SOCI 362: Ethics and the Responsible Conduct of Research  
8-24-15

Fall Semester 2015  
University of Nebraska–Lincoln

Scott Engineering Center (SEC) 241  
MWF 2:30-3:20 p.m.

Instructor:  
Dr. Wayne A. Babchuk

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Office Hours:  
MW 9:30-11:00 a.m. or by appointment

Course Description

*Ethics and the Responsible Conduct of Research 362* provides a comprehensive overview of ethical and responsible decision making in the conduct of research. We will identify, define, and analyze ethical issues and explore emergent areas of human subjects in an *interdisciplinary* context. Building on a foundational introduction to moral reasoning, we will examine ethical decision making, civic responsibility, and stewardship in the human subjects research. The core elements of this course focus on issues related to research misconduct, data management, bias, conflicts of interest, protection of human subjects, authorship, peer review, collaboration, mentoring, and social responsibility.

**Achievement-Centered Education (ACE) Student Learning Outcomes**

The University of Nebraska—Lincoln seeks to provide quality education to all of its students. To that end, it has designated certain classes as ACE certified. These classes provide and assess specific learning outcomes. As an ACE class, *SOCI 362: Ethics and the Responsible Conduct of Research*, will facilitate Learning Outcome #8 (Explain ethical principles, civics, and stewardship, and their importance to society). This class will:

- Foster student understanding of ethics and ethical decision making in research.
- Facilitate students learning how ethical considerations inform the responsible conduct of research including civic responsibility and stewardship.
- Assist students to develop problem-solving skills involved in applying ethical standards, and identifying potential responses, to human subjects research case studies.
- Provide the student with the information needed to analyze how ethical standards are translated into civics, stewardship, and responsible conduct guidelines as applied to human subjects research.
- Facilitate these goals through lecture, readings, class discussion, and in-class activities.

ACE learning outcomes in this class will be assessed by:
- Exams, class discussions, and written assignments.

**Required and *Recommended Texts***


Additional readings including articles and book chapters drawn from the list below will be posted upon the course Blackboard website. As a student enrolled in this course, you are allowed to print these materials off for your own use in this class, but are encouraged not to distribute these materials to others.


Course Policies

Attendance and Instructional Approach

Classes will be held MWF from 2:30-3:20 p.m. in the Scott Engineering Center (SEC) 241. Students are expected to have completed the assigned readings assigned for the week before class sessions and are encouraged to ask questions and participate in class discussions. Attendance will be taken every session and your participation in the class is a critical aspect of evaluation in this course. (Please refer to the Grading and Evaluation section of this syllabus). Instruction will consist of lectures, class discussions, small group work, films, guest speakers and in- and out-of-class activities. All students are expected to have successfully completed six hours of social or biological science prior to enrollment in this course. Although Ethics and the Responsible Conduct of Research 362 presupposes no prior background or experience in the planning and design of research with human subjects, or detailed knowledge thereof, students are expected to think critically and reflect upon complex theoretical and practical issues surrounding the research enterprise as the course progresses.
Academic Integrity
When you place your name on an assignment, exam, or research paper, I interpret this to mean that you have received no unauthorized assistance on the assignment, exam, or research paper. Unauthorized assistance includes but is not limited to: cheating on an exam, turning in assignments/exams/research papers as your own work when it is not, and plagiarism (i.e., presenting someone else’s published ideas as your own). These acts will not be tolerated and will be handled according to university policy.

Students with Disabilities
Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration (402-472-3787) or visit http://www.unl.edu/ssd for more information.

Instructor’s Note: The experiences, opinions, and knowledge each of us brings to the classroom are unique and deserving of respect from your peers and from the instructor. This course is designed to encourage open discussions regarding often contentious and conflicting viewpoints as well as the underlying assumptions on which they are based. These discussions must at all times remain within (hopefully) obvious parameters of respect for others’ backgrounds, views, and beliefs. All faculty, staff and students are responsible for understanding and complying with harassment policies. For more information, visit http://www.unl.edu/equity.

Grading and Evaluation
There are a total of 400 possible points in this course as detailed below:

<table>
<thead>
<tr>
<th>Points/Percentage</th>
<th>Attendance and Class Participation</th>
<th>80</th>
<th>20%</th>
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<tbody>
<tr>
<td></td>
<td>Exams</td>
<td>80</td>
<td>20%</td>
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<tr>
<td></td>
<td>Case Study Analyses and Interpretations</td>
<td>160</td>
<td>40%</td>
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<td></td>
<td>Research Paper/Case Study 5</td>
<td>80</td>
<td>20%</td>
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<tr>
<td></td>
<td>Total Points</td>
<td>400</td>
<td>100%</td>
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Attendance and Class Participation: 80 points
Students are required to attend all class sessions and to participate in class discussions. Small group work, and in all other individual and group activities. Participation includes reading all assigned materials according to the schedule outlined in this syllabus and the willingness to share knowledge and ideas about these readings with small groups and the entire class. Many of the PowerPoints used in the lectures and class discussions will be posted on Blackboard. Attendance will be taken every class session. There are 42 class sessions not including the first day of class, scheduled absences, and the final exam. Students will receive 2 points for each class up to a total of 80 points. Attendance and class participation constitute 80/400 points or 20% of the final grade.

