



University College Dublin
SCHOOL OF PHILOSOPHY

GRADUATE STUDIES HANDBOOK

2009/10

The MA in General Philosophy
The MA in Contemporary European Philosophy
The MA in Ancient Philosophy
The MA in Analytic Philosophy (Mind, Knowledge and Language)
The MA in Philosophy and Literature
The MA in Philosophy and Public Affairs

The MLitt programme
The PhD programme

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STAFF CONTACT DETAILS

2009-2010

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School Offices: Monday – Friday 9.30 – 5.00 (Lunch 1-2.30)

Important Dates for 2009-10

Teaching Begins	Monday 7 September
Welcome Meeting (formal)	Monday 7 September 12.00 a.m. D522
Welcome Meeting (informal)	Friday 11 September 3 pm D522
First research methods workshop (and thereafter for six weeks)	Wednesday 16 September 11 am D522
Module Registration deadline	Friday 18 September
First graduate Work-in-Progress seminar	Monday 21 September 5 pm
Trinity-UCD Graduate Philosophy Symposium on the <i>Protagoras</i>	Saturday 17 October Trinity College
MA students have chosen a thesis topic and been allocated to a supervisor	Friday 13 November
First Semester teaching ends	Friday 27 November
Final deadline for Semester One work (unless otherwise noted)	Thursday 17 December
Second Semester/ Teaching Begins	Monday 18 January
Symposium on Hate, with graduate Philosophy and English students from Trinity and UCD	Saturday 23 January
March Break	Saturday 6 March – Sunday 21 March
Dublin graduate philosophy conference	Saturday-Sunday 6-7 March
Eigse philosophy expedition	Tuesday-Friday 9-12 March
Research progress presentations – all graduate students	April onwards
Second Semester/Teaching ends	Friday 23 April
Final deadline for Semester Two work (unless otherwise noted)	Friday 30 April
Dissertation Submission	Friday 27 August
Fees Office Deadline	Monday 27 September

Some of the above dates are subject to change and students will be notified accordingly.

Lines of communication

Email: Please note that many important messages are sent out to students to your UCD-Connect e-mail. So please: check it regularly.

The School Office (D503) is open from 9.30 am to 1.00 pm and from 2.30 to 5.00 pm each day. The Graduate Administrator is Helen Kenny, e-mail: Helen.Kenny@ucd.ie, telephone 01-716-8186. Helen can help with an awful lot, so don't hesitate to contact her.

Change of address: It is important that the School has an up-to-date record of your address and phone number, so please remember to notify the office of any changes during the year.

Staff Office Hours: Each member of staff will be available for at least two hours a week to see any student. These hours are posted next to the School Office. You are encouraged to make use of this facility. However, you should note that staff availability is not limited to these times, and you are welcome to contact them by e-mail, either with a query or to arrange an ad hoc meeting.

The Graduate Co-ordinator is Dr. Christopher Cowley. Office D518.
E-mail: Christopher.cowley@ucd.ie. Telephone (and voicemail): 01-716-8228. Any academic problems that cannot be dealt with by the student's module lecturer or thesis supervisor should be addressed to Dr. Cowley. In addition, he is also responsible for the pastoral welfare of all UCD graduate students.

The Taught MA Programmes

Note: the following applies to all the taught MA programmes with the exception of the MA/MSc in Cognitive Science, which has its own handbook. For details of the extracurricular aspects of the MA programmes, see the section later in this Handbook on Extracurricular.

Modules and Assessment

The School offers six MA programmes. Every MA programme comprises six taught modules (altogether worth two thirds of the final mark) and a dissertation (worth one third). The dissertation is due on the last Friday in August.

A. Pure philosophy programmes:

- a **general** philosophy programme with modules covering the principal areas of contemporary philosophical research;
- a **contemporary European** philosophy programme with particular emphasis on phenomenology, hermeneutics and critical theory;
- an **analytic** philosophy programme in Mind, Language and Knowledge ('MLK').

B. Interdisciplinary programmes

- an **ancient** philosophy programme organised in conjunction with the School of Classics;
- a **philosophy and literature** programme ('Phil Lit'), combining modules from philosophy with modules from Literature schools;
- a **philosophy and public affairs** programme ('PPA'), combining modules from philosophy with modules from other schools in the College of Human Sciences.

Enrolment for Modules

As class numbers are restricted, students should register online as soon as they can. There is a 'change of mind' window in both Semester One and Semester Two for students to finalise their choices for each semester: it is the Friday of Week 2, (i.e. Friday 18 September and Friday 29 January). Whilst we would hope to have places available for all students to have their first six choices this cannot be guaranteed. Note that students enrolled on a particular MA programme will have priority in modules designated as 'core' to that programme.

In addition to modules chosen for assessment, students also have the opportunity to audit modules, subject to the module co-ordinator's permission. Enrolment is also required when auditing a module (via the Graduate Administrator). It should be noted that a level of commitment is expected from students who are auditing modules and it is not simply a matter of sitting in on an occasional seminar: i.e. most seminars should be attended, the requisite preparation must be done and, where requested by the lecturer, a presentation given. The auditing student is not, however, expected to submit course work.

Module selection

The descriptions of the modules are available later in this Handbook. A full-time student will normally complete three modules in the first semester and three in the second. Students in each programme should be aware of the restrictions on what they can choose. In addition, students enrolled in the interdisciplinary MAs are responsible for ensuring that (i) elective modules offered by other schools do not clash with philosophy modules, and that (ii) they have sufficient 'prior learning' to take a particular module.

A. Pure philosophy MA programmes

1. general: any six modules offered by the School of Philosophy;

2. contemporary European: the students must choose four modules from the list below, as well as any other two offered by the School of Philosophy:

Semester I	Semester II
PHIL40250 Merleau-Ponty PHIL40400 Kant and his Interpreters PHIL40410 Philosophy & Literature	PHIL40330 Critical Theory PHIL40440 Phil Reflect on Race PHIL40450 Phen. Of the Stranger PHIL40610 Religion & Society PHIL40360 Heidegger

3. analytic (MLK): students must take the following four modules, as well as any other two offered by the School of Philosophy:

Semester I	Semester II
PHIL40400 Kant and his Interpreters	PHIL40280 Reading Putnam PHIL40430 Emotions PHIL40620 Theories of Truth

B: Interdisciplinary MA programmes

4. ancient: students must take the following four modules, as well as any other two offered by the School of Philosophy. Note that there are different Greek language modules, depending on students' prior knowledge.

Semester I	Semester II
PHIL40260 Classical Theories of Mind GRC40120 Platonism in Late Antiquity	PHIL40000 Class. Political Theory (module code and title TBC) GRK10070 Greek language

5. philosophy and literature: (i) students must take the following core module:

Semester I
PHIL40410 Philosophy & Literature

(ii) They must then choose two of the following philosophy modules:

Semester I	Semester II
PHIL40250 Merleau-Ponty	PHIL40450 Phen. of the Stranger PHIL40430 Emotions

(iii) Finally, they must choose three of the following modules offered by other schools.

Semester I	Semester II
GER40040 Translation Theory FR40280 Critical approaches to Word GRC40180 The Writing of Warfare ENG40720 Concepts of Modernity ENG40940 Theory of Gender ENG40930 Gender & Text in History	FR40040 Structuralism ENG40950 Race, Sex & Nation ENG41190 Old Worlds ENG41140 Peripheral modernism

6. philosophy and public affairs: (i) students must take the following core module:

Semester I
PHIL40420 The Good Society

(ii) They must then choose two of the following philosophy modules:

Semester I	Semester II
PHIL40350 Law, Liberty & the State	PHIL40330 Critical Theory PHIL40610 Religion & Society PHIL40000 Class. Political Theory (module code and title TBC)

(iii) They must choose at least one of the following modules offered by other schools.

Semester I	Semester II
	POL40140 Int'l Political Theory POL40550 Citizenship EQU40050 Political equality

(iv) They must choose their two remaining modules from the following modules offered by other schools

Semester I	Semester II
POL40210 Human Rights POL40540 European Politics EQU40150 Discrimination Law EQU40200 Disability Issues SOC40390 Cultural theory and Analysis SOC40050 Sociological Theory	POL40140 Int'l Political Theory POL40550 Citizenship EQU40050 Political Equality POL40160 Public Policy POL40380 Ethnicity EQU40240 Human Rights Law

Submission of Course Work

Most modules will require the submission of one or two take-home essays. The first essay will be due at some point in the middle of the semester, and the second will be due after the last week of teaching. Each module has different submission deadlines, and students should note these carefully. Above all, Prof. Kearney's module has its own special deadlines.

If there is a single essay for the entire module, it will normally be of 4000 words. If there are two essays for the module, each will normally be 2000 words. The word count does not include footnotes or bibliography. There is a tolerance of 10% in the length of essays, so that an essay of 2000 words may be between 1800 and 2200 words. Students should only write more if they have the lecturer's permission – one reason for the word count is to force students to express themselves succinctly.

The following should be submitted on or before each submission deadline:

- one hard copy, with a completed and signed cover sheet, to be submitted to Helen Kenny in Newman D 503. The cover sheets are available from the School of Philosophy website, or from outside Helen Kenny's office
- one electronic copy to be submitted through Blackboard, the 'Assignment' section, where it will be automatically scanned by the anti-plagiarism software.

Students taking modules from schools other than Philosophy should be careful to follow their submission requirements.

