**Neuroethics**

**7.5 credits**

**Course code:** 3FV236
**Established:** 2009-02-27
**Established by:** Grundutbildningskommittén för medicinska fakulteten/Ordförandebeslut
**Requirements:** Basic university education of at least 60 p/90 hp (90 ECTS)
**Level of education:** Advanced level
**Grading System:** Pass course only, G Pass, U Fail

**Main Area of Studies**
Folkhälsa

**Learning outcomes**

The goal of the course is to provide knowledge of neuroethical theories and concepts that apply to:
(a) ethical questions arising in connection with developments in neuroscience and neurotechnology;
(b) questions concerning how knowledge of the brain’s functional architecture and its evolution can deepen our understanding of the evolution of moral thinking and judgment;
(c) ethical questions arising in clinical contexts.
After the completed course, we expect the student to be able to:
• give an account of the relevance of neuroscience to understanding the development of moral judgment;
• critically analyse different neuroethical approaches to central philosophical problems, such as whether the human being can have a free will, or moral responsibility;
• give an account of some ethical problems that arise in connection with applications of neuroscientific or neurotechnological advances, e.g. new techniques to measure brain activities, new methods for cognitive enhancement, or new drug uses in psychopharmacology;
• give an account of ethical problems that arise in clinical contexts, such as how to assess autonomy or decision-capacity in patients with neuro-degenerative disorders;
• write an independent essay in which a coherent and constructive – i.e. not merely descriptive – argumentation is presented concerning some freely chosen neuroethical question.

**Contents**

Different types of neuroethical issues will be discussed during the course. The course focuses both on applied neuroethics, i.e. ethical questions that arise from neuroscientific or neurotechnological advances; and on fundamental neuroethics, i.e. questions concerning how knowledge of the brain’s functional architecture and its evolution can deepen our understanding of human thought, including moral thought and judgment. The course also includes clinical perspectives, e.g. to what extent a patient with a neuro-degenerative disorder suffers from reduced capacity for decision-making, or reduced autonomy, or when a person with dementia can give an informed consent to participate in scientific studies.

**Instructions**

The teaching will be given in the form of web-based lectures. This is an entirely webb-based course (distans education)

**Examination**

Examination will be in the form of individual essays.

**Course literature**

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| **Changeux, Jean-Pierre.** : L'homme de véritéParis : Jacob, 2002. - 446 p.ISBN: 2-7381-1119-XLibris: 11334221 |
| [Se bibliotekskatalogen](http://disaweb.ub.uu.se/isbn/273811119X) |

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| **Changeux, Jean-Pierre** : The physiology of truth : neuroscience and human knowledgeCambridge, Mass. : Belknap Press of Harvard University Press, 2004 - 324 s.ISBN: 0-674-01283-6 (inb.)Libris: 9528751 |
| [Se bibliotekskatalogen](http://disaweb.ub.uu.se/isbn/0674012836) |

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| Defining right and wrong in brain science : essential readings in neuroethics**. Glannon, Walter**New York : Dana Press, 2007. - 405 p.ISBN: 978-1-932594-25-6Libris: 10548588 |
| [Se bibliotekskatalogen](http://disaweb.ub.uu.se/isbn/9781932594256) |

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| **Evers, Kathinka** : Neuroéthique : quand la matière s'éveilleParis : Editions Odile Jacob, 2009ISBN: 978-2-7381-2233-9Libris: 11334916 |
| [Se bibliotekskatalogen](http://disaweb.ub.uu.se/isbn/9782738122339) |

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| **Gopnik, Alison; Meltzoff, Andrew** : The scientist in the crib : what early learning tells us about the mind1. ed. : - Harper Collins : new York, 2001 - 279 s.ISBN: 0-688-17788-3Libris: 9726833 |
| [Se bibliotekskatalogen](http://disaweb.ub.uu.se/isbn/0688177883) |

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| **Hughes, Julian C.; Baldwin, Clive** : Ethical issues in dementia care : making difficult decisionsLondon : Jessica Kingsley, 2006 - 144 s.ISBN: 978-1-84310-357-8 (hft.)Libris: 10252835URL: <http://www.loc.gov/catdir/toc/ecip069/2006006215.html> |
| [Se bibliotekskatalogen](http://disaweb.ub.uu.se/isbn/9781843103578) |

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| **Illes, Judy.** : Neuroethics : defining the issues in theory, practice, and policyOxford ;a New York : Oxford University Press, 2006. - 329 p.ISBN: 0-19-856720-0 (hardback : alk. paper)Libris: 10149755URL: <http://www.loc.gov/catdir/toc/ecip0517/2005022017.html> |
| [Se bibliotekskatalogen](http://disaweb.ub.uu.se/isbn/0198567200) |

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| **Lagercrantz, Hugo** : I barnets hjärnaStockholm : Bonnier fakta, 2005 - 182, [1] s.ISBN: 91-85015-28-8 (inb.)Libris: 9730674 |
| [Se bibliotekskatalogen](http://disaweb.ub.uu.se/isbn/9185015288) |

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| **Lagercrantz, Hugo** : Le cerveau de l'enfantParis : O. Jacob, c2008. - 235 p.ISBN: 978-2-7381-2046-5Libris: 11334216 |
| [Se bibliotekskatalogen](http://disaweb.ub.uu.se/isbn/9782738120465) |

Books in French or Swedish are optional.