

Syllabus & Course Structure for PhD Coursework
Department of Philosophy
Islamic University of Science and Technology, Kashmir

Total Credits: 14

S. No.	Course Code	Course Title	Credits	L	T	P	S	Course Type
1*	RPE-900-C	Research and Publication Ethics	2	1	0	1	0	Core
2*	PHI-901-C	Research Methodology & Philosophical Traditions	4	2	2	0	0	Core
3	PHI-902-C	Recent Advances in Philosophy	4	2	1	1	0	Core
4	TBD	Subject Specific Paper (s)	4	TBD				Core

L=Lecture, T= Tutorial, P=Practical, S=Social, TBD=To be decided

** The course is a mandatory course by UGC, and will be taught and coordinated by the Department of Philosophy for all newly enrolled scholars of IUST.*

Course Code: RPE-900-C	Course Title: Research and Publication Ethics	
Credits: 02	Course Type: Core	L-1 T-0 P-1 S-0
Weekly Contact Hours	03	

Course Objectives:

- To acquaint the scholars with the fundamental concepts of philosophy, ethics, and the imperative of responsible conduct in research
- To enable scholars to critically engage with issues related to scientific integrity, publication practices, and research evaluation in the contemporary academic world

Course Outcomes:

- The scholars will be equipped with conceptual clarity and practical awareness regarding ethical research and publication standards.
- The scholars will be able to identify misconduct, utilize plagiarism tools, evaluate journals, and confidently navigate the ecosystems of research and academic world.

Unit I: THEORY

a. Philosophy and Ethics

Introduction to Philosophy: definition, nature and scope, concept, branches.

Ethics: definition, moral philosophy, nature of moral judgments and reactions.

b. Scientific Conduct

Ethics with respect to science and research.
Intellectual honesty and research integrity.
Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP).
Redundant publications: duplicate and overlapping publications, salami slicing.
Selective reporting and misrepresentation of data.

c. Publication Ethics

Publication ethics: definition, introduction and importance.
Best practices / standards setting initiatives and guidelines: COPE, WAME, etc.
Conflicts of interest. Publication misconduct: definition, concept, and problems that lead to unethical behaviour and vice versa, types.
Violation of publication ethics, authorship and contributor ship.
Identification of publication misconduct, complaints and appeals.
Predatory publishers and journals.

Unit-II: PRACTICE

a. Open Access Publishing

Open access publications and initiatives.
SHERPA/RoMEO online resource to check publisher copyright and self-archiving policies.
Software tool to identify predatory publication developed by SSPU.
Journal finder/ journal suggestion tools viz. JANE, Elsevier, Springer Journal Suggested.

b. Publication Misconduct

Group Discussions: Subject specific ethical issues, FFP, authorship, Conflicts of Interest, Complaints and appeals: examples and fraud from India and abroad.

Software tools: Use of plagiarism software like Turnitin, Urkund and other open source software tools.

c. Databases and Research Metrics

Databases: Indexing and citation databases, Citation databases: Web of Science, Scopus, etc. Research Metrics: Impact factor of journal as per journal Citation Report, SNIP, SJR, IPP, Cite Score, Metrics: h-index, g index, i10 index, altmetrics.

Essential Readings

1. Bird, Alexander. *Philosophy of Science*. London: Routledge, 2006.
2. Chaddah, P. *Ethics in Competitive Research: Do Not Get Scooped; Do Not Plagiarize*. 2018. ISBN: 9789387480865.
3. Chaudhari, Nilesh, and V. Baliga. *Intellectual Property Rights (Module 3)*. UNESCO Curriculum for Researchers. Paris: UNESCO, 2015.
4. Das, A. K. *Research Evaluation Metrics (Module 4)*. UNESCO Curriculum for Researchers. Paris: UNESCO, 2015.

5. Das, A. K., and S. Mishra. "Genesis of Altmetrics or Article-Level Metrics for Measuring Efficacy of Scholarly Communications: Current Perspectives." *Journal of Scientometric Research* 3, no. 2 (2014): 82–92.
6. Indian National Science Academy, ed. *Ethics in Science Education, Research and Governance*. Edited by K. Muralidhar, A. Ghosh, and A. K. Singhvi. New Delhi: Indian National Science Academy, 2019.
7. Kanjilal, U., and A. K. Das. *Introduction to Open Access (Module 1)*. UNESCO Curriculum for Library Schools. Paris: UNESCO, 2015.
8. MacIntyre, Alasdair. *A Short History of Ethics*. London: Routledge & Kegan Paul, 1967.
9. Madalli, D. P. *Concepts of Openness and Open Access (Module 2)*. UNESCO Curriculum for Researchers. Paris: UNESCO, 2015.
10. National Academy of Sciences, National Academy of Engineering, and Institute of Medicine. *On Being a Scientist: A Guide to Responsible Conduct in Research*. 3rd ed. Washington, DC: National Academies Press, 2009. <https://doi.org/10.17226/12192>.
11. Resnik, David B. *What Is Ethics in Research & Why Is It Important?* National Institute of Environmental Health Sciences, 2011. <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>.