Essay penalties:

Essays will be given a preliminary letter grade (see the assessment guidelines later in this Handbook). This letter grade may however be reduced by a certain number of grade points, i.e. a B- grade reduced by 2 grade points will result in a C. The following penalties apply:

- *Lateness* (written on the script as "Late"). Students should note the University policy on penalties for late submission: 2 grade points deducted for essays (*either* the printed version *or* the electronic version) submitted up to a week late; 4 grade points deducted for essays submitted between 1 and 2 weeks late. Any essays submitted more than 2 weeks late without approved extenuating circumstances may be awarded a zero ('NG').
- *Poor grammar, syntax and spelling* ("Gram"): up to 2 grade points off, unless there is a good reason for it.
- *Poor referencing* ("Ref"). Every mention of another person's ideas, as well as direct quotations, must be fully and properly referenced in one of the standard bibliographic conventions. We suggest that it is easiest to embed the page reference directly into the text (Smith p. 12), and then provide a full bibliography at the end of the essay. (See the essay guidelines later in this Handbook.)
- *Plagiarism* ("Plag"). The essays will be automatically scanned by the anti-plagiarism software, and any suspicious results will be personally inspected. If there is clear evidence that the essay plagiarises at least a substantial paragraph of argument without reference, the essay will receive an automatic ZERO, as if it had not been submitted at all. Note that efforts to change or insert a word here and there is not enough to make the sentence "your own". For further information, please see the UCD library's webpage on plagiarism: http://www.ucd.ie/library/students/information_skills/plagiari.html and the University's Plagiarism Policy and Procedures statement: http://www.ucd.ie/registrar/documents/plagiarism_policy_and_procedures.pdf
More serious cases of plagiarism will be referred to the Registrar.

Requests for extensions to deadlines should normally be made to the module co-ordinator in advance. Normally the *only* good reasons for granting an extension will be serious illness (in which case a medical certificate will be required) or a family bereavement. Please note that technical problems (computer troubles, forgotten disks) do *not* constitute a good enough excuse for an extension.

If students are unhappy with the mark they receive for a paper, they should first discuss it with the lecturer in question. If they are still unhappy, they should contact the Graduate Co-ordinator (Christopher Cowley), who will arrange for another member of staff to read the paper. Finally, there is also a formal route available (see Assessment Appeals Office www.ucd.ie/appeals).

Language modules

Students have the opportunity to take two French or German language modules in lieu of one elective philosophy module, and the School of Philosophy strongly supports this option. The modules are offered by the School of Languages & Literatures, and will be available through online registration. The modules are graduate level and aimed at students interested in all aspects of the particular language and culture; they aim to provide learners with a sound reading competence in the language with a view to eventual scholarly work in the designated language. (Note that both modules have to be in the same language, and taken over two semesters.)

Note that students enrolled in the MA in Philosophy and Literature, or the MA in Philosophy and Public Affairs are not eligible to take language modules in lieu of any of their required six modules. However, they may take them as additional modules and the School of Philosophy would encourage it.

MA Dissertation

In addition to module assessments all MA students are required to submit a dissertation of 12-15,000 words by the last Friday of August. The dissertation is worth one third of the final degree mark.

We encourage students to start thinking about possible dissertation topics and supervisors right from the start of the academic year. They should start approaching their peers and their lecturers about possible ideas, and should make regular use of keyword searches in the philosophy encyclopaedias (Routledge, Stanford) to explore the different debates and names in particular topic areas. Perhaps the easiest way to find a topic and a supervisor is to take an essay written for an autumn MA module and develop it. Note that (i) some lecturers might not be in a position to take on new supervisees because of their existing supervisory commitments, and so students should be prepared to ask around; and that (ii) some topics might not fit with the expertise or interests of the School staff, so students should be prepared to compromise.

Students are welcome to visit the Graduate Co-ordinator (Christopher Cowley) at any time to discuss possible topics and supervisors.

In order to encourage students to begin their thinking early, we are setting a deadline of Friday 13 November, by which date all students will have submitted a one-page summary of their chosen topic to Helen Kenny.

The summary will comprise the following:

- name of the student
- name of the supervisor (if they have agreed)
- working title of the dissertation
- a 200-word abstract
- a bibliography of the main articles and books you propose to consult

If a student has still not found a supervisor by that date, then the Graduate Co-ordinator will attempt to find one for them. There may be some elements of negotiation required from both the student and the potential supervisor before a compromise is reached.

Note: some students worry that this is much too early in the year to make these decisions, and they are not at all sure what they want to do. It is important to note that both the topic and the

supervisor can be changed at a later date. However, any change of topic will have to be approved by the supervisor, and any change of supervisor will depend on another supervisor having the necessary expertise and capacity to take on the student and their new proposed topic. Changing one's mind is a natural part of the whole process, and that is one reason why we want students to begin the process early on. In addition, if the student does change their mind and things go wrong, it means the student has at least one viable topic that they can fall back on.

The role of the supervisor is one of guidance and it must be understood from the outset that the topic, structure and actual writing of the dissertation are exclusively the responsibility of the student. It is up to the student to take the initiative in contacting the supervisor whenever he or she needs assistance, while bearing in mind that the supervisor has many other duties. Furthermore, supervisors will only have limited availability over the summer period and students are encouraged to be well advanced with dissertation preparation by the end of May. Indeed, it is easily possible, with enough organisation and planning, to submit one's dissertation by the end of June (although the student should not compromise the academic quality of the piece in order to "get it over with").

The student has a right to three meetings with the supervisor, the first of which should be before the Christmas break, when the supervisor will draw up some reading suggestions for the break. In addition, each student will be required to attend a formal Research Progress Meeting in April/May with their supervisor and one other member of staff. Prior to that meeting, students should submit both an annotated Table of Contents of the entire thesis, together with a section of writing of at least 2000 words. The purpose of the meeting is to promote discussion of ongoing research with the School and to facilitate timely completion of dissertations. Note: *these meetings will not contribute to the overall grading of the Masters degree.*

By Friday 28 August (or earlier), two soft-bound or hard-bound copies of the dissertation are to be submitted directly to the Graduate Administrator. Guidelines on the presentation of dissertations are at the back of this booklet. The dissertation will then be assessed by the supervisor and a second reader.

Miscellaneous

Conversion to a Graduate Diploma

A Graduate Diploma in Philosophy can be achieved by successfully completing six graduate modules, with no dissertation component. This means that a student can enrol on the MA and then discover half-way through the year that they are no longer interested in writing the dissertation. The student can then apply to transfer to a Diploma, and their studies will end with the completion of their Semester Two module assessments. Any student who is considering transferring to the Graduate Diploma programme should first come and discuss the matter with the Graduate Co-ordinator.

Pastoral care

The Graduate Co-ordinator (Christopher Cowley) is responsible for the well-being of all graduate students. He will be available to offer help and advice about choosing modules, choosing an MA dissertation topic, and future career options. He is also available to discuss personal and social problems, and to inform students about other opportunities on campus. Naturally, once the student has a thesis supervisor, they may find that this person can also provide many of these functions, but the Graduate Co-ordinator remains available. The best way to contact him will be by e-mail, or by coming along to his weekly office hours. Ad hoc meetings can also be arranged by e-mail. We would like to stress the importance of staying in contact: with module lecturers, the thesis supervisor, the Graduate Administrator, or the Graduate Co-ordinator. Whatever academic or personal problems a student encounters will be much easier to deal with and to make allowance for if we know about them as soon as possible.

For more serious personal problems, students might wish to contact the Student Health Centre (<http://www.ucd.ie/stuhealth/>), which includes a counselling service. There is also Niteline (<http://www.ucd.ie/niteline/>) at 1800 793 793 (a confidential and anonymous listening service that is run by and for students).

Applications to a PhD programme

During the year, some MA students may start thinking about applying to a PhD programme for the following academic year, whether at UCD or elsewhere. Students should be careful to note the deadlines for application, both to universities and funding bodies, as these can be as early as December. UCD's own deadline is May 1. With these deadlines in mind, students are advised to start work on their applications as soon as possible during the school year. They have to seek all relevant information and advice, to prepare a research proposal, to secure the consent of members of UCD staff to act as referees. If possible they should also contact potential supervisors at the institution in question, since this will greatly help with admission and scholarship applications.

Students may find that it makes sense to wait a year between the MA and the PhD. That will allow time to complete the MA modules and to write a really good dissertation without distraction. There will be more time available for the application process, and for saving up money. Finally, a good MA dissertation can then be mentioned in the PhD application, both in terms of its grade and its content.

Students should not hesitate to ask the Graduate Co-ordinator or any other UCD philosophy staff members for their advice not only in applying to another university but also in compiling the research proposal.

Research Degrees

N.B. The following is mainly about the PhD programme, but MLitt students should also read this section.

For the first time this year, the Department of Philosophy of Trinity College Dublin and the School of Philosophy of University College Dublin are combining some elements of their respective doctoral programmes. Formally the two institutions remain separate: each student will be registered in and graduate from only one institution, the one where his or her supervisor is based. But the doctoral programme involves a first year of coursework at *both* institutions, as explained below. Most of the informal activities will involve students from both institutions as if they were one group.

More generally, the PhD research degree is a remarkable opportunity for prolonged and intense study into a fascinating topic. It is a long and frustrating and often lonely process, but ultimately very rewarding. The UCD School of Philosophy cultivates a thriving graduate community to support its PhD students during the process. This section of the Handbook will describe some of the rules and procedures covering the academic side of the PhD process. The subsequent section will describe some of the extracurricular (academic and social) activities available for graduate students, both within and without the School.

The PhD programme is divided into Stage I and Stage II. Students begin the programme under Stage I status, during which they must complete the taught component and prepare for the 'Transfer' to Stage II. The Transfer normally takes place between the end of the first year and the end of the second year of studies.

First year: the taught component

In their first year of study all PhD and MLitt students must successfully complete 30 credits worth of graduate modules. Under the new doctoral programme arrangement with Trinity College Dublin, at least one and no more than two of the modules must be selected from those offered by the Trinity Department of Philosophy (see the details later in this Handbook). The remaining modules must be selected from any graduate modules offered in UCD, subject to the supervisor's approval. The UCD School of Philosophy offers more than a dozen MA modules, any of which may be taken, and each is worth 7.5 credits. (Thus, four modules would amount to the required 30 credits.) Note that graduate modules offered by other schools may be worth different credit amounts.

After choosing their modules, students need to complete the required registration form, get it signed by their supervisor, and submit it to the Graduate Administrator. Students must complete all the assessment for these modules, and obtain at least a mark of C. Obtaining a lower mark may jeopardise the process of transferring to Stage II PhD status. Note, however, that the grades will *not* form part of the calculations for the MLitt/PhD award.

In the event of module oversubscription MA students will be given priority over MLitt and PhD students.

