University College Dublin
SCHOOL OF PHILOSOPHY

GRADUATE STUDIES HANDBOOK

2013/14

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

The MLitt programme
The PhD programme

Table of Contents

STAFF CONTACT DETAILS **3**

IMPORTANT DATES FOR 2013-14 ..... **4**

LINES OF COMMUNICATION **6**

THE TAUGHT MA PROGRAMMES **7**

MODULES AND ASSESSMENT 7
Enrolment for Modules *7*
Module selection *7*
Submission of Course Work *10*
Essay penalties: *10*
Research Skills workshops *11*
Submission of dissertation proposal *11*
MA DISSERTATION 13
MISCELLANEOUS 13
Conversion to a Graduate Diploma *13*
Pastoral care *13*
Applications to a PhD programme *14*

RESEARCH DEGREES **15**

First year: the taught component *15*
The PhD workshops *15*
SUPERVISION 16
Changing supervisor *16*
The transfer to Stage 2 PhD status *16*
Research Progress *17*
Submission of dissertations *18*
FUNDING POSSIBILITIES 18

GRADUATE MODULES ON OFFER FOR 2013-14 ..... **19**

SEMESTER 1 19
SEMESTER 2 21
SEMESTER 1 (TCD) 24
SEMESTER 2 (TCD) 26

ADDITIONAL LEARNING ACTIVITIES **28**

The library *28*
Visiting Speaker Seminars *28*
Graduate Research Seminars *28*
Tutoring for the School *29*
Reading groups *29*
The graduate website and journals *29*
Conferences *30*
Graduate student representatives *31*

MARKING SCALE FOR ESSAYS AND EXAMINATIONS **32**

WRITING I: FORMATTING AND REFERENCING **34**

FORMATTING 34
BIBLIOGRAPHY AND REFERENCING 34

WRITING II: CONTENT AND STRUCTURE **36**

THE ESSAY TITLE AND YOUR THESIS; THE INTRODUCTION AND THE CONCLUSION 36
CONTENT AND PHILOSOPHICAL ARGUMENTS 36
OTHER TIPS AND STRATEGIES 37
FEATURES THAT MAKE A GOOD PAPER 37

WRITING III: GRAMMAR AND SPELLING **38**

A FEW COMMON MISTAKES 38
PLAGIARISM 38

GUIDELINES FOR SUBMISSION OF DISSERTATIONS **40**

SAMPLE MA DISSERTATION TITLE PAGE 41
SAMPLE RESEARCH DEGREE (MLITT / PHD) THESIS TITLE PAGE 42

STAFF CONTACT DETAILS

TEACHING STAFF			
NAME	ROOM	TELEPHONE	EMAIL
Prof. Maria Baghramian (on research leave)	D509	716 8125	maria.baghramian@ucd.ie
Prof. Gerard Casey	D511	716 8201	gerard.casey@ucd.ie
Dr Christopher Cowley	D518	716 8228	christopher.cowley@ucd.ie
Prof. Maeve Cooke	D501	716 8352	maeve.cooke@ucd.ie
Dr Joseph Cohen	D514	716 8425	joseph.cohen@ucd.ie
Dr Tim Crowley	D512	716 8213	tim.crowley@ucd.ie
Dr Marta Jorba	D509	716 8125	TBC
Dr Timothy Mooney	D505	716 8527	tim.mooney@ucd.ie
Prof. Dermot Moran (on research leave, Sem. 1)	D508	716 8123	dermot.moran@ucd.ie
Prof. Brian O'Connor	D510	716 8141	brian.oconnor@ucd.ie
Prof. Fran O'Rourke (on research leave, Sem. 2)	D506	716 8124	fran.orourke@ucd.ie
Dr James O'Shea	D513	716 8368	jim.oshea@ucd.ie
Dr Markus Schlosser (beginning January 2014)	D517	TBC	TBC
Prof. Rowland Stout, Head of School	D502	716 8122	rowland.stout@ucd.ie
ADMINISTRATIVE STAFF			
Helen Kenny, BA MA Graduate Administrator and School Manager	D503	716 8186	helen.kenny@ucd.ie
Margaret Brady, BBS Undergraduate Administrator	D504	716 8267	margaret.brady@ucd.ie
POSTDOCTORAL FELLOWS			
Dr Charlotte Blaise	*TBC*	*TBC*	
Dr Kevin Lynch	*TBC*	*TBC*	
Dr Sarin Marchetti	*TBC*	*TBC*	
Dr Danielle Petherbridge	*TBC*	*TBC*	
Dr Dylan Trigg	*D507*	*716 8269*	dylan.trigg@ucd.ie
VISITING FELLOWS			
Dr Robson Loureiro		Universidade Federal do Espírito Santo (Brazil)	
Dr Ruiming Zhang		Wuhan University (China)	

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

Important Dates for 2013-14

Philosophy-Sociology workshop	Friday 6 September 2013
Teaching Begins	Monday 9 September 2013
Welcome Meeting (formal)	Monday 9 September 12 noon D522
Welcome party (informal)	Thursday 12 September 5 pm D 5th Floor (wine served)
First Research Skills Workshops (compulsory for all MA students)	Wednesday 20 September 4.00-5.30 pm (and all subsequent Wednesdays), D522
Trinity teaching begins	Monday 23 September (TCD)
First Visiting Speaker	Thursday 26 September 5 pm
Final registration deadline	Friday 27 September at 5 pm
Éigse hiking expedition to Wicklow	Sunday 6 October
Workshop with Peter Sloterdijk	Friday & Saturday 11 & 12 October
Workshop: Transcendence in Political Philosophy	Friday & Saturday 8 & 9 November
MA Dissertation proposal deadline	Wednesday 20 November
World Philosophy Day	Sunday 17 November
Graduate Symposium of Philosophy, Law and Politics	Friday 22 November
First Semester teaching ends (week 12)	Friday 29 November
Final deadline for Semester One work (unless otherwise stated)	Friday 13 December
Trinity Teaching Begins	Monday 13 January 2014 (TCD)
Second Semester/ Teaching Begins	Monday 20 January 2014 (UCD)
Philosophy & Literature Symposium	Late January, date TBC
Final module registration deadline	Friday 7 February subject to confirmation
3rd Annual Meeting of the Association for Adorno Studies	Friday & Saturday 7 & 8 March
March Break (UCD)	Saturday 8 March – Sunday 23 March (UCD)
Dublin Graduate Philosophy Conference	Friday & Saturday 28 & 29 March
Agnes Cuming Lectures, by David Velleman	31 March – 3 April
Research progress meetings – all graduate students	April onwards
International Conference on Ludwig Wittgenstein	Saturday 26 April
Second Semester/Teaching ends	Friday 25 April
Final deadline for Semester Two work (unless otherwise stated)	Friday 2 May
Royal Institute of Philosophy conference on ‘Supererogation’, UCD.	Wednesday-Friday, 4-6 June 2014

MA Dissertation Submission	Friday 15 August 2014
Fees Office Dissertation Deadline	Friday 29 August 2014

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

Lines of communication

Email: Please note that important messages are sent out to students via UCD Connect e-mail only. So please, check your account regularly.