Course Code: PHI-901-C	Course Title: Research Methodology & Philosophical Traditions	
Credits: 04	Course Type: Core	L-2 T-2 P-0 S-0
Weekly Contact Hours	04	

Course Objectives:

- To introduce the scholars with basic aspects and techniques of academic writing in philosophy essential for writing projects, thesis and research papers
- To introduce and discuss various methodological perspectives from diverse philosophical traditions

Course Outcomes:

- The scholars will be ready with a hands-on academic training for taking up research projects such as writing articles, book reviews, dissertation, research collaborations etc. The training will enhance their prospects of publishing in reputed national and international journals.
- The scholars will be clear with respect to the applicability or non-applicability of philosophical methodologies in their research areas.

Unit I

Meaning, objectives, motivation, and significance of research, Identification of research problem, Review of literature, Methodology and its importance in the formulation of research problem, Format and style of a philosophy research proposal.

Unit II

Argumentative coherence in writing, Main body of research, Citations, Paraphrasing, Notes, References and Bibliography, Chicago/APA style guides, Use of Reference Management software (Zotero/Mendeley etc.) in research.

The techniques, once learned will be utilized by the scholars to delineate the topics and approaches from Unit-III & IV, so that proper methodical form is adapted in PhD research projects.

Unit III

The Possibility of Philosophical Knowledge, Basics of Philosophical Methodology, Essentials of Philosophical Analysis, Theories of Thought Experiments, Significance of Philosophical Research in our Society

Unit IV

Dialectical Method, Scepticism, Genealogy, Logical Positivism, Phenomenology, Hermeneutics, Critical Theory, Feminist approaches, Researching Human-Technology relations, Experimental philosophy, *Vada* and other Indian methods, Comparative Philosophy

Essential Readings:

1. A.J. Ayer & Others – *The Revolution in Philosophy*, Macmillan & co., 1956.
2. Adams, Catherine, Ciano Aydin, Lasse Blond, Michael Funk, Don Ihde, Moa Petersén, Michel Puech et al. *Post phenomenological Methodologies: New ways in mediating techno-human relationships*. Rowman & Littlefield, 2018. (relevant sections)
3. American Psychological Association. Concise Guide to APA Style: *The Official APA Style Guide for Students*. United States: American Psychological Association, 2020.
4. Bealer, George. "On the Possibility of Philosophical Knowledge." *Philosophical perspectives* 10 (1996): 1-34.
5. Burns, Diane, and Melanie Walker. "Feminist Methodologies." In *Research methods in the social sciences* (2005): 66-73.
6. Cappelen, Herman, Tamar Gendler, and John P. Hawthorne, eds. *The Oxford handbook of philosophical methodology*. Oxford University Press, 2016. (relevant sections)
7. D'Oro, Giuseppina, and Søren Overgaard, eds. *The Cambridge companion to philosophical methodology*. Cambridge University Press, 2017. (relevant sections)
8. Fosl, Peter S., and Julian Baggini. *The Philosopher's Toolkit: a compendium of philosophical concepts and methods*. John Wiley & Sons, 2020. (relevant sections)
9. Given, Lisa M.. *The SAGE Encyclopedia of Qualitative Research Methods*. India: SAGE Publications, 2008. (relevant sections)
10. Kothari, Chakravanti Rajagopalachari. *Research methodology: Methods and techniques*. New Age International, 2004.
11. Krishna, Daya. "Comparative philosophy: What it is and what it ought to be." *Diogenes* 34, no. 136 (1986): 58-69.
12. Mahon, Michael. *Foucault's Nietzschean Genealogy: Truth, Power, and the Subject*. United States: State University of New York Press, 1992. (relevant sections)

13. Moore, Charles A. *The Indian Mind: essentials of Indian philosophy and culture*. Motilal Banarsidass, 2008. (relevant sections)
14. Rai, Chaya, *Studies in Philosophical Methods*, Universal Book Depot, Jabalpur, 1980.
15. Raju, P. T. "Intuition as a Philosophical Method in India." *Philosophy East and West* 2, no. 3 (1952): 187–207. <https://doi.org/10.2307/1397270>.
16. Sarukkai, Sundar. "Methods in Philosophy." *In Mapping Scientific Method: Disciplinary Narrations* (2023): 85-95.
17. Smid, Robert W. "Methodologies of comparative philosophy: The pragmatist and process traditions." (2010). (relevant sections)
18. Tripathi, Radhavallabh. *Vāda in Theory and Practice: Studies in Debates, Dialogues and Discussions in Indian Intellectual Discourses*. DK Printworld (P) Ltd, 2021.
19. University of Chicago. *The Chicago Manual of Style*, Seventeenth Edition. University of Chicago Press, 2017
20. Vaidya, Anand J. 2010. "Philosophical Methodology: The Current Debate." *Philosophical Psychology* 23 (3): 391–417. doi:10.1080/09515089.2010.490940.
21. W. Dilthey, 'Rise of Hermeneutics', in *Hermeneutics and the Study of History: Selected Works*, Volume IV. Edited by R. A. Makkreel and F. Rodi. Princeton, NJ: Princeton University Press. 1996.

