides will be posted on the course website, but they will be rather *barebones*. You will likely want to supplement them with your own notes on the lectures (and perhaps a multivitamin?).

Copyright Notice: The course materials that I create (e.g., handouts, recordings, exams) are intellectual property. They are for you to use in this class only, during this semester. Course materials are not for others to use. Please do not post them on other websites, or otherwise share them with other people, without my permission. (The multibillion dollar profits I aim to acquire with this grade-A content are only for me and my friends in the illuminati.)

ETIQUETTE & CIVILITY

We should, of course, behave in a civil manner toward each other, even when interacting online (e.g., during online discussions and over email).

- *Respect*: Each student's opinion is valued as an opinion. When responding to a person during discussions, be sure to state their opposing opinion in a diplomatic way. Don't insult the person or their idea.
- *Avoid combat*: Support your views with reasons/arguments, but avoid being defensive. Run from the temptation of tribalism or "othering" others. Acknowledge good points another has made. Think of discussions as collaborative, not combative.
- *Humility*: Be humble. Ask questions. Try to learn from others (especially when that seems impossible because you disagree).
- *Confidentiality*: When discussing topics be sure to be discreet on how you discuss children, teachers, and colleagues. E.g., avoiding using names of people whose privacy deserves protection.

DEVICES IN CLASS

During class, you may use devices like laptop computer or tablet for taking notes. Just please mute all devices, including phones. Also keep in mind that texting, web surfing, and the like can be distracting to me and your fellow classmates. It's also liable to be a distraction to you (but hey that is your choice). My concern is creating an environment that isn't detrimental to the class.

Penalties: If your device use is distracting or disruptive, you may be marked as absent for that day.

ASSESSMENT

ENGAGEMENT

Your Engagement grade will primarily be determined by Attendance and participation in class. You will also have some miscellaneous assignments, such as: posting a Profile Picture on Canvas, filling out a short online Survey, doing a brief in-class Presentation (about 5 minutes) of your essay plan during finals week.

Attendance: *Students are expected to regularly attend class meetings and to do so on time.* I will do roll call and you'll earn points for being present. This encourages attendance and helps me to learn names. If you're late and miss roll call, you can receive *half the points* for the day, but *only if you inform me after class that you were late.*

Ultimately, acquiring a couple of unexcused absences isn't extremely detrimental, especially if you contribute well in class. But do note that missing numerous class meetings would likely make it difficult for you to do well in the course overall, simply because you will miss discussion of important material.

Excused absences: These require documentation for *extenuating circumstances* (e.g. medical, military, sports, jury duty, conference travel). Remember, students with excused absences are still required to complete work and readings by the required due dates.

Participation & Disruptions: I'm very interested in what you think about the issues we discuss in class. I encourage you to ask questions in class to *clarify* points (e.g. "What exactly is...?") but also to raise *criticism* (e.g. "Couldn't she respond by saying...?"). Outstanding participation can be like extra credit for your final Engagement grade: it can boost it. Being disruptive (e.g. talking to your neighbor during class) can negatively affect your score by losing attendance points that day.

DISCUSSION PIECE

During the first week, you will be assigned one of the scheduled readings. The day before we discuss the reading in class, you will post about it in a discussion thread on the course website.

Your discussion post should do three things:

- (a) **Summarize** at least one main idea in the reading.
- (b) **Make a connection** between that idea and something in ordinary life (e.g., an event in your life, a news story/development, a song with relevant lyrics).
- (c) **Pose a question** and briefly explain why that question raises a critique or concern about one of the article's main ideas.

Discussion pieces must be no more than 500 words and submitted on Canvas the day before the relevant meeting (by 11:59pm). Submit the Discussion Piece assignment (so I can give you private feedback) and post it on the relevant discussion board (so fellow students can see it).

