



COURSE DESCRIPTION

Research methodology in Philosophy; ethics and academic integrity

Academic year 2025-2026

1. Programme-related data

1.1. Higher Education Institution	Babeș-Bolyai University
1.2. Faculty	Faculty of History and Philosophy
1.3. Department	Doctoral School of History, Culture, Civilization
1.4. Field	History
1.5. Level of study	Doctoral
1.6. Degree programme / Qualification	Doctor of History (PhD) (Level 8 CNC/EQF)
1.7. Form of education	Full-time, Part-time

2. Course-related data

2.1. Course title	Research methodology in Philosophy; ethics and academic integrity			Course code	SDF11
2.2. Course coordinator	Prof. dr. Dan Eugen Rațiu				
2.3. Seminar coordinator	Prof. dr. Dan Eugen Rațiu				
2.4. Year of study		2.5. Semester		2.6. Type of assessment	Exam
2.7. Course status	Optional			2.8. Course type	Specialisation subject

3. Total estimated time (hours per semester of teaching activities)

3.1. Number of hours per week	3	of which: 3.2. course	2	3.3. seminar/ laboratory/ project	1
3.4. Total of hours in the curriculum	36	of which: 3.5. course	24	3.6. seminar/ laboratory	12
Time allocation for individual study (IS) and self-taught activities (ST)					hours
Learning from textbooks, course materials, bibliography, and notes (IS)					40
Additional research in the library, on subject-specific electronic platforms, and on-site					30
Preparing seminars/ laboratories/ projects, assignments, reports, portfolios, and essays					20
Tutoring (professional guidance)					10
Examinations					6
Other activities: two-way communication with the course coordinator					4
3.7. Total hours of individual study (IS) and self-taught activities (ST)				110	
3.8. Total hours per semester				160	
3.9. Number of credits				10	

4. Prerequisites (where applicable)

4.1. curriculum-related	None
4.2. skills-related	Level 7 CNC/EQF

5. Specific conditions (where applicable)

5.1. course-related	Mandatory attendance at 70% of the total number of class hours. Participation in the final evaluation is mandatory and is not conditional by the attendance.
5.2. seminar/laboratory-related	Participation in exercises and discussions at the seminar



6.1. Competencies resulting from the completion of the degree programme

Professional competencies	
Competency code	Competency
PC1	a) advanced knowledge in the field; b) the ability to identify, formulate and solve research problems in a creative manner; c) mastery of advanced research methods and techniques;
PC2	d) knowledge regarding the management of research projects; e) mastery of new research procedures and solutions;
PC3	f) skills in documenting and capitalizing on scientific works; g) ability to write scientific works and other academic materials at an advanced level, in a style appropriate to the field of study and in compliance with its specific rigors at national and international level;
PC4	h) understanding and ability to apply the principles and values of scientific research ethics in the field of study;
PC5	i) academic-level linguistic skills in internationally spoken languages necessary for documenting and developing scientific papers
Transversal competencies	
Competency code	Competency
TC1	a) written and oral communication skills in the field of science and culture; b) advanced linguistic skills in internationally spoken languages, including the ability to express and formulate ideas in multicultural and multilingual contexts;
TC2	d) interpersonal and teamwork skills; f) knowledge of career management, as well as the acquisition of techniques for searching for a job and creating jobs for others;
TC3	h) knowledge of critical thinking, including the ability to analyze, interpret or formulate reasoning in different contexts; i) knowledge of the use of legislation in the field of intellectual property rights

6.2. Learning outcomes relevant to the degree programme

Learning outcomes targeted by the subject		
Competency code	Knowledge and comprehension	Specific academic skills
PC1	1. The doctoral student demonstrates knowledge at the most advanced level in the field of study.	1. The doctoral student possesses and applies the most advanced and specialized skills and techniques, including the ability to synthesize and evaluate, necessary for solving critical research problems.
PC2	2. The doctoral student demonstrates advanced knowledge at the border between different socio-human fields.	2. The doctoral student possesses and applies innovation skills and for the expansion and redefinition of existing knowledge or professional practices in the socio-human fields.
TC1	1. (Responsibility and autonomy) The doctoral student demonstrates a high level of authority, innovation, autonomy, scientific and professional integrity.	1. (Responsibility and autonomy) The doctoral student demonstrates a sustained commitment to developing new ideas or processes at the forefront of a work or study situation, including research.

