Leibniz Universität Hannover
Institut für Philosophie, Philosophische Fakultät

Good Academic Practice: Thinking About Responsible Conduct of Research Throughout the University

Block Course (2 days), Winter Semester 2018/2019
Fri. 22 February 2019, 09:00-19:00 (c.t.)
Sat. 23 February 2019, 08:00-18:00 (c.t.)
Room B 410, Im Moore 21 (Bldg. 1146), rear entrance (inner courtyard), fourth floor

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Course concept and aims

This course offers an introduction to the general area of Ethics of Science / Good Academic Practice / Responsible Conduct of Research (RCR). While guidelines, textbooks, training sessions and courses in these areas are usually aimed at natural scientists and engineers (hence the often used term 'Good *Scientific* Practice'), this course is aimed at students in all areas of research and scholarship throughout the university, with emphasis on the humanities and the social sciences.

The aims of this course are (1) to provide students with a basis for reflection on the question what constitutes unacceptable behavior in academic research and teaching, and (2) to explore what a general guideline for Good Academic Practice, that would cover all areas of academic research and teaching, should contain. Topics that will be addressed include the general foundations of ethics of science, available guidelines for the safeguarding of good scientific (or rather: academic) practice, as well as specific topics which are of special interest to researchers in the humanities and the social sciences (e.g., publication ethics, working with data in research in the humanities and social sciences, the role of philosophers in public debates, the social responsibility of scholars in the humanities and social sciences). The fundamental debate on the questions what constitutes Good Academic Practice in general, what is good practice in the humanities and social sciences, and how existing elements of guidelines for Good Scientific Practice can be transferred to the humanities and social sciences, will occupy a central position in the course.

Organizational and Formal Aspects

This course is intended primarily for Ph.D.-students in the Graduate School "Integrating Ethics and Epistemology of Scientific Research" (DFG GRK 2073). Participation is also open to students in the M.A.-program Philosophy of Science and the M.Ed.-program with major or minor in Philosophy. The course can be taken in the following modules:

- M.A. Philosophy of Science: modules “Ethics and Philosophy of Science” (EPS), “Vertiefungsmodul zu einem systematischen Schwerpunkt” (VMs);
- M.Ed. teacher training (Masterstudiengang Lehramt an Gymnasien, Erst- oder Zweitfach Philosophie): “Vertiefungsmodul zu einem systematischen Schwerpunkt” (VMs);
- Teacher training certificate program, third subject (Zertifikatsprogramm Drittes Fach für das Lehramt an Gymnasien, Fach Philosophie): “Vertiefungsmodul zu einem systematischen Schwerpunkt” (VMs).

In addition to the abovementioned programs, participation is open to interested Master’s level students from all other areas. Participants from programs not listed above should contact the student

advisor of their program to discuss whether they can obtain credits for this course. In case of a shortage of seats, students from the programs listed above will enjoy priority admittance. Please note that participation is **not** open to Bachelor level students and guest auditors ("Gasthörer")!

The course is supported by a webpage in the university's online learning environment, Stud.IP (https://studip.uni-hannover.de). On this webpage you will find information about the course, as well as notifications of changes in the program, or time or location of individual sessions. All participants **must register** for the course on the course website. All course readings will be made available to registered participants as downloadable PDFs on the course webpage.

All participants are expected to actively participate in the course sessions. Presence at all sessions as well as a thorough reading and preparation of the readings is presupposed. In accordance with university regulations there is no formal obligation to be present at all sessions, but it should go without saying that participation without presence at most sessions, thorough preparation, and (pro-) active participation in the sessions will not make for a good and fruitful learning experience.

The course counts for 5 ECTS credit points. The formal requirements for passing the course ("*Studienleistung*") encompass active participation in the discussions as well as in the group work phases, and a number of short group presentations. If you want to take an exam ("*Prüfungsleistung*") in the context of the course, you may choose between

- either a written essay ("*Essay*/*Hausarbeit*") on a course topic of your own choice of 10-12 pages (4000-5500 words),
- or an oral exam of 20-30 min. (depending on your program) on 1-2 course topics or texts of your own choice, on the basis of a thesis paper as well as a limited amount of research of background literature.

The amount of credit points that can be obtained for the course is calculated as follows:

2 days × 9 h work in class =	18 h
2 days x ± 60 h preparation ≈	120 h

Total number of work hours =	138 h ≈ 5 CP.

Contact details

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Course Plan

Fri., 22.02.19

9:00 – 11:00	(Lecture)	*Introduction to good scientific practice / RCR. What is good academic practice? What could it be?*
11:00 – 13:30	(Group work)	*Are the existing guidelines adequate? Do they provide what you need? How could they be improved?*
13:30 – 14:30	(Lunch break)	
14:30 – 16:30	(Lecture)	*Issues in publication ethics – authoring, refereeing, editing. Issues when working with data.*
16:30 – 19:00	(Group work)	*Dealing with issues in publication ethics and data handling.*

Sat., 23.02.19

8:00 – 10:00 h	(Lecture)	*Responsibility in academic research and teaching. What works better: A rules approach or a virtues approach?*
10:00 – 12:30 h	(Group work)	*The academic outside academia – responsibility towards society.*
12:30 – 13:30 h	(Lunch break)	
13:30 – 15:30 h	(Lecture)	*Responsibility for science – freedom, well-ordered research, outreach.*
15:30 – 18:00 h	(Group work)	*Again: What is good academic practice? What is responsible academic research?*

***Readings**:*

Please make sure to **read all listed readings before the start of the course, except for the ones marked with a ***. The readings marked with a * are secondary readings that provide background material for the discussions in class. You are not obliged to read the secondary readings before the start of the course, but you can use them in the group work sessions in class.

