

## **HIS/HOS 503 Research Ethics and the Dissertation Prospectus**

**Responsible Conduct of Research Workshop**  
**organized by Angela Creager (DGS, HOS) and John Haldon (DGS, HIS)**

**June 14–15, 2010**

This course includes an intensive two-day, 12-hour training program in eight sessions designed to introduce post-graduates students in History and History of Science to key issues of responsibility in research, including: problems in sources, data collection and processing; responsible authorship and peer review; human subjects, oral history, and intellectual property; collaborative research; research misconduct; and history in society. Each session is moderated by one or more faculty members. Students are assigned readings as well as on-line resources; the syllabus for the workshop follows. The dissertation prospectus part of the course, not included on this syllabus, includes eight additional three-hour sessions at which students present their prospectus drafts and receive critical feedback.

This course satisfies the University's RCR training requirement. History and History of Science students must successfully complete the course to qualify for departmental funding for dissertation research.

### ***Responsible Conduct of Research Workshop: Day 1***

**Session 1 (9-10.30):** *What counts as original research? What is responsible conduct of research in historical work? How are research agendas set, managed and controlled? What obligations do researchers have to their patrons, including the public?*

*Angela Creager & John Haldon*

#### **REQUIRED READING:**

AHA Statement on Standards of Professional Conduct

<http://www.historians.org/pubs/free/professionalstandards.cfm>

Gary B. Nash, Charlotte Crabtree, and Ross E. Dunn, "In the Matter of History," *History on Trial: Culture Wars and the Teaching of the Past* (New York: A. A. Knopf, 1997), pp. 3–24. (Available on ebrary through library catalog.)

#### **OPTIONAL (but helpful!) READINGS:**

Patricia Nelson Limerick, "A How-To Guide for the Academic Going Public," in *Something in the Soil: Field Testing the New Western History* (New York: W. W. Norton, 2000), pp. 323–344.

see also discussion and definitions at:

<http://www.ischool.utexas.edu/~palmquis/courses/historical.htm>

**Session 2 (11-12.30):** *Sources and their problems; patrimony; authorship; biases in collections, digitization, and data-processing; issues of attribution; academic freedom and interpretation; data acquisition, sharing, management and ownership; copyright permissions*

*Marni Sandweiss & Elizabeth Bennett*

#### REQUIRED READING:

##### *Copyright:*

Michael Les Benedict, extracts from draft version of "Guide: Historians and Copyright" (to be mounted on the AHA website, summer, 2010). Hard copy to be distributed.

Kenneth D. Crews, "New Media, New Rights, and Your New Dissertation" <http://www.proquest.com/en-US/products/dissertations/copyright/> – ProQuest's guidelines for dissertation writers whose work will be published in ProQuest Digital Dissertations.

Copyright Basics <http://web.princeton.edu/sites/ogc/copyrightbasics.htm> (from the Office of the General Counsel, Princeton University) – addresses fair use, including course reserves and coursepacks

<http://www.copyright.cornell.edu>

##### *Issues in Intellectual Property:*

Robert B. Townsend, "Google Books: Is It Good for History?" *Perspectives in History* (September 2007), online at:

<http://www.historians.org/perspectives/issues/2007/0709/0709vie1.cfm>

Robert Darnton, "Google and the Future of Books," *New York Review of Books* (12 Feb. 2009), online at:

<http://www.nybooks.com/articles/archives/2009/feb/12/google-the-future-of-books/>

Angela C. Wilson, "Educating America: The Historian's Responsibility to Native Americans and the Public," *Perspectives* (May 2000), online at:

<http://www.historians.org/perspectives/issues/2000/0005/0005sp11.cfm>

Hopi Cultural Preservation Office, Protocol for Research, online at:  
<http://www.nau.edu/~hcopo-p/ResProto.pdf>

[http://en.wikipedia.org/wiki/Estate\\_of\\_Martin\\_Luther\\_King,\\_Jr.,\\_Inc.\\_v.\\_CBS,\\_Inc.](http://en.wikipedia.org/wiki/Estate_of_Martin_Luther_King,_Jr.,_Inc._v._CBS,_Inc.)

