ASA Task Force on Teaching Ethics Throughout the Curriculum
Working Annotated Bibliography

August, 2008

AAUP. 2000. "Institutional Review Boards and Social Science Research." A Report on Protecting Human Beings. http://www.aaup.org/AAUP/comm/rep/A/protecting.htm

This report is in four parts. The first is an overview of concerns about IRB oversight of social science research. The second part links IRB activities to the issue of academic freedom. The third part describes the government regulations and their application. The final part includes recommendations, the most central being that biomedical research standards should not be routinely applied to social science research.

Amdur, Robert J. 2003. *The Institutional Review Board Member Handbook*. Sudbury, MA: Jones and Bartlett Publishers.

This 200 page volume was written specifically for the voting members of IRBs. It provides background information on the IRB system, the intended focus of IRB discussions, what members should before and during meetings, and summarizes basic guidelines for evaluating specific kinds of studies. It also contains a substantial section on references for additional information, including websites, books, and video recordings.

Azar, Beth. 2002. "Ethics at the Cost of Research?" *Monitor on Psychology*. 33(2). American Psychological Association. http://apa.org/monitor/feb02/ethicscost.html

This introductory article suggests that education, of IRBs and researchers, is needed to help balance the need for human subjects protection with a realistic view of the risks involved in most behavioral and social science research. The author raises the issue of the variability in local interpretations of the regulations and the research being proposed as one source of the problem.

Barrett, Carol D. 2001. *Everyday Ethics for Practicing Planners*. Chicago, IL: American Planning Association

This book is essentially a set of scenarios that correspond to elements of the code of ethics of the American Institute of Certified Planners. It is intended as a discussion aid, and was designed to help planners develop a systematic approach to ethical problems.

Beauchamp, Tom L., Ruth R. Faden, R. Jay Wallace, Jr., and Leroy Walters. 1982. *Ethical Issues in Social Science Research*. Baltimore, MD: Johns Hopkins University Press.

This book is divided into five sections each one focusing on a different area of ethical research. The first section is titled "Foundations" and it gives a background on moral

controversies in social science research. Sections 2 through 5 go into more depth and detail about each ethical issue addressed in the first section. Overall, this book (particularly the first section) would be a good source for giving students an overview of some ethical issues they will have to think about when conducting research.

Bebeau, Muriel J., Kenneth D. Pimple, Karen M.T. Muskavitch, Sandra L. Borden, and David H. Smith. 1995. *Moral Reasoning in Scientific Research: Cases for Teaching and Assessment.* Bloomington, IN: Poynter Center at Indiana University.

This set of materials was developed out of the long running project "Teaching Research Ethics" at Indiana University. This particular document includes instructions, detailed cases, and responses sheets for each case. There are also evaluation checklists. It, along with a number of other materials, is available through the Poynter Center website.

Braxton, John M., and Alan E. Bayer (editors). 2004. "Addressing Faculty and Student Classroom Improprieties." *New Directions for Teaching and Learning* (Number 99). San Francisco: Jossey-Bass

The ten articles in this anthology are organized into three sections: Background, Faculty Improprieties and Remedies, and Student Rights and Improprieties. There is also a methodological appendix. The opening article by the editors provides a brief summary of each of the articles in the volume.

Callahan, Daniel and Sissela Bok. 1980. *Ethics Teaching in Higher Education.*
        New York: Plenum Press.

This book focuses on teaching ethics more broadly as opposed to just in the social sciences. Chapter 2 discusses goals for teaching ethics; chapter 3 discusses problems faced when teaching ethics. Part two, chapter 7 is titled "The Teaching of Undergraduate Ethics." This section goes over everyday moral decisions that people make (early examples focus on students and faculty members). Also discussed in this chapter is how we learn our moral views, ethical theories and theorists, moral problems and examples to use in class. Another chapter worth looking at is titled "The Teaching of Ethics in Undergraduate Nonethics Courses" (chapter 8). This chapter gives examples of how students' ethical views come out in their assignments and how they were challenged to re-think their views. It also goes over why some professors want to avoid discussing ethics in their nonethics courses, yet it still is something that they end up incorporating in their lectures.

Ceci, Stephen J., Douglas Peters, and Jonathan Plotkin. 1985. "Human Subjects Review, Personal Values, and the Regulation of Social Science Research." American Psychologist. 40(9): 994-1002.

This is a research article reporting on a project where human subjects committees were asked to provide reviews of hypothetical proposals that differed only in their level of ethical concern (e.g., deception) and their sociopolitical sensitivity. The results

indicated that socially sensitive proposals were twice as likely to be rejected as the nonsensitive proposals. Content analysis of the narratives suggested that the reason for rejection was most often the potential political impact of the proposed research.

