

# SIKKIM UNIVERSITY

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

**LEARNING OUTCOME - BASED  
CURRICULUM**

## **DOCTORATE OF PHILOSOPHY IN POLITICAL SCIENCE**

**(With effect from Academic Session 2023-24)**



**DEPARTMENT OF POLITICAL SCIENCE**

**SIKKIM UNIVERISTY**

**6<sup>TH</sup> MILE, TADONG - 737102**

**GANGTOK, SIKKIM, INDIA**



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## PREAMBLE

The Department of Political Science at Sikkim University offers a five-year Ph.D. programme in Political Science. The programme is designed to meet the needs of the students who wish to enhance their understanding of political science at a graduate level. It aims to offer advanced engagement with various aspects of the academic study of political science. The programme will provide the student with a critical understanding of a range of issues involved in the study of the discipline, primarily through a blend of lectures and research-driven seminars.

### 1. INTRODUCTION

The Department of Political Science at Sikkim University was founded in 2012 and was the first of its kind in Sikkim. The department has been established with a mission to impart quality higher education and to strive to develop students with knowledge, skills and character leading to societal transformation and national development. Today it is one of the largest departments in the university, serving one of the largest graduates on campus and annually attracting student from all parts of the country.

Among other things, the Department strives to achieve the following:

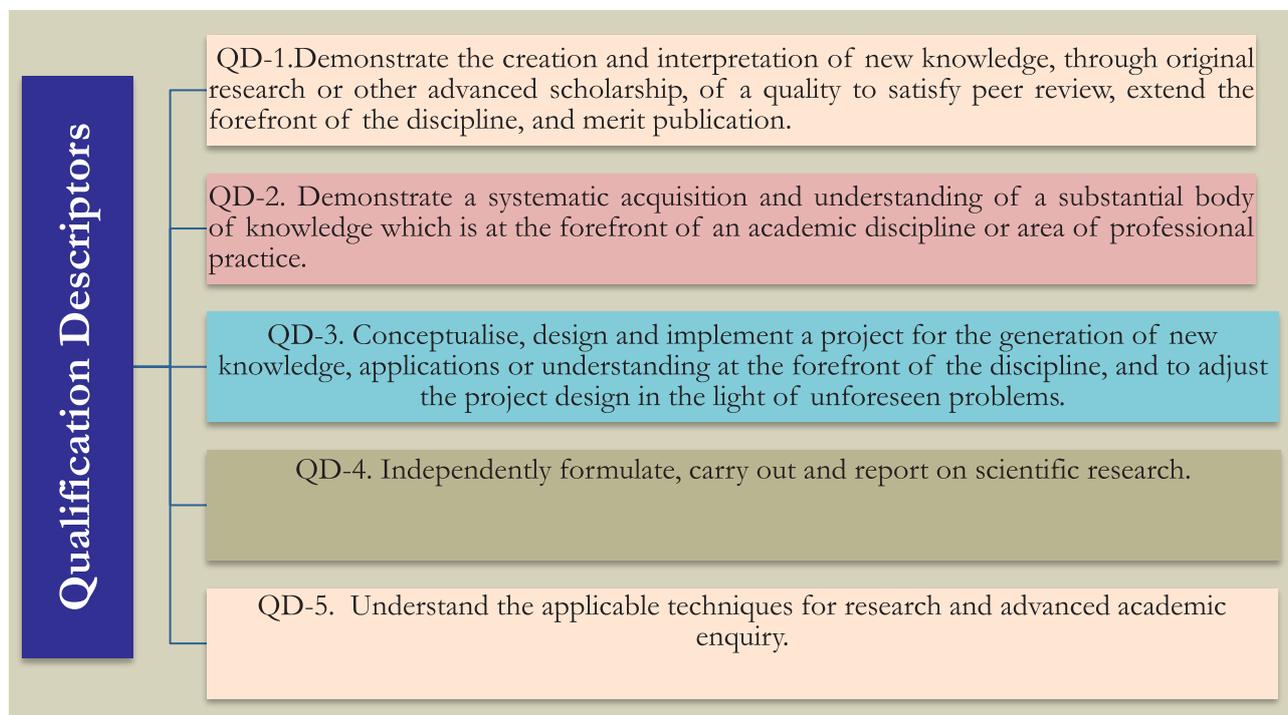
- i. To contribute to the advancement and dissemination of knowledge through teaching, research, and publications;
- ii. To provide leadership in higher education by imparting quality and socially relevant knowledge;
- iii. To develop aptitude and skills of students to equip them to face the challenges;
- iv. To inculcate values of equality, unity and justice to create just and human society where dignity of the human person is upheld.