The School Office (D503) is open Mondays-Fridays from 9.30 am to 1.00 pm and from 2.30 to 5.00 pm. 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 have an up-to-date record of your address and phone number, so please remember to update any changes during the year on your SIS student record.

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. However, 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. Please note that staff members are not around as much in the summer months (June, July, August), and so students should make **explicit** communication arrangements with their dissertation supervisors before that period.

The MA Co-ordinator is Dr Christopher Cowley.
E-mail: christopher.cowley@ucd.ie. Office D518

The Research Degree Co-ordinator is Prof. Gerard Casey.
E-mail: gerard.casey@ucd.ie. Office D511

Any academic problems that cannot be dealt with by the student's module lecturer or dissertation supervisor should be addressed to Dr Cowley or Prof. Casey.

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.

Modules and Assessment

The School offers a number of MA programmes. Every MA programme comprises six taught modules (worth 60 credits in total or two thirds of the final degree) and a dissertation (worth 30 credits). The dissertation is due in mid-August.

A. Pure philosophy programmes:

- a **general** philosophy programme, comprising any six modules on offer;
- 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

- a programme in **Consciousness & Embodiment**, with the School of Psychology and the School of Computer Science;
- 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 Social Science and Politics Schools.

Enrolment for Modules

Registration for modules takes place online. Registration for MA students will take place from Thursday 15 August. Students will need to have their UCD email addresses active and access to the UCD SISWeb system to register. You will be allocated a time to begin registration. Please note these are start times and you may begin module registration at any time after your allocated time. 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 closes on the Friday of Week 3 in each semester (i.e. Friday 27 September and Friday 7 February). While we would hope to have sufficient places available to enable all students to take their first six choices, this cannot be guaranteed. Students enrolled on a particular MA programme will have priority in modules designated as 'core' to that programme.

Please note the modules will run subject to minimum numbers of students.

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. all, or at least 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, although he or she is welcome to sign up for other combinations at their own risk. Students in each programme should be aware of the restrictions on what they can choose:

A. Pure Philosophy MA Programmes

1. General Programme. (Programme co-ordinator: Christopher Cowley)
Students choose any six modules offered by the School of Philosophy;

2. Contemporary European. (Programme co-ordinator: Tim Mooney)
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 PHIL40410 Philosophy & Literature PHIL40840 Autonomy	PHIL40360 Heidegger PHIL40420 The Good Society PHIL40710 Phenom. of Embodiment PHIL41020 Questions of Sovereignty

3. Analytic (Mind, Language, Knowledge). (Programme co-ordinator: Jim O'Shea)
Students must take the following four modules, as well as any other two offered by the School of Philosophy:

Semester I	Semester II
PHIL40430 Philosophy of the Emotions PHIL40970 Philosophy of Mind	PHIL40930 Mind & World PHIL41100 Phil & Sci of Free Will

B: Interdisciplinary MA Programmes

4. Consciousness & Embodiment (Programme co-ordinator: Rowland Stout)
Students must take any six of the following modules:

Semester I	Semester II
PHIL40430 Philosophy of the Emotions PHIL40970 Philosophy of Mind PHIL40250 Merleau-Ponty PSY40550 Readings visual social	PHIL40710 Phenom of Embodiment PHIL40930 Mind & World PHIL41100 Phil & Sci of Free Will COMP40280 Topics in Cognitive Science

Please note: the School of Philosophy is not responsible for modules in other schools. Some of these modules may not be accessible to students on this MA programme because of (i) cancellation, (ii) oversubscription, or (iii) a timetable clash. If you have any questions about the content of these modules, please contact the School in question: COMP modules are offered by the School of Computer Science and Informatics; and PSY modules are offered by the School of Psychology.

Please note: some modules may be cancelled because of under-enrolment; some modules may not be accessible because of over-subscription.

5. Philosophy and Literature. (Programme co-ordinator: Joseph Cohen)

(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 PHIL41090 Philosophy, Lit & the Self	PHIL40360 Heidegger

(iii) They must choose one of the following literary theory modules from other schools:

Semester I	Semester II
ENG40720 Concepts of Modernity ENG40940 Gender and Sexuality GER40040 Translation Theory SLL40230 Intro to Cultural Theory	SLL40130 Intro. to Literary Theory ENG41190 Old Worlds, New Worlds

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

Semester I	Semester II
ENG40720 Concepts of Modernity ENG40940 Gender and Sexuality ENG40930 Gender & Text in History GER40040 Translation Theory SLL40230 Intro to Cultural Theory FR40070 L'écriture migrante	SLL40130 Intro. to Literary Theory SLL40250 Modernism & World War I FR40080 Voltaire FR40200 1930s French Cinema GER40030 Literary Autobiography ENG41190 Old Worlds, New Worlds

Please note: the School of Philosophy is not responsible for modules in other Schools. Some of these modules may not be accessible to students on this MA programme because of (i) cancellation, (ii) oversubscription, or (iii) a timetable clash.

******Students wishing to register for modules in the School of English and Drama (ENG) MUST get the module coordinator's permission in advance. Students who fail to do so will be un-registered from these modules.******

Even when a module is available to philosophy students, places may be limited, and will be allocated on a first-come, first-served basis. If you have any questions about the content of these modules, please contact the School in question: ENG modules are offered by the School of English; GRC modules are offered by the School of Classics; FR, GER and SLL modules are offered by the School of Languages and Literatures.

6. Philosophy and Public Affairs. (Programme co-ordinator: Brian O'Connor)

(i) Students must take the following core module:

Semester II
PHIL40420 The Good Society

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

Semester I	Semester II
PHIL40350 Law, Liberty & the State PHIL40840 Autonomy	PHIL41020 Questions of Sovereignty PHIL41000 Living Well: Aristotle's Ethics & Politics

(iii) They must choose one of the following theory modules from other schools:

Semester I	Semester II
POL41030 Theory of Human Rights SOC40050 Contemp. Socio. Theory POL40140 Int'l Political Theory	POL40130 Global Justice POL40550 Debates on Citizenship LAW41120 Legal Theory & Pol. Phil.

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

Semester I	Semester II
POL41030 Theory of Human Rights POL40050 Theories of Int'l Relations POL40380 Ethnicity and Conflict POL40140 Int'l Political Theory EQUL40010 Racism & Anti-Racism EQUL40200 Disability and Equality EQUL40190 Education and Equality SOC40050 Contemp. Socio. Theory	POL40130 Global Justice POL40160 Comp. Public Policy POL40550 Debates on Citizenship POL41020 Politics of Human Rights LAW41120 Legal Theory & Pol. Phil. WS40190 Sexualities WS40300 Space, Place & Gender EQUL40310 Masculinity,Gender&Equal

Please note: the School of Philosophy is not responsible for modules in other schools. Some of these modules may not be accessible to students on this MA programme because of (i) cancellation, (ii) oversubscription, or (iii) a timetable clash. If you have any questions about the content of these modules, please contact the School in question: POL modules are offered by the School of Politics and International Relations; SOC modules are offered by the School of Sociology; EQUL & WS modules are offered by the School of Social Justice; and the LAW module is offered by the School of 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. Please check the specific module requirements, since each module has different submission deadlines; students should note these carefully.