Chapdelaine, Andrea, Ana Ruiz, Judith Warchal, and Carole Wells. 2005. *Service-Learning Code of Ethics*. Bolton, MA: Anker Publishing.

This book addresses ethical practices in community service-learning projects. Part two of the book is geared to teach students about the service-learning code of ethics (which is what chapter three discusses). Chapter 5 talks about confidentiality and responsibility, chapter six is important because it is about research and informed consent. Part three is geared more for faculty members. Some of the chapters to review in this section are chapter nine ("Service-Learning Code of Ethics for Faculty"), chapter 11 ("Student Poses a Potential Risk in Service-Learning Placement"), chapter 13 ("Misuse of Results of Service-Learning Research Project"). Part four is for administrators and the chapters to review in this section include chapter 14 ("Service-Learning Code of Ethics for Administrators"), Chapter 15 ("University Policies and Faculty Implementation of Service-Learning"), and chapter 17 ("Treat All Constituents in a Manner Consistent with Ethical Principles").

De Vries, Raymond, Debra A. DeBruin, and Andrew Goodgame. 2004. "Ethics Review of Social, Behavioral, and Economic Research: Where Should We Go from Here?" Ethics & Behavior. 14(4): 352-368.

This article examines three aspects of IRBs, their composition, the guidelines they use to review research, and their actual deliberations. It provides some recommendations for changes in the review process along with a call for information about the ways IRBs work.

Edwards, Sarah J.L., Tracey Stone, and Teresa Swift. 2007. "Differences Between Research Ethics Committees." *International Journal of Technology Assessment in Health Care* 23: 17-23.

This article reviews the literature on 26 articles that examine differences in ethical judgements made by Research Ethics Committees or Institutional Review Boards. All studies reviewed reported differences in the clarifications and revisions requested of researchers. There were a few that reported approval vs rejection of the same protocol.

Eissenberg, Thomas, Sangeeta Panicker, Sheri Berenbaum, Norma Epley, Michael Fendrich, Rosemary Kelso, Louis Penner, and Mary Simmerling. 2005. "IRBs and Psychological Science: Ensuring a Collaborative Relationship." In APA Online: Human Research Protections. http://www.apa.org/science/rcr/irbs_psychsci.html

This article begins with noting the potential for conflict between behavioral science researchers and IRB members and IRB administrators and raising concerns about compliance, the protection of human subjects, and the execution of research. The

authors suggest conflict avoidance strategies that IRB members, IRB administrators, and researchers can all use.

Ess, Charles, and the AoIR ethics working committee. 2002. "Ethical Decision-making and Internet Research: Recommendations from the AoIR Ethics working Committee." Association of Internet Researchers. www.aoir.org/reports/ethics.pdf

This lengthy report is divided into seven sections. The first two discuss the process and issues involved in internet research. Some of the topics include: the nature of the interactions studied, who are the subjects of study, informed consent, risk, international factors, and existing legal requirements. The third section consists of two cases specifically regarding internet research. The fourth section is a substantial set of references, including an annotated bibliography. The three final sections are addenda providing information for internet researchers (e.g., sample consent forms).

Freeman, Stephen J., Dennis W. Engels, and Michael K. Altekruse. 2004. "Foundations for Ethical Standards and Codes: The Role of Moral Philosophy and Theory in Ethics." *Counseling and Values* 48: 63-173.

This article compares ethics and morality and how it influences individuals' decision making and judgments. The authors go over four terms that tie into moral philosophy and ethical theory as examples of how ethical problems are resolved by professionals. The four terms are: consequentialism, Kantianism, justice, and casuistry. This would be useful because it gives more background about ethics, ethical decision making, and morality.

Gingrich, Paul and Fred Wien. 2007. "Ethics of Sociological Practice: Comments from the Canadian Sociological Association." In the Bulletin of the Swiss Sociological Association 132 (November): 19-20.

This short article, part of an issue dealing with codes of ethics in North America and Europe, briefly describes the relationship between the code of ethics of the Canadian Sociological Association and the official Canadian Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans. The authors point out that the official policy would appear to be the most relevant for social science researchers in Canada.

Greenbank, Paul. 2003. "The Role of Values in Educational Research: The Case for Reflexivity." *British Educational Research Journal* 29(6): 791-801.