Your piece will be evaluated on (a) the accuracy of your explanation of the main idea and (b) the depth of your engagement with it. You should demonstrate that you've done the reading and spent time thinking about it critically. These short assignments are meant to provide a springboard for discussion during the relevant class meeting and to help you prepare for the kind of work required for the essay (exposition and critical evaluation).

EXPERIENTIAL LEARNING: THE AGENCY PROJECT

Ethics isn't just about abstract arguments and judging other people. So we're going to take steps to also make this personal. This assignment has you identify a habit (of action or mind) that you'd like to change or acquire in order to become a better person, broadly construed (e.g., be more compassionate, more present, less self-centered, less angry or irritable, more humorous). Then formulate a specific plan for how to exercise your agency to make the change (e.g., download a meditation app and meditate every day, delete social media apps from your phone, implement the skills of Cognitive Behavioral Therapy).



Implement the plan over the course of 3-5 days, then write a short essay (approximately 500 words) about (a) your experience and (b) how exercising of your agency in this way relates to some material discussed in this class. In addition to turning in the write-up to me, students will briefly present their project in class.

QUIZZES

There is a quiz due at the end of each module. Each quiz has 5 *multiple choice* questions pulled from a question bank (so students don't receive the exact same questions). The quizzes will be *on Canvas*, not in class. Students can complete the quiz on a computer or on a smartphone with the Canvas app).



Closed-book: When taking the quizzes, you're not supposed to be using your book or notes, or to collaborate with anyone. Treat it like an in-class quiz: just use your own brain and answer the questions based on what you've learned. (One time a student used someone else's brain, and it did *not* go well.)

Time Limit: To help prevent cheating, such as perusing the Internet or slides, the quizzes are timed (you'll have 6 minutes). It's plenty of time if you know the material. The average time it takes to complete this sort of quiz is 3.5 minutes (which is, incidentally, the same time it takes for a philosopher to answer a Yes or No question!).

Dummy Question: Each quiz will have a "dummy question" that tells you what the correct answer is in order to get a base level of points (25 points). The 5 real questions are then worth 15 points each. That way, if you miss one or two of the real questions, you won't lose so many points overall. E.g. 1 incorrect answer = 85% (instead of 80%); 2 incorrect answers = 70% (instead of 60%); 3 incorrect answers = 55% (instead of 40%).

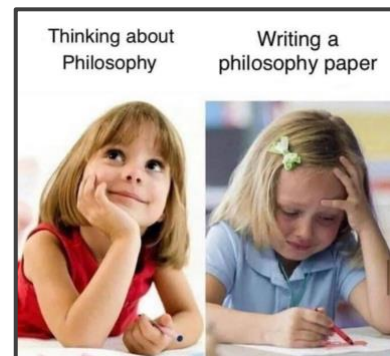
Are the quizzes cumulative? No. They cover the material from the module preceding it (including the material covered in the lecture for that day).

How should you study for quizzes? By reading your daily horoscope. Or, even better, study the relevant readings and lectures. The slides provide a good guide for the material you'll be held accountable for. You might, for example, look through them for key terms, concepts, arguments, theories, etc. and then create flash cards (using an app or go old school with real index cards).

ESSAY (+ OUTLINE, ABSTRACT, & PRESENTATION)

Your essay should be about 2500 words (about 10 pages if double-spaced, though I prefer single spaced). It will require substantial critical evaluation and engagement with the relevant literature. It should be guided by the following prompt:

To best address a specific issue in neuroethics (e.g., addiction, depression, psychopathy, brain reading), what would be the most ethical change to either public policy or human behavior? (Examples: use of psychedelics, widespread acceptance of the brain disease model, elimination of stigma, a passion for cognitive behavioral therapy, deletion of social media apps, acceptance of free will skepticism, a legal right to cognitive liberty). Explain why and justify your position in relation to some of the ideas and readings in this class. Articulate what you take to be the single strongest objection to your position (e.g., an alternative view represented in our readings), then reply to it.