The Department of Political Science offers M.A. and Ph.D. programmes. The programmes are designed to meet the needs of all those students who wish to enhance their understanding of political science, public administration, and international politics at a graduate level. The programmes aim to offer advanced engagement with various aspects of the academic study of Politics, Public Administration and International Politics. It will provide to the students with a critical understanding of a range of issues involved in the study of these disciplines, primarily through a combination of lectures, presentation, seminars, etc. The study of political science at the Sikkim University spans political theory, comparative politics, state politics, human rights and international politics. All the courses of the graduate programmes are designed to meet the demands of the NEP2020 with special emphasis on Learning Outcomes based Curriculum Frameworks (LOCF) under CBCS. The students will learn how to understand and analyse politics, develop analytical and communication skills, and engage in constructive debate. The department and the teachers have the flexibility to introduce new programmes and courses, improve and modify the existing course content and curriculum in tune with the changing needs of the industry and society. The

breadth of study offers at the department allows the students the freedom to explore their intellectual and personal passions.

## 2. POSTGRADUATES QUALIFICATION DESCRIPTORS (QD)

After the completion of the PhD programme in Political Science, a student will be able to:



## 3. POSTGRADUATES ATTRIBUTES

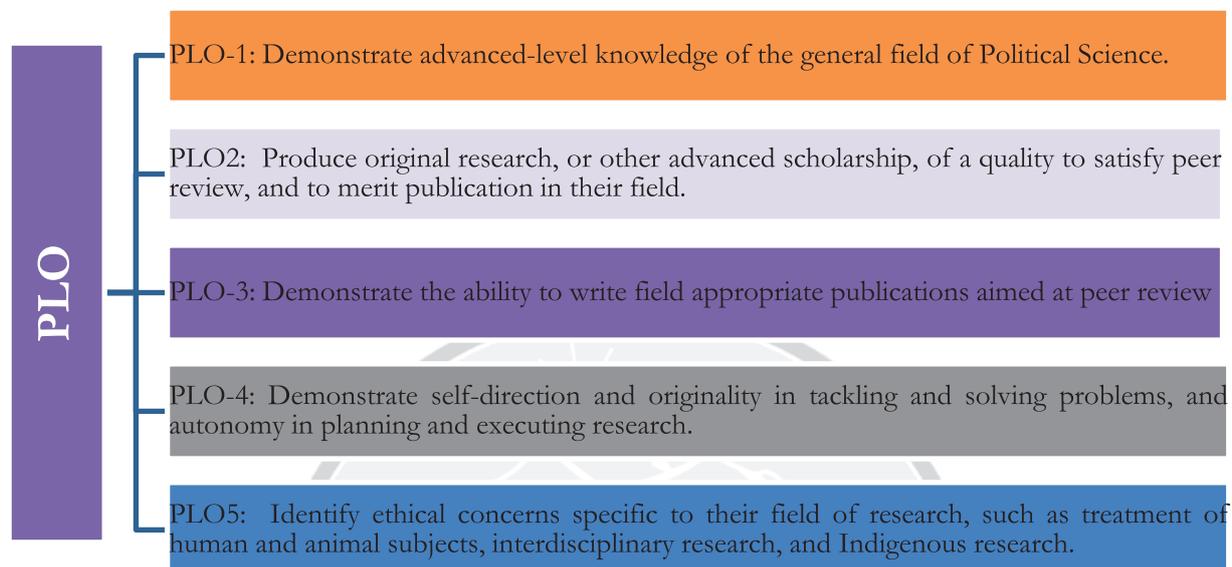
The Department has specified five generic attributes of graduates. All attributes act as a common set of outcomes expected of all graduates of the University. The expansion of these attributes will better groom graduates for employment and life-long learning.