This article discusses a set category of values developed by Rokeach in 1973 as something that people use to decide on their choice of research methods and research ethics. The values are: moral, competency, personal, and social. The author finds that moral values are important when thinking about methods and ethics in research, but decisions are also influenced by the other values. This article may be helpful because the author discusses in his conclusion how research is not "value free," but researchers should be honest about which values are influencing their research.

Gunsalus, C. K., Edward M. Bruner, Nicholas C. Burbules, Leon Dash, Matthew Finkin, Joseph P. Goldberg, William T. Greenough, Gregory A. Miller, Michael G. Pratt, Masumi Iriye, Deb Aronson. 2005. "Improving the System for Protecting Human Subjects: Counteracting IRB 'Mission Creep'." The Illinois White Paper. Center for Advanced Study. www.law.uiuc.edu/conferences/whitepaper

The result of a national, interdisciplinary conference, this report includes a description of "mission creep" by IRBs (i.e., exaggerated reviews to protect against lawsuits and shutdowns) and recommendations that focus on fields and methodologies of coverage, primarily outside the biomedical arena. Among the recommendations are calls for data collection on IRB operations, regulations specific to non-biomedical research, focusing on areas of the greatest risk and minimizing scrutiny in areas of low risk. The report includes extensive endnotes and a bibliography.

Haggerty, Kevin D. "Ethics Creep: Governing Social Science Research in the Name of Ethics." Qualitative Sociology. 27(4): 391-414.

This article focuses on Canadian ethics review boards. The author presents an analysis of research protocols, focusing on the issues of risk, informed consent, and the anonymity of research subjects. The author suggests that the regulatory system is expanding to encompass new activities and institutions while, at the same time, the application of those regulations is intensifying. Some potential consequences are offered.

Hamilton, Neil W. 2003. "The Ethics of Peer Review." Liberal Education. Winter: 42-49.

This article links peer review as the means of supporting academic freedom and shared governance as the mechanism for carrying it out. It provides a comparison between peer review by the academic discipline and peer review by the local institution or department. It suggests that oversight of ethical practice from within is likely to be deficient, and argues for systematic training in academic traditions and ethics.

Hard, Stephen F., James M. Conway, and Antonia C. Moran. 2006. "Faculty and College Student Beliefs about the Frequency of Student Academic Misconduct." The Journal of Higher Education 77(6):1058-1080.

This article goes well with the Schneider article (a non-journal article, listed below). The authors in the article conduct an actual study on students committing misconduct, and faculty attempting to prevent and challenge misconduct. It also discusses how often students believe academic misconduct occurs and compares it to how often faculty believe academic misconduct occurs. Using surveys conducted over a 2 year period given to students in a selection of general education courses, and to all full-time and part-time faculty members at university, this study concludes that faculty members felt that misconduct was less common, which may be a reason why some faculty members

rarely challenge the misconduct. Students, on the other hand, overestimated misconduct.

Hutchings, Pat. 1993. *Using Cases to Improve College Teaching: A Guide to More Reflective Practice*. Washington: American Association of Higher Education.

This early work provides a rationale for the use of cases (in this instance, for reflection and discussion about teaching in general, not just teaching ethics), some sample cases, and how to produce cases that are suitable for the reader's institutional context. It is a good starting point for understanding how cases work and how they can be developed.

Hutchings, Pat. 2003. "Competing Goods: Ethical Issues in the Scholarship of Teaching and Learning." *Change: The Magazine of Higher Learning* Sept/Oct: 26-33.

This early article out of the Carnegie Foundation for the Advancement of Teaching raises issues relating to research on teaching and the ethical problems it may pose. Attention is paid to sharing student work, the choice of research methods, relationships between faculty and students, and campus practices and policies.

Jacobson, David. 1999. "Doing Research in Cyberspace." *Field Methods*. 11(2): 127-145.

This article raises a number of questions about the impact of laws and policies on research involving the Internet. Discussion includes the issues of the identifiability of participants, privacy, informed consent, and the applicability of copyright laws. It contains an extensive early bibliography on the subject.

Jordan, Augustus E. 2001. "College Student Cheating: The Role of Motivation, Perceived Norms, Attitudes, and Knowledge of Institutional Policy." In *Ethics and Behavior* 11 (3): 233-247. Mahwah, NJ: Lawrence Erlbaum Associates.

This article is a study looking at the views and behaviors of students regarding cheating. The participants were divided into two groups: cheaters and non-cheaters. The students were assessed on motivation for cheating, perceived social norms on cheating, attitudes on cheating, and their knowledge of the college/university's policy on cheating. The study concludes that students who cheated had a lower mastery level of the material they were tested on. Cheaters and non-cheaters also had different views on the social norms of cheating. They also differed on their knowledge of the institution's policy on cheating behavior. The literature reviewed in this study varied in that some studies found that men cheated more than women, and other studies found no statistical significance to gender and cheating behavior. Another inconsistency was regarding age differences (some studies found that younger students cheated more, other studies found that older students cheated more).

