Module -5 (PhD -Course Work)
Research and Publication Ethics (PRM-4105)

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Philosophy

The term "philosophy" means, **"Love of Wisdom[1]."**

The love, study and pursuit of wisdom or knowledge of things, their causes and their reasons whether theoretical or practical. Therefore, "Philosophy is a system of principles for guidance in practical affairs " Philosophy therefore takes a pragmatic dimension[2].

[1]*Wisdom is not a product of school but of the lifelong attempt to acquire it (Albert Einstein)*
[2]*Arum Stroll, Introduction to Philosophy , (New York: Harcourt Brace Jovanovich, 1921), 6.*

Philosophy

Philosophy is an organized set of principles which underlie knowledge and reality expressed in branches of human intellectual endeavor such as Metaphysics and History " Though the difference is significant, it deserves further exploration. Care must be taken to avoid overstressing the two categories because some philosophers have denied that Philosophy is a science.

Nature and Scope of Philosophy:

- **Systematic Inquiry:** Philosophy is a systematic discipline that employs rigorous methods of inquiry, critical thinking, and logical reasoning. It seeks to organize and analyze concepts and ideas in a coherent manner.

- **Metaphysical Inquiry:** Philosophy explores fundamental questions about the nature of reality, existence, and the ultimate nature of things. It addresses questions like: What is the nature of reality? Is there a fundamental substance? What is the relationship between mind and matter?

- **Epistemology:** This branch of philosophy is concerned with the nature of knowledge, belief, and justification. It examines questions like: What is knowledge? How do we acquire knowledge? What are the limits of human knowledge?

- **Ethical Inquiry:** Philosophy delves into questions of morality and ethics, examining concepts of right and wrong, good and bad, and the principles that guide human behavior. It explores questions like: What is the basis for ethical judgments? How should we live a good life?

- **Aesthetics:** Aesthetic philosophy deals with questions of beauty, art, and the nature of aesthetic experiences. It explores topics such as: What is beauty? What is art? How do we appreciate art and beauty?

- **Logic:** Philosophy employs logic as a foundational tool. It examines the principles of valid reasoning and argumentation, helping to evaluate and construct sound arguments.

Nature and Scope of Philosophy

- **Social and Political Philosophy:** This branch addresses questions related to society, justice, governance, and human rights. It explores topics such as: What is the just society? What are the rights and responsibilities of individuals and governments?

- **Philosophy of Mind:** Examining the nature of consciousness, mental processes, and the mind-body problem. It explores questions like: What is the relationship between the mind and the body? How do mental states relate to physical states?

- **Philosophy of Religion:** Investigating questions related to the existence of God, religious experiences, and the nature of faith and reason. It explores topics like: Is there evidence for the existence of a higher power? What is the nature of religious belief?

- **Philosophy of Science:** Evaluating the methods, principles, and assumptions underlying scientific inquiry. It addresses questions such as: What is the nature of scientific knowledge? How does science contribute to our understanding of the world?

Branches of Philosophy:

Some major branches include:

- **Metaphysics:** Concerned with the fundamental nature of reality.

- **Epistemology:** Examines the nature of knowledge.

- **Ethics: Investigates questions of morality and ethical principles.**

- **Aesthetics:** Deals with questions of beauty and art.

- **Logic:** Studies the principles of valid reasoning.

- **Social and Political Philosophy:** Addresses questions about society, justice, and governance.

- **Philosophy of Mind:** Explores the nature of consciousness and mental processes.

- **Philosophy of Religion:** Examines questions related to faith, God, and religious experiences.

- **Philosophy of Science:** Evaluates the methods and principles of scientific inquiry.

- These branches, among others, represent the diverse areas of philosophical inquiry, each offering its own unique perspective on the profound questions that philosophy seeks to address.

Scope of Philosophy

- The scope of philosophy is broad, encompassing both theoretical and practical aspects of human understanding and experience. Key areas of scope include:

- **Fundamental Nature of Reality**: Examining what exists, what it means to exist, and the structure of the universe.

