

**CSDE 502: Responsible Conduct of Research**  
**Center for Studies in Demography & Ecology**  
**Spring 2023**

**Instructor:** Jessica Godwin

**When & Where:** F 10:30am-12:10pm & Savery (SAV) 136

**Office Hours:** By appointment

**Email:** [jlg0003@uw.edu](mailto:jlg0003@uw.edu)

**Website:** <https://jlgodwin.github.io/CSDE502-Sp23/>

### **Course Description**

This class will occur once a week and will be primarily discussion based with brief lectures for most classes to help explain concepts and issues and occasional guest speakers. It is important that you complete the assigned readings prior to class and are prepared to discuss them with the class. It is also highly encouraged that you discuss these topics with your peers, mentors, and collaborators, not only during this quarter but as you go forward in your career. These issues are rarely discussed, but are foundational for doing ethical, equitable, and robust research.

### **Learning Objectives**

By the end of the quarter I hope you will:

1. Be knowledgeable about important ethical issues associated with research in general and demography and population research in particular.
2. Have the knowledge and tools to identify and make decisions regarding unethical issues in your own research experiences.

### **Class Conduct**

Students are expected to follow the University of Washington's Student Code of Conduct (outlined here: <https://www.washington.edu/cssc/for-students/student-code-of-conduct/>).

### **Students with Disabilities**

Please inform me as soon as possible if you need any accommodations for disabilities documented with DRS. I am happy to work with you to find the best options for your learning needs.

### **Religious Accommodations**

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Faculty Syllabus Guidelines and Resources. Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form available at <https://registrar.washington.edu/students/religious-accommodations-request/>. [directly copied from UW required syllabus language for religious accommodations]

### **Course Assignments**

## Discussion Participation

Students are expected to actively participate in class discussions. This means doing the readings beforehand, being prepared to participate in group discussions on the week's topic, and helping to maintain a supportive and respectful discussion environment (no hogs or logs).

## Collaborative Institutional Training Initiative (CITI) Human Subjects Research Course

In this 502 Spring seminar, we cover most of the ethical topics required for NIH grants including those used to fund our training program and Graduate Certificate in Demographic Methods. However, we do not go over the required topic of computational reproducibility *in practice* (being able to duplicate your study using the same data and procedures) because this topic is covered in CSDE 533 and the Winter Quarter section of CSDE 502. NIH also requires training in Human Subjects Research. You will complete CITI's online training program to fulfill that requirement.

*Instructions for registering for the CITI course and completing the training will be circulated by April 10th. Due via email April 21st at 5pm.*

## Final Exam

The final exam will be in take home format, and will consist of a few short essay questions. The questions will require students to communicate the main takeaways from our readings and discussions.

*The essay questions will be distributed by May 26th, and due June 2nd via email by 5pm.*

## Readings & Suggested Texts

1. Adil E. Shamoo and David B. Resnik (2015) *Responsible Conduct of Research*, Third Edition, Oxford University Press. Print Book ISBN: 9780199376025. EBook ISBN 9780199376032.
  - E-Book: Login through UW library. [Available for Online Reading](#) but this can be slow. I recommend you download the assigned chapter. The book is also [available for Full Download](#) Check out for 14 days
2. National Academies of Sciences, Engineering, and Medicine. 2017. *Fostering Integrity in Research*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/21896> or <https://www.nap.edu/catalog/21896/fostering-integrity-in-research>.
  - This book is drawn from the questions and responses given at the 2017 meeting for the National Academy of Sciences Committee on Responsible Science. You may watch this discussion here: <https://vimeo.com/212964172>
3. Additional required readings are posted on the course website: <https://jlgodwin.github.io/CSDE502-Sp23/>
4. Other Resources
  - The NIH Office of Intramural Research Sourcebook's section on Ethical Conduct (<https://oir.nih.gov/sourcebook/ethical-conduct>)
  - The Office of Research Integrity (<http://ori.hhs.gov/>) has resources for the responsible conduct of research.
  - Committee on Publication Ethics, <https://publicationethics.org/>

