

SIKKIM UNIVERSITY

(A Central University Established by an Act of Parliament of India, 2007)

**LEARNING OUTCOME - BASED
CURRICULUM**

Ph.D. (INTERNATIONAL RELATIONS) PROGRAMME

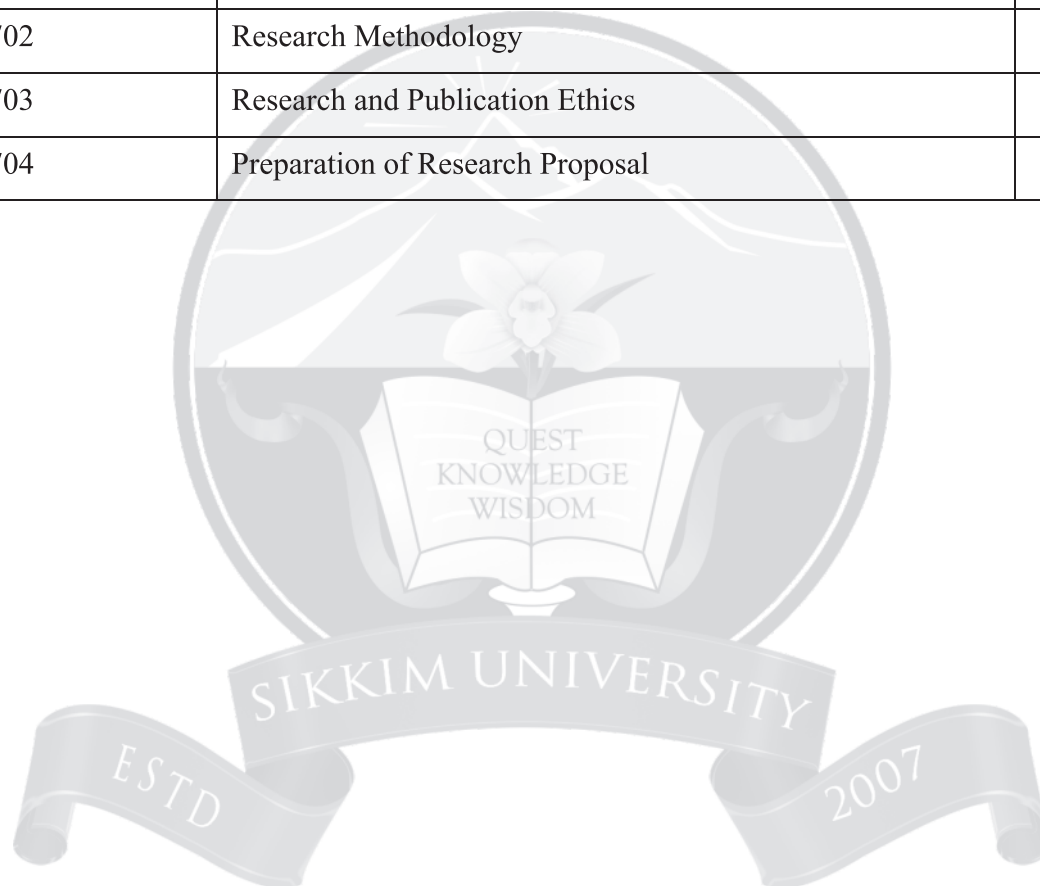
(With effect from Academic Session 2023-24)



**DEPARTMENT OF INTERNATIONAL RELATIONS
SIKKIM UNIVERISTY
6TH MILE, TADONG - 737102
GANGTOK, SIKKIM, INDIA**

Table of Contents

Course Code	Title	Page
	<i>Preamble</i>	3
	<i>Graduate Attributes</i>	3
	<i>Programme Learning Outcomes</i>	3
	<i>Course Structure</i>	4
	SEMESTER 1	
INT-C701	Theories of International Relations	5
INT-C702	Research Methodology	7
INT-C703	Research and Publication Ethics	9
INT-C704	Preparation of Research Proposal	11





PREAMBLE

Studies in International Relations are a vital part of an education for life and work in the contemporary world. This Four-year PhD programme in International Relations offered by the department focuses on encouraging researchers in opening new avenues of knowledge in the discipline. The curriculum is prepared with an aim to train scholars with the fast-changing developments at the global level and expose them to the new/emerging horizons in the field of International Relations. While preparing the curriculum, special attention is given to Theoretical and Methodological aspects that a research scholar in the subject IR must have expertise. This programme also seeks to develop a high level of understanding of the contemporary and emerging economic, political and social issues in their national regional, international and global contexts. The curriculum of PhD programme in International Relations goes through contents that range from the traditional, interdisciplinary, emergent issues related to theory and research, in order to equip students to teach and research in the frontier areas of IR.