- **Human Knowledge and Understanding**: Exploring how we know what we know and what justifies our beliefs.

- **Moral and Ethical Life**: Investigating what it means to live a good, just, or ethical life and how individuals should interact with others.

- **Aesthetic and Artistic Inquiry**: Delving into the nature of beauty, art, and human creativity.

- **Social and Political Structures**: Understanding justice, rights, government, and the individual's role within society.

- **Reasoning and Logic**: Providing the foundational tools for distinguishing valid from invalid arguments.

- **Interdisciplinary Connection**: Applying philosophical questions and methods to other fields, like science, law, linguistics, and psychology.

Nature of Philosophy

- The nature of philosophy is often defined by its distinctive methods and purposes. Key characteristics include:

- **Critical and Analytical Thinking**: Philosophy emphasizes careful analysis, logical reasoning, and the critique of assumptions and arguments.

- **Systematic Inquiry**: Philosophical questions are explored systematically, seeking coherence, clarity, and logical consistency.

- **Fundamental and Abstract Questions**: Philosophy often tackles deep, abstract questions that are not easily answered by empirical observation alone.

- **Reflective and Self-Examinatory**: Philosophy encourages self-examination and reflection, probing into beliefs, values, and principles.

- **Interdisciplinary**: Philosophy's methods and inquiries influence and are influenced by other fields, making it a highly interconnected discipline.

- **Open-Ended Exploration**: Philosophical questions often remain open to ongoing discussion, debate, and reinterpretation, as new ideas and contexts emerge

Concept of Philosophy:

- The concept of philosophy revolves around the pursuit of wisdom and understanding through rational and critical inquiry. It involves questioning, assumptions, exploring fundamental concepts, and engaging in thoughtful reflection to gain insights into the nature of reality, knowledge, ethics, and existence. Philosophy seeks not just answers but also a deeper comprehension of the questions themselves, fostering intellectual growth and a broadening of perspective.

Ethics

The study of ethics often concerns what we ought to do and what it would be best to do. Ethicist attempts to answer such questions as:

What is good? What makes actions or people good?