If there is a single essay for the entire module, it will normally be of 3,500-4,000 words. If there are two essays for the module, each will normally be 2,000 words. However, modules in other Schools may set their own assessment lengths and methods. 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 2,000 words may be between 1,800 and 2,200 words. Students should write more only 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 Helen Kenny in D503. The cover sheets are available from the School of Philosophy website, or from outside the School 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, which may be different.

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. The School is not obliged to grade any essays submitted more than 2 weeks late without approved extenuating circumstances and they 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 and consistently referenced in one of the standard bibliographic conventions. (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 an argument or a substantial portion of it without reference, then the matter will be referred to the School's Plagiarism Committee for further action. More serious cases of plagiarism will be referred to the Registrar.

Requests for extensions to deadlines should 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 external employment pressures and technical problems (computer troubles, forgotten USB sticks) do *not* constitute good enough excuses for an extension.

If MA 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 MA Co-ordinator (Christopher Cowley), who will arrange for another member of staff to read the paper. Finally, and only after completion of the above two steps, there is also a formal appeal route available (see Assessment Appeals Office www.ucd.ie/appeals).

Research Skills workshops

A series of workshops has been organised for MA and new PhD students. They will take place on Wednesday afternoons, from 4.00-5.30 pm in room D522. These workshops are compulsory for all MA students. New PhD students are strongly recommended to attend as many of them as possible. Even if you think you know all about the topic in question, you can share your knowledge with other students. In addition, these workshops have a partly social and pastoral function, allowing students to meet each other and to discuss any aspect of the programme with the lecturer.

Topics covered will include:
Introduction to Graduate Philosophy (Dr Christopher Cowley & Prof. Gerard Casey)
How to Organize Graduate Research (Dr Danielle Petherbridge)
Researching and Writing a Thesis (Prof. Gerard Casey)
Citations and Formatting (Dr Tim Mooney)
How to Write Clearly (Prof. Brian O'Connor)
Writing the Dissertation Proposal (Dr Christopher Cowley)
Presentations and Publications (Dr Jim O'Shea)
Working with a Text (Dr Tim Crowley)
Developing a Graduate Research Portfolio (Dr Dylan Trigg)
Classical and Foreign Language Sources (Prof. Fran O'Rourke)
Reading in the Philosophical Tradition (Dr Joseph Cohen)
Final Topic TBC (Prof. Maeve Cooke)

Submission of dissertation proposal

All MA students must submit, to the Graduate Administrator (Helen Kenny) a Dissertation Proposal by week 10, i.e. by Wednesday 20 November. The Proposal should contain the following:

- working title of the dissertation
- a 500-word summary

- a table of contents
- a bibliography of 5-10 items
- the name(s) of possible supervisor(s)

Before the 20 November deadline, students are encouraged to contact members of staff directly to see if they are willing and able to supervise their dissertation. One common though optional procedure, for example, is to base the dissertation on an essay that the student is writing for an autumn module, and to ask that module co-ordinator to be the supervisor. Otherwise, the Graduate Co-ordinator will endeavour to find a suitable supervisor. There may be some elements of negotiation required from both the student and the potential supervisor before a compromise is reached. During Semester 2, please be sure to maintain regular contact with your supervisor (at least by email) so that he or she knows how your work on the dissertation is progressing.

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. Changing one's mind is often part of the process, and one reason why we ask students to focus on choosing their research topic early. Note, however, that 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 his/her new proposed topic.

MA Dissertation

In addition to module assessments all MA students are required to submit a dissertation of 12-15,000 words in mid-August. The dissertation is worth 30 credits, one third of the final degree.

We encourage students to start thinking about possible dissertation topics and supervisors right from the start of the academic year. As when writing module essays, a good place to begin is by running keywords and names through the following reference works:

- The Stanford Encyclopedia of Philosophy: http://plato.stanford.edu
- The Internet Encyclopedia of Philosophy: www.iep.utm.edu
- The Routledge Encyclopedia of Philosophy: you have to go through the UCD library website to get access to this: www.ucd.ie/library. Select 'Databases'. You will need to log in using your UCD Connect username and password.

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

The role of the MA 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 students to take the initiative in contacting their supervisor whenever they need assistance, while bearing in mind that supervisors have many other duties. Furthermore, supervisors will only have **limited** availability over the summer period (June, July, August) 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 students should not compromise the academic quality of the piece in order to "get it over with").

The Research Progress Meeting

Students have a right to three meetings with the supervisor, the first of which should be before the Christmas break, when the supervisor will normally draw up some reading suggestions for the break. In addition, each student will be required to attend a formal Research Progress meeting in April or May with their supervisor and, normally, one other member of staff. At least one week prior to that meeting, students should submit to their supervisor both an annotated Table of Contents, 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.*

The deadline of the dissertation is Friday 15 August 2014 (or earlier). Two soft-bound or hard-bound copies of the dissertation are to be submitted directly to the Graduate Administrator (Helen Kenny). 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 option may be attractive to students enrolled on the MA who discover during the year that they are no longer interested in writing the dissertation. In such cases, students can apply to transfer to a Diploma, and their studies will end upon the successful 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 MA Co-ordinator.

Pastoral care

The MA Co-ordinator (Christopher Cowley) is responsible for the well-being of all MA students. He will be available in his office (D518) most mornings to offer help and advice about choosing

modules, choosing an MA dissertation topic, and future academic or career options. We would like to stress the importance of staying in contact: with module lecturers, the dissertation supervisor, the Graduate Administrator, or the MA 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.niteline.ie) 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 Philosophy does not have an explicit deadline, and will accept applications into the summer, providing there are enough places. 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 and secure the consent of members of UCD staff to act as referees.

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.

Any MA students interested in pursuing PhD studies at UCD or elsewhere should contact the Research Degree Co-ordinator, Gerard Casey.

Research Degrees

The 'research degree' means either a PhD or an MLitt. Since most research graduate students are PhD students, the following will mainly concern them; any differences for MLitt students will be noted where appropriate. The Research Degree Co-ordinator is Gerard Casey (gerard.casey@ucd.ie), who is responsible for all academic and pastoral needs of research graduate students.

The Department of Philosophy of Trinity College Dublin and the School of Philosophy of University College Dublin have combined 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 and social activities will involve students from both institutions as if they were one group.

More generally, the PhD research degree is an opportunity for prolonged and intense study into a fascinating topic. 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 additional learning activities (academic and social) available for graduate students, both within and without the School.

The PhD programme is divided into Stage 1 and Stage 2. Students begin the programme under Stage 1 status, during which they must complete the taught component and prepare for the 'Transfer' to Stage 2. The transfer must be completed within 18 months of starting Stage 1: for a student who begins in September that means the transfer deadline is the end of February of the second year.