Midterm and Final Exams: 80 points
There will be two exams in this course. The first exam will be a take-home exam consisting of two or three essay questions based on lectures, readings, videos, guest speakers, and class discussions. It will be distributed on October 16 and is due on October 23 and is worth 50 points. Exam 2 will be an in-class essay exam held on Wednesday, December 16 from 1:00-3:00 p.m. and is worth 30 points. This exam will consist of one essay question drawing upon the “big picture” of this course and how it relates to the students’ own interests and research goals. The exams constitute 80/400 points or 20% of the final grade.
Case Study Analyses and Interpretations: 160 points (40 points each)
There will be 4 written assignments involving the analysis of ethical issues in a case study: (1) Darkness in El Dorado, (2) Tearoom Trade, (3) Kennewick Man, and (4) The Glaser-Strauss Debate. These case studies have been selected to reinforce core areas of ethical standards, civics, and stewardship in the responsible conduct of human subjects research. The assignments require that you identify the ethical issue(s) involved in the case studies, provide recommendations for how the ethical issue could have been avoided, examine civic and stewardship implications, and present an approach to resolve ethical issues given the decisions that have already been made. More detailed instructions will be posted on Blackboard. A preliminary listing of key references needed to successfully complete these assignments is listed at the end of this syllabus. Case study analyses and interpretations are due on September 21, October 16, November 13 and December 2 and constitute 160/400 points or 40% of the final grade.

Research Project: 80 points
All students are required to complete a research project. There are two options for completing this assignment: **Option 1: Research Paper, and Option 2: Case Study Interpretation and Analysis.**

**Option 1: Research Paper** can be viewed as a “traditional” assignment similar to those required in other social sciences courses. The research paper should focus on a particular area of investigation, research problem, or any topic discussed in class discussions, films, or in the readings. It should include: (a) a **cover sheet** with course title, course number, student name, date submitted, and the title of the paper, (b) an **abstract** consisting of a succinct single-spaced one-paragraph summary of the paper, (c) an **introduction** which states the research problem or area of investigation (what is your topic, why is it important to study, what you are hoping to accomplish), (d) the **main body** of the paper where you cite relevant literature and develop your own point of view or argument, (e) the **conclusion** which discusses the implications of the research as it pertains to previous studies in the field, the strengths and limitations of your study, suggestions for future research, etc., and (f) “**References Cited**” including all citations listed on a separate page. The research paper should be approximately 7-8 pages in length, double-spaced, numbered, and with one-inch margins. Please use Times New Roman 12 pt. font and follow APA style (6th ed.). Research papers should employ a minimum of five literature sources in addition to textbooks and internet citations cited in the body of the paper and included on a separate page titled “References Cited.” Research papers are due on November 23. Each student must submit a one-paragraph abstract of their topic for instructor approval by November 2. The research paper constitutes 80/400 points or 20% of the final grade.

**Option 2: Case Study Analysis and Interpretation** can be viewed as an extension of the case study assignments required for this course. Those selecting this option need to first identify a controversial issue pertinent to the ethics and responsible conduct of research. This case study cannot be an elaboration of one of the four case studies already assigned for this course. As in Option 1 above, Case Study 5 should include: (a) a **cover sheet** with course title, course number, student name, date submitted, and the title of the case study, (b) an **abstract** consisting of a succinct single-spaced one-paragraph summary of your analysis, (c) an **introduction** which presents the fundamental aspects of the case and why it is important, (d) the **main body** of your paper where you cite relevant literature in analyzing and interpreting the case study, (e) the **conclusion** which discusses the implications of the case study as it pertains to the ethics and responsible conduct of research, and (f) “**References Cited**” including all citations listed on a separate page. Case Study Analysis and Interpretation 5 should be approximately 7-8 pages in length, double-spaced, numbered, and with one-inch margins. Please use Times New Roman 12 pt. font and follow APA style (6th ed.). Case Study 5 must use a minimum of five literature sources in addition to textbooks and internet citations cited in the body of the paper and included on a separate page titled “References Cited.” Case Study 5 is due on November 23. Each student is required to submit a one-paragraph abstract of their case study for instructor approval by November 2. The case study analysis constitutes 80/400 points or 20% of the final grade.
### Preliminary Course Schedule