Supervision

Responsibilities of the MLitt/PhD supervisor include: offering guidance in determining the thesis topic and relevant literature; establishing a framework for supervision in the form of regular meetings with the supervisee; advising the supervisee on matters of scholarly presentation and other formal requirements relating to research; giving punctual and adequate feedback on any work submitted. Beyond this, graduate students will be encouraged to participate in course and seminar discussions, to attend academic conferences, to apply for research funding and, in the latter stages of research, to submit sections of their research to suitable refereed journals.

The responsibilities of the MLitt/ PhD student include: meeting regularly and as arranged with the supervisor; completing assignments punctually and adequately; regularly attending seminars and contributing to discussion where appropriate; submitting work in good faith as sole author. Importantly, the MLitt/PhD student has to see him or herself as driving the project – they should not wait passively for advice and guidance from the supervisor. The more the student prepares for the supervisory meeting, for example, the more the student will get out of it.

Over and above these responsibilities it is hoped that graduate students will take advantage of opportunities to present their own research either within or beyond UCD and also to publish their work either as journal articles or a final book-length publication. Though in each case one staff member will be principally responsible for supervision, students are encouraged to discuss aspects of their work with other lecturers with different areas of specialisation and competence.

New PhD students are assigned a primary supervisor. After the successful transfer to Stage II, the student will be allocated to a Doctoral Studies Panel, chaired by the supervisor. The Panel will include two other members of staff from the UCD School of Philosophy, the Trinity Department of Philosophy, and occasionally from another school within UCD, if relevant to the content of the student's research.

Note: if students need to be absent from Dublin for an extended period for academic or personal reasons, they must inform their supervisor in good time and obtain permission for absence from the University: please see the Graduate Administrator for details of when and how to do this.

The transfer to Stage II PhD status

The transfer to Stage II (sometimes called the 'upgrade') can take place as early as March in the first year, or any time thereafter until the end of year 2. It will be up to the supervisor and the student to determine the best date to apply for the transfer: it is better to compile a really solid application package and go through cleanly than to apply with a weak application earlier and be rejected. The transfer application package must comprise at least the following elements:

- A 500-word abstract of the main argument.
- A detailed Table of Contents of the entire thesis, with clear titles for chapters, sections and sub-sections. If the section and sub-section titles are not sufficiently detailed, the student would be advised to include a 100-word summary of what each section or sub-section is supposed to achieve.
- Approximate word counts should be appended to each chapter and section, such that the total word count comes to 90-100,000 words.
- Two or three chapters, to a total word count of at least 20,000 words, i.e. just under a quarter of the final thesis. (Note: these chapters do not need to be the *first* two or three chapters. But they should have a clear place within the overall structure of the dissertation, as given by the Table of Contents.)
- A Bibliography, divided into two sections: (i) approximately ten books or articles with which the student plans to work most closely, (ii) approximately twenty books or articles which the student plans to consult at some point.
- A realistic work plan, with a rough description of what the Student plans to achieve by which date over the four years of enrolment on the PhD programme. (This work plan will not be binding, but it will demonstrate that the student has a sense of the longer term, rather than just working on one chapter at a time.) It is very important to establish a regular work regime in the first year.

The transfer application package will be assessed by the Graduate Studies Committee, in consultation with the supervisor, and the student will be notified accordingly. Once the transfer is approved, the student will have until the end of their fourth year (i.e. from their first enrolment as a Phase I student) to complete and submit the dissertation. If the transfer application is rejected, a detailed report will be issued to the student. This report will help the student to prepare for later

reapplication. It is important to note that this does not take the place of the annual Research Progress Meeting discussed below.

If the student comes to the end of their second year of enrolment and has still not been successfully transferred to Stage II, a final decision will be made about their status by the Graduate Studies Committee in consultation with the student's supervisor. The most likely outcome will be an offer to the student to transfer into an MLitt programme. At that point they will be given one more academic year to submit their dissertation (i.e. so that by the time of submission they will have been enrolled for three years in total). PhD students may also apply to transfer to the MLitt programme if they lose interest in the PhD half-way through.

Normally, the MLitt programme involves a dissertation of 40-60,000 words and lasts 2-3 years. It is also available as a separate research degree, even to students who only have a BA. Normally, however, we would recommend that a student first take an MA and then enrol in the MLitt.

Research Progress

After a general work plan has been formulated, the student will meet regularly with the supervisor for discussion and progress reports. Bearing in mind the time limits for finishing an MLitt or PhD degree, it is essential to circumscribe both the topic and research literature early on, and to keep sight of how much there remains to do. Research naturally develops in unforeseen ways but it is the responsibility of student and supervisor alike to maintain a clear guiding thread throughout all stages of development. Regular meetings with the supervisor along with setting and keeping strict deadlines are the only means of achieving good research results within a reasonable timeframe (a never-ending thesis is known to produce severe nervous disorders in all affected parties!).

In addition to meetings with the supervisor or ad hoc meetings with other members of the doctoral studies panel, students will be invited for formal research progress meeting once a year. These will be held with the supervisor and another member of staff, and will involve assessment of and feedback on the student's progress to date. Students will also benefit from being required to prepare thoroughly for the discussions at these meetings. Note that these meetings will not contribute to the overall grading of the degree.

Students will also be required to complete a Research and Professional Development Plan (RPDP). Research and professional development planning is an integral part of the Structured PhD programme at UCD. The purpose of such planning is to ensure that student work is clearly focused on achieving your research and professional development goals. This will play a part in informing the trajectory of the PhD research and in the student's training and development as a researcher. The plan will also be a useful resource when it comes to writing up and it will help to develop key skills which will be invaluable for both current research and future career prospects. To assist students in this, a series of guidelines on preparing research and professional development plan, tailored to the needs of each discipline, have been developed. These plans will also be considered during the transfer process.

Submission of theses

It is inadvisable for students to submit a dissertation without the explicit consent of their supervisors. If supervision has been effective then the supervisor should be well acquainted with the nature and standard of the supervisee's research long before the final draft is submitted. At least three months before final submission the supervisor will have arranged for an external examiner to assess the dissertation. It is in the student's own interest to respect any advice given by the supervisor on whether a dissertation is ready to be submitted or not. All dissertations must be submitted directly to the Student Desk by the student. In the case of the doctoral dissertation a date for an oral defence (or *viva voce* examination, or just 'viva') will be set for some point after the initial appraisal. At the end of this examination the candidate will be informed of the outcome.

MLitt: The Fees Office submission date for major theses is normally in late September. Students must be registered and have paid the appropriate fees to submit. Three hard-bound copies of the thesis should be submitted directly to the Student Desk by the specified date.

PhD: The Fees Office submission date for major theses is normally in late September. Students must be registered and have paid the appropriate fees to submit. Students should be aware, however, that there are only two graduate conferring ceremonies during the year (usually in December and April, but these dates are subject to change). The candidate must submit three copies of the thesis directly to the Student Desk. The theses must be accompanied by the following:

- a form (available from the Student Desk or online at www.ucd.ie/registry/assessment) signed by the supervisor stating that the thesis has been prepared for examination under his/her supervision
- an examination fee (the Assessment Office will confirm the amount payable)
- a summary (not exceeding 300 words) of the content of the thesis

The thesis copies submitted for examination may be soft or hard-bound but where soft-bound it should be noted that the degree cannot be awarded until a hard-bound copy is eventually submitted. The final copy must also be submitted to the Student Desk and accompanied by a letter from the supervisor confirming that any amendments required have been satisfactorily made.

Students should obtain a copy of UCD's *PhD Regulations and Guidelines* from the Graduate Administrator, or from the web:

http://www.ucd.ie/registry/academicpolicy/phd_regs.pdf

Funding Possibilities

Graduate research can bring with it considerable financial pressures. Many students have to continue earning a wage through their studies, and although this may seem unproblematic in the early stages of research, students should bear in mind that the final 'write up' phase requires more or less exclusive concentration on research.

Some financial awards are available through open competition for any research programme of at least two years' duration from the IRCHSS (www.irchss.ie). Please note that the application deadlines can be as early as December. Non-Irish nationals may still apply for this funding, though length of residence in Ireland may be a precondition of eligibility. The Humanities Institute of Ireland (<http://www.ucd.ie/hii/>) also funds PhD dissertations on special topics. The National University of Ireland awards a certain number of travelling scholarships every, but only to NUI graduates (<http://www.nui.ie/awards/postgraduates.asp>)

Higher Education Grants are available from most local government authorities in Ireland to help pay fees. These are usually means-tested and subject to residency. Please contact your local authority for more information.

Graduate Modules on offer for 2009/10

1. UCD School of Philosophy modules

Semester I

PHIL40250 Merleau-Ponty (Mooney)

Mondays 2-4

This module comprises a close reading of *Phenomenology of Perception*. It begins with Merleau-Ponty's critique of objectivism as found in the empiricist and intellectualist approaches to perception. His proposed alternative will then be considered. Topics covered here will include the perceptual field, the living body as subject, motor-intentionality, perceptual synthesis and the character of freedom.

PHIL40260 Classical Theories of Mind (Crowley)

Wednesdays 2-4

In these seminars our concern is the concept of mind in Classical, or Ancient, and in particular Ancient Greek, Philosophy. In general what we shall be interested in is the way Ancient Greek philosophers approach and deal with a number of issues that may be broadly construed as constituting 'mental' functions and capacities, for instance, perceiving, imagining, remembering, reasoning, knowing, acting, feeling, and desiring. The Ancients tend to relate these functions and capacities to the 'soul', or psyche, which is a broader notion than that of the 'mind'. Thus, for instance, Ancient discussions of the psyche often carry an ethical import, whereas modern philosophy of mind tends to remain within a metaphysical and epistemological framework. Nevertheless these seminars may be of use and profit not only to those interested in Ancient Philosophy but also to those whose interests lie in modern philosophy of mind. Our approach will be thematic: for each topic we shall be reading texts extracted from across the spectrum of Ancient Philosophy, from the Presocratics through to the Neoplatonists.