First year: the taught component

In their first year of study all PhD students must successfully complete any four modules, chosen from among the graduate modules on offer in both institutions, subject to the following conditions:

- Students should discuss their module selection with their supervisor. The supervisor's approval is required for module registration. Students should return the required registration form, signed by their supervisor, to the Graduate Administrator. Forms are available from the Graduate Administrator.
- Students must submit all assignments, and obtain at least a C (55%) to remain in good standing. A mark less than a B, however, may impede the transfer process to Stage 2. (Note that the grades will *not* form part of the calculations for the final MLitt/PhD award.)
- At least one but no more than two modules must be at the partner institution, i.e. UCD PhD students must enrol in at least one and no more than two Trinity PhD modules;
- In addition to modules taken for credit, students may be able to audit other modules. Auditing requires the completion of the appropriate registration form and agreement of the module coordinator. Forms are available from the Graduate Administrator. Auditing means attending all the sessions, doing the preparatory reading and taking active part in the discussions, and preparing and delivering an oral presentation if asked to do so by the module co-ordinator. Auditing students are not, however, expected to submit any module coursework.
- In the event of module oversubscription MA students will be given priority over MLitt and PhD students.

The PhD workshops

Research students are strongly encouraged to attend the graduate research skills workshops (see above). In addition, there will be a number of workshops targeted specifically at PhD students. Possible topics will include: the academic career path; submission to journals; attendance at conferences; post-doctoral scholarships. More information about these targeted workshops will be available in the first weeks of Semester 1. Dates and times are to be confirmed.

In addition, the UCD College of Human Sciences, of which the School of Philosophy is part, organizes 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 philosophy students might initially feel that some of the workshops are not appropriate for them because of the empirical methodological 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.

Supervision

Responsibilities of the MLitt/PhD supervisor include: offering guidance in determining the dissertation 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; in the latter stages of research, students may be encouraged 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 students prepare for the supervisory meeting, for example, the more students 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. 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. As part of the successful transfer to Stage 2, students will be allocated to a Doctoral Studies Panel (DSP), which will include the supervisor. The DSP will include two other members of staff. DSP members may be from the UCD School of Philosophy, the Trinity Department of Philosophy or 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 a leave of absence from the University: please see the Graduate Administrator for details of when and how to do this.

Changing supervisor

Every new research student is assigned an initial primary supervisor when they are admitted to the programme. Sometimes students may wish to change supervisors. For example, students' research may be taking them towards a new area and another member of staff may be a more appropriate supervisor. Requests for a change of supervisor should be discussed with the current supervisor in the first instance and the Research Degree Coordinator, Prof. Gerard Casey. A change is dependent on the proposed new supervisor agreeing to the change and having the necessary expertise and capacity to take on the student.

If a student's primary supervisor is away on research leave for an academic year or part thereof, the student will be assigned another member of their DSP to act as supervisor in their absence.

The transfer to Stage 2 PhD status

The transfer to Stage 2 (sometimes called the 'upgrade') can take place as early as March in the first year, or any time thereafter until the end of February in year 2 (i.e. within 18 months of initial registration). In exceptional cases, subject to the approval of the Head of School, a later transfer date may be arranged. 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 will normally contain the following elements:

- An abstract of the main argument of the dissertation.
- An indicative Table of Contents of the dissertation, with titles for chapters and explanation of what each chapter aims to achieve and the role it plays if furthering the overall aims of the dissertation.
- At least one substantial draft chapter. (Note: this does not need to be the *first* chapter, but it should have a clear place within the overall structure of the dissertation, as given by the Table of Contents.)
- A Bibliography
- A preliminary work plan, with a rough description of what the student plans to achieve by which date over the 2-3 years remaining of enrolment on the PhD programme.

The transfer application package will be assessed by the School, in consultation with the supervisor and Doctoral Studies Panel, and students will be notified accordingly. Once the transfer is approved, the full-time student will have until the end of their fourth academic year (i.e. from their first enrolment as a Stage 1 student) to complete and submit the dissertation. If a transfer application is rejected, a detailed report will be issued to students. This report will help students to prepare for later reapplication.

If an application is submitted and rejected near the 18-month deadline, then the Graduate Studies Committee may recommend, if a PhD candidate, that students be transferred to MLitt status, such that they would then aim to submit an MLitt dissertation by the end of their third year of studies (starting from their first registration as a PhD Stage 1 or MLitt student). PhD Stage 2 students may also apply to transfer to the MLitt programme if they lose interest in the PhD half-way through. The MLitt dissertation is 40-60,000 words. Apart from length, the main difference between the MLitt and the PhD dissertation is that the former places much less weight on an original contribution to the discipline.

Research Progress

After a general work plan has been formulated, students will meet regularly with the supervisor for discussion and progress reports. Bearing in mind the time limits for finishing the 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 students and their supervisors 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.

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, typically in April or May. These will be held with the supervisor and other members of the Doctoral Studies Panel, 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 are also required to complete a Research and Professional Development Plan (RPDP) for Human Sciences (http://www.ucd.ie/pgstudy/currentstudents/rpdp/index.html). 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 the set 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 dissertations

It is inadvisable for a student to submit a dissertation without the explicit consent of their supervisor. Normally three months before final submission a supervisor will put in place arrangements for an external examiner to assess the dissertation. While students are encouraged to discuss possible choices of external examiners with their supervisors, the responsibility for selecting an appropriate external examiner belongs to the supervisor and Head of School.

Three bound copies of the MLitt or PhD dissertations must be submitted directly to the UCD Student Desk by the student, together with the following:

- a form (available from the Student Desk or online at www.ucd.ie/registry/assessment) signed by the supervisor stating that the dissertation has been prepared for examination under his/her supervision;
- a summary (not exceeding 300 words) of the content of the dissertation;

Typically, a PhD student will submit three soft-bound copies, then sit their viva, then revise the dissertation in line with the comments from the viva, and submit a final, hard-bound copy to the Student Desk, accompanied by a letter from the examiner confirming that any amendments required have been satisfactorily made.

Students must be registered and have paid the appropriate fees to submit. It is the student's responsibility to ensure they are fully registered and fees compliant. The Fees Office deadline for a given academic year is normally the end of August; so submitting after that date might have implications for fees due. Please see the submission dates set by the Fees Office here: http://www.ucd.ie/registry/adminservices/fees/thesis_submission.html

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/academicsecretariat/docs/academic_r.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.

Each year, the UCD School of Philosophy has a limited number of PhD awards for students beginning their research. All applicants for admission to the PhD are automatically considered for these awards. These awards consist of a stipend and partial fee remission.

Some financial awards are available through open competition for any research programme of at least two years' duration from the Irish Research Council (IRC - www.research.ie). Please note that the application deadlines can be as early as December. This funding is normally restricted to EU/EEA nationals. The UCD Humanities Institute (http://www.ucd.ie/humanities) also funds PhD dissertations on special topics. The National University of Ireland awards a certain number of travelling scholarships every year, but only to NUI graduates (http://www.nui.ie/awards/postgraduates.asp).

Grants for fees for graduate programmes are available from Student Universal Support Ireland (SUSI). These are usually means-tested and subject to residency. Please see www.studentfinance.ie for more information.

Graduate Modules on offer for 2013-14

Semester 1

- PHIL 41090 Philosophy, Literature & the Self (Christopher Cowley), Mondays 2-4

This seminar will examine the nature of the self, both in general and in a particular individual (as well as cognate terms such as the mind, and the soul). We will be considering long-standing philosophical debates about identity, memory, the meaning of life, authenticity, self-deception, and the nature of interpersonal understanding; we will also be drawing on examples of a character's self-discovery in well-known literary texts, as well as examples of how literature can represent or reveal a character's – or the author's – self indirectly. We will start with the paradigmatic encounter between one person ('the autobiographer'), trying to explain his past life to another person ('the listener'): to what degree can the autobiographer understand himself, and to what degree can the listener understand the autobiographer? In both cases, what does it mean to 'understand'?