This prompt is meant to help you find a way into writing the essay that starts from what interests you most but ultimately connects it to our assigned readings (call it a **top-down approach**). The more typical approach in a philosophy class is to start with a critique of one of the assigned readings and then situate that within a debate in the field (indeed, that's the orientation of my [Writing in Philosophy](#) document). This more **bottom-up approach** works too, though if you go that route you should still fit it into the above prompt, which forces you to make clear what the broader issue is and where you stand.

Outline & Abstract: You must submit an outline of the essay to me (on which I'll provide feedback), as well as a brief abstract of your essay project in a discussion thread that other students can see. This is pass/fail and passing is required for submitting the essay (a "hurdle requirement").

Presentation: Students will briefly present their essay project to the class during the time scheduled for us during final exam week. In about 5 minutes, you will describe your topic, the

issue your essay focuses on, and the part(s) you intend to critically evaluate. (The points for this will go toward your Engagement grade.)

More details on the essay will be provided later in the semester.

LATE & MAKE-UP ASSIGNMENTS

Students are expected to submit assignments on time. Completing a college degree is partly about becoming a responsible adult. Contrary to popular opinion (well, my opinion at age 14 at least), holding a Bachelor's degree does not signal to others that you are "single and ready to mingle." It signals to others, including potential employers, that you're capable of being relied on to meet challenges and in a timely manner.

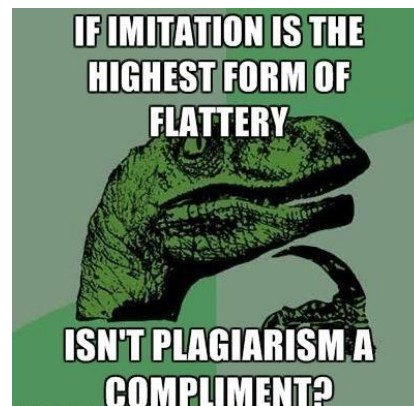
Assignments can be made up or submitted late without penalty only if you have *extenuating circumstances* (e.g. medical, military, sports, jury duty, conference travel) that you can document. Make sure you let me know *as soon as such special circumstances arise*; otherwise I might not be able to work something out with you. Moreover, make-ups are conditional on our being able to schedule a time for it that is either soon before or after the original assignment occurred. For example, don't expect to be able to take an exam two weeks after (or before) the rest of the class takes it.

What are the late penalties? If I accept a late assignment without an agreed upon extension, a 5% penalty applies for the first day late; 2% per day is applied for the next 13 calendar days after the due date. Assignments won't be accepted after more than 14 calendar days, except in exceptional circumstances and in consultation with the professor. Late penalties are rounded down to the nearest whole point (e.g. 1 day late on a 10-point assignment yields 1 point off).

CHEATING (INCLUDING PLAGIARISM)

Should students cheat? I'm glad you asked. No! It's both immoral and imprudent. *I take this extremely seriously.* I will give all cheaters a failing grade and report the incidents to the university.

What counts as cheating? Academic cheating or misconduct includes *abetting, collusion, fabrication, and misrepresentation*. (Since all written assignments in this class call for you to practice your own writing skills, it's also cheating to have another human or AI do your writing for you.) But it's *your responsibility* to make sure that your work doesn't violate university policies. (Compare: Ignorance of the law is generally no excuse.)



All UAB students are expected to be familiar with the [UAB Academic Integrity Code](#), as well as any honor codes that are specific to their schools or disciplines. The code represents a commitment to integrity in the academic community and respect for educational endeavors.

If you need any help in understanding the honor code or are in any doubt about whether your work may violate it, check with me well in advance. And see [UAB's tutorial on plagiarism](#).

