

Introduction to research ethics: Schedule and literature

Welcome to the research ethics course!

To pass the course, you need to participate in the scheduled lectures and seminars and write a short essay.

The lectures are short and mostly meant to clarify, since I expect you to read the literature on your own.

You're advised to read through all of *Good Research Practice*, even though it's not all on the reading list.

Wednesday September 22. Ethics, morality, and relativism.

Reading: Chapter 1 and 2 from James Rachel's *The elements of moral philosophy*.

Dick Soesby's "The Latimer Case: The reflections of people with disabilities – media", which can be found here:

<http://www.ccdonline.ca/en/humanrights/endoflife/latimer/reflections/media>

My text "Ethics and applied ethics".

Good Research Practice Chapter 1.

Schedule:

09:15-10:15 Introduction, presentation, and lecture on ethics.

10:30-12:00 Seminar.

12:00-13:15 Lunch.

13:15-14:00 Lecture on relativism and the use of intuition in philosophy.

14:15-16:00 Seminar and discussion.

Thursday September 23. Research ethics, integrity, and utility.

Reading: *Good Research Practice* chapters 2 and 8.

Torsten Wilholt (2009) Bias and Values in Scientific Research, *Studies in History and Philosophy of Science*, 40: 92-101.

Information about the National Board for Assessment of Research Misconduct can be found here: <https://www.oredlighetsprovning.se/> , although only the “about us” section can be read in English.

Schedule: 13:00-13:45 Lecture on research ethics, misconduct, and bias.

14:00-15:45 Seminar and discussion.

Friday September 24. Research on animals and human test subjects.

Reading: Repeat *Good Research Practice* Chapter 1, the parts that deal with the relationship between ethics and law. Read also chapters 3-4.

Pandora Pound (2020) Are animal models needed to discover, develop, and test pharmaceutical drugs in the 21st century? *Animals*, 10. (This is an introductory article to a theme issue of the journal *Animals*, so any interested students can look up further articles from this issue arguing for one or the other side.)

Michelle Biros (2018) Capacity, Vulnerability and Informed Consent for Research, *Journal of Law, Medicine and Ethics*, 46: 72-78.

09:15-10:00 Lecture on ethics, law, and animal testing.

10:15-11:00 Seminar.

11:00-13:15 Long lunch.

13:15-14:00 Lecture on research with human test subjects and consent.

14:15-15:00 Seminar.

Monday September 27. Gender equality and discrimination.

Reading: *Good Research Practice* chapters 5 and 7.

European Commission *Guidance to facilitate the implementation of targets to promote gender equality in research and innovation.*

Eric Uhlmann and Geoffrey Cohen (2005) Constructed Criteria: Redefining merit to justify discrimination, *Psychological Science*, 16: 474-480.

Mary Fox and Carol Colatrella (2006) Participation, performance and advancement of women in academic science and engineering: What is at issue and why, *Journal of Technology Transfer*, 31: 377-386.

10:15-11:00 Lecture on discrimination, implicit bias, and informal obstacles.

11:15-12:00 Seminar.

12:00-13:15 Lunch

13:15-15:00 Seminar and discussion.

Friday October 1: Essay day

You prepare for this day by writing a mini essay – 2-3 pages long – about research ethics, related to your own research. You're free to choose your own topic as long as it concerns ethical issues related to your own research – it doesn't matter whether it's something we've discussed during the course or not. It's obligatory to cite literature that we've read during the course, but since some of it concerns ethics and research ethics *in general*, this should pose no problem for students choosing a topic not previously discussed here. You write the essays individually, with the following structure:

1. A very brief introduction, a couple of sentences only, where the question or thesis is presented.
2. Background, with references to literature we have read during the course (you can use additional literature as well, if you want to) about a page long. You can use any reference system you like, as long as it is comprehensible.
3. Discussion, with arguments pro and con.
4. Conclusion. However, the conclusion need not be in the shape of a clear statement of what is right and wrong. That the arguments seem equally strong on both sides of an issue, or that determining the strength of the arguments is too difficult, can also make for acceptable conclusions.
5. Reference list.

10:15-12:00 Divided in groups, you make brief presentations of your essays to the other group members. Try to find either some interesting similarity between several essays in the group – for instance, similar arguments, similar values, similar practical problems that you encounter – *or* interesting differences and contrasts between the ethical issues faced by researchers in different fields. Write a brief text about this, which you present to the rest of the class in the afternoon.

13:15-15:00 One group at a time make a brief presentation, which the class can then ask questions about. Roughly 20-25 minutes per group.

Friday October 8. Deadline for sending your finished essays to me. Mail them to sofia.jeppsson@umu.se and write RESEARCH ETHICS ESSAY as the topic of the email.

Don't forget to write your name and email address in the essay, not just the email. I want the essays in a doc, docx or pdf format.