

Syllabus

Course description

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| Course title | Career orientation and scholarly ethics |
| Course code | 29018 |
| Scientific sector | Not limited to specific scientific sectors |
| Degree | PhD |
| Semester and academic year | a.y. 2017-18 |
| Year | 1 |
| Credits | 1 |
| Modular | no |
| Total lecture hours | 8 |
| Total lab hours | - |
| Total exercise hours | - |
| Attendance | required |
| Prerequisites | none |
| Course page | n/a |
| Specific educational objectives | <p>The introductory course provides an overview of career options resulting from successfully completing a PhD with a special focus on an academic career and its assessment and promotion schemes. As a result of increasing competition and other factors cases of scholarly misconduct, i.e. unethical behavior, have been increased lately. The course, therefore, makes PhD candidates familiar with ethical standards and principles that underlie professional responsibilities and discusses cases of doubt.</p> |
| Lecturer | <p>Michael Nippa, office E3.05, michael.nippa@unibz.it, tel. 0471 013181, https://www.unibz.it/de/faculties/economics-management/academic-staff/person/35249-michael-nippa</p> |
| Scientific sector of the lecturer | SECS-P/08 |
| Teaching language | English |
| Office hours | please refer to the lecturer's web page |
| Lecturing assistant | - |
| Teaching assistant | - |
| Office hours | - |
| List of topics covered | <p>Part I: General career options resulting from meta-skills (e.g., systematization, theory, methods, conceptual thinking) in management and professional analyst positions. Overview of major elements and processes of an academic career (e.g., how does an academic career look like? What essential skills do I need to be successful? how</p> |

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| | <p>are scholars evaluated and promoted?)</p> <p>Part II: Basic principles of good practice in academic research; different forms of misconduct and unethical behavior in academic research; consequences</p> |
| Teaching format | <p>The course is a mixture of short presentations and readings and will be taught in a seminar style. Students are encouraged to engage actively in class discussions.</p> |

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| Learning outcomes | <p><u>Knowledge and understanding:</u></p> <ul style="list-style-type: none"> ▪ knowledge of career options; ▪ knowledge of specific conditions of academic careers; ▪ knowledge of specific ethical issues and codes of ethics. <p><u>Applying knowledge and understanding:</u></p> <ul style="list-style-type: none"> ▪ reading and discussing papers and cases on cheating, plagiarism, and academic misconduct; ▪ development of a sensitivity for ethical issues. <p><u>Making judgments:</u></p> <ul style="list-style-type: none"> ▪ assessment of different cases and ways of academic misconduct. <p><u>Learning skills:</u></p> <ul style="list-style-type: none"> ▪ autonomous reasoning; ▪ independent judgement. |
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| Assessment | Active participation |
| Assessment language | English |
| Evaluation criteria and criteria for awarding marks | Summary and in-class discussion of reading assignments or cases; participation in discourses and discussions |

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| Required readings | <p>http://aom.org/uploadedFiles/About_AOM/Governance/AOM_Code_of_Ethics.pdf https://www.ethicsboard.org/iesba-code https://www.aeaweb.org/articles?id=10.1257/0022051041409066</p> <p>Armstrong, J. Scott, 1983. The Ombudsman: Cheating in Management Science. <i>Interfaces</i>, 13(4): 20-27.</p> <p>Enders, W., & Hoover, G. A. (2004). Whose line is it? Plagiarism in economics. <i>Journal of Economic Literature</i>, 42(2), 487-493.</p> <p>Nippa, M., & Markoczy, L. (2007). Economic Pressure And The Deterioration Of Research Ethics. In <i>Academy of Management Proceedings</i> (Vol. 2007, No. 1, pp. 1-6).</p> <p>Roig, Miguel, & Caso, Marissa, 2005. Lying and Cheating: Fraudulent Excuse Making, Cheating, and Plagiarism. <i>Journal of Psychology</i>, 139(6): 485-494</p> <p>Additional readings may be handed out or provided in electronic form at the beginning of the course.</p> |
| Supplementary readings | - |