Keith-Spiegel, Patricia, Arno E. Wittig, David V. Perkins, Deborah Ware Balogh, and Bernard E. Whitley, Jr. 1993. *The Ethics of Teaching: A Casebook.* Muncie, IN: Ball State University, Department of Psychological Science.

This book contains165 short cases, organized into twenty chapters. The chapters and cases are grouped under topics that are central to teaching. They include sections on In-Class Issues, Lessons and Evaluations, Outside the Classroom, Relationships in Academia, Responsibilities to Students and Colleagues, and a few Cases Unique to Psychology Departments.

Kidder, Rushworth M. 1995. "The Ethics of Teaching and the Teaching of Ethics." Pp. 223-227 in *The Electronic Classroom* by Erwin Boschmann (ed.). Medford, NJ: Learned Information, Inc.

This piece is by the then-president of the Institute for Global Ethics in Camden, ME, and also a member of the Advisory Council of the Character Education Partnership. It deals with both the teaching of ethics and the ethics of teaching in the context of the emerging electronic classroom, where ethical dilemmas and moral temptations are unique. The author addresses such questions as: How do you assure the privacy of the individual and the confidentiality of information? How do you assure fair compensation to providers of classroom activities? How can hackers and cheaters be discouraged? How can instructors be hired with as much attention to content knowledge and interpersonal skills as to technological understanding? And how can we assure that humans, not machines, are still perceived as the instructors? The author asserts that ethics can be taught in the electronics classroom through research, case studies, and expert systems.

Lee, Raymond M. and Claire M. Renzetti (editors). 1990. "Researching Sensitive Topics" an issue of the *American Behavioral Scientist* 33 (5) Sage Publications.

This volume contains eight articles devoted to primarily field research on sensitive topics. Following an introductory article by the editors, issues such as child abuse, AIDS, and cults are discussed, with particular attention to the methodological difficulties inherent in such research.

Lim, Vivien K.G. and Sean K.B. See. 2001. "Attitudes Toward, and Intentions to Report, Academic Cheating Among Students in Singapore." In *Ethics and Behavior* 11 (3): 261-274. Mahwah, NJ: Lawrence Erlbaum Associates.

This study also looks at students' attitudes towards cheating and the likelihood that they would report instances of cheating to their professors. The group of students who participated in this study were from three different educational institutions in Singapore. What makes this study different from the others is that it looks at cultural differences in attitudes towards cheating. There was some literature on this subject that looked at each societies perception on cheating behavior. Using the information gathered from the literature review, this study attempts to look at the prevalence and severity of

cheating in Singapore, since it is considered to have one of the most competitive school systems in the world. Researchers gave 518 students a questionnaire to test the perceived seriousness of cheating, perceived prevalence of cheating, and willingness to report cheating. The results show that students feel that cheating on exams is to be taken seriously, especially when taking unauthorized material to an exam. Students in the study felt that paraphrasing without citing the source was a less serious offence.

Love, Cynthia B., Elizabeth J. Thomson, and Charmaine D. Royal. 1999. "Ethical Issues in Research Involving Human participants: January, 1989 through November, 1998." Current Bibliographies in Medicine. www.nim.nih.gov/pubs/resources.html.

This bibliography contains nearly 5000 entries. The first part consists of more than 4000 journal and book entries. These are organized by topic, beginning with historical perspectives and covering a full range of research ethics topics. The second part provides bibliographic and other resources relevant to bioethics education, including case studies and audiovisual materials.

Marshall, Patricia L. 2003. "Human Subjects Protections, Institutional Review Boards, and Cultural Anthropological Research." Anthropological Quarterly. 76(2): 269-285.

This article echoes the social science concern about the review process for research protocols, particularly for cultural anthropological research which typically involves qualitative methods. It focuses on the issues of the competency of the IRBs, and informed consent requirements, and offers some recommendations to reduce the problem.

McCabe, Donald L., Linda Klebe Trevino, and Kenneth Butterfield. 2001. "Cheating in Academic Institutions: A Decade of Research." In *Ethics and Behavior* 11 (3): 219-232. Mahwah, NJ: Lawrence Erlbaum Associates.