For the Friday morning and Saturday morning sessions:

Some of the existing guidelines for Good Scientific Practice:

* Committee on Science, Engineering, and Public Policy (National Academy of Sciences) (2009): *On Being a Scientist: A Guide to Responsible Conduct in Research (Third Edition)*, Washington, DC: The National Academies Press.

DFG (2013): *Sicherung guter wissenschaftlicher Praxis / Safeguarding Good Scientific Practice (ergänzte Auflage)*, Weinheim: Wiley-VCH.

ESF / ALLEA (2011): *The European Code of Conduct for Research Integrity*, Strasbourg: European Science Foundation & ALLEA.

LUH (2016): 'Gottfried Wilhelm Leibniz Universität Hannover, Regulations for safeguarding good scientific practice' (unofficial translation).

National Advisory Board on Research Ethics (2009): *Ethical Principles of Research in the Humanities and Social and Behavioural Sciences and Proposals for Ethical Review*, Helsinki: National Advisory Board on Research Ethics.

* NESH (2016): *Guidelines for Research Ethics in the Social Sciences, Humanities, Law and Theology*, Oslo: The Norwegian National Research Ethics Committees.

Steneck, N.H. (2007): *ORI Introduction to the Responsible Conduct of Research (Revised Edition)*, Washington, DC: Department of Health and Human Services.

For the Friday afternoon session:

Good practice in publishing:

Albert, T. & Wagner, E. (2003): 'How to handle authorship disputes: A guide for new researchers, *The COPE Report 2003*, pp. 32-34; online available at www.publicationethics.org.

Committee on Publication Ethics (COPE) (2003): 'Guidelines on good publication practice', *The COPE Report 2003*, pp. 69-73.

* Wiley (2014): *Best Practice Guidelines on Publishing Ethics: A Publisher's Perspective*, Hoboken (NJ): John Wiley & Sons.

Plagiarism and re-use of text material:

Bird, S.J. (2002): 'Self-plagiarism and dual and redundant publications: What is the problem?', *Science and Engineering Ethics* 8: 543-544.

Loui, M.C. (2002): 'Seven ways to plagiarize: Handling allegations of research misconduct', *Science and Engineering Ethics* 8: 529-539.

Peer review:

Csiszar, A. (2016): 'Troubled from the start', *Nature* 532: 306-308.

COPE Council (2017): *Ethical Guidelines for Peer Reviewers (Version 2)*, online available at www.publicationethics.org.

Gowers, T. (2017): "The end of an error?', *The Times Literary Supplement*, online: https://www.the-tls.co.uk/articles/public/the-end-of-an-error-peer-review/.

Working with data from experiments and interviews, XPhi:

Deans of Social Sciences in the Netherlands (2016): *Code of Ethics for Research in the Social and Behavioural Sciences Involving Human Participants*.

Polonioli, A. (2017): 'New issues for new methods: Ethical and editorial challenges for an experimental philosophy', *Science and Engineering Ethics* 23: 1009-1034.

Polonioli, A., Vega-Mendoza, M., Blankinship, B. & Carmel, D. (2018): 'Reporting in experimental philosophy: Current standards and recommendations for future practice', *Review of Philosophy and Psychology*, online first.

For the Saturday morning session:

Scientific virtues:

Paternotte, C. & Ivanova, M. (2017): 'Virtues and vices in scientific practice', *Synthese* 194: 1787-1807.

Pennock, R.T. (2018): 'Beyond research ethics: How scientific virtue theory reframes and extends responsible conduct of research', in Carr, D. (Ed.): *Cultivating Moral Character and Virtue in Professional Practices.*, London & New York: Routledge, pp. 166-177.

Resnik, D.B. (2012): 'Ethical virtues in scientific research', *Accountability in Research* 19: 329-343.

For the Saturday afternoon session:

Science in society and the aims of science:

Bush, V. ([1945] 1960): *Science: The Endless Frontier, A Report to the President on a Program for Postwar Scientific Research (July 1945, reprinted July 1960)*, Washington (DC): National Science Foundation, 'Summary of the report' & 'Introduction', pp. 5-12.

Barker, G. & Kitcher, P. (2014): *Philosophy of Science: A New Introduction*, New York: Oxford University Press, Chap. 6 ('Science, values, and politics'), pp. 136-163.

Sarewitz, D. (2016): 'Saving science', *The New Atlantis*, Spring/Summer 2016: 5-40.

Wyndham, J.M. et al. (2015): *Social Responsibility: A Preliminary Inquiry into the Perspectives of Scientists, Engineers and Health Professionals*, Washington (DC): American Association for the Advancement of Science.