7. Subject-specific learning outcomes

Knowledge and comprehension
1. The doctoral student demonstrates knowledge at the most advanced level regarding research methods in the field, as well as those at the border between different fields of humanities and social sciences
2. The doctoral student demonstrates knowledge at the most advanced level regarding research project management
3. The doctoral student demonstrates advanced knowledge of academic writing and doctoral thesis writing
4. The doctoral student demonstrates advanced knowledge of ethics and academic integrity, as well as a high level of authority, innovation, autonomy, scientific and professional integrity



Specific academic skills

1. The doctoral student possesses and applies the most advanced and specialized research methods, including the ability to synthesize and evaluate, necessary for solving critical research problems.
2. The doctoral student possesses and applies advanced documentation skills and demonstrates the ability to write scientific papers and other academic materials at an advanced level, as well as to capitalize on them through publication
3. The doctoral student demonstrates a sustained commitment to developing new ideas at the forefront of a study situation, including doctoral research, as well as the ability to apply the principles and values of scientific research ethics in the field.

8. Contents

8.1. Course	Teaching and learning methods	Remarks ¹
I. RESEARCH METHODOLOGY		
1. DOCTORAL DISSERTATION/ PHD THESIS 1.1. What is and what is not a “doctoral thesis”? “Thesis defense” and/or “research report” 1.2. What is the purpose of the doctoral thesis? Who is it addressed to?	-interactive course with a basis of lecture and multimedia presentation -problematization -debate	
2. DOCTORAL RESEARCH PROJECT AND RESEARCH DESIGN 2.1. What is a doctoral research “project”? 2.2. What is “doctoral research”? Stages and methods specific to philosophy/humanities. Disciplinary and interdisciplinary approaches	-interactive course with a basis of lecture and multimedia presentation -problematization -debate	
2.3. Project report (year 1) and research reports (years 2-4) 2.4. Research impasse: how do we overcome it? Risk management; alternative solutions	-interactive course with a basis of lecture and multimedia presentation -problematization -debate	
3. STRUCTURE AND WRITING OF A DOCTORAL THESIS. ACADEMIC WRITING 3.1. How do we write a scientific communication, an article, a thesis chapter? 3.2. How do we structure and write a doctoral thesis? What are the "Introduction", the body of the work (how many chapters?), the "Conclusion"?	-interactive course with a basis of lecture and multimedia presentation -problematization -debate	
3.3. Size, coherence, style. International guidelines, UBB guidelines and the National Guide to Writing Doctoral Theses (CNATDCU)	-interactive course with a basis of lecture and multimedia presentation -problematization -debate	
4. SUBMISSION AND DEFENSE OF THE THESIS (THESIS DEFENCE) 4.1. Conditions for submitting the doctoral thesis: minimum national standards-CNATDCU. "Similarity Report". What is an "Abstract"? 4.2. What is the "defense" of the thesis?	-interactive course with a basis of lecture and multimedia presentation -problematization -debate	
II. ETHICS AND ACADEMIC INTEGRITY		
5. CORRECT CITATION VS. PLAGIARISM 5.1. Publication ethics. How do we cite correctly? About “similarities”. About “plagiarism” and “self-plagiarism”. Using one’s own publications (author/co-author)	-interactive course with a basis of lecture and multimedia presentation -problematization -debate	
6. DIMENSIONS OF ACADEMIC INTEGRITY 6.1. Research Ethics. Using AI in Research and Academic Writing 6.2. Other Dimensions of Academic Integrity. Legislation and Regulations	-interactive course with a basis of lecture and multimedia presentation -problematization -debate	
Bibliography - selection -Becker, Howard S. 2007. <i>Writing for social scientists. How to Start and Finish Your Thesis, Book, or Article</i> , Second edition, Chicago and London: University of Chicago Press -Becker, Howard S. 1998. <i>Trick of the Trade. How to think about your research while you’re doing it</i> , Chicago and London: University of Chicago Press		

¹ For example, organisational aspects, recommendations for students, specific aspects relating to the course/seminar, such as inviting experts in the field, etc.



- Chudnoff, Elijah 2007. „A Guide to Philosophical Writing.” Harvard University
https://hwpi.harvard.edu/files/hwp/files/philosophical_writing.pdf
- Dunleavy, Patrick 2003. *Authoring a PhD. How to plan, draft, write and finish a doctoral thesis or dissertation.* New York: Palgrave Macmillan.
- Hatos Adrian 2026. *Proiectul, raportul și articolul. Ghid pentru studenții de la toate nivelurile,* Oradea: Editura Universității din Oradea
- Plot, Bernadette 1986. *Ecrire une thèse ou un mémoire en sciences humaines,* Paris: Ed. Champion
- Russ, Jacqueline 1999. *Metodele în filosofie,* București: Ed. Univers Enciclopedic
- Socaciu, Emanuel, Vică Constantin, Mihailov Emilian, Gibeau Toni, Mureșan Valentin și Constantinescu Mihaela 2018. *Etică și integritate academică,* București: Editura Universității din București
- Șercan, Emilia 2017. *Deontologie academică: ghid practic,* București: Editura Universității din București
- Veyne, Paul 1999. *Cum se scrie istoria,* București: Ed. Meridiane
- *** „The PhD Thesis – short Guide”, University of Cambridge, Department of History and Philosophy of Science
<https://www.hps.cam.ac.uk/students/phd-guide/thesis>