David Garrow, "Are They Stifling the Work of Martin Luther King, Jr." *Washington Post* (28 Jan 1997) online at:  
<http://www.davidgarrow-com.hb2hosting.net/File/DJG%201997%20WashPostMLKOpEd28Jan.pdf>

*Images:*

Martha A. Sandweiss, "Image and Artifact: The Photograph as Evidence in the Digital Age," *Journal of American History* (June 2007), online at:  
<http://www.historycooperative.org/journals/jah/94.1/sandweiss1.html>

**Session 3 (2-3.30):** *Human subjects, oral history, intellectual property issues; responsible authorship as it pertains to sources, especially living sources*  
*Emmanuel Kreike*

#### REQUIRED READING:

Valerie Yow, "Ethics and Interpersonal Relationships in Oral History Research," *Oral History Review* 22 (1995): 51–66

David M. Oshinsky, "Oral History: Playing by the Rules," *Journal of American History* 77 (1990): 609–614.

Princeton's rules about when you need Institutional Review Board approval for human subjects research:  
<http://www.princeton.edu/orpa/memos/IRB%20annual%20letter.htm>

#### OPTIONAL READINGS:

Guidelines of the Oral History Association:  
<http://www.oralhistory.org/do-oral-history/oral-history-and-irb-review/>

Alessandro Portelli, *The Battle of Valle Giulia: Oral History and the Art of Dialogue* (Madison: University of Wisconsin Press, 1997).

Zachary M. Schrag, "How Talking Became Human Subjects Research: The Federal Regulation of the Social Sciences, 1965–1991," *Journal of Policy History* 21/1 (2009): 3–37.

**Session 4 (4-5.30):** *Standards and variations across different fields; peer review; collaborative research; how should historians relate to other disciplines (in law, the social sciences, or natural sciences)?*

*Hendrik Hartog*

REQUIRED READING:

Jacquelyn Dowd Hall and Sandi E. Cooper, eds., “Women’s History Goes to Trial: EEOC v. Sears, Roebuck and Company,” *Signs* Vol. 11, No. 4 (Summer, 1986), pp. 751–779, online at

<http://www.jstor.org/action/showPublication?journalCode=signs>

OPTIONAL READINGS:

Vicki Schultz, “Telling Stories About Women and Work: Judicial Interpretations of Sex Segregation in the Workplace in Title VII Cases Raising the Lack of Interest Argument,” *Harvard Law Review* 103 (1990): 1749–1843, online at <http://www.jstor.org/pss/1341317>

“Redefining Historical Scholarship. Report of the American Historical Association Ad Hoc Committee on Redefining Scholarly Work,” online at:

<http://www.historians.org/pubs/Free/RedefiningScholarship.htm>

Peter Novick, *That Noble Dream: The “Objectivity Question” and the American Historical Profession* (Cambridge: Cambridge University Press, 1988), pp. 573–629.

***Responsible Conduct of Research Workshop: Day 2***

**Session 5 (9-10.30):** *Issues affecting adviser-advisee relationships; mentoring; bullying and harassment; power-relationships; sexual and racial stereotyping in research teams/relationships*

*Rebecca Rix*

REQUIRED READINGS:

L. Earle Reybold, et al., “Constructing a Personal Model of Research: Academic Culture and the Development of Professional Identity in the Professorate,” *Proceedings: Investigating Research Integrity* (2001), 41–47. Online at: [http://www.ori.dhhs.gov/documents/proceedings\\_rri.pdf](http://www.ori.dhhs.gov/documents/proceedings_rri.pdf) (useful as a meta level lit review – helpful in creating a wide-angle lens on issues of self-identity and the process of socialization into academe)

Claude M. Steele, “Thin Ice: Stereotype Threat and Black College Students,” *The Atlantic Monthly* 284 (August 1999): 44–47, 50–54.