Week	Topic	Readings + Assignments
<b>Week 1</b> March 31	Ethics & Norms	<ul style="list-style-type: none"> <li>• <a href="#">The NIH's Subject Matter guidelines for Responsible Conduct of Research Training</a></li> <li>• <a href="#">Anderson MS, Ronning EA, Devries R, Martinson BC. Extending the Mertonian Norms: Scientists' Subscription to Norms of Research. J Higher Educ. 2010 May 1;81(3):366-393.</a></li> <li>• <a href="#">Thinking Ethically</a></li> <li>• <i>Fostering Integrity, Ch.2: Foundations of Integrity in Research: Core Values and Guiding Norms</i></li> <li>• <a href="#">Scharff DP, Mathews KJ, Jackson P, Hoffsuemmer J, Martin E, Edwards D. More than Tuskegee: understanding mistrust about research participation. J Health Care Poor Underserved. 2010 Aug;21(3):879-97.</a></li> </ul>
<b>Week 2</b> April 7	Research with Human Subjects	<ul style="list-style-type: none"> <li>• <i>Responsible Conduct of Research, Ch. 11: The Protection of Human Subjects in Research</i></li> <li>• <a href="#">Sabati, S. (2019). Upholding “Colonial Unknowing” Through the IRB: Reframing Institutional Research Ethics. Qualitative Inquiry, 25(9-10), 1056-1064.</a></li> <li>• <a href="#">Land-grab universities, High Country News.</a> <ul style="list-style-type: none"> <li>◦ <a href="#">The Truth Project Podcast</a></li> </ul> </li> <li>• <a href="#">Johnson, J. (2018). Protecting the Community: Lessons from the Montana Flyer Project. PS: Political Science &amp; Politics, 51(3), 615-619. doi:10.1017/S1049096518000021</a></li> <li>• <a href="#">Abaluck, J. (2021) Impact of community masking on COVID-19: A cluster-randomized trial in Bangladesh. Science, 375(160).</a></li> </ul>
<b>Week 3</b> April 12         April 14	Research with Human Subjects, cont'd	<p><b>Attend CSSS Seminar or watch recording:</b>  <b>Title:</b> <a href="#">Regulating Ethics: The Status and Stakes of Institutional Ethical Review for the Social Sciences</a>  <b>Speaker:</b> Rebecca Tapscott (Geneva Graduate School)  <b>When:</b> Wednesday, 12:30PM-1:30PM  <b>Where:</b> Savery 409 or on Zoom</p> <p>No Class – PAA</p> <p><b>Assignment:</b> Complete online CITI Training for Human Subjects Research</p>

Week	Topic	Readings + Assignments
<b>Week 4</b> April 21	Data Management Principles	<ul style="list-style-type: none"> <li>• <a href="#">Wilkinson, M. D., et al (2016). The FAIR Guiding Principles for scientific data management and stewardship. Scientific data, 3(1), 1-9.</a></li> <li>• <a href="#">Carroll, S. R., Rodriguez-Lonebear, D., &amp; Martinez, A. (2019). Indigenous data governance: strategies from United States native nations. Data Science Journal, 18.</a></li> <li>• <a href="#">Carroll, S. R., et al (2020). The CARE principles for indigenous data governance.</a></li> <li>• <a href="#">Pittaway, E., Bartolomei, L., &amp; Hugman, R. (2010). 'Stop stealing our stories': The ethics of research with vulnerable groups. Journal of human rights practice, 2(2), 229-251.</a></li> <li>• <a href="#">Seltzer, W., &amp; Anderson, M. (2001). The dark side of numbers: The role of population data systems in human rights abuses. Social Research, 481-513.</a></li> </ul>
<b>Week 5</b> April 28	Demographic & Global Health Research in LMICs	<ul style="list-style-type: none"> <li>• <a href="#">Steinert JI, Atika Nyarige D, Jacobi M, et al A systematic review on ethical challenges of 'field' research in low-income and middle-income countries: respect, justice and beneficence for research staff? BMJ Global Health 2021;6:e005380</a></li> <li>• <a href="#">Hinga AN, Molyneux S, Marsh V Towards an appropriate ethics framework for Health and Demographic Surveillance Systems (HDSS): learning from issues faced in diverse HDSS in sub-Saharan Africa BMJ Global Health 2021;6:e004008..</a></li> <li>• <a href="#">Gautier, L., Sieleunou, I. &amp; Kalolo, A. Deconstructing the notion of "global health research partnerships" across Northern and African contexts. BMC Med Ethics 19 (Suppl 1), 49 (2018).</a></li> </ul>
<b>Week 6</b> May 5	Algorithms & Prediction	<ul style="list-style-type: none"> <li>• <a href="#">Roberts, D. E., &amp; Rollins, O. (2020). Why sociology matters to race and biosocial science. Annual Review of Sociology, 46, 195-214.</a></li> <li>• <a href="#">Rollins, Oliver. "Towards an antiracist (neuro) science." Nature Human Behaviour 5.5 (2021): 540-541.</a></li> <li>• <a href="#">Mitchell, S., et al. (2021). Algorithmic fairness: Choices, assumptions, and definitions. Annual Review of Statistics and Its Application, 8, 141-163.</a></li> <li>• <a href="#">Machine Bias, ProPublica</a></li> </ul>