PHIL40350 Law, Liberty & the State (Casey)

Tuesdays 2-4

This module examines the interdependency of three related notions: law, liberty and the method of political organisation known as the state. The possibility of polycentric legal orders will be examined, together with the contention that the state is a bulwark against disorder and a necessary condition of genuine freedom. Harold Berman's "Law and Revolution" is required reading and should be available from the College Bookshop. Murray Rothbard's "The Ethics of Liberty" is also required reading and will be made available on Blackboard, together with a significant amount of other material.

PHIL40400 Kant and his Interpreters (O'Shea)

Thursdays 11-1

For 2009-10 this module will examine Kant's *Critique of Pure Reason* by means of twelve seminars, each focusing on some important 20th or 21st century interpretation of each aspect of Kant's First Critique. Conveniently, the twelve essays by Kant's interpreters we shall be using this year will be the twelve chapters contained in Patricia Kitcher's edited volume, *Kant's Critique of Pure Reason: Critical Essays* (Rowman & Littlefield Publishers, 1998). Topics cover the entire range of Kant's Critique: space and time, disputes concerning transcendental idealism (Strawson vs. Allison), the self and the deduction, the analogies, the paralogisms and antinomies, God and freedom. These well-known interpreters include: Philip Kitcher, Patricia Kitcher, Henry Allison, Peter Strawson, Allen Wood, Lorne Falkenstein, Charles Parsons, Karl Ameriks, Lewis White Beck, and Paul Guyer. The lecturer will also make available drafts of chapters of his new introduction to Kant's Critique of Pure Reason, in progress.

PHIL40410 Philosophy & Literature (Cohen)

Thursdays 2-4

The relationship between Philosophy and Literature will be here examined firstly in a historical genealogy. We will thus begin our interpretation of this rapport with Plato and elaborate its transformation through the philosophical epochs of Modernity, of German Idealism, of early and contemporary Existentialism and Deconstruction. Our reflection will thus attempt to reveal in which manner and according to which modality the rapport between Philosophy and Literature has been thought in the history of Western thought. We will examine hermeneutically the possibilities of reading the relation between Philosophy and Literature through the works of both philosophers and writers.

PHIL40420 The Good Society (Cooke and Fahey)

Wednesdays 11-1

The course considers the good society from the often diverging viewpoints of critical social theory and of empirical social science and policy making. It will consist in part of a conversation between Professor Maeve Cooke, based on her book *Re-Presenting the Good Society* (MIT Press, 2006) and Professor Tony Fahey, based on his books *The Best of Times? The Social Impact of the Celtic Tiger in Ireland* (with H. Russell and C.T. Whelan, Institute of Public Administration/ Springer, 2007/2008) and *Living Conditions and Quality of Life in the Enlarged EU* (with J. Alber and C. Saraceno, Routledge, 2007). Participants will join in the conversation from week to week and will select particular themes on which they will make their own contributions. The course will start with a brief introduction to the concept of critical social theory, to the current self-understanding of empirical social science and its approach to concepts of quality of life and social progress. It will then explore issues such as the role of reason and imagination in social theory and policy making, the function of information gathering and measurement, the place of social explanation, the possibility of faulty perceptions of needs and the gap between theory and practice.

GRC40120 Platonism in Late Antiquity (Smith)

Timeslot TBC

This module provides an insight into Neoplatonism through the work of Plotinus which will be read in translation. Students will study the main ideas through a close and detailed reading of selections and individual treatises.

On completion of this module students will be able to:

- demonstrate an overall comprehension of the system of Plotinus.
- read, interpret and comment on texts from the Enneads.
- evaluate different interpretations of the text and of the philosophical arguments and positions adopted by Plotinus.

Semester II

PHIL40000 Readings in Classical Political Theory (module code and title TBC)

Timeslot TBC

In this course we will study one of the most important texts in Greek philosophy, Aristotle's *Politics*. It is important for two reasons. On one hand, the *Politics* is the culmination of Aristotle's thought: after having established, in the *Nicomachean Ethics*, what the good for the human being is, Aristotle now turns to the question of what social arrangements are best suited to bring about that good. On the other hand, the *Politics* is one of the most influential texts in the history of political thought. Many central issues in political philosophy, including some that still concern us today, first appear here. Topics to be covered in this course could include the human being's nature as a political animal, the distinction between the public and the private, the exclusion of women from politics, the justification of slavery, Aristotle's criticism of Plato's *Republic*, the principles of oligarchy and democracy, the problem of political stability and the importance of civic education, among others. We will address these topics principally through close readings of the text and some of the secondary literature on it. Where appropriate we may consult selected passages from other classical texts, such as the *Nicomachean Ethics* and Plato's *Republic*.

PHIL40280 Reading Putnam (Baghramian)

Tuesdays 11-1

This module examines the seminal contributions of contemporary American philosopher, Hilary Putnam, to recent trends in philosophy of mind, language and neo-pragmatism. The course will focus on key texts by Putnam that have shaped externalist theories of meaning, functionalist theories of mind, and neo-pragmatist approaches to truth and norms. The course will be divided into three sections.

- We shall examine Putnam's arguments against the prevailing theories of mind and language in the 1960's.
- Assess Putnam's role in establishing a new paradigm in philosophy of mind and philosophy of language.
- Finally, we shall examine Putnam's rejection of the very paradigms he helped to establish and his espousal of a neo-pragmatist approach.

PHIL40330 Critical Theory (O'Connor)

Thursdays 11-1

This module studies the classic texts of Critical Theory. Starting with Marx and Lukács and continuing through Adorno, Marcuse and Habermas it concludes with a consideration of the most recent contributions by Axel Honneth. The range of topics covered will include: alienation, reification, commodity fetishism, dialectics, and recognition. The possibility and prospects of critical theory will be a central consideration.

PHIL40430 Philosophy of the Emotions (Stout)

Wednesdays 2-4

Through a combination of the studying of key texts and the tackling of a structure of central questions in the philosophical treatment of emotion, this course will address competing theories of the nature of emotion, emotional rationality and emotional knowledge, the social purpose of emotional expression, the role of narratives in understanding emotional states and the use of emotions as ways of perceiving evaluative aspects of the subject's situation. We will engage with such things as pride, fear, anger, jealousy and shame.

PHIL40360 Heidegger – from *Dasein* to *Kehre* (Cohen)

Thursdays 2-4

This seminar will focus on the early Heidegger. We will examine the development of Heidegger's thought from 1923 to 1945 and thus concentrate firstly on Heidegger's elaboration of the question of time, the influence of Husserlian phenomenology, the phenomenological interpretation of Kant, and the investigations on the essence of freedom. Close attention will also be given to Heidegger's understanding of the history of metaphysics and the "necessity" for its *Destruktion* stipulated in the opening paragraphs of *Sein und Zeit*. These topics will lead us to a profound understanding of the meaning of *Dasein* and thus, to the elaboration of the ontological difference. We will then be able to seize the radical turn (*Kehre*) in Heidegger's thought. Precisely, we shall interpret the "invention", after the inevitable failure of the "existential analytic", of the notion of *Ereignis*, central to the subsequent development of Heidegger's philosophy.

PHIL40440 Phil Reflect on Race & Empire (McCarthy)

Fridays 11-1

The rise of the West was tied to imperialist expansion from the start, and racial conceptions of difference were integral to that process. Racist systems of interpretation and evaluation had constitutive significance for the dispossession and removal of indigenous populations, the slave trade, colonial administrations and labor regimes, nationalist processes of inclusion and exclusion, legally institutionalized discrimination, and restrictive immigration policies, among other important features of the modern world order: that is to say, they were integral to the intelligibility and normativity of the organized practices that produced and reproduced that order. This module will examine some classical philosophical accounts of human difference and human development that served to legitimate such racial (and ethno-racial) arrangements, and some more recent philosophical challenges to them, which seek better to accommodate the multiple modernities now taking shape. It will also examine contemporary debates about "neoimperialism" and "neoracism":

just as the former is construed as a way of maintaining key aspects of colonialism after the demise of colonies in the legal-political sense, the latter is construed as doing the same for racism after the demise of "race" in the scientific-biological sense. Possible topics include Kant and natural history in the eighteenth century, Mill and social evolution in the nineteenth century, the critiques of racialized imperialism by theorists such as Hannah Arendt and Etienne Balibar in the twentieth century, and the non-hierarchical reconceptualizations of difference proposed by such contemporary theorists as Charles Taylor and Jürgen Habermas.

PHIL40450 Phenomenology of the Stranger (Kearney)

Intensive 2-week course in late February

This seminar will explore a number of phenomenological analyses of the other as alter-ego, alien and stranger. It will look at texts by Husserl, Sartre, Levinas and Merleau-Ponty before moving onto a critical adjudication of the postmodern debate between hermeneutics and deconstruction on the question of selfhood and otherness. Key figures dealt with in the second half of the seminar will include Derrida, Ricoeur and Julia Kristeva. The seminar will raise questions about the ontological, epistemological and ethical implications of the self-other enigma in contemporary continental philosophy. It will also touch on the enigmas of gift, forgiveness and hospitality.

PHIL40610 Religion & Society (Cooke)

Wednesdays 11-1

The course engages with key issues in contemporary debates on religion and society. These include i) the complex connections between modernity and secularization ii) multiple models of secularization iii) religious faith and public argumentation iv) multiple jurisdictions v) religion and authoritarianism. Starting with a consideration of Max Weber's secularization thesis, it moves to consider recent contributions by writers such as Peter Berger, José Casanova, Charles Taylor, Jürgen Habermas, Ayelet Shachar and Tariq Ramadan.

PHIL40620 Theories of Truth (Simons)

Tuesdays 4-6

Truth is the primary virtue of cognition. But what is truth? Everyone has an everyday understanding, as captured by Aristotle: when someone asserts something, what they say is true when things are as they say they are. That much is uncontroversial, but beyond that, all is disputed. Is there more to truth than this truism; is there a positive account of what truth consists in; can truth be defined; is the concept even consistent; how and to what extent can it avoid paradox; is it absolute or relative, discrete or continuous in degree? With Kühne as our guide, we will investigate these questions, and more. Text: Wolfgang Kühne, *Conceptions of Truth* (Oxford, 2005)

[n.b. this module is not available for UCD doctoral students]

2. Modules offered by the Trinity Department of Philosophy

Note: the following modules are only available to MLitt and PhD students. Those students will have to take at least one and no more than two of the following modules in their first year.