- PHIL40350 Law, Liberty & the State (Gerard Casey), Tuesdays 11-1

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 recommended background reading. Murray Rothbard's "The Ethics of Liberty" is required reading and will be made available on Blackboard, together with a significant amount of other material. See also, Gerard Casey's Libertarian Anarchism (published July 2012).

- PHIL40250 Merleau-Ponty (Tim Mooney), Tuesdays 2-4

This module comprises a close reading of Phenomenology of Perception, one of the most significant treatments of philosophy of perception in the European tradition. Merleau-Ponty offers a sustained critique of the portrait view of perception and argues that the embodied perceiver must actively appropriate and organise the perceptible environment as a condition of having a world. We begin with his initial adaptation of phenomenology, and proceed to outline his arguments against objectivism as found in the empiricist and intellectualist approaches to perception. Merleau-Ponty's proposed alternative founded on phenomenological description will then be explicated in detail. Topics to be covered include perceptual synthesis, the body as objectified, as lived and as anonymous, the role of kinaesthetic awareness, proprioceptive awareness and the body-schema, the motor-intentional projection of action and the perceptual field.

- PHIL 40840 Autonomy as a Philosophical Problem (Brian O'Connor), Wednesdays 11-1

The exercise of autonomy is among the most valued of human capacities. Civilized societies aspire to the rational exercise of freedom. Scanlon defines autonomous persons as "sovereign in deciding what to believe and in weighing competing reasons for action." And the sovereign persons operates under their "own canons of rationality" and "cannot accept without independent consideration the judgment of others" about the actions they are expected to undertake. This module will explore the theory of autonomy and the wide range of difficulties that attach to it.(1) The Metaphysics of the Self. The theory of autonomy is committed to a notion of the self in which reasons can prevail over passions. (2) The Source of Normativity. If sovereignty over our own reasons is a characteristic of autonomy we need to be confident that they are genuinely our own and that they are reasons which we are free to endorse or reject. Explanations of these two pivotal features of the theory of autonomy have yet to be unproblematically provided by philosophy. This will be seen through critical readings of materials selected from the German Idealists, Nietzsche, Adorno and some contemporary neo-Hegelians and Kantians.

- PHIL40970 Philosophy of Mind (Marta Jorba), Wednesdays 2-4

This course looks at some of the fundamental conceptual and philosophical issues arising out of the study of the human mind and consciousness. The topics covered include:
I. Philosophy of Mind: The Foundations
II. Contemporary theories of the relationship between the mind and the body
III. Consciousness.

- PHIL40410 Philosophy & Literature (Joseph Cohen & Dylan Trigg), Thursdays 11-1

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.

- PHIL40430 Philosophy of the Emotions (Rowland Stout), Thursdays 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.

Semester 2

- PHIL41100 The Philosophy & Science of Free Will (Markus Schlosser), Mondays 11-1

We tend to believe that some of our choices and actions are up to us, which is just to say that we tend to believe in free will. The debate about this used to be purely philosophical, as the notions of conscious will and free will were considered to be beyond the reach of scientific investigation. This has changed quite dramatically in the past few decades. Conscious will and free will are now the subject of much psychological and neuroscientific research. The first part of this course focuses on the two most important questions of the philosophical debate: Is free will compatible with determinism? What is the connection between free will and moral responsibility? We will focus, in particular, on recent contributions from analytic philosophy. In the second part, we will turn to the relevant empirical research. Many scientists, and some philosophers, have argued that the empirical findings show that we do not have free will and that conscious will is an illusion. We will ask whether the evidence does indeed support such radical conclusions, and we will ask whether empirical research can help us to solve the traditional philosophical questions concerning free will, determinism, and moral responsibility.

- PHIL40710 Phenomenology of Embodiment (Dermot Moran), Tuesdays 11-1

This seminar aims to develop an in-depth, critical understanding of Edmund Husserl's phenomenology of embodiment, through a critical reading of selected texts from Husserl including *Ideas II*, *Cartesian Meditations* and the *Crisis of the European Sciences*. Themes covered include Husserl's conception of transcendental phenomenology, the phenomenological epoche and reduction, the distinction between physical body and lived body, sensory perception, feelings, emotions, agency, the embodied person, empathy, intersubjectivity and the 'life-world'. Husserl's phenomenology of embodiment will be compared with other approaches including that of Merleau-Ponty.

- PHIL40360 Heidegger from *Dasein* to the *Kehre* (Joseph Cohen), Tuesdays 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 *Destruktio* 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.

- PHIL40420 The Good Society (Maeve Cooke), Wednesdays 10-12

A new form of realism has been making its voice heard in contemporary social and political theory. The new realists advocate a “bottom-up” approach to theorizing - one beginning from an understanding of the existing conditions and constraints of social and political life. They reject “ideal theory”, by which they mean a mode of theorizing that start by establishing an ideal theory of justice, then applies it to actual agents and institutions. This objection resonates with some recently voiced criticisms within Frankfurt School critical social theory. These critics reproach Habermas for what they see as his move towards a Kantian idealism at expense of the fine-grained, historically sensitive, empirically informed analyses which, traditionally, were the hallmark of theory in this tradition. The result, they claim, is loss of critical social theory’s diagnostic, explanatory and motivational power.

Focusing on the question of the “good society”, the course will consider the kind of approach best suited to analysis of society from the point of view of normative ideals such as justice, freedom and truth. Topics addressed will include justification, motivation and the role of the imagination in social and political theorizing. The debate between "realism" and "ideal theory" will frame the discussion, which will draw on recent work in political philosophy as well as some foundational texts in critical social theory.

Important note: It may be necessary to reschedule classes in the final two weeks of the semester (16 April, 23 April) for Monday, 3 Feb and Monday 10 Feb at 11am. Please keep these dates and times free.

- PHIL40930 Mind & World (Jim O'Shea), Wednesdays 2-4

Kant argued that empirical knowledge involves the application of a priori concepts to objects that are 'given' in sensory intuition, such concepts being in effect rules or laws that constrain the necessary and possible relations among objects. The American pragmatist philosopher C. I. Lewis, in his classic 1929 book 'Mind and the World Order' (free online: http://archive.org/details/mindtheworldorde007547mbp), famously defended a 'pragmatic conception of the a priori'. Lewis followed Kant in emphasizing the interplay between the sensory 'given' and a priori concepts in empirical knowledge, but he argued that such a priori conceptual systems (unlike Kant's categories) are abandoned and replaced over time according to pragmatic explanatory criteria. Lewis's clearly written, accessible work introduces a host of concepts that are fundamental to understanding the revolutions in philosophical analysis that transformed philosophy in the 20th century. In the second half of the seminar we will examine Wilfrid Sellars' sympathetic critique of Lewis's account, in his 1953 article 'Is There A Synthetic A Priori?'; and we will also briefly introduce Sellars' critique of 'the myth of the given'. This will be followed by a look at Quine's famous neo-pragmatist rejection of the analytic/synthetic and a priori/a posteriori distinctions in his 1951 article, 'Two Dogmas of Empiricism', followed by Richard Rorty's critique of modern analytic epistemology in chapter four of his 1979 book, 'Philosophy and the Mirror of Nature' (in which Quine and Sellars figure as heroes). We will end with Robert Brandom's 2006 article, 'Kantian Lessons about Mind, Meaning, and Rationality', and discuss what Brandom elsewhere calls the 'Kant-Sellars Thesis' concerning empirical concepts and modality (necessity). This will bring the seminar back full circle to Kant on concepts as involving laws.

