

**Philosophy 5125: Introduction to Research Ethics**  
**Fall 2017**  
**Section 001: W 2:00-2:50**  
**Eng/Phil 163**

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**Course Description:**

There are norms that govern being a good brother, a good friend, and a good citizen. There are also norms that govern being a good researcher. Some of these norms, like intelligence, patience, and diligence have few if any ethical dimensions, but other norms, like academic integrity and honesty do have ethical dimensions. In this class, we will reflect upon the particular ethical challenges that face researchers. The ethical dimensions of research are increasingly being emphasized (in part due to the public outcry over their infringement), and reflection on these dimensions is increasingly being recognized as part of the training of a researcher. This class attempts to contribute to this training.

**Learning Outcomes**

- Become familiar with consequentialism and deontology--two of the major normative ethical theories in contemporary ethics.
- Develop an understanding of the distinctive activity that is ethical reflection.
- Develop ethical reasoning skills by thinking through cases in research ethics.
- Appreciate some of the distinctive ethical challenges that arise in the context of research.
- Learn how to articulate and defend your own views on complicated ethical cases.

**Required Texts:**

- Shamoo and Resnik, *Responsible Conduct of Research*, 3<sup>rd</sup> edition (OUP, 2015).
- Articles that will be emailed to everyone in the class.

**Means of Assessment**

Weekly Case Studies / Reaction Papers (11)	50%
Class Attendance/Participation	50%

There are 13 classes and 11 weekly assignments. Each class attended or assignment satisfactorily completed is worth 1 point. There is, therefore, a total of 24 possible points in this class. Grades are assigned as follows:

Grade	Pts	Grade	Pts	Grade	Pts
A	[23-26]	B-	[16-17)	D+	[11-12)
A-	[20-23)	C+	[15-16)	D	[9-11)
B+	[19-20)	C	[13-15)	F	[0-9)
B	[17-19)	C-	[12-13)		

### **Requirements:**

Towards the end of many of the readings in the text, you will find a number of case studies. Each week you are required to pick one of these case studies and briefly reflect on the case. Try to say something about it that is not obvious and only came to you through careful thought. For weeks in which there are no case studies, you must write a 5 – 10 sentence summary of the reading. There are 12 of these assignments.

### **Students With Disabilities**

Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact me as soon as possible so that the necessary accommodations can be made. Students should present appropriate verification from AccessTECH in the Student Counseling Center in West Hall. To preserve confidentiality, you may ask to speak to me in private, or notify me by email.

### **Academic Integrity**

I make it a general policy to refer all such cases to the Dean's office with a recommendation for the fullest sanctions, as well as automatic failure for the course. Please familiarize yourself with TTU's statement on academic integrity and come speak with me if you have any questions:

<http://www.depts.ttu.edu/studentjudicialprograms/academicinteg.php#>

## Schedule of Readings

Week	Date	Topic	Readings	Assignment
I	8/30	Intro		
II	9/6	What is Ethics	Shamoo and Resnik: p. 1-28	Reading Summary
III	9/13	Utilitarianism	Shafer Landau : “Consequentialism: Its Nature and Attractions,”	Reading Summary
IV	9/20	Deontology	Shafer Landau: “The Kantian Perspective: Fairness and Justice,” and “The Kantian Perspective: Autonomy and Respect,”	Reading Summary
V	9//27	Misconduct in Research	Shamoo and Resnik: p: 28-60	Case Analysis
VI	10/4	Data Acquisition and Management	S & R: 60-85	Case Analysis
VII	10/11	Collaboration	S & R: 96-122	Case Analysis
VIII	10/18	Conflicts of Interest	S & R: 194-212	Case Analysis
IX	10/25	Mentoring and Collaboration	S & R: 85-96  Macrina, “Collaborative Research,”	Case Analysis
X	11/1	Authorship	S & R: 122-137  Fine and Kurdek, “Reflections on Determining Authorship Credit and Authorship Order on Faculty-Student Collaborations,”	Case Analysis
XI	11/8	Publication and Peer Review	S & R: 137-171	Case Analysis
XII	11/15	Intellectual Property	S & R: 171-194  Hick, “Finding a Foundation: Copyright and the Creative Act,” Texas Intellectual Property Journal, 17 (2009), pp. 263-283.	Case Analysis
XIII	11/29	None	Discuss Personal Case Analyses	Personal Case Analysis
XIV	12/6	TBA	TBA	