This article examines research on individual and contextual factors in cheating behavior, within the confines of one decade (1990-2000). The authors examine the prevalence of cheating, faculty views of academic integrity policies, and the importance of honor codes at academic institutions in acting as a deterrent or punishment. They finish with suggestions on preventing cheating by students, from the perspectives of both students and faculty members.

Miller, Ralph H., Joyce Kupsh, and Carol Larson Jones. 1994. "Software Ethics: Teaching by Example." Pp. 254-267 in *Changing College Classrooms* by D.F. Halpern, et al (eds.). San Francisco, CA: Jossey-Bass.

This is a chapter in a larger book on college pedagogy. It deals with the emerging dilemmas faced by educators in a world of new technologies and the relative fuzziness of both laws and social mores in terms of appropriate and ethical behavior in some cases. Computer software ethics are an especially tricky realm in both the educational and business environment. The authors provide a sampling of ethics scenarios to use

when teaching software ethics and some guidelines on licensing, terminology, and legal ramifications.

Mueller, John H. 2007. "Ignorance is Neither Bliss Nor Ethical." *Northwestern University Law Review*. 101(2): 809-836.

This lengthy article begins with the issue of IRB "mission creep" and the arguments that defend and justify ethics reviews (e.g., the benefits of IRBs, to the public and to the regulatory bureaucracy). It also describes some of the costs of the ethical enterprise. This includes hard costs such as money, time, and lost collegiality along with harms and abuses that have taken place (six cases are presented). The focus is on the social sciences and humanities.

Murray, Harry, Eileen Gillese, Madeline Lennon, Paul Mercer, and Marilyn Robinson. 1996. *Ethical Principles in University Teaching*. York, Ontario: Society for Teaching and Learning in Higher Education.

This document is a set of basic ethical principles that are used to define the professional responsibilities of university professors in their role as teachers. It includes: content and pedagogical competence, dealing with sensitive topics, student development, dual relationships with students, confidentiality, respect for colleagues and institution, and valid assessment of students.

Nathan, Richard P. (editor). 2005. "The Ethics of Federal Social Program Evaluation." *Journal of Policy Analysis and Management*. 24(4): 823-852.

This extended article begins with an introduction by the editor, and incorporates a paper (by Jan Blustein, "Toward a More Public Discussion of the Ethics of Federal Social Program Evaluation") and several responses (by Burt S. Barnow, "The Ethics of Federal Social Program Evaluation: A Response to Jan Blustein," by Howard Rolston, "To Learn or Not to Learn," by Peter Z. Schochet, "Comments on Dr. Blustein's Paper, 'Toward a More public Discussion of the Ethics of Federal Social Program Evaluation.'") It closes with a reaction by Blustein to the commentators (by Jan Blustein, "Jan Blustein's Response."). Using the Belmont Report and The Job Corps study as her basis, the Blustein paper essentially raises the question whether federal social programs should be held to the same standards as other research so that they are conducted ethically. The responses vary, but generally applaud the idea of discussing the ethics of program evaluation.

Office of Research Integrity. 2008. Online Research Ethics Course. Washington: Department of Health and Human Services. Available at http://ori.dhhs.gov/education/products/Montana_round1/research_ethics.html

This online course, developed through the Practical Ethics Center at the University of Montana, contains six sections: Ethical Issues in Research, Interpersonal Responsibility, Institutional Responsibility, Professional Responsibility, Animals in

Research, and Human Participation in Research. The course is easily navigated from the main page, and provides lots of background information and resources.

Pimple, Kenneth D. 2008. "A Short List of Useful Resources for Teaching Research Ethics." http://poynter.indiana.edu/tre/shortlist.pdf

This article contains information about web sites, journals, and email lists, as well as books and textbooks relating to the teaching of research ethics and the responsible conduct of research. Part of the long running "Teaching Research Ethics" project at Indiana University, it provides an excellent starting point for resources in the area of teaching about ethics.

Pritchard, Ivor A. 2002. "Travelers and Trolls: Practitioner Research and Institutional Review Boards." *Educational Researcher* 31(3): 3-13

This article presents some of the factors creating conflict between practitioner researchers and IRBs. Included are informed consent, dual status of researcher and practitioner, contingent discovery of information, anonymity and confidentiality, the conflict between perceptions of change. IRB issues discussed include: work overload, ignorance of research methods, focus on regulation, interpretation of regulations, the assessment of risk, the public reputation of research, and the inherent differences in ethical theories.

Roig, Miguel. 2001. "Plagiarism and Paraphrasing Criteria of College and University Professors." In *Ethics and Behavior* 11 (3): 307-323. Mahwah, NJ: Lawrence Erlbaum Associates.

