SYLABUS PRZEDMIOTU / COURSE DESCRIPTION (SYLLABUS)

1.	Nazwa przedmiotu / Course **Ethical aspects of social research and the protection of intellectual property rights** (Etyczne aspekty badań społecznych i ochrona własności intelektualnej)
2.	Dyscyplina / Discipline: **Sociology**
3.	Język wykładowy / language: **English**
4.	Jednostka prowadząca przedmiot / Department or unit **Institute of Sociology, University of Wrocław**
5.	Kod przedmiotu / Course code:
6.	Rodzaj przedmiotu/modułu *(obowiązkowy lub do wyboru)* **/** Course/module type: core (mandatory) or elective (optional): **core**
7.	Kierunek studiów (specjalność) / University subject (pogramme) **Master in Sociology, Speciality Intercultural Mediation**
8.	Poziom studiów / Program level: **Graduate (Master Programme)**
9.	Rok studiów / Year*: **2**
10.	Semestr *(zimowy lub letni)* / Semester (*fall or spring*): **fall**
11.	Forma zajęć i liczba godzin (w tym liczba godzin zajęć online*) / Form of tuition and number of hours: **class instruction** (ćwiczenia) **20 hours**
12.	Wymagania wstępne w zakresie wiedzy, umiejętności i kompetencji społecznych dla przedmiotu/modułu / Prerequisites for taking the course: The course is designed for students with basic knowledge on general ethics and methodology in social sciences.
13.	Cele kształcenia dla przedmiotu / Objectives: The aim of the course is to get students acquainted with main ethical challenges and dilemmas in social research and also with the issues of intellectual property rights and possible alternatives for different governing of academic knowledge in contemporary world. The course will help students to identify the ethical aspects in their own research projects and to apply the ethical standards recognized by scientific community and written in ethical codes of research. Different ethical perspectives on social research will be presented and discussed (critical theory, postmodernism, feminism, neo-Marxism etc.). In second part of the course student will be acquainted with contemporary laws of intellectual property and with main arguments of advocates and adversaries of the intellectual property regime. The course will offer students insight on controversies and social struggles over intellectual property. For the assessment students will be asked to prepare written analysis of ethical aspect in chosen social research project and also to deliver short presentation on the alternatives for intellectual property regime in academia.
14.	Treści programowe / Content: **1. Ethics, morality, custom: introduction to the concepts** Z. Bauman, *Morality without ethics*, „Theory, Culture & Society", Vol 11, Issue 4, 1994, p. 1-34.

2. The ethics of social research – main challenges and dilemmas

S. Nagy Hesse-Biber, *The Ethics of Social Research* In S. Nagy Hesse-Biber, *The Practice of Qualitative Research. Engaging Students in the Research Process*, SAGE Publications 2016, p. 59-89.

A. Traianou, *The Centrality of Ethics in Qualitative Research* In P. Leavy (ed.), The Oxford Handbook of Qualitative Research, Oxford 2014, p. 62-73.

3. The trap of engagement: what prospects for critical research today?

J.M. Budd, *Critical Theory* In L.M. Given (ed.), *The SAGE Encyclopedia for Qualitative Research Methods*, California, London, New Delhi, Singapore 2008, p. 174-179.

P.F. Carspecken, *Critical Research* In L.M. Given (ed.), *The SAGE Encyclopedia for Qualitative Research Methods*, California, London, New Delhi, Singapore 2008, p. 170-174.

4. The condition of ethics in the postmodern social sciences

J.W. Clegg, B.D. Slife, *Research Ethics in the Postmodern Context* In D.M. Mertens, P.E. Ginsberg (eds.), *The Handbook of the Social Research Ethics*, Los Angeles, London, New Delhi, Singapore, Washington DC 2009.

R. Rorty, *Contingency, Irony and Solidarity*, Cambridge-Melbourne-New York 1995, p. 73-95.

5. Feminist ethics for social research: how caring and partiality could contribute to knowledge production

R. Edwards, M. Mauthner, *Ethics and feminist research: theory and practice*, In T. Miller, M. Birch, M. Mauthner, J. Jessop (eds.), *Ethics in Qualitative Research*, London 2012, p. 14-28.