**Green** = No Class;  
**Blue** = Case Study Due  
**Red** = Midterm and Final Exam  
**Purple** = Research Abstracts and Research Paper/Case Study 5 Due

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>August 26</td>
<td>Research Methods in the Social Sciences and Education</td>
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<td>August 28</td>
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<tr>
<th>Week 2</th>
<th>Topics</th>
<th>Readings</th>
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<tr>
<td>October 31</td>
<td>Epistemological and Philosophical Assumptions of the Research Enterprise; The Ethics of Social and Educational Research</td>
<td>Neuman (2011) Ch. 4; Creswell (2013) Ch. 2 (Recommended); Neuman (2011) Ch. 5</td>
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<td>September 2</td>
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<td>September 4</td>
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<th>Week 3</th>
<th>Topics</th>
<th>Readings</th>
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<tr>
<td>September 7</td>
<td>LABOR DAY (September 7)</td>
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  Chagnon (2013) Ch. 16.  
  *The Yanomamo: A Multidisciplinary Study* |
| September 11 |  |  |

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<tr>
<th>Week 4</th>
<th>Topics</th>
<th>Readings</th>
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<tr>
<td>September 14</td>
<td>The Ethics and Politics of Human Subjects Research</td>
<td>Christians (2011) Ch. 4; Cannella &amp; Lincoln (2011) Ch. 5</td>
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<tr>
<td>September 16</td>
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<td>September 18</td>
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<tr>
<th>Week 5</th>
<th>Topics</th>
<th>Readings</th>
<th>Film</th>
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<tbody>
<tr>
<td>September 21</td>
<td>CASE STUDY 1 DUE (September 21)</td>
<td>Fluehr-Lobban (1998) Ch. 5; Fluehr-Lobban (2003) Ch. 1</td>
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<tr>
<td>September 23</td>
<td>History of Ethics in Human Subjects Research</td>
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<td>September 25</td>
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<th>Week 6</th>
<th>Topics</th>
<th>Readings</th>
<th>Film</th>
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  *Quiet Rage* |
| September 30 |  |  |
| October 2 |  |  |

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<tr>
<th>Week 7</th>
<th>Topics</th>
<th>Readings</th>
<th>Film</th>
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  *Moral Development: The Milgram Study* |
| October 7 |  |  |
| October 9 |  |  |

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<th>Week 8</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>October 12</td>
<td>CASE STUDY 2 DUE (October 16); EXAM 1 DISTRIBUTED (October 16)</td>
<td>Steneck (2004) Ch. 3; Siebler &amp; Tolich (2013) Ch. 4, 9; Goode (2015)</td>
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<tr>
<td>October 14</td>
<td>Planning Research: Protection of Human Subjects</td>
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<tr>
<td>October 16</td>
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<tr>
<th>Week 9</th>
<th>Topics</th>
<th>Readings</th>
<th>Film</th>
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</table>
| October 19 | FALL BREAK (October 19); EXAM 1 DUE (October 23) | Plannerking Research: Conflicts of Interest | Steneck (2004) Ch. 5  
  *Kennecwick Man Controversy* (60 Minutes Episode) |
| October 21 |  |  |
| October 23 |  |  |

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<thead>
<tr>
<th>Week 10</th>
<th>Topics</th>
<th>Readings</th>
<th>Film</th>
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| October 26 | Planning Research: Managing Competing Interests | Macrina (2014) Ch. 7  
  *Thieves of Time: Who Owns the Past* |
| October 28 |  |  |
| October 30 |  |  |

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<thead>
<tr>
<th>Week 11</th>
<th>Topics</th>
<th>Readings</th>
<th>Film</th>
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</table>
| November 2 | RESEARCH PAPER/CASE STUDY 5 ABSTRACT DUE (November 2) | Steneck (2004) Ch. 6; Creswell (2015) Chs. 5, 7  
  *Bones of Contention: Native American Archaeology* |
| November 4 |  |  |
| November 6 |  |  |

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<tr>
<th>Week 12</th>
<th>Topics:</th>
<th>Readings:</th>
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| November 9
November 11
November 13 | Case Study 3 Due (November 13)
Conducting Research: Mentoring |
| Steneck (2004) Ch. 7; Macrina (2014) Ch. 3 |

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<tr>
<th>Week 13</th>
<th>Topics:</th>
<th>Readings:</th>
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</table>
| November 16
November 18
November 20 | NO FORMAL CLASS MEETING (November 16)
Conducting Research: Collaborative Work |
| Steneck (2004) Ch. 8; Macrina (2014) Ch. 8 |