POST-GRADUATE ATTRIBUTES

PGA 01. Interdisciplinary Knowledge, Skills and Attitude: The PhD holders from Sikkim University should be able to acquire interdisciplinary and cross disciplinary knowledge base, skills and attitudes.

PGA 02. Equity, Sustainability, Diversity and Inclusiveness: The PhD holders from Sikkim University should acquire the spirit of equity, sustainability, diversity and inclusiveness during their course of study.

PGA 03. Societal Interaction/Community Service: Graduates should have the ability to disseminate knowledge and actively interact with the world.

PGA 04. Net Working and Collaboration: The graduates from Sikkim University should acquire skills to be able to collaborate and net work with educational institutions, research organizations and industrial units in India and abroad.

PGA 05. Lifelong Learning: The graduates from Sikkim University should be life long learners for the pursuit of knowledge for either personal or professional reasons. This should enhance social inclusion, active citizenship, personal development, self-sustainability as well as competitiveness and employability.

PROGRAMME LEARNING OUTCOMES

PLO 01: Critical Thinking and Analytical Reasoning: A student who completes the programme would develop the ability to analyse, evaluate and interpret evidence, arguments, claims and beliefs on the basis of empirical evidence; the ability to reflect relevant implications to the reality; formulate logical arguments; the ability to critically evaluate practices, policies and theories to develop knowledge and understanding.

PLO 02: Scientific Reasoning and Problem Solving: A student who completes the programme would develop the ability to analyse, discuss, interpret and draw conclusions from quantitative/qualitative data and experimental evidences; and critically evaluate ideas, evidence and experiences from an unprejudiced and reasoned perspective; capacity to extrapolate from what one has learned and apply their competencies to solve problems and contextualise into research and apply one's learning to real life situations.

PLO 03: Multidisciplinary/Interdisciplinary/Transdisciplinary Approach: A student who completes the programme would acquire interdisciplinary/multidisciplinary/ transdisciplinary knowledge base as a consequence of the learning they engage with their programme of study; develop a collaborative multidisciplinary/interdisciplinary/ transdisciplinary approach for formulate constructive arguments and rational analysis for achieving common goals and objectives.

PLO 04: Presentation Skills: A student who completes the programme would develop the ability to reflect and express thoughts and ideas effectively in verbal and nonverbal way; Communicate with others using appropriate channel; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner and articulate in a specific context of communication.

PLO 05: Social Consciousness and Responsibility: A student who completes the programme would develop the ability to contemplate of the impact of research findings on conventional practices, and a clear understanding of responsibility towards societal needs and reaching the targets for attaining inclusive and sustainable development.

PLO 06: Moral and Ethical Reasoning: A student who completes the programme would develop the ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work and living as a dignified person in the society.

PLO 07: Networking and Collaboration: A student who completes the programme would develop and acquire skills to be able to collaborate and network with scholars in an educational institution, professional organisations, research organisations and individuals in India and abroad.

PLO 08: Lifelong Learning: A student who completes the programme would develop the ability to acquire knowledge and skills, including "learning how to learn", that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing situations.

STRUCTURE OF THE PROGRAMME

Semester I

Sl. No	Course Code	Course Title	Course Status	Credit
1	INT-C-701	Theories of International Relations	C	4
2	INT-C-702	Research Methodology	C	4
3	INT-C-703	Research and Publication Ethics	C	2
4	INT-C-704	Preparation of Research Proposal	C	2

SEMESTER I**Course I**

Course code	Course Title	Credits
INT-C-701	Theories of International Relations	4

Semester: First Semester

Course Level: 700

Total Marks: 100

L+T+P:3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 00 Hrs

Course Learning Outcomes:CLO 1. to **identify** and **articulate** the major elements of IR theory .CLO 2. to **illustrate** the major theories of contemporary IR .CLO 3. to **utilise** the theoretical understanding to analyse and explain issues in IR .CLO 4. to **verify** and **critically appraise** various theoretical constructs in connection with developments in IR.CLO 5. to **formulate fresh research problems** based on theoretical understanding**Course Outline****Unit I: Disciplinary History of IR**

