Neuroethics is an emerging field that considers the interaction between neuroscience, behavioral biology, society, and ethics. Major questions of concern within neuroethics include: How do scientific discoveries impact society? How can scientific researchers more fully understand the ethical implications of their work? The intersection of feminist science studies with the field of Neuroethics produces new ways to ask these questions, considering, for example, not only how science impacts society, but how scientific research is shaped by cultural assumptions. Ultimately, students in this class will combine the critical thinking skills from both of these fields to answer the question: How can we all be responsible consumers and/or producers of neuroscientific knowledge?

Students in this class will learn the major topics and themes within the field of Neuroethics through critically examining historical and contemporary scientific research on sexuality and the brain. Each unit of the class focuses on a different area within the field of scientific research on sexuality and the brain. Students will read the significant scientific study or studies on the topic alongside reports about the study in mainstream news media outlets, and then follow this by reading critiques of the work from both inside and outside the scientific community.

This class is open to students in the sciences, social sciences, and humanities. No previous experience with neuroscience research or sexuality research is required.

Course Objectives:
1. To develop the skills required to critically read and understand scientific articles in the field of neuroscience
2. To develop the skills required to examine the cultural assumptions influencing scientific research on sexuality and the brain and to analyze the ethical and political implications of this research for society
3. To develop an understanding of how neuroscientific research is conveyed to the public through media

Texts:
All course readings are articles. They will be available on e-reserves through the library and/or on the course Blackboard site.

Assignments:
Participation and Attendance: Students are expected to come to class each session having actively read the article(s) assigned for that date on the syllabus. Class participation consists of asking questions when material is unclear and engaging in productive, relevant, critical conversation during discussion periods. (10%)

Short Writing Assignments: For most weeks, students will write short writing assignments in response to the assigned reading (~250 words) designed to train them as critical and effective readers. On other weeks, students will have short writing assignments in preparation for the final paper/research proposal. Specific instructions will be given in class. (30%)

Midterm: In the eighth week of class, students will undertake a two part project. For the first class, half of the students will act as members of scientific research teams. Each team will be given the hypothesis and data from an experiment. The students will have to write up conclusions based on those results as if they are preparing the discussion section of a journal article. Then, they will present those findings to the other half of the class, who will represent members of the media and the public. This half of the students will then write up articles based on the research to be posted on the class blog. The next class, the students will switch roles. (30%)

Final: Students can choose to prepare A) A 12-15 page research or analytical paper on a topic related to class, or B) A 12-15 page research proposal describing a research project related to the class. Students will choose their path at midterm and will work with the instructors to design and complete the requirements for their chosen topic or question. (30%)

Policies:

Absences: Attendance is required. You are allowed up to three absences without penalty. Additional absences will result in a lower grade in the course.

Late Work: All work is due at the beginning of class on the due date listed. Late work will not be accepted.

Writing: A style and citation guide will be distributed in class. If you are having difficulty with your writing please come see one of us during our office hours or make arrangements to get extra help at the writing center.

Grades:

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Academic Honesty: You are required to abide by the Emory Honor Code, available online at http://college.emory.edu/current/standards/honor_code.html. All cases of suspected academic dishonesty will be referred to the Emory Honor Council.
Special Needs: If you need an accommodation for any type of physical, medical, or learning disability, please meet with one of us as soon as possible. In addition, if you have not already done so, you need to contact the Office of Disability Services at (404) 727-9877.

Contacting Instructors: Please include both instructors on ALL emails.

Revisions to Syllabus: We reserve the right to make changes to this syllabus as needed. Revisions will be posted on Blackboard.

Course Schedule:

Introduction

Wednesday, Jan 18: Introduction to the Course

Friday, Jan 20: Intro to Neuroethics

Monday, Jan 23: Intro to Neuroethics

Wednesday, Jan 25: Intro to Feminist Science Studies
  ● Fox Keller, Evelyn. 1982. “Feminism and Science.” *Signs.* 7(3); 589-602.

Friday, Jan 27: Intro to Feminist Science Studies
  ● Reading Response 1 Due

Monday, Jan 30: Brain Basics

Wednesday, Feb 1: Imaging the Brain: Neuroscience Research Methods I

Friday, Feb 3: Imaging the Brain: Neuroscience Research Methods II

• **Reading Response 2 Due**

**Historical Case Study**

Monday, Feb 6


Wednesday, Feb 8


Friday, Feb 10


• **Reading Response 3 Due**

**Contemporary Understandings of the Brain and Sexual Desire**

Monday, Feb 13


Wednesday, Feb 15


Friday, Feb 17


• **Reading Response 4 Due**

**Topic: Gender Differences in Sexuality**

Monday, Feb 20


Wednesday, Feb 22

Friday, Feb 24
- **Reading Response 5 Due**

**Topic: The “Gay Brain” Part I**

Monday, Feb 27

Wednesday, Feb 29

Friday, Mar 2

Monday, March 5 – Friday, March 9
**Midterm Project**

Monday, Mar 12 – Friday, March 16
**Spring Break – No class**

**Topic: The “Gay Brain” Part II**

Monday, Mar 19

Wednesday, March 21

Friday, March 23
- **Reading Response 6 Due**
• Students must meet with one of the instructors regarding their final paper/research proposal by this date

**Topic: Sex Addiction/Hypersexuality**

**Monday, March 26**

**Wednesday, March 28**

**Friday, March 30**

**Question for Final Due**

**Topic: Sexual Desire Disorders**

**Monday, April 2**

**Wednesday, April 4**

**Friday, April 6**

**Reading Response 7 Due**

**Topic: Sexual Offenders/Paraphelias**

**Monday, April 9**

**Wednesday, April 11**

Friday, April 13

● Annotated Bibliography or Literature Review for Final Due

Monday, April 16

Wednesday, April 18

Friday, April 20

● Reading Response 8 Due

Topic: Monogamy

Monday, April 23

Wednesday, April 25

Friday, April 27
• Ritchie A and Barker M. 2006. “‘There Aren’t Words for What We Do or How We Feel So We Have To Make Them Up’: Constructing Polyamorous Languages in a Culture of Compulsory Monogamy.” Sexualities. 9(5): 584-601.

• Final Outline (or Draft - optional) Due

Wrap-Up

Monday, April 30 – Wrap Up and Work-shopping Drafts

Final Exam Period - TBA