Can I use ChatGPT and other generative AI? The short answer is no. Any written assignments in this class are meant to be generated by you. I'm tasked with assessing your understanding and your writing abilities, not that of someone else or an artificial intelligence. That said, of course

you can use AI as a tool like Google search to help you research a topic (e.g. you might pop into Google or ChatGPT: "What are the principles of bioethics?"). However, just like any other source, don't plagiarize from it (including uncited quotation or paraphrasing). What you submit should be generated by you.

How is cheating detected? Wouldn't you like to know! A magician never reveals his tricks, but do know that if you take this course you're agreeing to submit your work online, when instructed, to a program called *TurnItIn* that detects cheating (including plagiarism, collusion, and AI-generated content). Note that TurnItIn will retain an anonymous version of your submission as part of their database so that students who cheat from it can be detected. Because of this program, the vast majority of you who do your own work and cite the sources of your information properly will not have to compete with students who commit undetected plagiarism. Fairness, FTW!

GRADES

All grades for assignments will be posted on the course website. Canvas automatically calculates your grade based on the weight of the assignments. Using the "What-If Grades" feature, you can see what your final course grade will be if you get a certain score on future assignments. (Warning: Avoid the "As If!" feature; it's too sassy.) I use a standard conversion from percent to letter grades (A=90-100%, B=80-89%, C=70-79%, etc.). For final grades, UAB only uses A, B, C, D, F (no +/-).

Note Well: The default grade for any assignment is *not* an "A" or 100% with points taken away for errors. Rather, the default grade (if we must imagine one) is more like a "C" which is supposed to be the grade for average work meeting minimum expectations. Points are then taken off for doing worse than this or added for doing better.

Rounding: I only round up according to the math---e.g., 89.5 rounds up to 90, while 89.4 doesn't. I do that in order to have a clear rational policy I can apply to everyone fairly.

Grade disputes: Ultimately, not everyone will receive the grade they wanted. But please note that I apply the usual standards in the discipline of Philosophy and I apply them fairly. That means I can't make a special exception for anyone (e.g. "I tried really hard, Dr. Spaceman" or "I need to get an A for this phat scholarship, for real" or "I felt I did really well---like felt it in my bones" or even "Live long and prosper, Mr. Spock"). Making special exceptions for some students but not others is unfair. I will amend grades only if I made a calculating error or inadvertently misapplied a standard. I will not change the grading standards or offer extra credit opportunities for only some students. Speaking of...

Extra credit: I rarely offer this, and when I do the opportunity is open to the entire class. I usually only offer extra credit for attending events relevant to our course, typically only for events organized by the Philosophy Department.

Giving extra credit for events is tricky. Some students can't attend them because they have other obligations, and then they can't take advantage of the opportunity. It's a bit of a dilemma. It's good to encourage students to support events related to our class topics, but that unfortunately leaves some others out. So what I do is make sure the extra credit isn't especially hefty. That way, for those who can't make it, you're not missing out on an amazing opportunity to substantially improve your grade in our class. But it still provides a small incentive for students to attend who can make it.

STUDENT SUPPORT

PEER CONTACTS

I encourage you to reach out and obtain the contact information of one or two classmates. This might be helpful in the event of an absence, forming study groups, etc.

BFF #1	BFF #2
Name:	Name:
Email/phone/social:	Email/phone/social:

CONTACTING ME

Email is the preferred method of contact for this course (I aim to respond within 24 hours on weekdays, 48 hours on weekends...). Other ways to talk with me include: before or after class (briefly), during my regular office hours, by appointment to meet in person or chat via Zoom. I encourage you to communicate with me outside of class. Talking to me about the material, especially in preparation for an upcoming assignment, is not just for those who fear failing the course; it's also for those who want to secure an "A" (or whatever your goal is).

CHILDREN IN CLASS

All exclusively nursing babies are welcome in class as often as is necessary. For older children and babies, I understand that unforeseen disruptions in childcare occur. Occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. If your child comes to class with you, please try to sit near a door so that if your child needs special attention, you may step outside. (Note: This is not an official university policy and may not apply in other classes.)