- ❖ **Knowledge:** Graduates will have in-depth knowledge in political science and the ability to apply that knowledge in practice. They should be capable of demonstrating comprehensive knowledge and understanding of discipline that form a part of graduate programme of study.
- ❖ **Communication Skills:** Graduates will be able to communicate effectively across a range of contexts including the ability to express thoughts and ideas effectively in writing and orally.
- ❖ **Critical thinking:** Graduate will have the capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence.
- ❖ **Moral and ethical values:** Graduate will have an ability to embrace moral/ethical values in conducting one's life, and avoid unethical behaviour such as fabrication, falsification, or misrepresentation of data; and adopting an objective, unbiased and truthful actions in all aspects of work.
- ❖ **Lifelong learning:** Graduate will have the ability to acquire knowledge and skills, including

learning, that are necessary for participating in learning activities throughout life.

#### 4. PROGRAMME LEARNING OUTCOMES (PLOs)

The students who successfully complete the programme will be able to:



#### 5. PROGRAMME STRUCTURE

The programmes are designed so as to cater to the student diversity and their ability to cope with the programmes. The faculty members adopt innovative teaching methods combined with the ICT and digital technology.

Course Category	No. of Courses	Credit for Courses	Total Credits
I. Core Courses I	3	4	12
II. Core Course II: Research and Publication Ethics	1	2	2
			<b>14</b>

## 6. COURSE DISTRIBUTION FOR PhD PROGRAMME

Semester	Core Courses	Elective / Discipline Specific Elective	Open Elective	SEC	VAC
I	PSC-C-701	-	-	-	-
	PSC-C-702				
	PSC-C-703				
	PSC-C-704				

## 7. SEMESTER-WISE SCHEDULE

SEMESTER I									
Course Type	Course Code	Course Title	L	T	P	CR	IA	EA	TM
CORE	PSC-C-701	Research Methodology	3	1	0	4	50	50	100
	PSC-C-702	Emerging Trends in Political Science	3	1	0	4	50	50	100
	PSC-C-703	Review of Literature and Research Proposal Writing	-	-	4	4	50	50	100
	PSC-C-704	Research and Publication Ethics	1	1	0	2	25	25	50
<b>TOTAL</b>						<b>14</b>	<b>175</b>	<b>175</b>	<b>350</b>

Notes: L: Lectures; T: Tutorials; P: Practical; CR: Credits; IA: Internal Assessment; EA: End-term Assessment; TM; Total Marks

## 8. MAPPING OF COURSE WITH PROGRAMME LEARNING OUTCOMES (PLOs)

Course Code & Course Title	PLO1	PLO2	PLO3	PLO4	PLO5
PSC-C-701: Research Methodology	3	3	3	3	3
PSC-C-702: Emerging Trends in Political Science	3	3	3	3	3
PSC-C-703: Review of Literature and Research Proposal Writing	3	3	3	2	2
PSC-C-704: Research and Publication Ethics	3	3	2	1	1

Note: Low-level mapping-1; Medium level mapping-2; High-level mapping 3

## 9. TEACHING AND LEARNING METHODS

In terms of teaching and learning strategies, the course shall involve a series of interactive lectures and presentation on pre-assigned readings by the course instructor. The pedagogic methods and techniques, inter alia, includes:

- Classroom Lecture
- Tutorials
- Presentations
- Documentary films on related topics
- Group Discussions
- Survey research
- Research proposal writing

## 10. ASSESSMENT FRAMEWORK

The Department employs a multiplicity of assessment methods that are appropriate to a subject area. Priority will be given to formative assessment. The main goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used students to improve their learning. Besides, formative assessment help instructor recognise where students are struggling and address problems immediately.

Faculty continuously assesses student-learning outcomes through:

- time-constrained examinations;
- closed-book and open-book tests;
- problem-based assignments;
- individual project/term paper reports (case-study reports);
- team project reports;
- group discussion/virtual group discussion;
- oral presentations, including seminar presentation;
- viva voce interviews, e-viva voce; and any other pedagogic approaches as per the context.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The summative assessments include end term examination conducted by University.

All core courses (except PSC-C-704) shall carry a maximum of 100 marks. Students would be required to appear in a continuing assessment consisting of three tests, each of which carries 25 marks. The best two of these three tests would be counted for continuing assessment along with the end semester written examination, which carries 50 marks. The course instructor will evaluate students on class attendance, group discussion, class test, term paper, book review and satisfactory completion of assignments.