Days, times and rooms to be confirmed.

Frege and Russell (Levine)

The course will deal comparatively with Frege's and Russell's philosophy of mathematics as well as their views of the analysis of propositions (including Frege's theory of sense and reference and Russell's competing theory of definite descriptions); it will examine how these aspects of their philosophies are related to each other; and it will consider how some recent philosophers (including Dummett, Kripke, Evans, McDowell, Perry, Hale and Wright, and Neale) have responded to one or another aspect of these views of Frege and Russell.

Contextualism and relativism (O'Grady)

This course examines the rise of contextualism as an antiskeptical strategy in epistemology and looks at its relationship to recent developments in relativism. Starting with material from Kaplan and Lewis on meaning and context, we then move to the work of De Rose on skepticism. The relationship between contextualism and relativism is then explored in examining recent work by Jason Stanley, John Hawthorne, Tim Williamson and John MacFarlane. Much of the core reading is contained in Part VIII "Knowledge and Context" in *Epistemology: An Anthology*, 2nd edition, Sosa, Kim, Fantl & McGrath (eds), Oxford: Blackwell, 2008.

The Lacanian reading of Freud (Skelton)

This module has four aims: (1) To explain the role of identification in mental formation. (2) To critically examine Freud's wish fulfilment. (3) Role of language in psychoanalysis. (4) Freud's ideas on emotion

History and psychology of British Philosophers: Hobbes to Hume (Berman)

This course focuses on British philosophers from Hobbes to Hume, and especially on their views on the nature and existence of God and the human mind; but it also looks at the ways these philosophers were forced to dissemble and insinuate their real views in order to overcome various forms of social pressure and censorship. Hence the course aims to show how necessary it is to use psychology in order to understand philosophical texts.

Power Tools for Philosophers (Simons)

Every good graduate student of philosophy needs to master a number of concepts and techniques, drawn from a variety of sources, in order to follow and contribute to modern philosophical discussion. These are usually acquired implicitly and patchily. In this course we aim to bring the tools of the trade together and present and train them systematically.

Extracurricular

The following facilities and activities are open to all MA and doctoral students at UCD, and in the spirit of the new collaboration between the two institutions, most of them will also be available to Trinity doctoral students as well.

The library

As soon as possible, students should make sure to learn how the library works and what it offers. It's not just about books, but also about journals, electronic resources, inter-library loans, training courses, computer workstations, reserved rooms and carrels, printing and photocopying etc.. The best place to start is the 'New student' webpage:

http://www.ucd.ie/library/students/new_student/index.html

Students should note that there are no printing or photocopying facilities in the School itself. Nor is there any work area or computer workstations. There is a room available to arts and humanities research students, but space is severely limited and must be applied for. PhD students (i.e. those successfully transferred to Stage II PhD status) should enquire with the Graduate Administrator if interested.

Visiting Speaker Seminars

Over the two semesters the UCD School of Philosophy and the Trinity Department of Philosophy separately host a series of visiting speakers, mainly from other universities within Ireland and abroad. These seminar series provide an invaluable opportunity for graduate students to experience at first hand some of the leading contemporary philosophers. Attendance at the UCD series is compulsory for all graduate students.

Normally the UCD speakers are on Thursday afternoons in room D5.22 of the Newman building and the Trinity ones are on Friday afternoons in the philosophy seminar room on the fifth floor of the Trinity Arts building, near the philosophy department. The schedules for both sets of speakers will be distributed by e-mail to all graduate students at the beginning of each semester, and there will be weekly reminders as well. One important aspect of the UCD speakers is that a formal response to the speaker's paper is prepared every week by a graduate student. This is excellent experience and students are strongly encouraged to volunteer to act as discussant. When the schedule is circulated at the beginning of the semester, this will be accompanied by a call for discussants, who are normally chosen on a first-come-first-served basis.

At both institutions the paper presentation is followed by a more informal drink, and then a meal (both on a pay-your-own-way basis). Graduate students are always welcome and encouraged to join the speaker and member of staff for the drink and/or meal.

Work-in-Progress (WIP) Seminars

Throughout the year, Trinity and UCD graduate students will take part in a weekly WIP seminar. This is an opportunity for students to present a chapter from a thesis and 'test-drive' it in an informal and friendly atmosphere. The papers should normally be about 30 minutes in length, and will be followed by 30 minutes of discussion, chaired by the student him or herself. The papers should be accessible to students from different philosophical backgrounds, in order to stimulate an interesting and useful discussion. Ideally the student's supervisor, or a member of staff with relevant expertise, will also attend, but will be careful to give priority to student questions and discussion. By the beginning of the first semester, all the slots until Christmas should be filled by on-going doctoral students from both institutions, and the schedule will be distributed by e-mail. But

there is room in the second semester for MA students or new doctoral students, and volunteers should contact the Graduate Co-ordinator, Christopher Cowley.

The WIP seminars will be held on Mondays at 6 pm, beginning on Monday 14 September. With regard to venue, Trinity students will present at UCD in room D5.22, and UCD students will present at Trinity in the philosophy seminar room. It is hoped that as many graduate students can attend these WIP seminars as possible, in a friendly spirit of solidarity and learning.

Research Methods Workshops

In the first five weeks of Semester One, a series of workshops will be offered by staff members and senior doctoral students on a number of topics relating to graduate study and research. Attendance is voluntary, but it is hoped that even if a student feels they "know it all", that they will come along and contribute from their own experience. The workshops also serve a pastoral function, allowing students to meet each other and to talk to the presenter in an informal setting.

Wednesday 16 September, 11-12, D5.22
Tim Mooney on 'Writing longer pieces of work'

Wednesday 23 September, 11-12, D5.22
Jim O'Shea on 'Writing articles and reviews for journals'

Wednesday 30 September, 11-12, James Joyce library, meet at information desk
Lorna Dodd (philosophy subject librarian) on 'Electronic library resources'

Thursday 8 October, 10-11, D5.22
Rowland Stout on 'Study habits'

Wednesday 14 October, 10-11, D5.22
Stephen Cadwell and Luna Dolezal (UCD PhD students) on 'Attending conferences' and the UCD graduate journal *Perspectives*

Wednesday 21 October, 10-11, D5.22
Tim Crowley on 'Working with a text'

In addition, the UCD College of Human Sciences, of which the School of Philosophy is part, also organises workshops for all graduate students in the College. Interested students should check the College graduate website at the beginning of term for titles and dates. Although philosophers might feel that some of the workshops are not appropriate for them because of the empirical methodology content, this often turns out not to be the case and they find them helpful. Furthermore, the workshops are a good opportunity to meet students from other disciplines.

Tutoring for the School

The School requires graduate tutors to teach tutorials for undergraduate modules. For those intending to pursue an academic career in philosophy such teaching experience is indispensable. Beyond the obvious financial rewards undergraduate tutoring offers excellent experience in explaining difficult philosophical ideas in accessible ways. Inquiries about tutoring should be addressed in the first instance to the Graduate Administrator. Priority is given to research students in allocating tutorial hours. Beyond UCD there may be tutoring opportunities in Dublin at The Milltown Institute, St. Patrick's College (DCU) or Mater Dei (DCU). UCD also has an adult education department, which offers evening courses in many subjects, including philosophy. See their website (<http://www.ucd.ie/adulted/>) for details of offering a module to teach – they usually start arranging modules in March prior to the academic year.

In the first six weeks of Semester One there will be a series of pedagogy workshops which will be compulsory for all graduate tutors, regardless of their level of experience. This will allow for

informal discussion of some of the typical problems in teaching philosophy to undergraduates, as well as of some of the formal requirements for assessing them.

Note that the Centre for Teaching and Learning at UCD offers courses specially designed for graduate tutors details of which can be obtained from their website: <http://www.ucd.ie/teaching>.

Reading groups

Every semester there are a number of informal reading groups organised by students or staff. In 2008-2009, there was one reading group on Kierkegaard and another on relativism, for example. Students will receive invitations to these reading groups through their UCD-Connect e-mail, and the readings will normally be available to photocopy from the Graduate Administrator. And of course there is nothing to prevent individual students from setting up their own reading group. If this is the case, they should discuss an appropriate timeslot and venue with the Graduate Administrator.

In-house philosophy journals

Perspectives: International Postgraduate Journal of Philosophy is a peer-reviewed annual publication, featuring articles, book reviews and interviews encompassing a broad range of current issues in philosophy and its related disciplines. The editors are PhD students in the School of Philosophy at UCD. The Journal's first issue last year comprised the proceedings of the successful postgraduate conference that took place at UCD in 2007, *Perspectives on the Body and Embodiment*.

We would like to invite all upcoming UCD Philosophy postgraduates, and those from related disciplines, to consider submitting articles and book reviews for publication. Please visit our website (www.ucd.ie/philosophy/perspectives) for submission guidelines, themes, deadlines and other information. You can also email us at perspectives@ucd.ie.

The Editors: Anna Nicholson, Sheena Hyland and Luna Dolezal

The *International Journal of Philosophical Studies*. This is edited by Prof. Maria Baghramian, and the reviews editor is Dr. Jim O'Shea. Postgraduate students should be aware of the possibility of writing a review for the Journal on a recent work of philosophy that relates directly to their research. This is an excellent way of getting a first publication on one's CV. Interested students should read some reviews already published in past issues to get a sense of the length, the style and the focus. They can then approach Jim O'Shea to discuss particular book possibilities.

The graduate webpage and blog

The School maintains a webpage that lists every graduate student currently enrolled, together with the name of their supervisor and their official topic area. However, students are invited to expand their entry with a picture of themselves, a private e-mail address, a link to another webpage, as well as more details about their philosophical or personal interests. The graduate blog provides a forum for discussing both philosophical and practical matters. At times it functions like a virtual reading group. Both the webpage and the blog are available through the graduate section of the School website.

Student representation on College bodies

Early in the 2009/10 academic year, nominations will be accepted for graduate research students who wish to sit as student representative on the Graduate School Board. If more than one nomination is made, an election will be held. The GSB is the body under UCD regulations which has final authority over graduate studies within the College of Human Sciences.