WRITING SUPPORT

I'll be expecting you to do *college-level writing*. Your writing should be clear, organized, professional, and so on. Furthermore, writing in philosophy is often very different from writing in other disciplines. Since philosophy requires the clear communication of often difficult and subtle ideas, weak writing renders high level performance impossible. If you have any questions, I encourage you to see [UAB's Writing Center](#) (which also provides online tutoring for distance students). See also the [Library's Philosophy Guide](#).

PHILOSOPHY CLUB

All are welcome at [UAB's Student Fellowship of Philosophy](#) (Phil Club). You don't need to be a Philosophy major or minor to attend meetings, and your friends are welcome too (real or imaginary). Meetings each semester are either weekly or biweekly and snacks (often pizza) are typically available. The Club usually either discusses a philosophical topic, watches a movie, or organizes events. Although there is a faculty advisor, the group is entirely student-run. If a little Googling makes it unclear who the current advisor and officers are, contact the Philosophy Department chair.

WELLNESS AND WELLBEING

Wellness isn't just about avoiding mental illness; it's about achieving overall wellbeing. I'm not a credentialed therapist, but I do have training in philosophy and neuroscience. For mental and brain health, I highly recommend the following rules. (I wish I had appreciated them much



earlier in life, not only to avoid mental unwellness but to promote overall wellbeing.)

1. **Exercise** regularly, especially outdoors and ideally out in nature.
2. Get adequate **sleep**. If you feel sleepy during the day, you're probably not getting enough or consistent sleep. Ideally, go to bed and rise around the same time every day to set your body on a rhythm.
3. **Eat healthy** unprocessed foods that will rot if you leave them on the counter for days. I follow Michael Pollan's uncomplicated advice: *Eat (whole) foods, not too much, mostly plants*. This likely requires learning how to cook.
4. Improve your **habits of thought**, not just action. Read *Stoic and Buddhist philosophy* (even current popularizations of them). And study modern practices inspired by their time-honored wisdom, such as *meditation* and *cognitive behavioral therapy* (which you can learn without a therapist).
5. Find **healthy meaning and purpose** in your life outside of school and work. Philosophy and religion can fit the bill, but so can family, friends, hobbies, and helping others. (Note: Radicalism might be tempting here, but it's as healthy as a diet made up exclusively of alcohol and junk food.)
6. Be part of a **community** (better: communities), even if you're an introvert. Find your people, hang out with them *in person*, and make sure there's plenty of *humor* afoot. Laughter is the best medicine, not just for curing your woes but for keeping them at bay.

Note: Community is often a linchpin for the other rules. A running club, hiking crew, or volunteering group provides meaning, community, and exercise, which promotes better sleep, which makes it easier to improve your habits (including eating healthy). Your brain finds this combo rewarding, and a positive feedback loop of reinforcement develops. Huzzah!

UAB has many resources, such as the **Health and Wellness Center** (which includes confidential counseling free of charge to current UAB students) and the **Rec Center**.

IF YOU FACE MAJOR DIFFICULTIES

If for any reason you are struggling—due to medical issues or otherwise—get in touch with me as soon as possible. I'm happy to work with you to find the best course of action and, if possible, to help you complete the course successfully. But you must get in touch as soon as you know there's a problem. Waiting until the last minute, for example, might mean we can't work anything out. I also recommend getting in touch with UAB's [Office of Student Outreach](#).

DSS ACCESSIBILITY STATEMENT

If you're registered with [Disability Support Services](#) (DSS), let me know as soon as possible about requested accommodations. If you have a disability but haven't yet contacted DSS, please contact them as soon as possible. Accommodations are not retroactive. Students should obtain an accommodation letter from DSS at the *beginning* of each semester, get that letter to the instructor, and contact the instructor several days before the accommodation is required. Requests for reasonable accommodations involve an interactive process and consist of a collaborative effort among the student, DSS, faculty and staff.