What is right? What makes actions right?
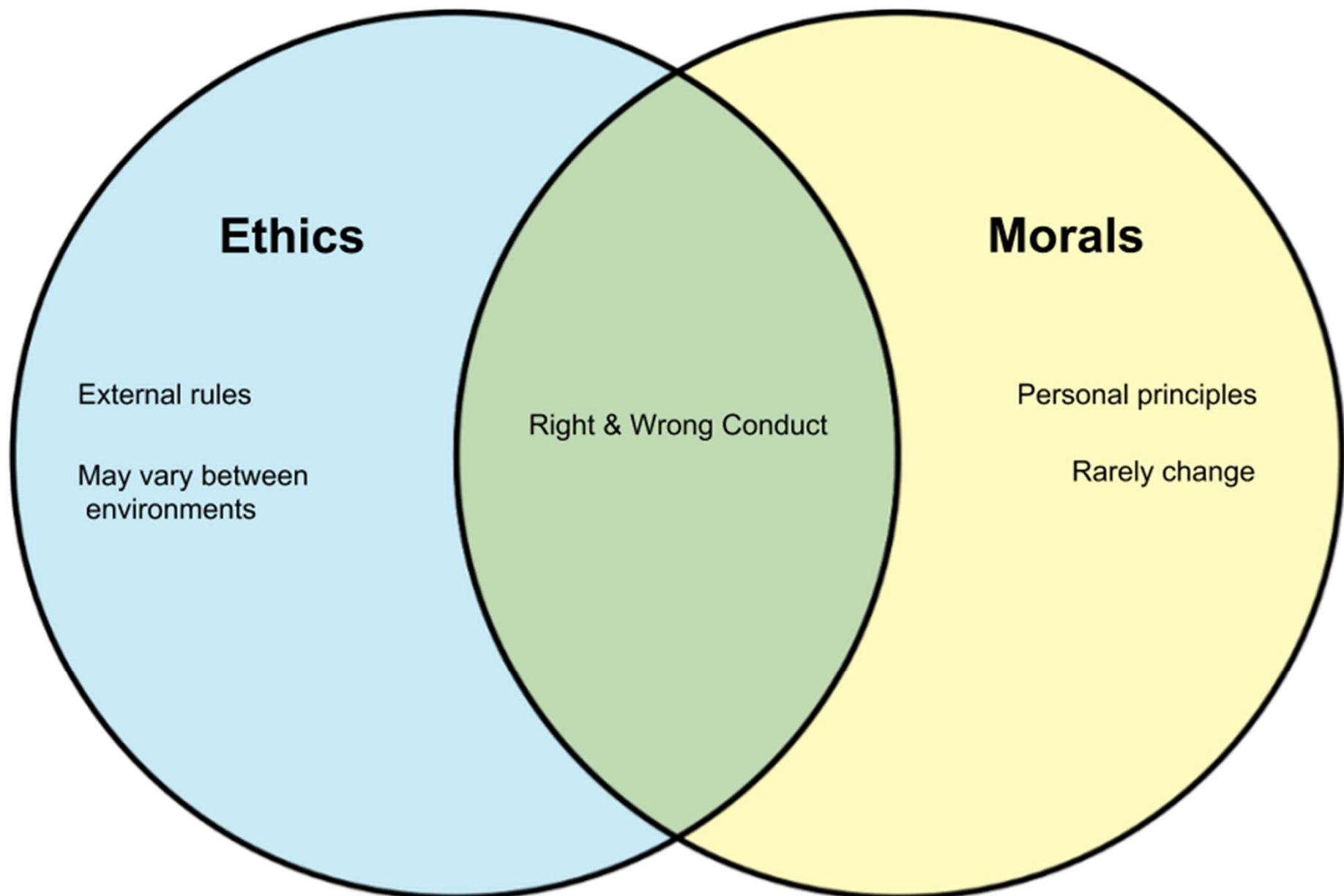
Is morality objective or subjective?

How should I treat others?
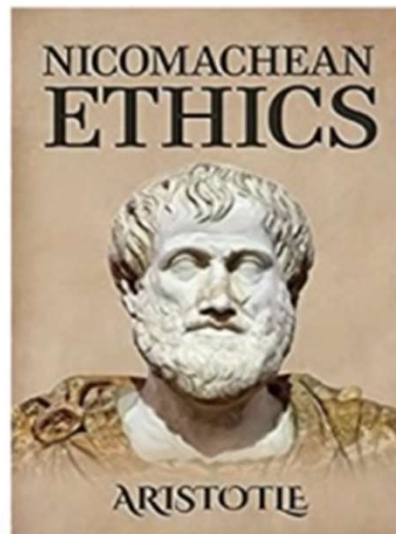
Research

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PUBLICATION ETHICS

Ethics

ETHICS

GREEK TRADITION

JUDEO-CHRISTIAN

"good life" happiness

NICOMACHEAN ETHICS

ARISTOTLE

righteousness before God; love of God and neighbor

"BEING HAPPY"

"DOING WHAT IS RIGHT"

A lawyer's **MORALS** may tell her that murder is reprehensible and that murderers should be punished, but her **ETHICS** as a professional lawyer, require her to defend her client to the best of her abilities, even if she knows that the client is guilty.

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WRONG RIGHT

Another example can be found in the medical field. In most parts of the world, a doctor may not euthanize a patient, even at the patient's request, as per **ethical** standards for health professionals. However, the same doctor may personally believe in a patient's right to die, as per the doctor's own **morality**.

Kevin Carter

Courtesy: https://rarehistoricalphotos.com/vulture-little-girl/

The vulture and the little girl, 1993. Original title: Struggling Girl.