Assessment Framework			
Core Courses: 100 Marks			
Formative Assessments: 50 Marks			Summative Assessments: 50 Marks
Class Test	Term Paper	Book/Article Review	End Term Examination
Core Course: 50 Marks			
Formative Assessments: 25 Marks			Summative Assessments: 25 Marks
Class Test=10 marks	Book/Article Review=15 Marks		End Term Examination

## 11. LETTER GRADE AND GRADE POINT

Marks in %	Grade Point Scale	Grade	Grade Point
90 and above	9.0 and above	O	10
80–89.99	8.0–8.9	A	9
70–79.99	7.0–7.9	A+	8
60–69.99	6.0–6.9	A-	7
50–59.99	5.0–5.9	B	6
40–49.00	4.0–4.9	B+	5
30–39.99	3.0–3.9	B-	4
20–29.99	2.0–2.9	C	3
10–19.99	1.0–1.9	C+	2
0–9.99	0.0–0.9	C-	1

## 12. STUDENTS WITH DISABILITIES

Students who may need any academic accommodation based on the impact of a disability must initiate the request with the office of Dean, Students' Welfare. Students should contact the Dean, Students' Welfare (DSW) office located at 5<sup>th</sup> Mile Tadong, Gangtok (Phone: 251122; email:deansw@cus.ac.in).

### 13. PhD COURSE WORK CURRICULUM

PSC-C-701

#### RESEARCH METHODOLOGY

Semester: First Semester

Course Level: 700

Total Marks: 100

L+T+P: 3+1+0= 4 Credits

Lecture: 45 Hrs

Tutorial: 15 Hrs

Practical: 0 Hr

#### Course Learning Outcomes

Upon completion of the course, students should be able to:

- CLO-1.** Define political science research and explain the various methods, approaches and techniques of research
- CLO-2.** Describe and evaluate relevant research methods in different areas and traditions of political science.
- CLO-3.** Identify and summarize important methodological debates in political science research.
- CLO-4.** Apply knowledge and insights from the methodological literature to concrete research projects in political science.
- CLO-5.** Critically discuss and reflect upon strengths and weaknesses of research methods in political science

#### Course Contents

##### Unit I: Philosophy of Social Science Research

- Philosophy and the Social Sciences
- Cartesian Philosophy and Discourse on Methods
- Thomas Kuhn: The Structure of Scientific Revolution
- Max Weber: Discussion of the Objects of the Social Sciences
- Peter Winch: Philosophy and Social Science
- Hans-Georg Gadamar: Hermeneutics
- Max Horkheimer and Theodor Adorno: Dialectic of Enlightenment
- Jurgen Habermas: Critical Theory
- Karl Popper: Methodological Individualism

##### Unit II: Research Paradigms and Epistemologies

- Paradigmatic Controversies and Contradictions; Ontology, Epistemology and Methodology
- Positivism; Neopositivism; Post-positivism; Interpretivism; Constructivism
- Modernity and Post Modernity
- Feminist Methodology; Decolonizing methodologies and Indigenous methodologies.

### **Unit III: Quantitative Research**

Foundations of Quantitative Research Methods  
Research Design in Quantitative Research  
Methods of data collection in Quantitative Research  
Data Analysis in Quantitative Research

### **Unit IV: Qualitative Research**

The historical development of Qualitative Research  
Key philosophical and methodological issues in Qualitative Research  
Applications of Qualitative Methods to Social Research  
Research Design in Qualitative Research  
Methods of data collection in Qualitative Research  
Data Analysis in Qualitative Research

### **Teaching and Learning Methods**

Class room lectures, Reading sessions, Presentations, Discussions, Practice/ workshop

### **Assessment Framework**

The Department employs a multiplicity of assessment methods that are appropriate to a subject area. Priority will be given to formative assessment. The main goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by students to improve their learning. Besides, formative assessment helps instructors recognise where students are struggling and address problems immediately.