K. Rolin, *Standpoint theory as a Methodology for the Study of Power Relations*, „Hypatia", vol. 24, No. 4 (Fall 2009), s. 218-226.

6. The militancy of knowledge: the case of co-research in Italian operaismo movement

G. Roggero, *Notes on framing and re-inventing co-research*, „Ephemera. Theory & Politics in Organization", volume 14(3), 2014, p. 515-523.

J. Woodcock, *The workers' inquiry from Trotskyism to Operaismo: A political methodology for investigating the workplace*, „Ephemera. Theory & Politics in Organization", volume 14(3), 2014, p. 493-513.

7. Introduction to Intellectual Property Rights

A. Piechocki, D. Siciński, *An overview of intellectual property protection system in Poland*, http://www.paih.gov.pl/files/?id_plik=28780

S. Vaidhyanathan, *Intellectual Property: A Very Short Introduction*, Oxford 2017.

8. Beyond Intellectual Property: understanding knowledge as a commons

C. Hess, E. Ostrom, *Introduction: An Overview of the Knowledge Commons* In C. Hess, E. Ostrom (eds.), *Understanding Knowledge as a Commons*. *From Theory to Practice*, Cambridge and London 2007, p. 3-26.

9. Enclosure and commodification of the academic knowledge

S. Federici, *Education and the Enclosure of Knowledge in the Global University*, *ACME: An*

	International Journal for Critical Geographies, 8 (3), 2009, p. 454-461.	
	V. Shiva, *Enclosure of the commons through IPR*, https://wiki.p2pfoundation.net/	
	10.Student's presentations	
15.	Zakładane efekty uczenia się / Learning outcomes	Symbole odpowiednich kierunkowych efektów uczenia się / Outcome symbols:
	A student lists and explains in depth the basic concepts and rules concerning the protection of industrial property which applies to the research products of companies involved in data collection and interpretation and concepts and rules of copyright /exclusive right that protects the outcomes of a sociologist's analytical work (databases, empirical and theoretical models, reports, articles, monographs, presentations etc.). He/she is prepared to apply these standards and rules in a critical way and to discuss about the main challenges and critiques around them.	**K_W08**
	A student is conscious of various tensions and risk in co-operation with market enterprises. He/she is capable to see in working for market the dangers for ethical integrity of the research, academic freedoms and social development.	**K_W09**
	A student uses codified normative systems that apply to sociological research (among others, ESOMAR code, the Act on Copyright and Related Rights, the Act on public procurement law, the Act on personal data protection). A student correctly makes use of these acts in solving the dilemmas of eliminating possible contradictions between the interest of researcher and the interest of his or her source of information (or social interests). He/she understands the limitations behind the written codes of ethics of social research.	**K_W10**
	A student can identify ethical challenges in social research and propose solutions in order to solve them. In his/her effort he/she can make critical use of codes of ethics and literature of the subject.	**K_U05**
	A student understands the ethical aspects and challenges of working in a research team. He/she gains knowledge on how to co-operate in a team.	**K_U10**
	A student is prepared to recognize organizational and normative contradictions during realization of whole research plan and at every level of research.	**K_K03**
	A student gains knowledge on how to apply ethical standards in collecting, processing and analyzing empirical data.	**K_K05**
16.	Literatura obowiązkowa i zalecana / Compulsory and recommended literature: Compulsory literature Z. Bauman, *Morality without ethics*, „Theory, Culture & Society", Vol 11, Issue 4, 1994, p. 1-34. J.M. Budd, *Critical Theory* In L.M. Given (ed.), *The SAGE Encyclopedia for Qualitative Research Methods*, California, London, New Delhi, Singapore 2008, p. 174-179.	

P.F. Carspecken, *Critical Research* In L.M. Given (ed.), *The SAGE Encyclopedia for Qualitative Research Methods*, California, London, New Delhi, Singapore 2008, p. 170-174.