Contesting Ethno-centrism in IR theory

Problematising the Great Debates

Revisionist Historiography of IR

Sociology of Knowledge

Unit II: IR Theory and the Global South

East and Southeast Asia

Africa & IR Theory

South America

Arab World/Middle East

Unit III: Major Theorists and Theories in IR

Realisms & Liberalisms

Marxisms & Critical Theories

Constructivisms, Feminisms

Postmodernism and Postcolonialism

Unit IV: Theorising Issue Areas in Contemporary IR

Security

Environment

Trade

Migration

Suggested Teaching Learning Strategies

Classroom Lectures, Thematic Seminar Presentations, Suggestions through workshops/tutorials,

Group Discussions, Flipped classrooms

Assessment

Assessment Methods	CLO-1	CLO-2	CLO 3	CLO 4	CLO 5
Test	Y	Y	Y	Y	
Seminar Presentation	Y	Y	Y	Y	Y
Books and articles review	Y	Y		Y	
Group discussions	Y	Y	Y	Y	
Field based studies/ Interviews			Y	Y	Y

Suggested Readings

Baldwin, David, ed., Neorealism and Neoliberalism: The Contemporary Debate (New York: Columbia University Press, 1993).

Edkins , Jenny, Poststructuralism and International Relations: Bringing the Political Back in (Boulder, CO: Lynne Rienner, 1999).

Gill, Stephen (ed.), Gramsci, Historical Materialism and International Relations. (1993).

Steve Smith, Ken Booth and Marysia Zalewski (eds) International Theory: Positivism and Beyond, Cambridge: Cambridge University Press (1996)

Mathias Albert, et al. (2001), Identities, Borders, Orders: Rethinking International Relations Theory (Minneapolis: University of Minnesota Press)

Sylvester, Christine, Feminist Theory and International Relations in a Postmodern Era. Cambridge University Press, 1994

Amitav Acharya&Barry Buzan “Why is there no non-Western international relations theory? An introduction”, International Relations Asia Pacific (2007) 7 (3): 287-312.

Siba N. Grovogui “A Revolution Nonetheless: The Global South in International Relations”, The Global South, vol. 5 no. 1, (2011).

Vivek Chibber (2014) “Making sense of postcolonial theory: a response to Gayatri Chakravorty Spivak” Cambridge Review of International Affairs, 27:3, 617-624

Mark A. Neufeld, The Restructuring of International Relations Theory, New York, Cambridge University Press, 1995

Judith Butler, Gender Trouble: Feminism and the Subversion of Identity New York: Routledge 1990

COURSE II

Course code	Course Title	Credits
INT-C-702	Research Methodology	4

Semester: First Semester

Course Level: 700

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 00 Hrs

Course Learning Outcomes (CLOs):

CLO 1. To **define** and **articulate** the various steps in research process in International Relations

CLO 2. To **discuss and acquaint with** the major strands in the philosophy of science.

CLO 3. critically review the relevant literature on the topic and to **identify** the research gaps

CLO 4. To **comprehend** and **identify** different research designs and the aptness of each in addressing different types of research questions

CLO 5. To **organise** and **execute** different techniques of data collection, data analysis to investigate relevant research problems

CLO 6. To **evaluate** the main research methods that are applied in social researches/International Relations

CLO 7. To **formulate** a research project plan and research methodology

Course Outline

Unit I: Major Thinkers in Philosophy of Science

Thomas Kuhn

Karl Popper

Paul Feyerabend

Imre Lakatos

Unit II: Designing a Research Study

Literature Review: Finding the Literature,

Organising and Mapping Arguments

Framing Research Questions and Hypotheses

Theory and Research Interface

Unit III: The Practice and Techniques of Research

Case Studies and Comparative Research

Historical Analysis

Survey Research

Quantitative and Statistical Reasoning

Field Research

Ethnographic Method (field trip)