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- Ghidul de elaborare și redactare a tezei de doctorat în domeniul Filosofie-SDF 2023
<https://hiphi.ubbcluj.ro/SDF/Regulament.html>
 - Ghid pentru combaterea plagiatului-SDF 2023
<https://hiphi.ubbcluj.ro/SDF/Regulament.html>
 - Inteligența artificială în scrierea academică - Punct de vedere al Consiliului Științific al Universității Babeș-Bolyai 2024
https://app.ubbcluj.ro/hotarari/uploads/2024/03/0-2024_03_25_HCA_3961_privind_recomandarile_de_utilizare_a_inteligenței_artificiale_in_scrierea_academica-1711441096.pdf
 - Regulamentul UBB de organizare și funcționare a studiilor universitare de doctorat_HS-116-2024
<https://doctorat.ubbcluj.ro/ro/reglementari-ale-universitatii-babes-bolyai/>
 - OME nr. 3020-2024 Regulamentul cadru pentru studii universitare de doctorat
<https://doctorat.ubbcluj.ro/ro/ordine-ale-ministrului-educatiei/>

8.2. Seminar/ laboratory	Teaching and learning methods	Remarks
I. RESEARCH METHODOLOGY DOCTORAL DISSERTATION/ PHD THESIS 1. Examples and exercises	-interactive seminar based on discussions / multimedia presentations -text commentary, debate -discussions based on examples	
DOCTORAL RESEARCH PROJECT AND RESEARCH DESIGN 2. Examples and exercises	-interactive seminar based on discussions / multimedia presentations -text commentary, debate -discussions based on examples	
STRUCTURE AND WRITING OF A DOCTORAL THESIS. ACADEMIC WRITING 3. Examples and exercises	-interactive seminar based on discussions / multimedia presentations -text commentary, debate -discussions based on examples	
SUBMISSION AND DEFENSE OF THE THESIS (THESIS DEFENCE) 4. Examples and exercises	-interactive seminar based on discussions / multimedia presentations -text commentary, debate -discussions based on examples	
II. ETHICS AND ACADEMIC INTEGRITY CORRECT CITATION VS. PLAGIARISM 5. Examples and exercises	-interactive seminar based on discussions / multimedia presentations -text commentary, debate -discussions based on examples	
DIMENSIONS OF ACADEMIC INTEGRITY 6. Examples and exercises	-interactive seminar based on discussions / multimedia presentations -text commentary, debate -discussions based on examples	
Bibliography See Course		



9. Evaluation

Type of activity	9.1 Evaluation criteria ²	9.2 Evaluation methods ³	9.3 Percentage in the final grade
9.4. Course	-the ability to problematize and operate adequately and creatively with philosophical concepts and advanced research methods	-Elaboration of a final theme with the application of advanced research and writing methods specific to philosophy	66% of the final grade
9.5. Seminar/ laboratory	-participation in exercises and debates; solving theoretical and practical problems	The evaluation will be done throughout the semester - oral examination	34% of the final grade
9.6 Minimum standard for passing			
<ul style="list-style-type: none"> • Planning and carrying out individual oral presentations at seminars: debate, commentary, exercises. • Elaboration of a final topic, of high complexity, which demonstrates knowledge of advanced research methods in philosophy and the principles of ethics and academic integrity. • Any appeal of the grade obtained in the final evaluation must be accompanied by a request from the student for a re-evaluation of the work. The result of this re-evaluation will be presented to the students within 2 days from the date of the appeal. 			

Date of entry:
June 2025

Signature of course coordinator

Prof. dr. Dan Eugen Rațiu

Signature of seminar coordinator

Prof. dr. Dan Eugen Rațiu

Date of approval:
July 2025

Signature of the Doctoral School

Prof. dr. Gelu Florea

² The evaluation criteria must directly reflect the learning outcomes targeted at the level of the degree programme respectively at the level of the subject. More specifically, the learning outcomes set out in the expected learning outcomes are assessed.

³ Both final evaluation methods and ongoing evaluation strategies should be established.