Conferences

Whether or not students aspire to become professional academics, it is worth trying to attend at least one conference to see what they are all about. The Graduate Co-ordinator will e-mail round details of conferences (especially those designed mainly for graduates) that come up in Ireland, the UK and the rest of Europe. Normally the information will comprise a 'call for papers' about six months in advance of the conference; sometimes they want papers of a certain length, sometimes they only want abstracts. Usually one can attend even if one is not giving a paper, but it's still worth submitting one anyway.

Students are welcome to sign up to Philos-L, which is the e-mail circulation list with news of most philosophy conferences in the world, together with the contents of new journals, jobs advertised, and occasionally an irate philosophical or political exchange. Type 'Philos-L' in a Google search, and the rest should be self-explanatory. You can expect half a dozen e-mails per day.

Since most conferences are in the summer, there should be calls for papers all through the winter. Some conferences are broader in their theme than others; when it is a relatively narrow theme, then students should consider 'massaging' one of their existing papers or chapters into something that would be more relevant to that theme. Presenting and defending a paper is always an invaluable experience, but doing so at a conference where everyone is interested in the same area is even more rewarding. In addition, the whole experience is part of the research gestation process: first, one is forced to prepare the paper for a precise deadline; second, one is forced to read it aloud; third, one gets the formal and informal feedback; and fourth, once back home one revises it right away (while the ideas are fresh in one's mind) for submission to a journal.

Needless to say, a lot of the best philosophical and social encounters take place outside the formal paper-giving sessions, at mealtimes or among the evening frolics.

However, conferences are expensive: there is travel, accommodation and the registration fee, as well as food and drink. Most conferences offer discounted registration fees for graduate students, and cheap accommodation in student halls, but even so the final bill can be prohibitive. If a student has a paper accepted to a conference, they should apply for financial support from the College's Graduate Research and Innovation Fund. See the College website on how to apply.

The Joint Session conference

Finally, UCD students should be aware of a major conference that UCD will be hosting in mid-July 2010. Its formal title is the unwieldy 'Joint Session of the Aristotelian Society and the Mind Association', but it is more commonly referred to as the 'Joint Session'. It is the largest annual philosophy conference in Britain, regularly drawing about 250 people, and is held in a different venue every year. Although the great majority of papers are in the analytic tradition of philosophy, there is increasing representation from contemporary European topics. UCD Graduate students will be strongly encouraged to attend as many sessions as possible, and will be welcomed as volunteers to help with the organisation of it. There is also a small section reserved for excellent graduate papers. The UCD Co-ordinator is Professor Maria Baghramian.

Trinity and UCD graduate symposia and conferences in 2009/10

There are a number of events planned for Trinity and UCD graduate students, all organised by the students Pål Antonsen (antonsep@tcd.ie) and Stephen Cadwell (Stephen.cadwell@ucd.ie). We are looking for speakers at all of them, and there will be regular e-mail announcements and calls for papers throughout the year. So if anybody is interested now, please contact them. Otherwise, all graduate students are invited to attend, and most of the events are free of charge.

Saturday 17 October. A one-day symposium on themes from Plato's *Protagoras* for graduate philosophy students from Trinity and UCD. Venue: Trinity College. The idea behind this is to have a single text that everybody would read ahead of time, and which can serve as a common point of reference for people of different philosophical backgrounds. It is emphatically not a Platonist

conference, and all papers should be generally accessible. Possible themes include: the nature of democracy, sophistry and education, the nature of virtue, teaching the virtues, dialogue and dialectic.

Saturday 23 January. A one-day interdisciplinary symposium on the concept of Hate, for graduate students of English and students of Philosophy, from both Trinity and UCD. Venue: Trinity College. The symposium will comprise a number of panels and individual papers on the concept of hate, as understood by authors, literary theorists and philosophers through the years. We hope to cover a number of questions such as: how can hate be represented in a story? what is the relationship between hate and love? what sort of personal engagement is involved in hatred? how is hate to be overcome? tout comprendre, c'est tout pardonner? does hate have/need reasons (e.g. Othello)? is there literary value in an author hating his or her characters?

Saturday Sunday 6-7 March. Dublin Graduate Philosophy Conference. Trinity and UCD will be hosting an international conference on the subject of philosophical methods. We will be looking to Trinity and UCD graduate students to respond to papers, as well as to help with the organisation. Here is the conference blurb: "Contemporary philosophy has become increasingly preoccupied with understanding its own methods. Traditional concepts such as intuitions, metaphysical necessity, armchair reasoning and thought-experiments are all being both defended and denied. We will be inviting papers from any postgraduates to discuss issues about such (and other) methods in philosophy."

Finally, there is the Éigse, otherwise known as the Reading Party or the Philosophy Expedition. (The Irish word means an 'assembly of poets'.) This will be held in the second week of March, and will involve the rental of a hostel for three nights in some suitably hilly and remote part of the country. Last year, 23 Trinity and UCD graduate students and staff went to the Mourne mountains in Northern Ireland. There was hiking (and other activities) by day, and philosophy papers by students each evening.

Marking scale for Essays and Examinations

The grading system for Philosophy at University College Dublin is as follows:

MODULE GRADES				
HONOURS CLASSIFICATION	TRADITIONAL GRADE	MODULE GRADE	GRADE POINT	DESCRIPTION
1 ST CLASS HONOURS (1H)	80+%	A+	4.2	Excellent
	75-79%	A	4.0	
	70-74%	A-	3.8	
2 ND CLASS HONOURS GRADE I (2H1)	68-69%	B+	3.6	Very Good
	64-67%	B	3.4	
	60-63%	B-	3.2	
2 ND CLASS HONOURS GRADE II (2H2)	58-59%	C+	3.0	Good
	54-57%	C	2.8	
	50-53%	C-	2.6	
3 RD CLASS HONOURS (3H)	47-49%	D+	2.4	Acceptable
	45-46%	D	2.2	
PASS	40-44%	D-	2.0	
FAIL	35-39%	E	1.6	Fail (marginal, may be compensated)
	20-34%	F	1.0	Fail (unacceptable, cannot be compensated)
	1-19%	G	0.4	Fail (wholly unacceptable, cannot be compensated)
	0%	NG	0	No grade

More specifically, the grades represent the following achievements:

Please note all MA Philosophy modules are Level 4.

Grade	Criteria more relevant to levels 0, 1 and 2 - Knowledge, understanding, application	Additional criteria more relevant to levels 3, 4, and 5 - Analysis, synthesis, evaluation
A+, A, A-	<p>Excellent A comprehensive, highly-structured, focused and concise response to the assessment task, consistently demonstrating:</p> <ul style="list-style-type: none"> • An extensive and detailed knowledge of the subject matter. • A highly-developed ability to apply this knowledge to the set task. • Evidence of extensive background reading. • Clear, fluent, stimulating and original expression. • Excellent presentation (spelling, grammar, graphical) with minimal or no presentation errors. 	<ul style="list-style-type: none"> • • A deep and systematic engagement with the assessment task, with consistently impressive demonstration of a comprehensive mastery of the subject matter, reflecting: • A deep and broad knowledge and critical insight as well as extensive reading. • A critical and comprehensive appreciation of the relevant literature or theoretical, technical or professional framework. • An exceptional ability to organise, analyse and present arguments fluently and lucidly with a high level of critical analysis, amply supported by evidence, citation or quotation. • A highly-developed capacity for original, creative and logical thinking.
B+, B, B-	<p>Very Good A thorough and well-organised response to the assessment task, demonstrating:</p> <ul style="list-style-type: none"> • A broad knowledge of the subject matter. • Considerable strength in applying that knowledge to the task set. • Evidence of substantial background reading. • Clear and fluent expression. • Quality presentation with few presentation errors. 	<p>A substantial engagement with the assessment task, demonstrating:</p> <ul style="list-style-type: none"> • A thorough familiarity with the relevant literature or theoretical, technical or professional framework. • Well-developed capacity to analyse issues, organise material, present arguments clearly and cogently well supported by evidence, citation or quotation. • Some original insights and capacity for creative and logical thinking.

Grade	Criteria more relevant to levels 0, 1 and 2 - Knowledge, understanding, application	Additional criteria more relevant to levels 3, 4, and 5 - Analysis, synthesis, evaluation
C+, C, C-	<p>Good An adequate and competent response to the assessment task, demonstrating:</p> <ul style="list-style-type: none"> • Adequate but not complete knowledge of the subject matter. • Omission of some important subject matter or the appearance of several minor errors. • Capacity to apply knowledge appropriately to the task albeit with some errors. • Evidence of some background reading. • Clear expression with few areas of confusion. • Writing of sufficient quality to convey meaning but some lack of fluency and command of suitable vocabulary. • Good presentation with some presentation errors. 	<p>An intellectually competent and factually sound answer with, marked by:</p> <ul style="list-style-type: none"> • Evidence of a reasonable familiarity with the relevant literature or theoretical, technical or professional framework. • Good well developed arguments, but more statements of ideas. • Arguments or statements adequately but not well supported by evidence, citation or quotation. • Some critical awareness and analytical qualities. • Some evidence of capacity for original and logical thinking.
D+, D	<p>Satisfactory An acceptable response to the assessment task with:</p> <ul style="list-style-type: none"> • Basic grasp of subject matter, but somewhat lacking in focus and structure. • Main points covered but insufficient in detail. • Some effort to apply knowledge to the task but only a basic capacity or understanding displayed. • Little or no evidence of background reading. • Several minor errors or one or more major error. • Satisfactory presentation with an acceptable level of presentation errors. 	<p>An acceptable level of intellectual engagement with the assessment task showing:</p> <ul style="list-style-type: none"> • Some familiarity with the relevant literature or theoretical, technical or professional framework. • Mostly statements of ideas, with limited development of argument • Limited use of evidence, citation or quotation. • Limited critical awareness displayed. • Limited evidence of capacity for original and logical thinking.