Week	Topic	Readings + Assignments
<b>Week 7</b> May 12	Reproducibility, Replicability, & Statistical Inference	<ul style="list-style-type: none"> <li>• <i>Responsible Conduct of Research, Ch. 3: Data Acquisition and Management</i></li> <li>• <a href="#">Munafò, M. R., et al. (2017). A manifesto for reproducible science. Nature human behaviour, 1(1), 1-9.</a></li> <li>• <a href="#">Freese, J., &amp; Peterson, D. (2017). Replication in social science. Annual Review of Sociology, 43, 147-165.</a></li> <li>• <a href="#">Ronald L. Wasserstein &amp; Nicole A. Lazar (2016) The ASA Statement on p-Values: Context, Process, and Purpose, The American Statistician, 70:2, 129-133.</a></li> <li>• <a href="#">Greenland, S., et al (2016). Statistical tests, P values, confidence intervals, and power: a guide to misinterpretations. European journal of epidemiology, 31, 337-350.</a></li> </ul>
<b>Week 8</b> May 19	Publication	<ul style="list-style-type: none"> <li>• <i>Responsible Conduct of Research, Ch. 3: Data Acquisition and Management</i></li> <li>• <a href="#">Munafò, M. R., et al (2017). A manifesto for reproducible science. Nature human behaviour, 1(1), 1-9.</a></li> <li>• <a href="#">Olusanya BO, Mallewa M, Ogbo FA. Beyond pledges: academic journals in high-income countries can do more to decolonise global health. BMJ Global Health 2021;6:e006200.</a></li> <li>• <a href="#">Are Bill Gates's Billions Distorting Public Health Data?, The Nation</a></li> <li>• <a href="#">Flegal, K. M. (2021). The obesity wars and the education of a researcher: A personal account. Progress in Cardiovascular Diseases, 67, 75-79.</a> <ul style="list-style-type: none"> <li>○ <a href="#">Podcast</a></li> </ul> </li> </ul>
<b>Week 9</b> May 24	Publication	<p><b>Attend CSDE Workshop or watch recording:</b>  <b>Title:</b> Dryad &amp; NIH Data Management Plans  <b>Speaker:</b> Phil Hurvitz (CSDE Research Scientist &amp; UW Data Collaborative Director) and Jenny Muilenburg (UW Research Data Services Librarian)  <b>When:</b> 10:30AM-12:00PM  <b>Where:</b> Zoom. Register <a href="#">here</a>.</p>
May 26	The Workplace	<ul style="list-style-type: none"> <li>• <a href="#">Smaldino, P. E. "Why isn't science better? Look at career incentives." The Conversation (2016).</a></li> </ul>

Week	Topic	Readings + Assignments
<b>Week 9</b> May 26	The Workplace	<ul style="list-style-type: none"> <li>• <a href="#">A New Force in American Labor: Academe, The Chronicle of Higher Education</a></li> <li>• <a href="#">No New Job for Sabatini, Inside HigherEd</a></li> </ul>
<b>Week 10</b> June 2	You decide!	<p>A couple weeks before the end of the quarter we will decide as a class what extra topic we want to add or existing topic we'd like to spend more time on.</p> <p><b>Assignment:</b> Final Exam – Take home essay questions &amp; reading from The Boneyard.</p>