Keller, B. (1994, July 28). Kevin Carter, a Pulitzer Winner For Sudan Photo, Is Dead at 33. Retrieved April 10, 2017, from http://www.nytimes.com/1994/07/29/world/kevin-carter-a-pulitzer-winner-for-sudan-photo-is-dead-at-33.html

Ethical Concerns About the Photograph:

➢ The photograph itself raises ethical questions. Some argue that Carter should have intervened to help the child rather than taking the photograph. Critics contend that his choice to capture the image while not providing immediate assistance was morally questionable.

➢ The desire to capture powerful and compelling images for global audiences can create ethical dilemmas, as journalists may feel torn between their professional duties and their moral obligations to assist those in distress

➢ The Vulture and the Little Girl" had a profound impact, drawing attention to the humanitarian crisis in Sudan. It led to increased awareness and contributions to relief efforts. In this sense, the photograph had a positive impact in raising awareness about a dire situation.

Ethics and **Morals** relate to "right" and "wrong" conduct. While they are sometimes used interchangeably, However, they are different:

Ethics refer to rules provided by an external source, e.g., codes of conduct in workplaces or principles in religions.

Morals refer to an individual's own principles regarding right and wrong.

Comparison Chart Ethics/Morals

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	Ethics	Morals
What are they?	The rules of conduct recognized in respect to a particular class of human actions or a particular group or culture.	Principles or habits with respect to right or wrong conduct. While morals also prescribe dos and don'ts, morality is ultimately a personal compass of right and wrong.
Where do they come from?	Social system - External	Individual – Internal
Why we do it?	Because society says it is the right thing to do.	Because we believe in something being right or wrong.
Flexibility	Ethics are dependent on others for definition. They tend to be consistent within a certain context, but can vary between contexts.	Usually consistent, although can change if an individual's beliefs change.
The "Gray"	A person strictly following Ethical Principles may not have any Morals at all. Likewise, one could violate Ethical Principles within a given system of rules in order to maintain Moral integrity.	A Moral Person although perhaps bound by a higher covenant, may choose to follow a code of ethics as it would apply to a system. "Make it fit"
Origin	Greek word "ethos" meaning "character"	Latin word "mos" meaning "custom"
Acceptability	Ethics are governed by professional and legal guidelines within a particular time and place	Morality transcends cultural norms

ETHICS, MORALS AND VALUES

Ethics https://youtu.be/4vWXpzlL7Mo

Morals https://youtu.be/0WxOGR6HKFs

Values: https://youtu.be/SCjYaatMJuY

The term 'ethics' usually refers to the moral principle and guiding conduct, which are held by a group or even a profession

(Wellington, 2015).

Examples

- If the son of a big politician has committed a crime and he uses his powers to free his son from legal consequences. Then this act is immoral because the politician is trying to save a culprit.

- A very close friend or relative of an interviewer comes for an interview and without asking a single question, he selects him. This act is unethical because the selection process must be transparent and unbiased.

- A grocer sells adulterated products to his customers to earn more profit. This act is neither moral nor ethical because he is cheating his customers and profession at the same time.

ETHICS

Moral judgment

- Moral judgment refers to the process of evaluating the rightness or wrongness of a specific action, behavior, or decision based on personal beliefs, cultural norms, ethical principles, and values.

- **Nature**: It is a cognitive and evaluative process where individuals make decisions about whether a particular act is morally acceptable or unacceptable. Moral judgment is specific to particular situations and actions.

- **Application**: Moral judgment is often applied on a case-by-case basis. It involves assessing the morality of specific actions or decisions and may vary depending on the circumstances and context.

Nature of Moral Judgment

- **Deontological Moral Judgment**: Lying is considered morally wrong because it violates the principle of honesty, irrespective of whether the lie produces a good or bad outcome.(Immanuel Kant)

- **Utilitarian Moral Judgment:** Utilitarian assessment, lying might be justified if it leads to a greater overall happiness by preventing harm. (John Stuart)

- **Virtue Ethics Moral Judgment**: An act of kindness may be morally judged positively because it demonstrates the virtue of compassion.