- PHIL41020 Questions of Sovereignty (Joseph Cohen), Thursdays 11-1

The principle of sovereignty generally designates the "prerogative of supreme commandment" characteristic of the Nation-State. Jean Bodin, in 1576 and most particularly in the 'Six Books on the Republic', offered the first theory of this principle. According to Bodin, sovereignty is defined as the summa potestas of the Republic which is not to be understood democratically but rather as Res publica. The very term of summa potestas, used to define sovereignty and through it a Sovereign Monarch, marks that any political entity as such possesses a predominating power which it can exercise on both the "interior front", that is within its own frontiers, as well as on the "exterior front", that is in its relation to other Nation-States. This principle thus represents the pinnacle point of the political act by which a Nation-State can except itself from its "everyday affairs" in order to submit itself to the decisional power of a sovereign governance. First question thus: Under which conditions may this exception and consequently sovereign governance be justified? And secondly, what ought to limit, if anything, sovereign governance? We will also pose the following questions: can sovereignty be used strategically? And if so, can sovereign governance be abused? In this sense, and following from these questions, we will hence study and examine the relation between sovereignty and democracy. Are sovereignty and democracy compatible ideas? Is it democratically possible to call for a "state of exception" leading to a sovereign governance? And if so, what can critically challenge sovereign governance?

- PHIL41000 Living Well: Aristotle's Ethics & Politics (Tim Crowley), Thursdays 2-4

As Aristotle sees it, ethics and politics are both concerned with the same thing: the pursuit of happiness. His great work, the 'Nicomachean Ethics' is concerned with identifying what an individual's happiness consists in, while his 'Politics' attempts to identify which political system will best promote the happiness of each citizen. Both works are masterpieces of moral and political philosophy, and remain of great interest and influence today. In this module we will examine the key doctrines that Aristotle argues for in these seminal texts. To set Aristotle's work in its appropriate historical and philosophical context, we will also look closely at the treatment of these, and similar, topics by Aristotle's great predecessors, Socrates and Plato.

Modules on offer at TCD Department of Philosophy

Please note that these modules are available to MLitt/PhD students ONLY
(Trinity teaching term is noted on full timetable available separately.)

Semester 1 (TCD)

ALL TCD MODULE TIMES TO BE CONFIRMED BEFORE START OF CLASSES IN SEPTEMBER.

Please note TCD has a reading week 4-8 November 2013

- Existence and Modality (James Levine), Arts Bldg, TCD, Day/Time/Venue: TBC

This course will focus primarily on the dispute between "necessitists", who hold that, necessarily, each object exists necessarily, and "contingentists", who hold that it is not necessary that each object exists necessarily. We will examine the arguments on each side of this dispute; how this dispute is related to the evaluation of the "Barcan formulas" in quantified modal logic; and how this dispute may be regarded as involving issues of self–refutation. We will focus initially on Timothy Williamson's recent defense of necessitism, *Modal Logic as Metaphysics* (2013), and time permitting and depending on the interests of the participants may also look at texts of other philosophers, including the early Wittgenstein, Rudolf Carnap, A. N. Prior, Saul Kripke.

- Ethics (Alice Pinheiro Walla), Arts Bldg, TCD, Day/Time/Venue: TBC

The course offers an analysis of Immanuel Kant's Ethical Theory, focusing on his three major ethical works: the *Groundwork to the Metaphysics of Morals*, the *Critique of Practical Reason* and the Doctrine of Virtue, the second part of the *Metaphysics of Morals*. We shall discuss Kant's conception of practical reason, his account of moral psychology and conception of the normative force of morality. We shall also engage with contemporary Kantian Ethics.

- Epistemology – Relativism (Paul O'Grady), Arts Bldg, TCD, Day/Time/Venue: TBC

This course examines the phenomenon of cognitive relativism using the model presented in O'Grady Relativism 2002 as a basis. From this starting place, recent work by Kolbel, MacFarlane and Boghossian will be assessed.

- Wittgenstein's Later Philosophy (Thomas McNally), Arts Bldg, TCD, Day/Time/Venue: TBC

The course will address the central themes in Wittgenstein's later philosophy, with particular emphasis on his *Philosophical Investigations*. The seminars will begin with an analysis of Wittgenstein's philosophical development from 1929 to the writing of the *Investigations*, including the steps he took in rejecting the philosophical framework of his early work, the *Tractatus Logico-Philosophicus*. The bulk of the course will be devoted to the following issues that are treated at length in the *Investigations*: naming and ostensive definition (§§1-136); meaning and rule-following (§§137-242); and the so-called private language argument (§§243-315). In the final seminars, Wittgenstein's later reflections on necessity and the nature of mathematical truth (in his posthumously published *Remarks on the Foundations of Mathematics*) will be considered in light of these issues. Throughout the course, there will be consideration of many of the most significant interpretations of Wittgenstein's later philosophy, which have been very influential in shaping contemporary debates in analytic philosophy concerning such issues as the nature of language, realism and anti-realism, and the relation between the mind and the body. Of these interpretations,

the focus will be on Saul Kripke's sceptical reading of Wittgenstein on meaning and rule-following, and Michael Dummett's conventionalist reading of Wittgenstein on necessity.

- Philosophies of the Body (Luna Dolezal), Arts Bldg, TCD, Day/Time/Venue: TBC

The status of the body with respect to consciousness, identity and social life has been a central concern for philosophers since the inception of Western philosophy. In the present day, embodiment theory increasingly plays a central role in interdisciplinary scholarship and is, in its own right, an important field of inquiry in contemporary philosophy. This module will trace philosophies of the body from ancient Greek thought to the present day. A historical context for philosophies of the body will be established through the work of Plato, Aristotle, Aquinas and Descartes. The primary focus of the module will be 20th century philosophies of the body. The work of Edmund Husserl, Maurice Merleau-Ponty, Jean-Paul Sartre and Michel Foucault will be considered at length in order to familiarize students with the descriptions and theories of embodiment arising from phenomenology, social constructionism and existentialism. Themes that will be critically explored will include: the relationship between the body and consciousness; perception and action; embodied identity; intersubjectivity; and intercorporeality. The module will conclude with reflections on the interdisciplinary applicability of philosophy of the body, in particular looking at contemporary scholarship in feminist theory, disability studies and cognitive science.

Semester 2 (TCD)

ALL TCD MODULES TIMES TO BE CONFIRMED BEFORE START OF CLASSES IN JANUARY.