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<tr>
<th>Week 14</th>
<th>Topics:</th>
<th>Readings:</th>
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| November 23
November 25
November 27 | RESEARCH PAPERS DUE (November 23)
Thanksgiving (November 25, 27)
Reporting Research: Authorship and Publication |
| Steneck (2004) Ch. 9; Macrina (2014) Ch. 9 |

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<tr>
<th>Week 15</th>
<th>Topics:</th>
<th>Readings:</th>
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</table>
| November 30
December 2
December 4 | Case Study 4 Due (December 2)
Reporting Research: Peer Review |
| Steneck (2004) Ch. 10; Macrina (2014) Ch. 4 |

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<thead>
<tr>
<th>Week 16</th>
<th>Topics:</th>
<th>Readings:</th>
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| December 7
December 9
December 11 | The Ethics of Community-Based Participatory Research |
| Siebner & Tolich (2013) Ch. 6
Babchuk & Brand (2015) |

| Week 17  | | EXAM 2 (Wednesday 1:00-3:00 p.m.) |

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**Case Study References**

Readings for the case study assignments are listed below and available on Blackboard. As above, you are allowed to print these materials off for your own use in this class, but are encouraged *not* to distribute these materials to others. This is a preliminary listing and more sources may be forthcoming.

**Case Study Analysis and Interpretation 1: Darkness in El Dorado**

Alice Domurat Dreger’s web site: [http://www.alicedreger.com/home.html](http://www.alicedreger.com/home.html)
[http://www.ns.umich.edu/Releases/2000/Nov00/r111300a.html](http://www.ns.umich.edu/Releases/2000/Nov00/r111300a.html)
Dreger, A. (2011). Comments on Chagnon, the Yanomamo, and the AAA.
[http://www.springerlink.com/content/1648u57278202674/fulltext.pdf](http://www.springerlink.com/content/1648u57278202674/fulltext.pdf)
Hill, K. Statement on Patrick Tierney’s text, *Darkness in El Dorado*. 
http://www.psych.ucsb.edu/research/cep/eldorado/kimhill.html

Lancaster, J.B., & Hames, R. (2011). Statement on the publication of Alice Dreger’s investigation, 


Sponsel, L.E. (2011). Alice Dreger descends into darkness: Scholarship or more obfuscation? 
http://anthroniche.com/darkness_documents/0617.htm

http://www.soc.hawaii.edu/sponsel/E%20Dorado%20Controversy/Miscellaneous/Michigan.html


http://anthroniche.com/darkness_documents/0475.htm


**Case Study Analysis and Interpretation 2: Tearoom Trade**


Madison, WI: University of Wisconsin Press.

Hamblin, R.L. (1989). Sociology and a developing administrative tradition at Washington University: 


Humphreys, L. (1972). *Out of the closets: The sociology of homosexual liberation*. Englewood Cliffs, 
N.J.: Prentice-Hall.

Humphreys, L. (1972). Tearoom trade: Impersonal sex in public places (summary article). In W. 
Fiegeelman (Ed.), *Sociology full circle; Contemporary readings on society* (pp. 259-277). NY: 

Lenza, M. (2004). Controversies surrounding Laud Humphreys’ tearoom trade: An unsettling example of 
http://convictcriminology.org/pdf/mlenza/Humphrey's%20tearoom%20trade.pdf

http://anthromodeologist.wordpress.com/2012/01/23/question-is-ethical-fieldwork-possible/

http://www.und.edu/instruct/wstevens/PROPOSALCLASS/MARSDEN&MELANDER2.htm


Neuman, W.L. (2011). *Social research methods: Qualitative and quantitative approaches*. Boston: 
Pearson Education Inc.


http://web.missouri.edu/~bondesonw/Laud.html
Case Study Analysis and Interpretation 3: Kennewick Man


Case Study Analysis and Interpretation 4: The Glaser-Strauss Debate


**IMPORTANT DATES**

August 24  
Class Begins

September 7  
Labor Day (Student and Staff Holiday)

September 21  
Case Study 1 Due

October 16  
Exam 1 Distributed

October 16  
Case Study 2 Due

October 19  
Fall Semester Break (Student Holiday—UNL Offices Open)

October 23  
Exam 1 Due

November 2  
Research Paper/Case Study Abstracts Due

November 13  
Case Study 3 Due

November 16  
No Formal Class Meeting (Research-to-Practice Conference in Adult and Higher Education (Oklahoma City, OK).

November 23  
Research Papers Due

November 25 and 27  
Thanksgiving Vacation (Student and Staff Holiday—UNL Offices Closed)

December 2  
Case Study 4 Due

December 16  
Exam 2