- **Cultural Relativism Moral Judgment:** The acceptance of practices like polygamy or arranged marriages can differ significantly between cultures.

- **Rights-Based Moral Judgment:** The judgment that it is morally wrong to discriminate against someone based on their race or gender is grounded in the idea that individuals have a fundamental right to equal treatment.

- **Religious Moral Judgment**: Ten Commandments in Christianity provide a framework for moral judgment in matters related to honesty, respect for authority, and treatment of others.

Activity

Suppose you are the Editor of Journal. Draft the **Ethical** (codes of publication) to publish the research paper in the at journal(Keeping in view the profit for Publication house, Quality of Research Work, and quantity of research papers).

Where does ethics come from?

Philosophers have several answers to this question:

1. God , religion and parents.

2. Human conscience and intuition

3. A rational moral cost-benefit analysis of actions and their effects

4. The example of good human beings

5. A desire for the best for people in each unique situation

Research Ethics

Research ethics refers to a wide variety of values, norms, and institutional arrangements that help constitute and regulate scientific activities.

Research ethics is a codification of scientific morality in practice.

Guidelines for research ethics specify the basic norms and values of the research community. They are based on general ethics of science, just as general ethics is based on the morality of society at large.

Research Ethics Characteristics

1. Norms that constitute good scientific practice, related to the quest for accurate, adequate and relevant knowledge (academic freedom, originality, openness, trustworthiness etc.)

2. Norms that regulate the research community (integrity, accountability, impartiality, criticism etc.)

3. The relationship to people who take part in the research (respect, human dignity, confidentiality, free and informed consent etc.)

4. The relationship to the rest of society (independence, conflicts of interest, social responsibility, dissemination of research etc.)

A) RESEARCH, SOCIETY AND ETHICS

1.Norms and values of research

Researchers are obliged to comply with recognized norms of research ethics.

2. Freedom of research

Both researchers and research institutions are responsible for preserving the freedom and independence of research, especially when the topic is controversial or when strategic or commercial considerations impose pressure and constraints on research.

3. Responsibility of research

Responsible research requires freedom from control and constraints, while trust in research requires the exercise of responsibility by both researchers and research institutions.

4. Responsibility of institutions

Research institutions must guarantee that research is good and responsible by preventing misconduct and promoting the guidelines for research ethics.

B) RESPECT FOR INDIVIDUALS

5. Human dignity

Researchers must base their work on a fundamental respect for human dignity

6. Privacy

Researchers must respect the participants' autonomy, integrity, freedom and right of co-determination.

7. Duty to inform

Researchers must provide participants with adequate information about the field of research, the purpose of the research, who has funded the project, who will receive access to the information, the intended use of the results, and the consequences of participation in the research project.

8 .Consent and obligation to notify

When a research project deals with personal data, researchers are obliged to inform the participants or subjects of research and to obtain their consent. The consent must be freely given, informed, and in an explicit form.

9. Confidentiality

Generally, researchers must process data acquired about personal matters confidentially. Personal data must normally be de-identified, while publication and dissemination of the research material must normally be anonymised. In certain situations, researchers must nonetheless balance confidentiality and the obligation to notify.

Research Ethics

10. Limited re-use

Identifiable personal data collected for a specific research purpose cannot automatically be used for other research.

11. Storage of personal data

Data related to identifiable individuals must be stored responsibly. Such data must not be stored any longer than what is necessary to achieve the objective for which it was collected.

12. Responsibility for avoiding harm

Researchers are responsible for ensuring that participants are not exposed to serious physical harm or other severe or unreasonable strain as result of the research.

13 . Respect for third parties

Researchers should consider and anticipate effects on third parties that are not directly included in the research.

14. Protection of children

Children and adolescents who take part in research are particularly entitled to protection.

15. Respect for privacy and family life

Researchers must respect individuals' privacy and family life. Participants are entitled to check whether confidential information about them is made available to others

16. Respect for the values and motives of others

Researchers must not ascribe irrational or unworthy motives to participants without providing convincing documentation and justification. Researchers must show respect for the values and views of research participants, not least when they differ from those generally accepted by society at large.