J.W. Clegg, B.D. Slife, *Research Ethics in the Postmodern Context* In D.M. Mertens, P.E. Ginsberg (eds.), *The Handbook of the Social Research Ethics*, Los Angeles, London, New Delhi, Singapore, Washington DC 2009.

R. Edwards, M. Mauthner, *Ethics and feminist research: theory and practice*, In T. Miller, M. Birch, M. Mauthner, J. Jessop (eds.), *Ethics in Qualitative Research*, London 2012, p. 14-28.

S. Federici, *Education and the Enclosure of Knowledge in the Global University*, ACME: An International Journal for Critical Geographies, 8 (3), 2009, p. 454-461.

C. Hess, E. Ostrom, *Introduction: An Overview of the Knowledge Commons* In C. Hess, E. Ostrom (eds.), *Understanding Knowledge as a Commons*. *From Theory to Practice*, Cambridge and London 2007, p. 3-26.

S. Nagy Hesse-Biber, *The Ethics of Social Research* In S. Nagy Hesse-Biber, *The Practice of Qualitative Research. Engaging Students in the Research Process*, SAGE Publications 2016, p. 59-89.

A. Piechocki, D. Siciński, *An overview of intellectual property protection system in Poland*, http://www.paih.gov.pl/files/?id_plik=28780

G. Roggero, *Notes on framing and re-inventing co-research*, „Ephemera. Theory & Politics in Organization", volume 14(3), 2014, p. 515-523.

K. Rolin, *Standpoint theory as a Methodology for the Study of Power Relations*, „Hypatia", vol. 24, No. 4 (Fall 2009), s. 218-226.

R. Rorty, *Contingency, Irony and Solidarity*, Cambridge-Melbourne-New York 1995, p. 73-95.

V. Shiva, *Enclosure of the commons through IPR*, https://wiki.p2pfoundation.net/

A. Traianou, *The Centrality of Ethics in Qualitative Research* In P. Leavy (ed.), The Oxford Handbook of Qualitative Research, Oxford 2014, p. 62-73.

J. Woodcock, *The workers' inquiry from Trotskyism to Operaismo: A political methodology for investigating the workplace*, „Ephemera. Theory & Politics in Organization", volume 14(3), 2014, p. 493-513.

S. Vaidhyanathan, *Intellectual Property: A Very Short Introduction*, Oxford 2017.

17.	Metody weryfikacji zakładanych efektów uczenia się / Course assessment:	
	- przygotowanie wystąpienia ustnego (indywidualnego) / oral presentation (individually) (T) - praca kontrolna (końcowa) (T) / final work	
	- przygotowanie wystąpienia ustnego (indywidualnego) / oral presentation (individually) (T)	**K_W08**
	- praca kontrolna (końcowa) (T) / final work	**K_W09, K_W10, K_U05, K_U10, K_K03, K_K05**

18.	Warunki i forma zaliczenia poszczególnych komponentów przedmiotu/modułu: / Conditions and form of obtaining a credit for particular course components: - ciągła kontrola obecności i postępów w zakresie tematyki zajęć (T) / monitoring of attendance and progress in class subject matter (T) - praca kontrolna (końcowa) (T) / final work - wystąpienie ustne (indywidualne lub grupowe) (T) / oral presentation	

19.	Nakład pracy studenta/doktoranta / Student's workload	
	forma realizacji zajęć przez studenta	liczba godzin przeznaczona na zrealizowanie danego rodzaju zajęć / Estimated workload in hours
	zajęcia (wg planu studiów) z prowadzącym / classroom instruction: - wykład / lecture*: - ćwiczenia / classes (discussions)*: - inne / other:	**20h**
	praca własna studenta/doktoranta (w tym udział w pracach grupowych) np. / Students' own work (including group work) e.g.: - przygotowanie do zajęć / preparation for class: - czytanie wskazanej literatury / reading: - przygotowanie prac/wystąpień/projektów / preparation of papers/presentations/projects:	**5h** **20h** **15h**
	Łączna liczba godzin / Total number of hours:	**60 h**
	Liczba punktów ECTS / Number of ECTS credits:	**2**

(T) – realizowane w sposób tradycyjny