Unit IV: **Writing a Dissertation**

Structuring a road map

Situating a study in terms of larger debates

The art of writing

Referencing and Styles of referencing

Suggested Teaching Learning Strategies

Classroom Lectures, Seminar Presentations, Suggestions through tutorials, Field based assignments, Group Discussions, preparation of project/research proposals, report writing, Problem Based Learning (PBL)

Assessment Methods

Methods/Tools	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5	CLO-6	CLO-7
Class Test	Y	Y	Y	Y	Y	Y	
Seminar Paper preparation/Presentation	Y	Y	Y	Y	Y	Y	Y
Books/Articles review	Y	Y	Y	Y			
Exercise classes/hands-on data analysis				Y	Y		
Group Discussions				Y	Y	Y	Y

Suggested Readings

Van Evera, Stephen, (1997) *Guide to Methods for Students for Political Science*, Ithaca: Cornell University press.

Marc Trachtenberg, (2006) *The Craft of International History: A Guide to Method*, Princeton University Press.

Samir Okasha, (2016), *Philosophy of Science: A Very Short Introduction* (Second edition), Oxford University Press.

Edward Schatz, (ed.) (2009) *Political Ethnography: What Immersion Contributes to the Study of Power*, the University of Chicago Press.

Umberto Eco, et.al. (2015) *How to Write a Thesis*. MIT Press.

Jon Elster, (1989) *Nuts and Bolts for the Social Sciences*, Cambridge University Press.

Helen Sword, (2012) *Stylish Academic Writing*, Harvard University Press.

Roger Gomm, Martyn Hammersley, Peter Foster (eds.) (2000) *Case Study Method: Key Issues, Key Texts*, Sage

Thomas Dietz, Linda Kalof, (2009) *Introduction to Social Statistics: The Logic of Statistical Reasoning*, Wiley Blackwell.

Neuman, W. Lawrence, (2007) *Social Research Methods: Qualitative and Quantitative Methods*, Sixth Edition, India: Pearson.

Stanford Encyclopedia of Philosophy, select readings on Thomas Kuhn, Karl Popper, Paul Feyerabend and Imre Lakatos.

Course III

Course code	Course Title	Credits
INT-C-703	Research and Publication Ethics	2

Semester: First Semester

Course Level: 700

Total Marks: 50

L+T+P: 1+1+0 = 2 Credits Lecture: 15 Hrs + Tutorial: 15 Hrs + Practical: 00 Hrs

Course Learning Outcomes (CLOs):

CLO 1. To **define** and **articulate** the various aspects in research Publication and Ethics

CLO 2. To **discuss and acquaint with** the major strands in publication ethics.

CLO 3. To **comprehend** and **identify** relevant themes in research and publication ethics and the aptness of them in addressing different types of research in IR

CLO 4. To **apply** research ethics in a research project.

Course Outline

Unit 1: 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.

Unit II: Publication Ethics and its Practice in Research Publication

Publication ethics: definition, introduction and importance

Best practices /Standards setting initiatives and guidelines: COPE. WAME, Conflicts of interest

Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types, Identification of publication misconduct, complaints and appeals, Subject specific ethical issues

Violation of publication ethics, authorship and contributorship, Predatory Publishers and Journals

Suggested Teaching Learning Strategies

Classroom Lectures, Thematic Seminar Presentations, Suggestions through workshops/tutorials, Group Discussions, Flipped classrooms

Assessment Methods

Tools/Methods	CLO-1	CLO-2	CLO 3	CLO 4	CLO 5
Class Test	Y	Y	Y	Y	
Seminar Presentation	Y	Y	Y	Y	Y
Books and articles review	Y	Y		Y	
Group discussions	Y	Y	Y	Y	