17. Respect for posthumous reputations

It is important to act with care when conducting research on deceased persons

C) RESPECT FOR GROUPS AND INSTITUTIONS

18. Respect for private interests

Researchers must respect the legitimate reasons that private companies, interest organisations etc. may have for not wanting information about themselves, their members or their plans to be published.

19. Respect for vulnerable groups

Researchers have a special responsibility to respect the interests of vulnerable groups throughout the entire research process.

20. Respect for public administration

 Public bodies should make themselves available for research into their activities.

21. Preservation of cultural monuments and remains

Researchers must respect the need to preserve all types of cultural monuments and remains

22. Research on other cultures

A particular requirement of research on other cultures is that there ought to be dialogue with representatives of the culture being studied.

23. Limits on cultural recognition

 Researchers must strike a balance between recognising cultural differences and recognising other fundamental values and general human rights

D) THE RESEARCH COMMUNITY

24. Co-authorship

Researchers must observe good publication practice, respect the contributions of other researchers, and observe recognised standards of authorship and cooperation.

25. Good citation practice

All researchers and students are obliged to follow good citation practice. This is a prerequisite for critical examination and important for enabling further research.

26.Plagiarism

Plagiarism is unacceptable and constitutes a serious breach of recognised norms of research ethics.

27.Scientific integrity

Both researchers and research institutions must promote norms for good scientific practice.

28. Data sharing

Research material should be made available to other researchers for secondary analysis and further use.

29.Impartiality

Both researchers and research institutions are obliged to report and consider possible conflicts of interest and of roles.

30. Relations with colleagues

Research should be conducted in compliance with norms of research ethics, for example with regard to openness, fairness and (self-criticism, thereby contributing to research cultures that promote good research.

31. The student-supervisor relationship

Supervisors are obliged to act in the students' best interests and not to take advantage of their dependence. This applies to academic results and personal matters

32. Responsibilities of supervisors and project managers

Supervisors and project managers must assume responsibility for the research ethics problems faced by students or project team members.

33. Transparency in research funding

Both researchers and commissioners have a duty to make it publicly known who is funding the research.