This journal article reviews three different studies conducted on college professors regarding paraphrasing and plagiarism. The first study gives a group of professors from five different colleges and universities an original paragraph and six re-written versions of that paragraph. The professors participating in this group were asked to identify each re-written version as either paraphrased correctly, plagiarized, or that they can't determine whether it was plagiarized. The second study was given to a different group of professors (from the same institutions as the participants in study 1) to test whether the way they paraphrased the same paragraph used in study one in a way that would be deemed plagiarism. The third study was conducted on a group of randomly selected psychology professors who were either given the original paragraph (used in study 1 and 2) or an easier to read and understand paragraph on astrology. The professors were asked to paraphrase the paragraph they were given. Based on the results of the studies, the author concludes that the definition of what plagiarism is varies.

Schneider, Alison. 1995. "Why Professors Don't Do More to Stop Students Who Cheat." *Chronicle of Higher Education* 45(20): 8-11.

This useful (non-journal) article discusses various cases around the country in which professors catch students cheating or plagiarizing and how they decide to handle the

situation. In some cases, the professors decide to punish the students themselves by failing them or making them redo the assignment. In other cases, the professors decide to do nothing at all because they don't feel it is worth the trouble. Lastly, this article goes over why some professors do report cheating and what has happened in those cases.

Schrag, Brian (editor). 2008. *Research Ethics: Cases and Commentaries*. Bloomington, IN: Association for Practical and Professional Ethics. appe@indiana.edu

There are currently seven volumes in this series that has developed out of the Poynter Center's project, "Teaching Research Ethics." They include about one hundred cases in research ethics, along with commentaries, on a wide variety of topics which are suitable for use in either the undergraduate or graduate classroom. They are detailed enough for discussions in seminars on research ethics and for faculty development. A few have published elsewhere. Most of them involve some problematic behavior in research, but some involve someone "doing the right thing."

Shea, Christopher. 2000. "Don't Talk to Humans: The Crackdown on Social Science Research." *Lingua Franca: The Review of Academic Life*. 10(6)

This is an article that describes a number of instances where human subjects regulations have interfered with social science research. Although written in a journalistic manner and without a bibliography, the article does provide sufficient information about the individual situations to identify them. It raises a wide range of issues that are central to social science objections to IRBs, and would be good for background.

Stern, Judy E, and Deni Elliott. 1997. *The Ethics of Scientific Research: A Guidebook for Course Development*. Hanover, NH: University Press of New England.

This little book offers an approach to developing a course in research ethics. However, it also contains an excellent bibliography on research ethics that is organized into three sections: cases, topics, and authors. There is also a videography that provides a list of video materials designed to stimulate interest and discussion.

Stearns, S.A. 2001. "The Student-Instructor Relationship's Effect on Academic Integrity." In *Ethics and Behavior* 11 (3): 275-285. Mahwah, NJ: Lawrence Erlbaum Associates.

This article is about a study conducted to evaluate students' perceptions of their professors. If the professor promotes academic integrity in the classroom, will that deter students from cheating on exams or papers? One study that was reviewed asked students whether they were more likely to cheat in a class in which the professor was not friendly to students. Students from Germany, Costa Rica, and the U.S. tended to agree with that statement. Another study asked students if they were more likely to cheat if they felt that the professor was unfair. The next study looked at the student-

teacher relationship, which is what the focus of this article is. One finding in this study was that students who cheated in a class were more likely to negatively evaluate their professors at the end of the semester. Positive evaluations are also correlated with effective teaching.

Sweet, Stephen. 1999. "Using a Mock Institutional Review Board to Teach Ethics in
    Sociological Research." *Teaching Sociology* 27(1): 55-59.

This article goes over an exercise one professor uses to teach ethics to his class on sociological research methods. He prepares his students for this exercise by having them read the ASA Code of Ethics, articles and chapters written about ethics, and the school's IRB standards. The exercise begins with each student receiving a handout with hypothetical research proposals. The students are then split into groups (depending on the class size) in which they have to discuss and vote on the research proposal. During the next class, the professor discusses the concerns that were brought up regarding each case and how it goes with or against the standards discussed in the ASA Code of Ethics. This article is helpful in identifying a way to help students think critically about ethics and research methods, since the lit review finds that a general class discussion is not taken as seriously by some students. The author also finds that the students enjoy this exercise more so then a written reflection or a lecture.

Throckmorton-Belzer, Leslee, Patricia Keith-Spiegel, and Jennifer Wrangham. 2001.
    "Student Response to a Collective Penalty for Reported Cheating: A Case
    Study." In *Ethics and Behavior* 11 (3): 343-348. Mahwah, NJ: Lawrence
    Erlbaum Associates.