Grade	Criteria more relevant to levels 0, 1 and 2 - Knowledge, understanding, application	Additional criteria more relevant to levels 3, 4, and 5 - Analysis, synthesis, evaluation
D-	<ul style="list-style-type: none"> • • Acceptable The minimum acceptable standard of response to the assessment task which: • Shows a basic grasp of subject matter but may be poorly focussed or badly structured or contain irrelevant material. • Has one or more major error and some minor errors. • Demonstrates the capacity to complete only moderately difficult tasks related to the subject material. • No evidence of background reading. • Displays the minimum acceptable standard of presentation (spelling, grammar, graphical). • 	<p>The minimum acceptable level of intellectual engagement with the assessment task with:</p> <ul style="list-style-type: none"> • Minimum acceptable appreciation of the relevant literature or theoretical, technical or professional framework. • Ideas largely expressed as statements, with little or no developed or structured argument. • Minimum acceptable use of evidence, citation or quotation. • Little or no analysis or critical awareness displayed or is only partially successfully displayed. • Little or no demonstrated capacity for original and logical thinking.
E+, E, E-	<ul style="list-style-type: none"> • • Marginal A response to the assessment task which fails to meet the minimum acceptable standards yet: • Engages with the subject matter or problem set, despite major deficiencies in structure, relevance or focus. • Has several major error and some minor errors. • Demonstrates the capacity to complete only part of, or the simpler elements of, the task. • An incomplete answer, e.g. the use of bullet points through part or all of the answer. • 	<p>A factually sound answer with a partially successful, but not entirely acceptable, attempt to:</p> <ul style="list-style-type: none"> • Integrate factual knowledge into a broader literature or theoretical, technical or professional framework. • Develop arguments. • Support ideas or arguments with evidence, citation or quotation.

Grade	Criteria more relevant to levels 0, 1 and 2 - Knowledge, understanding, application	Additional criteria more relevant to levels 3, 4, and 5 - Analysis, synthesis, evaluation
F+, F, F-	<p>Unacceptable A response to the assessment task that is unacceptable, with:</p> <ul style="list-style-type: none"> • A failure to address the question resulting in a largely irrelevant answer or material of marginal relevance predominating. • A display of some knowledge of material relative to the question posed, but with very serious omissions / errors and/or major inaccuracies included in the answer. • Solutions offered to a very limited portion of the problem set. • An answer unacceptably incomplete (e.g for lack of time). • A random and undisciplined development of argument, layout or presentation. • Unacceptable standards of presentation, such as grammar, spelling or graphical presentation. • Evidence of substantial plagiarism. • 	<p>An unacceptable level of intellectual engagement with the assessment task, with:</p> <ul style="list-style-type: none"> • No appreciation of the relevant literature or theoretical, technical or professional framework. • No developed or structured argument. • No use of evidence, citation or quotation. • No analysis or critical awareness displayed or is only partially successful. • No demonstrated capacity for original and logical thinking.
G+, G, G-	<p>Wholly unacceptable</p> <ul style="list-style-type: none"> • Complete failure to address the question resulting in an entirely irrelevant answer. • Little or no knowledge displayed relative to the question posed. • Little or no solution offered for the problem set. • Evidence of extensive plagiarism. • 	<p>No intellectual engagement with the assessment task.</p>

Writing I: Formatting and referencing

Formatting

Essays must be typewritten; hand-written work cannot be accepted (medical-certified reasons aside). Use double-spaced or one-and-a-half spacing. In *Microsoft Word*, select 'Double' or '1.5 lines' under *Format/Paragraph/Line spacing*. The standard font size is 12. Do not type in 10 font (except perhaps footnotes) or in 16 font. Use 'Times New Roman' (or some other standard font). Don't *get fancy* WITH fonts! Indent the first line of all new paragraphs about 5 spaces; alternatively, insert an extra space between paragraphs and begin the new paragraph flush with the left margin.

Quotations of less than 2-3 lines are enclosed within quotation marks ("Mary had a little lamb") and included within the text of your paper. Quotations longer than 2-3 lines (block-quotations) should be indented from the left margin, single-spaced, without quotation marks:

I am a sample block-quotation, indented from the margins. Block-quotations can be 10 or 12 font. Do not put quotation marks around block quotations and do not italicise (except where italics are in the original). Always provide a reference, either in parentheses or by footnote or endnote (Billingworth, 1968: p. 104).

Number all pages except title page, first page, endnotes and bibliography. Italicise (or underline) book titles; use quotation marks for articles and chapters. So:

Heidegger's *Being and Time* [or Being and Time] but Quine's 'Two Dogmas of Empiricism'.

Proofread your essay for spelling errors and grammatical mistakes. Use your word processor's spell-checker but don't rely on it exclusively. It is difficult to eliminate errors completely (there may even be some in this document!) but do try.

The word-length for your essay (not including footnotes/endnotes or bibliography) will be specified for your module. *Microsoft Word* has a 'word count' facility. The specified word count normally has a leeway of plus or minus 10%, and these are strict limits. The word count does not include footnotes, endnotes or bibliographic material.

A properly presented bibliography is essential. Alphabetise the bibliography by author's last name. Single-space each entry, with a blank line between entries. Use ed. for editor; trans. for translator. Leave yourself time to produce a correctly formatted bibliography. Students are strongly advised to use the Endnote software for their bibliographies. The Library offers training sessions in this.

Bibliography and Referencing

Alphabetise your bibliography by author's last name (single space entries, double space between entries). The following are standard formats for the bibliography.

A book:

Merton, Robert K. *The Sociology of Science*. Chicago: University of Chicago Press, 1973.

An edited book:

MacIntyre, A., ed. *Hegel: A Collection of Critical Essays*. London: University of Notre Dame Press, 1976.

An article in a journal:

Dove, Kenley R. 'Hegel's Phenomenological Method', *Review of Metaphysics* 23 No. 1 (Sept., 1969), pp. 615-41.

An essay or article in a book (by same author):

Adorno, T. 'Skoteinos, or How to read Hegel', in *Hegel: Three Studies* (Cambridge, MA: MIT Press, 1993), pp. 89-148.

An article in an edited collection:

Harris, H. S. 'Hegel's intellectual development to 1807', in *The Cambridge Companion to Hegel*, edited by F. C. Beiser (Cambridge University Press, 1993), pp. 25-51.

Any claim you make in your text that is not your own idea must be referred to the relevant source. You may do this by putting the reference in parentheses at the end of the passage or by using a footnote. (Your computer's word processor will have an 'Insert Footnote/Endnote' command that will take care of the numbering and location). Endnotes, if you use them, occur at the end of your main text, before the bibliography. Your first footnote reference gives the full source (omitting the publisher) and the page referred to. The author's last name comes first in a bibliography; in footnotes then normal order prevails.

¹ John Diamond, *The Third Chimpanzee* (London, 1983), p. 199.

Where no confusion can arise (for example, where references are on the same page), subsequent references to the same book use 'ibid.' ('in the same place'), followed by the page number. If intervening references to other works occur, use 'op. cit.' ('in the work quoted'); however, do not send the reader back too many pages - if in doubt, use a full reference. Instead of using 'ibid' and 'op. cit' it is permissible to use an abbreviated version of the full reference, e.g. Diamond, p. 31. Samples:

² *ibid.*, p. 103. [this is a reference to Diamond's book, above.]

³ Harry Lonner, 'Justice in a Lonely World', *Philosophy and Public Affairs*, 8 (3) (Oct. 1978), p. 4.

⁴ John Diamond, *op. cit.*, p. 56.

⁵ Diamond, p. 31

All INTERNET references must be cited using the full and accurate address! Cite the author's name (if known), document title in quotation marks, the date visited, and the full HTTP or URL address: e.g.

⁶ Diamond, John, 'Interview with Jones' on *Jones's Blog*, <http://www.ccs.neu.edu/home/1pb/mud-history.html>, accessed 5 Dec. 2008

Writing II: content and structure

The essay title and your thesis; the introduction and the conclusion

If the assigned essay title is in the form of a question, your essay must answer the question. Here is a useful strategy for many philosophical essays: before you begin your essay, write down 'Therefore...' and complete the sentence as what will be the *final sentence of your essay*. This will be the **thesis** you are defending. (Note: some essay titles may require more exposition and interpretation rather than arguing for a thesis of your own; but even in these cases it is always a good idea to have a clear focus for your essay, for example, an aspect of the topic you will critically examine.)

Suppose the essay title is: "Is Sartre's conception of freedom defensible?" Begin with your hunch that, on balance, it either is or is not plausible. Your essay might end: "Therefore Sartre's conception of freedom, all things considered, is not plausible." That is your thesis. Your concluding paragraph will sum up the argument you have mounted in support of your thesis. The opening paragraph(s) of your essay should:

Introduce the topic. Avoid vague generalities and biographical or historical detail. Get right to the main issue.

State your thesis. 'In this essay I will argue [contend, show] that Sartre's conception of freedom is not plausible.' Your thesis statement is crucial.

Outline your strategy. State explicitly how your essay will develop, step by step. (You won't know this precisely until after your next-to-last draft.) So, for example, "First, I clarify Sartre's conception of freedom, focusing on so&so. Secondly, I raise two familiar but mistaken objections to Sartre's view and suggest how Sartre could respond to them. Finally, however, I will raise what I consider to be the strongest objection to Sartre's position: his conception of so&so is inconsistent."

Even if your essay is largely expository (e.g., if the essay title was: 'What is Sartre's conception of freedom?'), you should still have a thesis: a particular slant, or focus or strategy. For example, "In this essay I shall highlight the underlying role of so&so in Sartre's analysis."

Content and philosophical arguments

Philosophical essays of all kinds consist largely in providing reasons for believing your thesis or interpretation to be true: yours is the correct view or interpretation of the issue or philosopher under consideration. It's about arguments: reasons or evidence for conclusions. Why, for example, is Sartre's conception of freedom supposedly implausible (or plausible)?

You should look for reasons both for and against the thesis you are defending. You will find arguments in primary sources, secondary sources, the lectures, and in your own reflections. Even if your essay is largely *expository* (explaining a philosopher's view, for instance), you will still be presenting evidence—analysing passages, for instance—for your particular interpretations.

Here is an invaluable strategy for good philosophical essay writing: whenever your essay makes a claim, reflect on how an opponent might object to that claim. If you raise an objection to Sartre's view, devote a paragraph to how he might attempt to respond to your objection; and then evaluate whether and why such a response succeeds or fails.