34. Right and duty to publish

Knowledge is a collective good, and as a general rule, all results should be published. This is also important to enable the results to be critically examined or re-used.
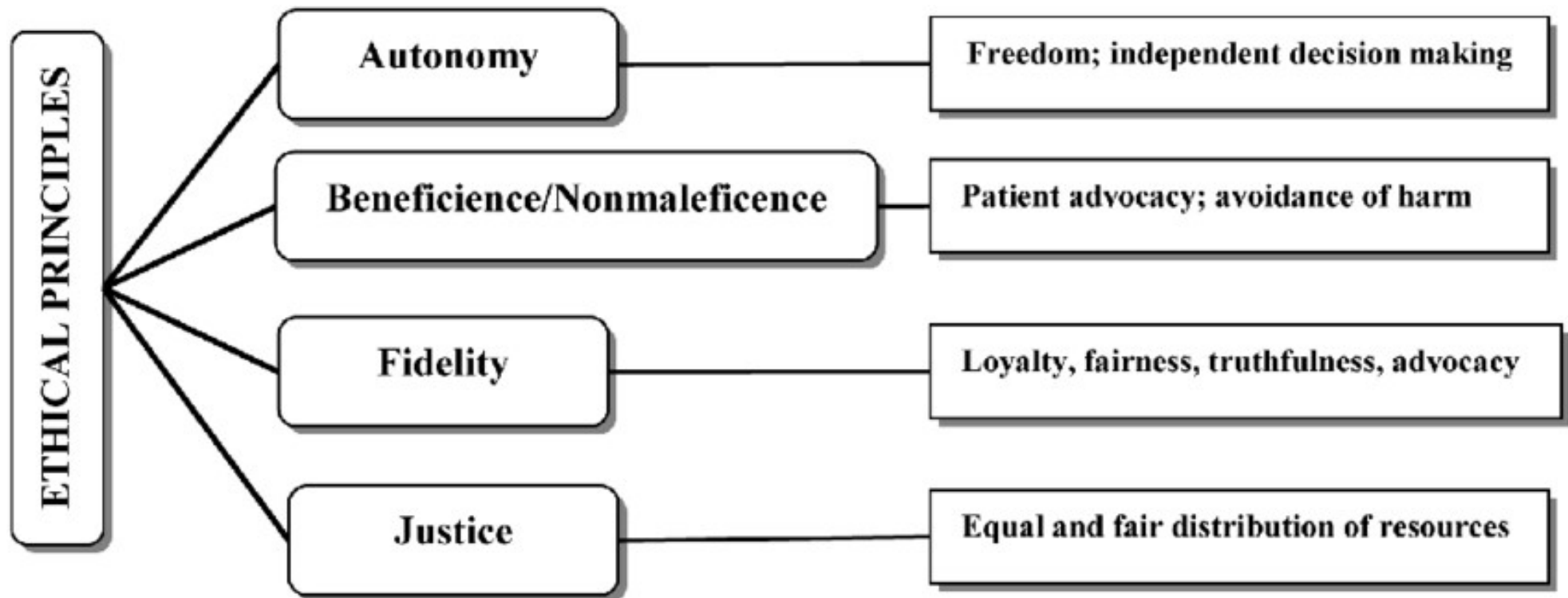
Most people say that it is the intellect which makes a great scientist. They are wrong: it is character.
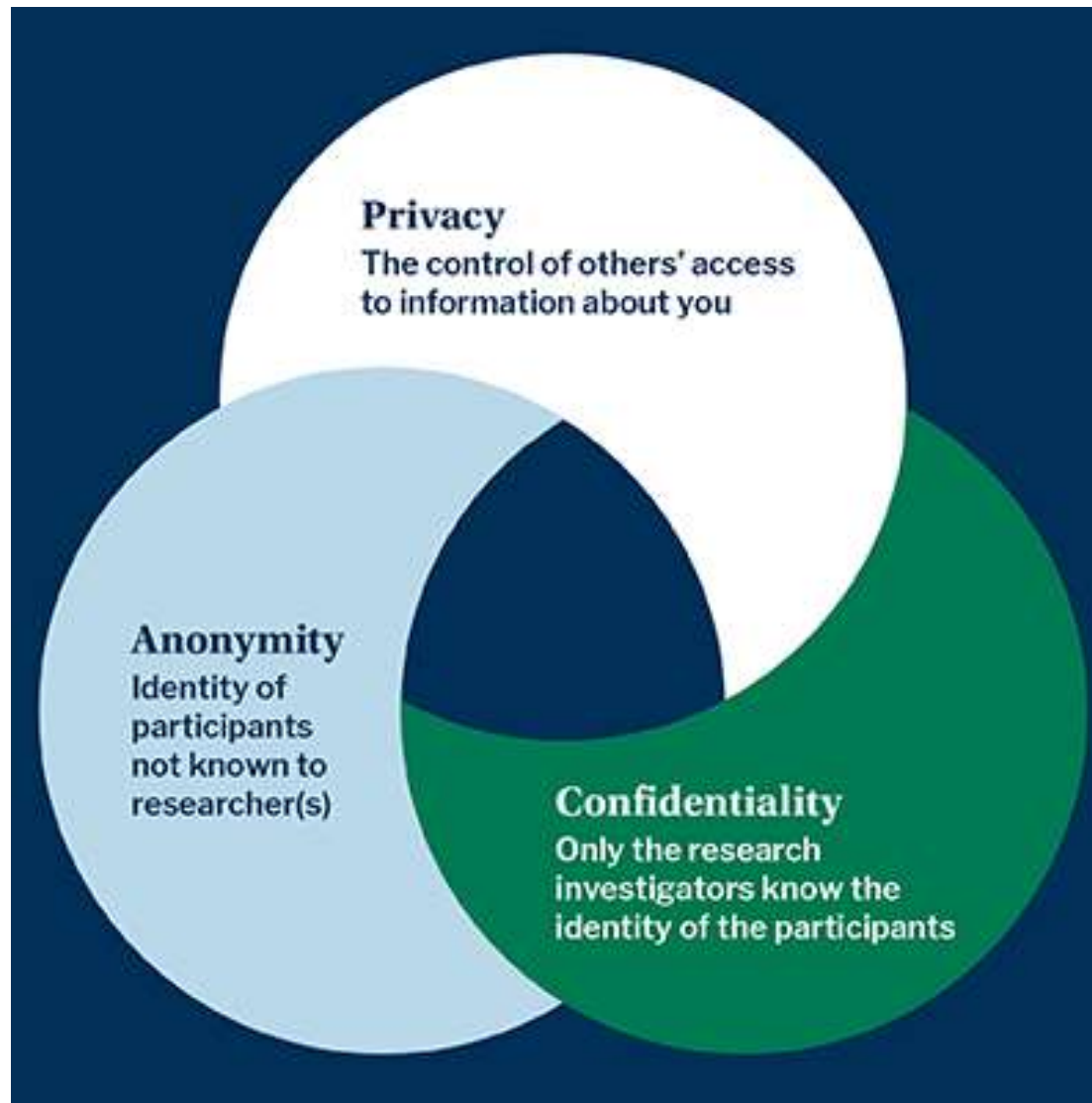
...Sir Albert Einstein