Faculty continuously assesses student-learning outcomes through:

- time-constrained examinations;
- closed-book and open-book tests;
- problem-based assignments;
- individual project/term paper reports (case-study reports);
- team project reports;
- group discussion/virtual group discussion;
- oral presentations, including seminar presentation;
- viva voce interviews, e-viva voce; and any other pedagogic approaches as per the context.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The summative assessments include end term examination conducted by University.

All core courses shall carry a maximum of 100 marks. Students would be required to appear in a continuing assessment consisting of three tests, each of which carries 25 marks. The best two of these

three tests would be counted for continuing assessment along with the end semester written examination, which carries 50 marks. The course instructor will evaluate students on class attendance, group discussion, class test, term paper, book review and satisfactory completion of assignments.

Assessment Framework			
PSC-C-701: Research Methodology			Total Marks=100
Formative Assessments: 50 Marks			Summative Assessments: 50 Marks
Class Test	Term Paper	Book/Article Review	End Term Examination

### Suggested Readings

- Bleicher, J. (1980). *Contemporary hermeneutics-hermeneutics as method, philosophy and critique*. London: Routledge.
- Chakravorty Spivak, G. (1999). *A critique of postcolonial reason: Toward a history of the vanishing present*. Harvard: Harvard University Press.
- Cresswell, J. W. (2003). *Research design: Qualitative, quantitative and mixed methods approaches*. New Delhi: Sage.
- Giddens, A. (1991). *The consequences of modernity*. Stanford: Stanford University Press.
- King, G, Keohane, R. O. & Verba, S. (1994). *Designing social inquiry: Scientific inference in qualitative research*. Princeton: Princeton University Press.
- McNabb, D. E. (2004). *Research methods for Political Science: Quantitative and qualitative methods*. New Delhi: Prentice Hall.
- Nachmias, C. & Nachmias, D. (1992). *Research methods in the Social Sciences*. New York: St. Martin's Press.
- Pennings, P., Keman, H. & Kleinnijenhuis, J. (2006). *Doing research in Political Science*. New Delhi: Sage.
- Punch, K. F. (2005). *Introduction to social research: Quantitative and qualitative approaches*. London: Sage.
- Smith, L.T. (2008). *Decolonizing methodologies*. London: Zed Books

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## PSC-C-702

## EMERGING TRENDS IN POLITICAL SCIENCE

Semester: First Semester

Course Level: 700

Total Marks: 100

L+T+P: 3+1+0= 4 Credits

Lecture: 45 Hrs

Tutorial: 15 Hrs

Practical: 0 Hr

**Course Learning Outcomes**

At the end of the course, a student will be able to:

- CLO-1.** Define and articulate the contemporary concepts and theories of Political Science.
- CLO-2.** Classify and compare major debates within the theories of Political Science.
- CLO-3.** Demonstrate and utilize the theoretical concepts and ideologies in explaining the developments in the realm of Political Science.
- CLO-4.** Critically appraise and verify the relevance of theories and ideologies in Political Science.
- CLO-5.** Formulate research problems based on theoretical and conceptual understanding.

**Course Contents****Unit I: Contemporary Political Theories**

Liberalism, Neo-liberalism; Libertarianism, Communitarianism; Post-Modernism; Post-Colonialism; Structuralism; Post-Marxism; Scientific Humanism.

**Unit II: Contemporary Political Ideologies**

Ideology: Nature and Functions; Feminism; Environmentalism; Neo-Marxism; Multiculturalism.

**Unit III: Contemporary Theories in World Politics**

Contemporary Theories to International Relations: Critical Theory, Postmodernism, Constructivism, Gender and Culture in world politics.

**Unit IV: Contemporary Theories of Democracy**

Liberal Democracy; Liberal democratic theory; Protective and Developmental, Participatory Democracy and Deliberative Democracy; Radical Pluralism.

**Teaching and Learning Methods**

Lectures, Simulation, Analysis of multiple Case Studies, Group Discussion, Presentation by Students, etc.

**Assessment Framework**

The Department employs a multiplicity of assessment methods that are appropriate to a subject area. Priority will be given to formative assessment. The main goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by students to improve their learning. Besides, formative assessment helps instructor recognize where students are struggling and address problems immediately.