This article describes one incident of cheating that occurred at a university during an exam. Two students reported the incident but refused to testify against the accused so the professor decided to drop the exam grade and had the students complete an alternate assignment. The assignment had the students think and write about academic integrity and honesty. Based on the assignment, it appears that most students felt personally affected by the incident, and most students did not feel resentment or anger towards the professor for the decision made to drop the exam grade. It seems that the overall purpose of this article is to demonstrate that professors should not be afraid to deal with cheating incidents.

Toma, J. Douglas and Richard L. Palm. 1999. *The Academic Administrator and the
Law: What every Dean and Department Chair Needs to Know*. ASHE-ERIC Higher
Education Report Volume 26 (5). Washington, DC: George Washington University.

Aimed at administrators, the authors identify some of the resources that deans and department chairs have available in resolving legal issues, particularly with regard to asking for legal advice. A variety of relevant legal issues are discussed, as well as the relationship between the academic communities (e.g., public and private) and the legal system. A particular focus is on the contractual relationship with faculty, including hiring/firing and promotion.

Van den Hoonaard, Will C. (editor). 2003. *Walking the Tightrope: Ethical Issues for Qualitative Researchers.* Toronto, ON: University of Toronto Press.

This anthology contains sixteen essays from American, Canadian, and British social science researchers. They challenge the medical model that underlies the policies that have been established at the national level in all three countries and argue that such policies are actually impeding much qualitative research. Examples include sensitive settings, confidentiality, and the internet.

Van Valey, Thomas L. and Sally T. Hillsman. 2007. "The Code of Ethics of the American Sociological Association." In the Bulletin of the Swiss Sociological Association 132 (November): 15-19.

This short article is one of several articles dealing with codes of ethics in North America and Europe. It describes the development of the ASA's Code of Ethics and describes the manner by which violations of the Code are enforced by the Committee on Professional Ethics (COPE).

Vowell, Paul R, and Jieming Chen. 2004. "Predicting Academic Misconduct: A Comparative Test of Four Sociological Explanations." Sociological Inquiry 74 (2): 226-250.

This research attempted to distinguish among four separate theories of academic misconduct (i.e., cheating by undergraduates): social bond, self control, social strain, and differential association. Strain and social bond were not supported; self control demonstrated moderate support, and differential association received the strongest support.

Wadja-Johnston, Valerie A. 2001. "Academic Dishonesty at the Graduate Level." In *Ethics and Behavior* 11 (3): 287-305. Mahwah, NJ: Lawrence Erlbaum Associates.

While most of the articles that have come out of this issue looked at undergraduate students' and faculty members views on cheating and plagiarism, this article specifically targets the views of graduate students. According to the literature, when there has been research conducted on cheating behaviors among graduate students has been limited to looking at students in one discipline. This study aims to look at students in various graduate programs and their definition, prevalence, perceived prevalence, severity of, and justification for academic dishonesty. 246 students and 49 faculty members from various disciplines answered a survey regarding cheating and academic dishonesty. The results show that 28.7% of graduate students had cheated while in graduate school. Faculty members believe that less then 10% of their graduate students engage in academic dishonesty, whereas only 24.8% of students report that they never engaged in academic dishonesty.

Whitley, Bernard E. Jr. 2001. "Gender Differences in Affective Responses to Having Cheated: The Mediating Role of Attitudes." In *Ethics and Behavior* 11 (3): 249-259. Mahwah, NJ: Lawrence Erlbaum Associates.

This study looks at the attitudes of men and women regarding cheating, and the affect that cheating has on men versus women. The study was conducted on 170 college students who had reported cheating on an exam in the 6 months prior to the study. The author used cognitive dissonance theory to predict that women would be more negatively affected by their cheating behaviors then men would. The researcher notes that there was a lack of attention paid to the gender variable in regards to cheating in the literature. Participants were asked to answer a questionnaire regarding academic, social, and work behavior. The results show that more men reported cheating, but there was no statistical significance in cheating rates between men and women. Another result was that men and women reported similar degrees of negative affect to cheating, and men overall reported experiencing a positive affect to cheating. This result is inconsistent with previous research which found the opposite results.

Whitley, Bernard E. Jr. and Patricia Keith-Spiegel. 2001. "Academic Integrity as an Institutional Issue. In *Ethics and Behavior* 11 (3): 325-342. Mahwah, NJ: Lawrence Erlbaum Associates.