TITLE IX STATEMENT

UAB is committed to providing an environment that is free from sexual misconduct, which includes gender-based assault, harassment, exploitation, dating and domestic violence, stalking, as well as discrimination based on sex, sexual orientation, gender identity, and gender

expression. If you have experienced any of the aforementioned conduct we encourage you to report the incident. UAB provides several avenues for reporting. For more information about Title IX, policy, reporting, protections, resources and supports, visit [UAB's Title IX Policy](#).

READING TIPS

Students are expected to *do the assigned reading/watching*. I work hard to choose readings that, while sometimes challenging, aren't too long or incomprehensible. I even edit many of the PDF readings so that any material irrelevant to us is omitted. For each reading or media piece, I also indicate how long it is (page numbers or minutes) so that you can plan ahead and budget enough time to read, watch, or listen.

You should aim to do the reading the day it's covered in the relevant lecture—or at least around that time. The point of this is: make Rick Astley proud and *never give up on the reading*. If you didn't get to the reading before we covered it in the lecture, make sure you do it after. This is especially important because philosophy involves close examination of often fairly dense arguments. However, you aren't expected to have figured it all out before the relevant lecture. That's what we're going to try to do in class.

Mental Fatigue: Don't underestimate this. When reading, if you find that you can't process it, you may be getting mentally exhausted. Try putting the reading down and coming back to it later, even the next day. It's quite likely that you'll find it much easier after a break, especially after you're well rested (and nourished).

Pro Tip: I don't expect you to read the footnotes or endnotes of the articles before the articles are covered in lecture. Just have a quick read to get an overall sense of what the author's main ideas are.

Schedule is on the next page...

SCHEDULE

- Find PDF readings by looking up the author's last name in the Readings folder on the Files page in Canvas.
- pp** = pages (e.g. "pp 2-3 only" = read pages 2-3 only; "20pp" = 20 pages in length)

Week	Date	Module #, Topic, & Reading	Task Due
#1	1/9	1a. Intro: Kevin's Klüver–Bucy Syndrome 🔊 Kevin's Brain Surgery (2013) episode of Radiolab [first 25 mins only] 📖 Syllabus	Profile Pic
	1/11	1b. Intro: Ethics and the Brain 📖 Chapter 1 of <i>Neuroethics</i> + Appendix [18 pp]	Survey, Quiz 1
#2	1/16	2a. Free Will: Weinstein's Window 🔊 Herbert Weinstein + Libet Experiment [4 mins] + 📖 Ch. 2 of <i>Neuroethics</i> [17 pp]	Choose article
	1/18	2b. Free Will: Brain Pathology 📖 Brain Pathology & Moral Responsibility (2022) Anneli Jefferson [20 pp]	
#3	1/23	2c. Free Will: Executive Function 📖 The Legal Self (2022) William Hirstein & Katrina Sifferd [15 pp]	Quiz 2
	1/25	3a. Manipulation: A Parkinson's Patient 🔊 Deep Brain Stimulation at UAB [4 mins] + 📖 Chapter 3 of <i>Neuroethics</i> [16 pp]	
#4	1/30	3b. Manipulation: The Self 📖 Neurodegeneration & Identity (2015) Nina Strohminger & Shaun Nichols [18 pp]	
	2/1	3c. Manipulation: Risk-Benefit Analysis 🔊 Putting with PTSD: neuromodulation at UAB [11 mins, watch 12:00-23:00] 📖 Hollow Hunt for Harms (2016) Jacob Stegenga [21 pp]	Quiz 3
#5	2/6	4a. Mental Disorder: Homicides in Texas 🔊 The Case of Andrea Yates [2 mins] + 🔊 Temple Grandin on autism [2 mins] 📖 Chapter 4 of <i>Neuroethics</i> [15 pp]	
	2/8	4b. Mental Disorder: Impaired Control? 📖 Mental Disorders Involve Limits on Control... (2022) Chandra Sripada [23 pp]	Quiz 4
#6	2/13	5a. Addiction: Reprimand for Relapse 🔊 Julie Eldred's story (2022) IIP [9 mins] + 📖 Chapter 5 of <i>Neuroethics</i> [16 pp]	
	2/15	5b. Addiction: Loss of Control? 📖 Impaired Control in Addiction Involves... (2022) Chandra Sripada [18 pp]	
#7	2/20	5c. Addiction: Brain Disease or Not? 📖 (No new reading.)	
	2/22	Interlude: What's in a Major? - online lecture [12 mins] 🔊 Philosophy at UAB (2018) Dept. of Philosophy video [3 mins] 📖 Liberal Arts Degree... Tech's Hottest Ticket (2015) <i>Forbes</i> [8pp]	Quiz 5
#8	2/27	6a. Moral Judgment: Dugan's Defense 🔊 Interview w/Brian Dugan (2022) w/Morgan Freeman [7 mins] 📖 Chapter 6 of <i>Neuroethics</i> [16 pp]	
	2/29	6b. Moral Judgment: Debunking Deontology w/ <i>Guest lecturer</i> 📖 Beyond Point-and-Shoot Morality (2014) Joshua Greene [30 pp]	Quiz 6