<http://www.theatlantic.com/magazine/archive/1999/08/thin-ice-stereotype-threat-and-black-college-students/4663/>

Elsa Barkeley Brown, "Minority Faculty Experiences," *Southern Association for Women Historians Mentoring Toolkit* (useful information on a wide variety of issues, not just for women): <http://www.h-net.org/~sawh/Toolkit>

OPTIONAL READING:

Henry Rosovsky with Inge-Lise Ameer, "Professional Conduct of College and University Teachers," in W. G. Bowen & Harold T. Shapiro, *Universities and Their Leadership* (Princeton: Princeton University Press, 1996), pp. 119–156.

Wendy Wassying Roworth, "Professional Ethics, Day By Day: What Are the Ethical Obligations of Faculty Members?" *Academe* 88/1 (2002): 24–27.

Steven M. Cahn, *Saints and Scamps: Ethics in Academia* (Lanham, MD: Rowman & Littlefield, 1986, 1994).

**Session 6 (11-12.30):** *Plagiarism and crediting research effort and results; issues of attribution; research misconduct; credit in collaboration*

*Emily Thompson*

REQUIRED READINGS:

"Plagiarism." Excerpt from the AHA Statement on Standards of Professional Conduct. For the full Statement, see:

<http://www.historians.org/pubs/Free/ProfessionalStandards.cfm#Plagiarism>

OAH Panel on "History's Ethical Crisis," with essays by Joanne Meyerowitz, Elliott Gorn, Michael Grossberg, Richard Wightman Fox, Joyce Seltzer, *The Journal of American History* 90 (March 2004): 1325–1350.

Lethem, Jonathan. "The Ecstasy of Influence: A Plagiarism," *Harper's Magazine* 314 (February 2007): 59–71.

OPTIONAL READINGS:

Mallon, Thomas. *Stolen Words: Forays into the Origins and Ravages of Plagiarism*. NY: Ticknor & Fields, 1989. Ch 4, pp. 144–193.

Wiener, Jon. *Historians in Trouble: Plagiarism, Fraud, and Politics in the Ivory Tower*. NY: The New Press, 2005. Chapter 11 and Conclusion, pp. 182–214.

**Session 7 (2-3.30):** *Conflicts of interest and commitment; relations with the media; issues of national and public histories; history in society*  
Stanley Katz

REQUIRED READINGS:

National Council for Public History: <http://ncph.org/>

Bylaws and code of ethics:

<http://ncph.org/cms/about/bylaws-and-ethics/#Code%20of%20Bylaws>

William K. Klingaman, "Historians and the Law," *The Public Historian* 3 (1981): 95–100.

OPTIONAL READINGS which may be of interest:

Paul Soifer, "The Litigation Historian: Objectivity, Responsibility, and Sources," *The Public Historian* 5 (1983): 47–62.

Ernest C. Swiger, "Historians and Corporate Consulting," *The Public Historian* 3 (1981): 101–103.

The case of "Big Tobacco and the Historians": law firms representing tobacco companies as defendants and historians as both research assistants and targets

<http://www.thenation.com/doc/20100315/wiener>

<http://chronicle.com/article/Tobacco-Companies-Seek/6959/>

Responses to Jon Weiner's "Big Tobacco and the Historians" on H-NET by Monica Green (3/14/10: <http://h-net.msu.edu/cgi-bin/logbrowse.pl?trx=vx&list=h-sci-med-tech&month=1003&week=b&msg=xwb47YN3%2bAHkzo554sjFaw&user=&pw=>) and John Burnham (3/24/10: <http://www.hnn.us/articles/124924.html>)

Bellesiles in the media again..... <http://hnn.us/roundup/entries/126605.html>

**Session 8 (4-5.30):** *How to teach ethical practice in research and to undergraduates: Princeton's honor code and rules about plagiarism for students*  
Michael Laffan

REQUIRED READINGS:

Catherine Denial, "Ethics for Historians: The Perspective of One Undergraduate Class," *Perspectives on History* (Jan. 2010), online at:

<http://www.historians.org/Perspectives/issues/2010/1001/1001tea1.cfm>

Phyllis A. Hall, "A Code of Ethics for Teachers of History," *Perspectives on History* (March 1992), online at:

<http://www.historians.org/perspectives/issues/1992/9203/9203VIE.cfm>