Faculty continuously assesses student-learning outcomes through:

- time-constrained examinations;
- closed-book and open-book tests;
- problem-based assignments;
- individual project/term paper reports (case-study reports);
- team project reports;
- group discussion/virtual group discussion;
- oral presentations, including seminar presentation;
- viva voce interviews, e-viva voce; and any other pedagogic approaches as per the context.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The summative assessments include end term examination conducted by University.

This course shall carry a maximum of 100 marks. Students would be required to appear in a continuing assessment consisting of three tests, each of which carries 25 marks. The best two of these three tests would be counted for continuing assessment along with the end semester written examination, which carries 50 marks. The course instructor will evaluate students on class attendance, group discussion, class test, term paper, book review and satisfactory completion of assignments.

<b>Assessment Framework</b>			
<b>PSC-C-702: Emerging Trends in Political Science</b>			<b>Total Marks=100</b>
<b>Formative Assessments: 50 Marks</b>		<b>Summative Assessments: 50 Marks</b>	
Class Test	Term Paper	Book/Article Review	End Term Examination

### Suggested Readings

- Cunningham, F. (2002). *Theories of democracy: A critical introduction*. New York: Routledge.
- Dougherty, J. E. & Pfaltzgraff, R. L. (2001). *Contending theories of international relations: A comprehensive survey* (5th Edition). New York: Longman.
- Eatwell, R. & Wright, A. (1999). *Contemporary political ideologies*. London: Continuum International Publishing Group.
- Gandhi, L. (2005). *Post-colonial theory*. New Delhi: Oxford University Press.
- Hyland, J. L. (1995). *Democratic theory: The philosophical foundations*. Manchester: Manchester University Press.
- James, M. (2004). *Deliberative democracy and the plural polity*. Lawrence: University Press Kansas.
- Rawls, J. (1993). *Political liberalism*. Columbia: Columbia University Press.
- Roach, S. C. (Ed.). (2009). *Critical theory and international relations: A reader*. New York: Routledge.

Vincent, A. (1993). *Modern political ideologies*. London: Blackwell.

Walters, M. (2008). *Feminism*. New Delhi, Oxford University Press.

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**PSC-C-703**

**REVIEW OF LITERATURE AND RESEARCH PROPOSAL WRITING**

**Semester: First Semester**

**Course Level: 700**

**Total Marks: 100**

**L+T+P: 0+0+4= 4 Credits**

**Lecture: 0 Hr**

**Tutorial: 0 Hr**

**Practical: 120 Hrs**

**Course Learning Outcomes**

At the end of the course, the scholar will be able to:

**CLO-1.** Utilize appropriate research tools in the formation of their research proposals.

**CLO-2.** Establish and classify the different research methods that relate to their respective proposal.

**CLO-3.** Formulate research problems based on review of literatures.

**CLO-4.** Employ knowledge and insights from methodological literatures.

**CLO-5.** Formulate arguments based on theoretical and conceptual understanding of the research undertaken.

The Literature Review and Research Proposal will be a written report providing an outline of the research to be undertaken by the student as part of the PhD programme. The research proposal will include background information in the form of a literature review, aims and significance of the research and the methodology/experimental design to be used. This will be undertaken in the first semester of the PhD programme. This course is a non-lecture course of 4 credits and 100 marks.