#9	3/5	7a. Enhancement: Microdosing Morality 📺 Ayelet Waldman on LSD (2019) ABC News [10 mins] 📖 Chapter 7 of <i>Neuroethics</i> [17 pp]	
	3/7	Interlude: Present Agency Projects (No new reading.)	Agency Project
☀️ Spring Break - March 11 – 15 ☀️			
#10	3/19	7b. Enhancement: Against Perfection 📖 The Case Against Perfection (2004) Michael Sandel [14 pp]	Quiz 7
	3/21	Interlude: How to Write in Philosophy - online lecture [21 mins] 📖 How to Construct an Essay (2016) J. May [5pp] 📖 Writing in Philosophy (2016) J. May [5pp]	
#11	3/26	8a. Motivated Reasoning: Split-Brain Self-Deception 📺 Split Brain Experiments [4 mins] 📖 Chapter 8 of <i>Neuroethics</i> [14 pp]	
	3/28	8b. Motivated Reasoning: Malleable Evidence 📖 Is Meta-analysis the Platinum Standard of Evidence? (2011) J. Stegenga [18 pp]	
#12	4/2	8c. Motivated Reasoning: Bias in Science 📺 The Replication Crisis (2023) Psych podcast w/Pizarro and Bloom [56 mins] 📖 In Search of True Things Worth Knowing (2015) Alexa Tullett [14 pp]	Quiz 8
	4/4	9a. Brain Reading: Exoneration by EEG 📺 Harrington & brain Fingerprinting (2008) 60 Minutes [4 mins] 📖 Chapter 9 of <i>Neuroethics</i> [18 pp]	
#13	4/9	9b. Brain Reading: Prospects and Problems 📺 Monkey MindPong (2021) Neuralink [3 mins] 📖 Privacy is Power (2019) Carissa Véliz [8pp]	
	4/11	9c. Brain Reading: Consumer Neuroscience 📖 The Buyologist Is In (2013) Sally Satel & Scott O. Lilienfeld [23 pp]	Quiz 9
#14	4/16	10a. Nuance: Neurodiversity 📺 How Autism Feels, From the Inside (2020) NY Times [12 mins] 📖 Chapter 10 of <i>Neuroethics</i> [8 pp] 📖 Neurodiversity: An Insider's Perspective (2019) Jacqueline den Houting [4 pp]	
	4/18	10b. Essay Project Workshop – w/Guest Host (No new readings. You'll receive feedback from fellow students on your Outline.)	Evals + Outline + Abstract
#15	👏👏 Finals Week 👏👏 Presentations on Thurs. April 25 10:45am-1:15pm Essay due Thurs. by midnight		