This article looks at looks at how the institution addresses the issues of academic dishonesty as well as what they do to reduce the number of cases of cheating. The authors offer explanations of effective integrative policies that have worked at some institutions and why they work. Including administration, faculty members, and students in creating a policy is more likely to have a positive impact on decreasing incidents of academic dishonesty.

1. Research Ethics and Scientific Integrity: Resources on the Internet
(Compiled by Robin Levin Penslar, Office of the Vice President of Research, Indiana University)

Assoc. for Practical and Professional Ethics: http://ezinfo.ucs.indiana.edu/~appe/home.html

The Poynter Center, Indiana University: http://www.indiana.edu/~poynter

Science Ethics Resources on the Net: http://www.chem.vt.edu/ethics/vinny/ethxonline.html

The Center for Academic Integrity: http://www.nwu.edu/uacc/cai

Science: Conduct in Science: http://sci.aaas.org/aaas/conduct/contents.html

Ethics: Science Ethics Bibliography: http://www.chem.vt.edu/ethics/vinny/ethxbibl.html

Consortium Ethics Program: http://www.pitt.edu/~caj3/CEP.html

Ethics in Science, University of Wisconsin: http://jupiter.stat.wisc.edu/other/ethics

Office of Research Integrity: http://phs.os.dhhs.gov/phs/ori/ori_home.html

On-line Journal of Ethics: http://condor.depaul.edu/ethics/ethg1.html

2. Film and Video

Academic Integrity: A Bridge to Professional Ethics

This videotape and workbook have been designed to help teach professional engineering ethics by using cases with which most students are familiar, e.g. academic integrity. By using familiar cases as examples, "the instructor can help bridge the gap between academic ethics and professional ethics, using similar themes and concepts." The videotape contains four ethical dilemmas that may arise in an academic setting. The dilemmas are left unresolved and the students are encouraged to discuss the issues and provide ethical evaluations. The principles highlighted in all four scenarios can be applied to scenarios in professional engineering. Case studies that parallel the videotape presentation are included in the workbook.

Professional Choices: Ethics at Work

This video presents interviews with social work practitioners, educators, and administrators as they discuss the subject of ethical social work. The participants address ethical issues that commonly arise in the social work profession, and case scenarios are presented. Each segment covers frequently encountered ethical issues related to confidentiality, boundary issues, indiscretion, and client self-determination.

Deadly Deception

This is a film which documents the case of the Tuskeegee syphilis experiment. Available from PBS.

Miss Evers' Boys

A 1997 HBO Film which also looks at the Tuskeegee syphilis experiment. However, this is done through flashbacks during Congressional Hearings from the point of view of the nurse who devoted her life to the care of the men in the experiment. Stars Alfre Woodard and Lawrence Fishburn.

Integrity in Scientific Research -Five Video Vignettes

Contact: Science Integrity Videos
               AAAS Directorate for Science and Policy Programs
               1200 New York Avenue, NW
               Washington, DC 20005
               www.aaas.org/spp/video/video.htm

Oleanna, New York Stories, Educating Rita
    These three films each provide stories which look at ethical lines between students and professors. The first, *Oleanna*, is the film version of the David Mamet play which examines a set of unusual interactions between a student and a faculty member which leads to disastrous consequences for both. *New York Stories* is a short film in a trio of films that follows the breakup of a romantic relationship between a mentor and his student. The final film, *Educating Rita*, focuses on a professor in mid-career with difficulties who is energized, temporarily, by an working class woman in her twenties who wants a college education.

Ethical Issues in Scientific Research
    This 62 minute VHS tape contains six presentations: "Authorship of research articles," "Peer review and abuse of privileged information," "Data handling and bias in reporting," "Social responsibility and control of the uses of research," "Scientific fraud and standards for monitoring of data recording," and "reporting research to the public." Recorded at Research Triangle Park, NC, November 7, 1991.

        Available from: The Research Triangle Park Club of Sigma Xi
                                    P.O. Box 13068
                                    Research Triangle Park, NC 27709
                                    ISBN 0-9643022-0-9
                                    LCCN 95-501831

In the Lab: Mentors and Students Behind the Scenes, including Guide and Case Studies
    Edited by S. H. Vollmer and N. S. Hall. 2005. There are three videos on the DVD: "Mentoring," "Scientific Misconduct," and "Authorship." The 15 cases and commentaries included in the videos are all from *Research Ethics: Cases and Commentaries*, Brian Schrag (ed). Bloomington, IN: association for Practical and Professional Ethics, Volumes 1-6 (1997-2002).

        Available from: The Center for Ethics and Values in the Sciences
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                                    University of Alabama at Birmingham
                                    Birmingham, AL 35294

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