**Teaching and Learning Methods**

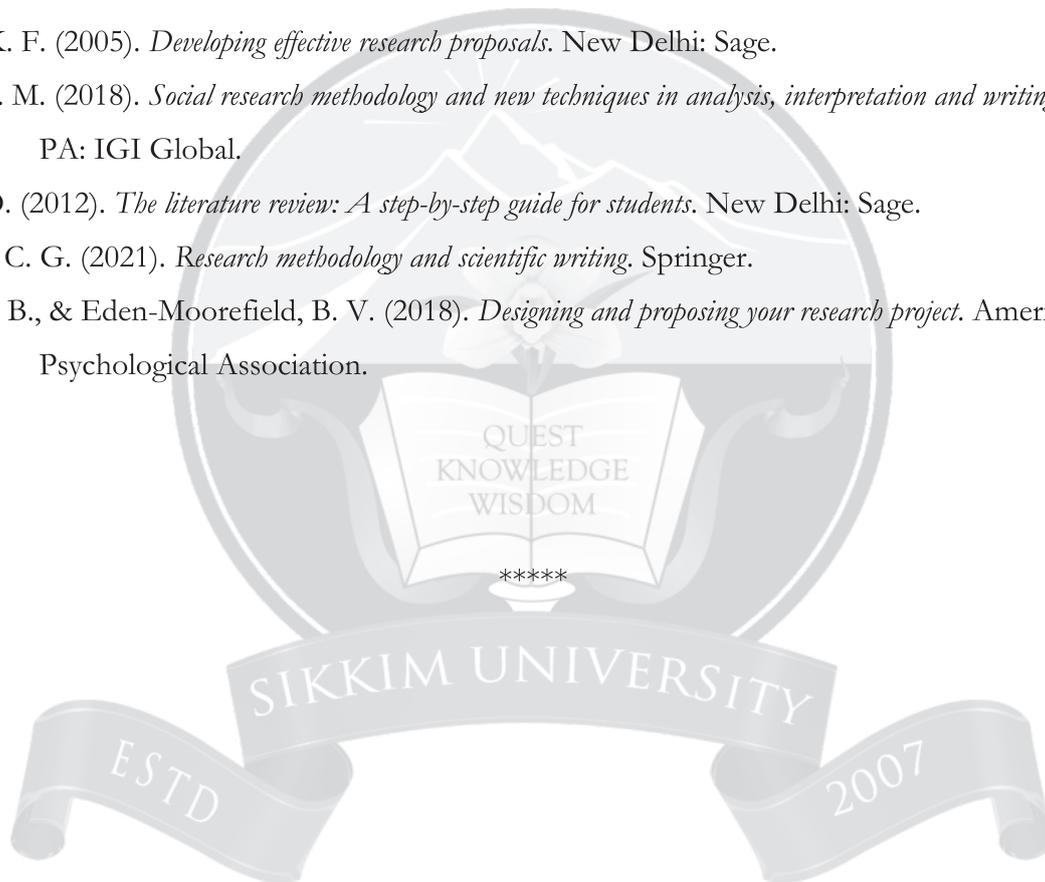
Review of Literature, Fieldwork, Research proposal writing, Presentation and Defense by scholars, etc.

**Assessment Framework**

This non-lecture course shall carry a maximum of 100 marks. Students would be required to submit research proposal of which carries 100 marks. The course instructor will evaluate students on class attendance, review of literature writing, research proposal presentation and seminar.

**Suggested Readings**

- Damskinidis, G., & Christodoulou, A. (2019). *Writing research proposals for Social Sciences and Humanities in a higher education context*. Cambridge Scholars Publishing.
- DePoy, E., & Gitlin, L.N. (1998). *Introduction to research: Understanding and applying multiple strategies*. Mosby Publisher.
- Hempel, S. (2020). *Conducting your literature review*. American Psychological Association.
- Munhall, P. L., & Chenail, R. J. (2008). *Qualitative research proposals and reports: A guide*. Boston: Jones and Bartlett Publishers.
- Oliver, P. (2012). *Succeeding with your literature review: A handbook for students*. Berkshire: Open University Press.
- Punch, K. F. (2005). *Developing effective research proposals*. New Delhi: Sage.
- Rezaul, I. M. (2018). *Social research methodology and new techniques in analysis, interpretation and writing*. Hershey PA: IGI Global.
- Ridley, D. (2012). *The literature review: A step-by-step guide for students*. New Delhi: Sage.
- Thomas, C. G. (2021). *Research methodology and scientific writing*. Springer.
- Urban, J. B., & Eden-Moorefield, B. V. (2018). *Designing and proposing your research project*. American Psychological Association.



## PSC-C-704

## RESEARCH AND PUBLICATION ETHICS

Semester: First Semester

Course Level: 700

Total Marks: 100

L+T+P: 1+1+0= 2 Credits

Lecture: 23 Hr

Tutorial: 7 Hr

Practical: 0 Hr

**Course Learning Outcomes**

Upon completion of the course, students should be able to:

**CLO-1.** Describe and apply theories and methods in ethics and research ethics.

**CLO-2.** Understand the philosophy of science and ethics and research integrity.

**CLO-3.** Acquire an overview of important issues in research ethics, like responsibility for research, ethical vetting and scientific misconduct.

**CLO-4.** Learn the culture of fairness, honesty and integrity in academic communications and to understand the purpose and value of ethical decision-making.