Ethics Guidelines

i.   Autonomy – i.e., respect for the autonomy of the individual and protection of persons with impaired or diminished autonomy by the provision of safeguards against harm and abuse. The duty of the researcher is both to recognise the research participants' capacities and perspectives and their right to make choices about whether or not they will take part in any research project. That person should also be treated so as to allow them to act in an autonomous way.

ii.   Non-maleficence – the researcher is under an obligation not to inflict harm or expose people to unnecessary risk as a result of the research project. This is particularly important when the research participants may have impaired or diminished autonomy.

iii.   Beneficence – the obligation to maximise benefits and minimise harm. This principle obliges the researcher to assist others to pursue their interests.

iv   Justice – the obligation to treat each person in accordance with what is morally right and proper. This principle is concerned with people receiving their due. Equality of opportunity is particularly important here, and is of particular importance when considering inclusion/exclusion criteria.

Ethics Guidelines

ETHICAL PRINCIPLES

Autonomy	—	Freedom; independent decision making
Beneficience/Nonmaleficence	—	Patient advocacy; avoidance of harm
Fidelity	—	Loyalty, fairness, truthfulness, advocacy
Justice	—	Equal and fair distribution of resources

http://www.nursingworld.org/MainMenuCategories/EthicsStandards/Resources/Ethics-Definitions.pdf.

- Veracity: i.e, truthfulness or absence of deception;

- Privacy: freedom from unwarranted public intrusion;

- Confidentiality: non-disclosure; and

- Fidelity: in research terms, accuracy in recording and reporting data. (**loyal and truthful in their relationships with others**)

https://www.endicott.edu/about/research-at-endicott/institutional-review-board-irb/what-is-the-difference-between-anonymity-and-confidentiality

- **Anonymity:** Providing anonymity of information collected from research participants means that either the project does not collect identifying information of individual persons (e.g., name, address, email address, etc.), or the project cannot link individual responses with participants' identities. A study should not collect identifying information of research participants unless it is essential to the study protocol. Anonymity cannot be guaranteed if any personally identifiable (PII) information will be collected.

- **Confidentiality:** Maintaining confidentiality of information collected from research participants means that only the investigator(s) can identify the responses of individual participants. Regardless, the researchers must make every effort to prevent anyone outside of the project from connecting individual subjects with their responses.