Course Code:	PHI-902-C	Course Title: Recent Advances in Philosophy
Credits: 04	Course Type: Core	L-2 T-1 P-1 S-0
Weekly Contact Hours	05	

Course Objectives

- To offer in-depth exploration of the major branches of Philosophy-Metaphysics, Epistemology, and Ethics-while integrating contemporary philosophical debates and interdisciplinary approaches.
- To sharpen critical-analytical skills and expose students to foundational and cutting-edge issues to enrich the skills of philosophical writing and reasoning through contemporary discourses.

Course Outcomes

- The scholars will have primary understanding of recent and contemporary debates and approaches in the global discourses of philosophy
- The scholars will be able to analyse and evaluate their research problems in relation to contemporary debates, approaches and perspectives across traditions and areas of philosophical thought

Unit 1: Ontology and Metaphysics

“Abstract Entities” by Chris Swoyer; “On What There Is” by W. V. O. Quine; “Indian Philosophy and Moksha: Revisiting an Old Controversy” by Daya Krishna

Unit 2: Epistemology

“The Nature of Knowledge” by Linda Trinkaus Zagzebski; “Evolving Concepts of Epistemic Injustice” by Miranda Fricker; Decolonizing Western Epistemology / Building Decolonial Epistemologies by Walter Mignolo

Unit 3: Ethics

“Ethical generality and moral judgment” by Robert Audi; “Ethics of Care” by Carol Gilligan; “Ethical Issues in Our Relationship with Artificial Entities” by J. Donath

Unit 4: Practical Component

As Part of the course, scholar will engage in following practical activities:

- a. Reflective activity/activities to explore the discursive alignment of above readings vis a vis the research ideas of scholars.
- b. Screening and discussion on audio-visual extensions of contemporary discourses in the areas covered in Unit-I to Unit-III.
- c. Any other relevant activity

Essential Readings

1. Audi, Robert, and James Dreier. *"Ethical Generality and Moral Judgment."* in *Contemporary Debates in Moral Theory*, Blackwell Publishing, 2006.
2. Donath, Judith. *"Ethical issues in our relationship with artificial entities."* In *The Oxford Handbook of Ethics of AI*. Oxford Univ. Press, 2020.
3. Fricker, Miranda. *"Evolving concepts of epistemic injustice."* In *The Routledge Handbook of Epistemic Injustice*. Routledge, 2017.
4. Gilligan, Carol. *In a Human Voice*. United Kingdom: Polity Press, 2023. (Epilogue)
5. Krishna, Daya. *Indian Philosophy: A Counter Perspective*. Oxford University Press, 1991. (Chapter 3)
6. Mignolo, Walter. "Decolonizing Western Epistemology/Building Decolonial Epistemologies." *Decolonizing epistemologies: Latina/o theology and philosophy* (2012): 19-43.
7. Quine, Willard Van Orman. *"On What There Is."* In *The Pragmatism Reader*. Princeton University Press, 2019.
8. Santos, Boaventura de Sousa. "Epistemologies of the South and the future." *From the European South: a transdisciplinary journal of postcolonial humanities* 1 (2016): 17-29.
9. Swoyer, Chris. *"Abstract Entities."* In *Contemporary Debates in Metaphysics*. John Wiley & Sons, 2007.
10. Zagzebski, Linda Trinkaus. *Virtues of the Mind: an inquiry into the nature of virtue and the ethical foundations of knowledge*. United Kingdom: Cambridge University Press, 1997. (Part-III)

Subject Specific Paper/Research Area Specific Paper

Course Code: TBD	Course Title: TBD	
Credits: 04	Course Type: Core	LTPS=TBD
Weekly Contact Hours	TBD	

The supervisors and faculty members will float a 04 credit subject specific/research topic specific paper(s) for individual PhD scholars or a small group of PhD scholar(s). The aim is to facilitate a grounded mentor-mentee environment and nurture the critical, hermeneutic, conceptual reading sensibility of scholars with a specific focus on the area of their research. The course aims to facilitate the pursuit of cutting edge contemporary research. The Course details, along with the procedure(s) of continuous assessment, shall be prepared by the research supervisor(s)/faculty members and placed before the DRC for validation and approval. *The paper(s) can only be floated after validation/approval by the DRC.*