Suggested Readings

Bird, A.(2006). Philosophy of Science.Routledge

MacIntyre, Alasdair (1967) A Short History of Ethics. London

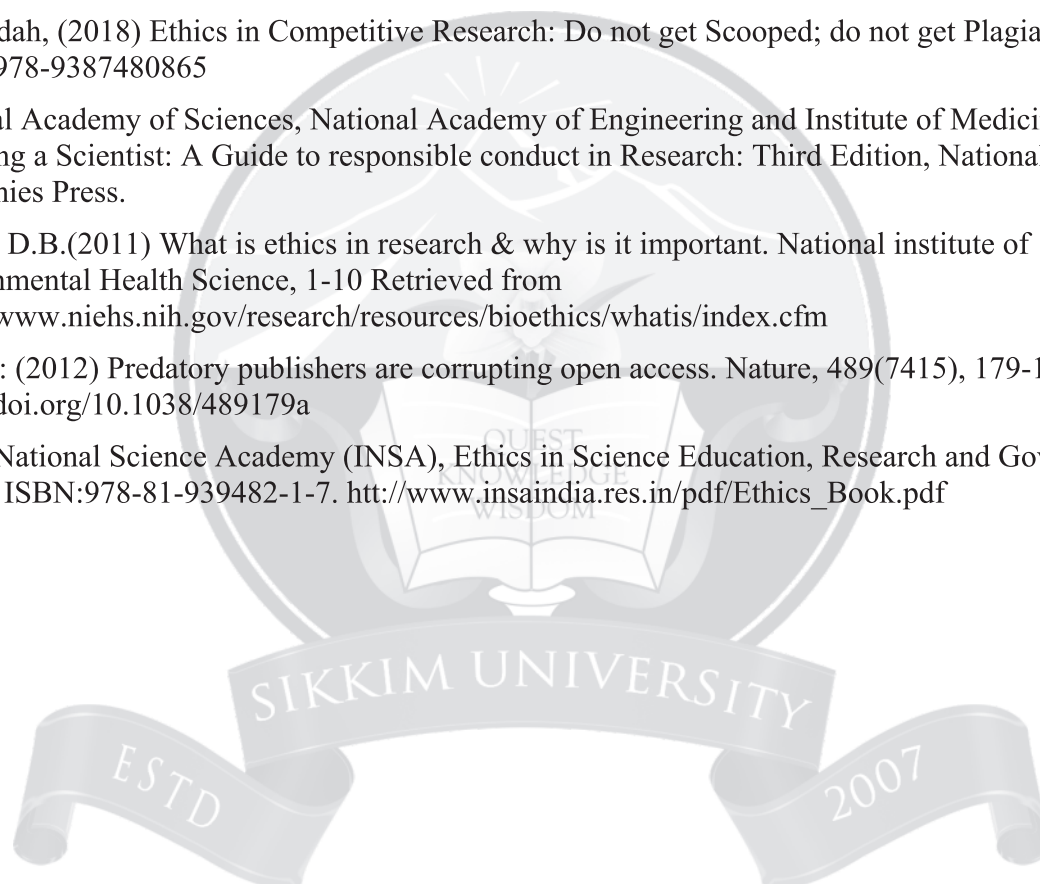
P.Chaddah, (2018) Ethics in Competitive Research: Do not get Scooped; do not get Plagiarized, ISBN :978-9387480865

National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). On Being a Scientist: A Guide to responsible conduct in Research: Third Edition, National Academies Press.

Resnik, D.B.(2011) What is ethics in research & why is it important. National institute of Environmental Health Science, 1-10 Retrieved from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>

Beall, J: (2012) Predatory publishers are corrupting open access. Nature, 489(7415), 179-179. <https://doi.org/10.1038/489179a>

Indian National Science Academy (INSA), Ethics in Science Education, Research and Governance (2019), ISBN:978-81-939482-1-7. http://www.insaindia.res.in/pdf/Ethics_Book.pdf



Course IV

Course Code	Title	Course Status	Credits
INT-C-704	Preparation of Research Proposal	C	2

Semester: First Semester

Course Level: 700

Total Marks: 50

L+T+P: 0+01+01 = 2 Credits Lecture: 00 Hrs + Tutorial: 15 Hrs + Practical: 30 Hrs

Course Learning Outcomes (CLOs):CLO 1. To **critically review** the relevant literature on the topic and to **identify** the research gapsCLO 2. To **formulate** a research designCLO 4. To **execute** different techniques of data collection, data analysis to investigate relevant research problemsCLO 5. To **apply** methodological understanding in a research project**Suggested Teaching Learning Strategies**

Presentations, Field based assignments, preparation of project/research proposals, report writing, Review of Literature

Assessment Method

Tools/Methods	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5
Review of Literature		Y			
Proposal Preparation & Presentation	Y		Y		Y
Field study/Data Collection				Y	Y
Exercise hands-on data analysis				Y	Y
Verbal and written Presentation of Proposal				Y	Y