Please note TCD has a reading week 24-28 February 2014

- Psychology/Philosophy (Meredith Plug), Arts Bldg, TCD, Day/Time/Venue: TBC

This course examines issues that cut across the disciplines of Psychology: the empirical study of the mind, and the Philosophy of Mind. Is the mind a computer; is thought computation? Does the mind have different modules (e.g. a language module, a moral module)...? Are our mental states located completely inside our heads or do they extend into the world? Are descriptions of our mental life that invoke concepts like 'belief' and 'desire' radically false; should they be replaced with talk of neural firings? The course examines philosophical questions about the status, methodology and basic concepts of Psychology (including the status, methodology and key concepts of Psychoanalysis). Finally the course investigates the bearing of empirical psychological research on traditional philosophical questions. Does research on autism refute philosophical accounts of what it is for people to understand each others' utterances? Has psychological research shown that we lack Free Will?

- Ancient Philosophy – Plato: Dialectician or Visionary? (Vasilis Politis), TCD, Day/Time/Venue: TBC

It is generally supposed that, for Plato, the highest knowledge that we aspire to, and may be capable of, is the knowledge of the essence of things that is spelled out in a general definition – it being the task of dialectic, in Plato's sense of the term, to search for this. Such knowledge consists in knowing the truth of certain kinds of propositions, those that articulate general definitions; it is, therefore, propositional knowledge.
This view of Plato was not always as orthodox as it is today, and it has come under renewed criticism in the past decade or so. Those who challenge it come in two varieties. Some argue that (at least in the early dialogues) Plato did not think it is possible for us to attain knowledge of the essence of things, and that this is what he intended us to recognize. We may call their Plato: 'Plato-the-Sceptic'.
Others, however, while holding on to the view that, for Plato, knowledge of essence is what we need to aim at, argue that this knowledge is not propositional but in some way intuitive. This means that essence is something we must try to grasp directly, in the way in which vision is naturally thought to be direct and non-propositional or certainly non-rational; though, for Plato, this intuitive knowledge is not simply sensory – my cat, excellent eyesight though it has, is not capable of anything like it. Their Plato is, as we may say: 'Plato-the-Visionary' – or, as people used to say, 'The-Mystic'.
The aim of the seminar is to take up the debate between Plato-the-Demander-of-Definitions and Plato-the-Visionary. A major objective will be to consider the very idea of intuitive knowledge, and the analogy between sensory and intellectual intuitive knowledge. And to consider how such knowledge may be related to propositional knowledge.
To address this topic, we will need to study closely some of the most fascinating passages in the Platonic corpus; especially from the central books of the *Republic* (V-VII): the Sun Analogy; the Line; the Cave; and the account of Dialectic.

- Post Kantian Philosophy (Lilian Alweiss), Arts Bldg, TCD, Day/Time/Venue: TBC

When we speak or think we cannot avoid making use of the personal pronoun. We say 'I think', 'I am in pain', 'I am hungry' or 'I was born in the last century'. In all these instances reference to a bearer of thought seems inevitable. Yet there are many who wish to convince us that what seems inevitable in everyday speech, is nothing other than a linguistic convention. The words 'I' and 'my'

are mere adornments of speech. There is a ‘necessity of syntax’ which compels us to speak of a positional self, however as soon as we have a closer look we come to realise that the pronoun ‘I’ is not a place-holder for anything in particular. Indeed, without much trouble we can replace ‘I was thinking’ with ‘there was thinking going on’, and ‘I am in pain’ with ‘there is pain’ since there is no self separable from the thought or the sensation of pain. Proof of this is that we cannot perceive such a self but only objects of thoughts, feelings, sensations or impressions. Against this view this course wishes to show why we need to hold fast to the claim that ‘I’ is a referring expression. There is something distinctive about the use of the first person pronoun. No description, not even one containing indexicals (other than the first person pronouns themselves) can be substituted for 'I'. We shall do this by focusing, in particular, on the writings of Wittgenstein, Kant and Husserl.

- Metaphysics – The Metaphysics of Particulars, Ancient and Modern (Chrisopher BUckels, University of California Davis), Arts Bldg, TCD, Day/Time/Venue: TBC

It seems that there are few more basic philosophical questions than this one: what are things? E.g., what are tables and chairs? Even if one breaks them into their physical constituents, atoms or quarks or whatever physics determines their ultimate constituents to be, we can still ask: what are those? Are they fundamental entities, or can we distinguish between them and their properties? If we can, are they composed of their properties? Or is there something else, a more basic thing, that has the properties? These questions all concern the metaphysics of particulars, sometimes called substances or concrete particulars. In this seminar we will investigate these questions, starting with contemporary answers and then moving back to ancient answers, particularly from Plato and Aristotle. We will look at modern defenses of substratum theory (the thesis that that particulars have, as constituents, both properties and some particularizing entity in which the properties inhere), bundle theory (the thesis that particulars have, as constituents, only properties), and of what is sometimes called substance theory (the thesis that particulars may instantiate properties but do not have them as parts or constituents). Then we will read ancient contributions to this discussion, and we will see if we can situate such authors as Plato and Aristotle in this philosophical space.

- Advanced Logic & Philosophy (Peter Simons), Arts Bldg, TCD, Day/Time/Venue: TBC

The relationship between logic and philosophy has become complicated by the massive plurality of logical systems investigated since 1900. The question therefore arises as to whether there is such a thing as “the correct logic”, or whether we have to acquiesce in logical relativism. In this course we will examine alternatives to classical logic, in particular free logics, Lesniewskian logics, intuitionistic logic, many-valued logics and relevance logics, and consider their various claims to be improvements on classical logic.

Additional Learning Activities

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/supporting_you/new_student/

Students should note that there are no printing or photocopying facilities in the School of Philosophy itself. Neither are there any common work area or computer workstations. There is a room available to arts and humanities research students, but space is limited and must be applied for. Stage 2 PhD students 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 host two series of seminars led by 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 strongly recommended for all UCD postgraduate students.

Normally the UCD speakers are on Thursday afternoons at 5 pm in room D522 of the Newman building, and the Trinity ones (the 'Colloquium') are on Monday afternoons at 5 pm (exact day/time to be confirmed) 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.

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, except for speakers). Graduate students are always welcome and encouraged to join the speaker and member of staff for the drink and/or meal.

Graduate Research Seminars

A central aspect of the Dublin Graduate Philosophy Programme is the weekly Graduate Research Seminar, which is held on Tuesdays, at 6pm. At each seminar a graduate research student (PhD/MLitt) is given the opportunity to present a paper on a topic of their research.

Venue for seminars at each university is to be advised.

The main purpose of the seminar is to provide an opportunity for research students to develop their presentation skills and to get feedback on their work. Students should discuss their work with their respective supervisor prior to the presentation. If possible, the supervisor will attend the seminar.

Format:
Papers should be no longer than 45 minutes. The paper should reflect the research the student is undertaking. It can either be based on a chapter of written work or it may discuss a particular article or problem. Guidelines on how to present a paper will be provided at the beginning of the each academic year. The important thing is to make it *accessible* to other students who may not have the same background knowledge of the topic being presented.