Other tips and strategies

You need to go beyond simply reporting or paraphrasing what a philosopher said. If you assert that a philosopher holds a specified view, establish your claim on the basis of evidence (detailed analysis of passages is useful). And you need to go beyond simply reporting how you yourself feel

about the matter: back up your claims with reasons and evidence, and fend off possible objections. Finally, you need to go beyond simply displaying what various commentators think about the topic. Do use secondary sources, of course, but ultimately your lecturer is interested in *your* best reasons for adopting your conclusion.

If you quote be careful to use the *exact* words and punctuation of the original text! Give the appropriate page references. If you add italics that are not in the quote itself, insert 'emphasis [or italics] added' after your page reference; for example: " ... " (Putnam, 1985a, p. 17; italics added). If you insert a clarifying phrase in a quote, use square brackets: '[clarifying phrase]' to indicate that the addition is not in the original. Use ellipses for omissions: '...' (3 dots only, not '.....'; however, use 4 dots if the omitted material includes a full stop). Whenever you use a quotation from an author, always explain, analyse, or comment upon the claims made in the quote. Better still, put the philosopher's ideas into your own words and then relate the ideas to your wider argument.

Features that make a good paper

- (i) Clarity. Assume that the reader of your papers knows less than you. Take pains to make your meaning as clear as possible. It is helpful to provide relevant examples that illustrate your points. Use your own words; avoid artificial, technical or convoluted language.
- (ii) Accuracy. Be sure that you know and render the precise claim or argument or view that a philosopher intends or is committed to before you go on to evaluate it.
- (iii) Reflection. Your writing should manifest careful, reflective thinking carried on in an imaginative and critical frame of mind. Probe the issue at hand so as to stretch yourself intellectually. It is better to delve deeply into one aspect of a problem than to address several aspects superficially.
- (iv) Organisation. Try to order the expression of your thoughts in such a way that they build upon what comes before and support what comes after so that nothing irrelevant to the matter at hand remains to interrupt the flow. Ensure that it always is clear to the reader just what the current point is and how it relates to what you've done and are about to do.
- (v) Argument. This is the most central feature of a philosophy paper. Try to satisfy yourself that you have succeeded in showing that everyone ought to believe what you in fact do believe (and where you do not feel satisfied, say so, and try to indicate why). To accomplish this, always establish your points by providing good reasons—the most relevant and persuasive ones you can think of, structured as rigorously and incisively as you can—in support of your views.

Your grade will reflect the lecturer's estimate of your success in thinking philosophically. A properly formatted essay with generally correct grammar, spelling and punctuation, and with generally concise, clear writing, expressing a genuine effort to grasp the relevant ideas is the minimum necessary for the award of a Pass grade. To achieve a C your essay must additionally have a well-organised structure, include generally correct interpretations of philosophical positions and arguments, and make a good attempt to argue your case. A essay of B quality will exemplify these characteristics very well and also include some interesting insights, research, or interpretations. An essay of A quality is one that succeeds in providing a particularly strong and insightful defence of an interesting.

Writing III: Grammar and spelling

A Few Common Mistakes

A run-on sentence is one in which two or more independent clauses are improperly joined, this is usually done with a comma fault. This sentence is a run-on sentence, the first sentence was as well. Break the passage up into separate, shorter sentences; the use of semi-colons can help too.

A sentence fragment is an incomplete sentence. Like this one. Something to be avoided. As a rule. Make sure each sentence has a subject and predicate (with a finite verb).

Mistakes in the use of apostrophes have become quite widespread in students' writings, and such mistakes distract the person marking your essay from properly considering your ideas. When something belongs *to* someone or something, or is their possession, you must use an apostrophe. When the possessor is single, the 's' follows the apostrophe: *The man's coat*. When the possessors are plural, the apostrophe follows the 's': *The girls' books*. [Compare: The men's coats] When names end with 's', either position is acceptable: *James' dog*, or *James's dog*. Do **not** use apostrophes with possessive pronouns: *his, hers, its, ours, yours, theirs*. **It's** is a contraction meaning it is; **its** is the possessive: "It's easy to teach this dog its tricks." Whenever you write 'it's', say 'it is' to yourself and you will catch many mistakes.

'e.g.' means for example: follow with a comma and one or more examples. 'i.e.' means 'that is': follow with a comma and a restatement or clarification. It is often better style to avoid such abbreviations and to write out 'for example' and 'that is' in full.

Some common confusions:

accept/except	passed/past
advice/advise	patience/patients
affect/effect	peace/piece
allusion/illusion	personal/personnel
breath/breathe	plain/plane
choose/chose	precede/proceed
cite/sight/site	presence/presents
complement/compliment	principal/principle
council/counsel	quiet/quite
descent/dissent	rain/reign/rein
device/devise	raise/raze
Elicit/illicit	respectfully/respectively
eminent/immanent/imminent	right/rite/write/wright
every day/everyday	stationary/stationery
fair/fare	their/they're/there
formally/formerly	weather/whether
its/it's	whose/who's
Loose/lose	your/you're

Plagiarism

All work submitted to the School must be yours. Attempting to obtain credit for another's intellectual work, whether via books, articles, internet, is PLAGIARISM. Plagiarism will be severely punished. When you submit a piece of written work, you will be required to sign a statement confirming that all the work is your own. Confirmed instances of plagiarism will normally result in a mark of zero for that assignment.

Examples

(The following is based on a series of examples used in the University College London "A Guide to Study".)

Suppose you write the following in your essay:

Virtue, as we have seen, consists of two kinds, intellectual virtue and moral virtue. Intellectual virtue or excellence owes its origin and development chiefly to teaching, and for that reason requires experience and time. Moral virtue, on the other hand, is formed by habit, *ethos*, and its name, *ethike*, is therefore derived by a slight variation, from *ethos*. This shows, too, that none of

the moral virtues is implanted in us by nature, for nothing which exists by nature can be changed by habit.

This is plagiarism. These are Aristotle's actual words (or at least his actual words in a published English translation) but there is nothing to let the reader know that this is the case. Suppose you were to write:

Aristotle said that virtue consisted of two kinds, intellectual virtue and moral virtue. Intellectual virtue or excellence owed its origin and development chiefly to teaching, and for that reason required experience and time. Moral virtue, on the other hand, was formed by habit, ethos, and its name, ethike, was therefore derived by a slight variation, from ethos. This showed, too, that none of the moral virtues was implanted in us by nature, for nothing which existed by nature could be changed by habit.

This too is plagiarism. Even though the ideas are attributed to Aristotle, there is nothing to indicate that the words you used are Aristotle's (in translation) with the tense changed from present to past.

In the *Nicomachean Ethics* Aristotle said that "virtue consisted of two kinds, intellectual virtue and moral virtue." [Book II, chapter 1] He noted that "Intellectual virtue or excellence owed its origin and development chiefly to teaching, and for that reason required experience and time." [Book II, chapter 1] By contrast he pointed out that "moral virtue...was formed by habit, ethos, and its name, ethike, was therefore derived by a slight variation, from ethos." [Book II, chapter 1] He believed that "this showed, too, that none of the moral virtues was implanted in us by nature, for nothing which existed by nature could be changed by habit." [Book II, chapter 1].

This is not plagiarism. On the other hand it is not very impressive simply to crochet citations from an author with a few words of your own sprinkled in between. So, while this is not plagiarism, it is not likely to impress an examiner or earn you very many marks.

In the first chapter of the second book of his *Nicomachean Ethics* Aristotle drew a distinction between two kinds of virtues; moral virtues and intellectual virtues. These virtues, Aristotle believes, are acquired in very different ways. Intellectual virtues are acquired by teaching or instruction; moral virtues, on the other hand, are caught rather than taught; that is, they are acquired through the development of habitual modes of behaviour rather than by means of direct instruction. Aristotle believed that "this showed, too, that none of the moral virtues was implanted in us by nature, for nothing which existed by nature could be changed by habit." [Book II, chapter 1].

This is not plagiarism. It's not brilliant, either, but it's better than the intellectual crochet of the last example.

Guidelines for submission of MA dissertations

The recommended length of your dissertation is 12-15,000 words.

Please follow the following format:

- The dissertation should be soft bound. The colour of the front and back covers should be black and the lettering in gold. There are many binders in Dublin offering one-day (or less) binding service (you should check the schedules well in advance of submission).
- The outside board must bear the title of the work with capital letters being at least 24pt (8mm) type; the names (and initials, if relevant) of the candidate; the qualification for which the work is submitted; and the year of submission.
- Your name, the year of submission, and the degree for which the work is submitted should be printed on the spine (hard binding).
- A4 size paper should be used. Paper used should be good quality. Print on one side of the paper.
- Margins should be 40mm on the binding edge and other margins should be not less than 20mm.
- Double or one-and-a-half spacing is recommended in typescripts. Indented quotations and endnotes may be single-spaced.
- Pages must be numbered consecutively throughout the thesis. Page numbers should be located centrally at the bottom of the page.

Preliminary Pages

Page One (Unnumbered) is the title page. We have provided a sample title page overleaf.

Page Two (Unnumbered)

Dedication Page (**Optional**)

Page Three (Unnumbered)

Acknowledgements (**Optional**)

Page Four (Unnumbered)

Summary (a one-page approximately 300 words) chapter-by-chapter summary of your argument)

Page Five (Unnumbered)

Contents Page should list the first page number for the Introduction (if there is one), each chapter (including titles if used), Conclusion (if there is one), and "Works Cited."

Page Six

Introduction or Chapter One (Numbered Page 1)

(See following page as an example of first preliminary page)

Sample MA dissertation title page

The Study of Philosophy:
Is it worthwhile?

A minor thesis submitted in partial fulfilment of the requirements of the degree of
Master of Arts

By
Peter Plato

National University of Ireland
49 Merrion Square
Dublin 2

UCD School of Philosophy
College of Human Sciences
Master of Arts in Philosophy

August 2009

School of Philosophy
Head of School: Prof Maeve Cooke
Supervisor: Dr. X
External Examiner: Dr. Y