**CLO-5.** Acquire skills of presenting arguments and results of ethical inquiries.

**Course Contents****UNIT I: Philosophy, Ethics and Scientific Conduct**

Introduction to Philosophy: definition, nature and Scope, Concept, Branches.

Ethics: definition, moral philosophy, nature of moral judgements and reaction. 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.

**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, problems that lead to unethical behaviour and vice versa, types; Violation of publication ethics, authorship and contributorship; Identification of publication misconduct, complaints and appeals; Predatory publishers and journals.

**UNIT II: Open Access Publishing and Publication Misconduct**

Open access publications and initiatives; SHEERPA/RoMEO online resource to check publisher copyright & Self-archiving policies; Software tool to identify predatory publications developed by SPPU; Journal finder /Journal suggestion tools viz. JANE., Elsevier journal Finder, Springer Journal Suggester, etc.

Publication Misconduct: **A. Group Discussions** - 1. Subject specific ethical issues, FFP, authorship; 2. Conflicts of interest; 3. Complaints and appeals: examples and fraud from India and abroad. **B. Software tools** - Use of plagiarism software like Turnitin, Urkund and other open source software tools.

### Databases and Research Metrics

A. Databases 1. Indexing databases 2. Citation databases: Web of Science, Scopus, etc

B. Research Metrics 1. Impact Factor of Journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score 2. Metrics: h-index, g index, i10 index, altmetrics.

### Teaching and Learning Methods

Lectures in SWAYAM platform, Group Discussion, Presentation by Students, etc.

### Assessment Framework

The Department employs both formative and summative assessments framework. The main goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used students to improve their learning. Besides, formative assessment help instructor recognise where students are struggling and address problems immediately.

Faculty continuously assesses student-learning outcomes through:

- time-constrained examinations;
- closed-book and open-book tests;
- problem-based assignments;
- group discussion/virtual group discussion.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The summative assessments include end term examination conducted by University.

The course shall carry a maximum of 50 marks. Students would be required to appear in a continuing assessment consisting of two tests of 25 marks. Both of these two tests would be counted for continuing assessment along with the end semester written examination, which carries 25 marks. The course instructor will evaluate students on class attendance, group discussion, class test, term paper, book review and satisfactory completion of assignments.

Assessment Framework		
PSC-C-704:Research and Publication Ethics		Total Marks=50
Formative Assessments: 25 Marks		Summative Assessment: 25 Marks
Class Test=10 Marks	Book/Article Review=15 Marks	End Term Examination

### Suggested Readings

Becker, H. S. (2004). Comment on Kevin D. Haggerty - Ethics creep: Governing social science research in the name of ethics. *Qualitative Sociology*, 27(4), 415-416.

Cannella, G.& Lincoln, Y. S. (2011). Ethics, research regulations and critical social science. In N. K. Denzin & Y. S. Lincoln (Eds.) *Sage handbook of qualitative research* (4th ed., pp. 81-90).

Thousand Oaks, CA: Sage.

Ginsberg, P. E. & Mertens, D. M. (2009). Frontiers in social research ethics: Fertile ground for evolution. In D. M. Mertens & P. E. Ginsberg (Eds.), *The handbook of social research ethics* (pp. 580-613).

Thousand Oaks, CA: Sage.

Haggerty, K. D. (2004). Ethics creep: Governing social science research in the name of ethics. *Qualitative Sociology*, 27(4), 391-414.

Lincoln, Y. S. (2009). Ethical practices in qualitative research. In D. M. Mertens & P. E. Ginsberg (Eds.), *The handbook of social research ethics* (pp. 150-170). Thousand Oaks, CA: Sage.

Lincoln, Y. S., & Cannella, G. S. (2004). Dangerous discourses: Methodological conservatism and governmental regimes of truth. *Qualitative Inquiry*, 10(1), 5-14.

Miller, T. & Bell, L. (2002). Consenting to what? Issues of access, gatekeeping, and “informed consent”. In M. Mauthner, M. Birtch, J. Jessop, & T. Miller (Eds.), *Ethics in qualitative research* (pp. 70-89). London: Sage.

Strauss, A. & Corbin, J. (1999). *Basics of qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.