Requirement:
Please note that all research students enrolled on the Dublin Graduate Philosophy Programme are required to attend each of the seminars, regardless of location and topic. It is expected that every research student enrolled on the Dublin Graduate Philosophy Programme will give at least one

paper per annum. All MA students are strongly encouraged to attend these seminars. They are informal and friendly, and often continue down the pub.

Staff Contacts: Dr Dylan Trigg, Prof. Fran O'Rourke (UCD – dylan.trigg@ucd.ie or orourke@ucd.ie) and Dr Lilian Alweiss (TCD - alweissl@tcd.ie)

Tutoring for the School

The School requires graduate tutors to teach tutorials for undergraduate modules. Tutorials are normally once a week, with a group of 15-20 students. The tutorials usually follow the lectures of the module. Tutors are expected to attend enough of the lectures to understand the structure and content of the course; they are expected to do the same preparatory reading that the students are expected to do; and they are expected to mark some of the students' essays.

There will be a training meeting for all tutors, new and continuing. All tutors are expected to attend.

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 from research students in at least their second year of study should be addressed in the first instance to the Graduate Administrator. Priority is given to current research students in allocating tutorial hours.

Beyond UCD there may be tutoring opportunities in Dublin at St. Patrick's College (DCU) or Mater Dei (DCU). UCD also has an adult education centre, 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.

Note that the Centre for Teaching and Learning at UCD offers online resources for teaching to small groups. 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 both institutions and these will be advertised. Normally the group meets weekly, and discusses a particular article or book chapter. For example:

- The Aporo research network (www.aporo.org) brings together people interested in analytic philosophy, and they normally run at least one reading group.
- There has also been a long-running reading group on Hegel (contact Joseph.Cohen@ucd.ie for details).

Any students interested in setting up their own reading group should see the Graduate Administrator about the possibility of booking the seminar room D522.

The graduate website and journals

The School maintains a webpage (www.dublinphilosophy.net) that lists every research 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. Please contact Christopher.Cowley@ucd.ie with further details of what you want published.

The School also maintains a Facebook page (http://www.facebook.com/ucdphilosophy) where information about the School and its activities will also be posted. The UCD graduate student blog will also be renewed in September, and students will be invited to contribute.

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, published by UCD Philosophy Society. The editors are PhD students in the School of Philosophy at UCD, and invite contributions from all students. See www.ucd.ie/philosophy/perspectives for further details, including submission guidelines, themes, deadlines and other information. For further information, contact perspectives@ucd.ie.

The *International Journal of Philosophical Studies (IJPS)* is edited by Prof. Rowland Stout, and book reviews are edited by Dr Jim O'Shea. Advanced postgraduate students should be aware of the possibility of writing a review for *IJPS* 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. Note that the journal receives many articles and reviews every year and the selection process is very competitive. (Normally at most only one or two reviews from UCD graduate students can be published each year.)

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 MA Co-ordinator occasionally will circulate details of conferences by e-mail (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. Even if a paper or abstract is not accepted, it is useful to work to a deadline.

Students are encouraged to sign up to Philos-L, which is the professional philosophy 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 (or alternatively check Philos-L for an email ‘digest’ method of receiving information).

PhilEvents (http://philevents.org) and PhilPapers (http://philpapers.org) also have information on events that are searchable by area of interest/location and a directory of online philosophical articles and books by academic philosophers.

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 (GRIF). Application deadlines are normally in October and April in a given academic year, and details will be circulated when they become available.

If presenting a paper at a conference relevant to their thesis, UCD Philosophy PhD students may apply to the Head of School for a small grant (maximum 50% of vouched costs, up to €150). The application must be supported by the student’s supervisor. Details of the conference, evidence of acceptance of the paper, etc. must support the application. An application by e-mail with one hard copy is required. Normally, no retrospective applications will be considered and only one grant per student will be awarded in any academic year.

In the past, PhD students in the School of Philosophy have initiated and organised a number of very successful philosophy conferences. Funding for such events is normally obtained by applying to UCD Seed Funding. If one or more students are interested in organising something, they should first speak with their supervisor(s)

Graduate student representatives

For the year 2013-14, the following UCD doctoral student will act as student representative:

Hugo Newman (hugo.newman@ucdconnect.ie)

Hugo is in the third year of his PhD, working with Gerard Casey. He has a desk in office D521. He is available to discuss any personal or academic problems that students are having with the course. He is also available to discuss students' ideas for reading groups and other events.

Early in the 2013/14 academic year, nominations will be accepted for graduate research students who wish to sit as student representative on the Graduate School Board in the College of Human Sciences. 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.

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
1ST CLASS HONOURS (1H)	80+%	A+	4.2	Excellent
	75-79%	A	4.0	
	70-74%	A-	3.8	
2ND CLASS HONOURS GRADE I (2H1)	68-69%	B+	3.6	Very Good
	64-67%	B	3.4	
	60-63%	B-	3.2	
2ND CLASS HONOURS GRADE II (2H2)	58-59%	C+	3.0	Good
	54-57%	C	2.8	
	50-53%	C-	2.6	
3RD 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:

A
Excellent A comprehensive, well structured, well directed, clear and precise response to the assessment task, demonstrating a mastery of the subject matter, a critical and comprehensive appreciation of the relevant literature including its historical and argumentative structure where appropriate, good presentation (including proper grammar, spelling, punctuation and referencing), incisive developed argument and independence of thought.

B
Very Good A reasonably thorough and organised response to the assessment task, demonstrating good knowledge of the subject matter and of the relevant literature, and the capacity to present clearly a structured and well directed argument.

C
Good An adequate and competent response to the assessment task, demonstrating adequate knowledge of the subject matter and the relevant literature, as well as some critical awareness and ability to construct arguments with some level of cogency.

D
Satisfactory An acceptable response to the assessment task with a basic grasp of subject matter, demonstrating some ability to engage with the issues.

E
Marginal Fail A response to the assessment task which fails to meet the minimum acceptable standards yet engages with the question and shows some knowledge.

F
Unacceptable A response to the assessment task which is unacceptable but shows some minimal level of engagement.

G
Wholly unacceptable

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 minimum font size is 11. The minimum font size for footnotes is 9. Use a sans serif font (including Arial, Helvetica, Tahoma or Trebuchet). 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 5 lines are enclosed within quotation marks ("Mary had a little lamb") and included within the text of your paper. Quotations longer than 5 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. (Obviously, such headings as 'A book' are not included in your bibliography.) (Alternatively, if using the 'Author/Date' reference system (see further below), the date might occur next to the name, e.g. "Merton, Robert K. (1973). [etc.]")

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.

The in-text, end of sentence "(author (date), page #)" method of referencing is in many ways a much simpler method. Footnotes/endnotes would then primarily be used only for clarifications and comments, and you would use the in-text author/date method within these footnotes, too. If you use this method your Bibliography should position the date in parentheses after the author's name (e.g., Diamond, John (1983), *The Third Chimpanzee* (London: Routledge Press)). There is further information on the author/date method of referencing here, for example:)

Footnote Referencing
Footnote reference style differs from that used in a bibliography. The typical pattern is:

Author first name author last name, title of work, (Place: publisher, year).

Example:

Ellen Meiksins Wood, *Liberty and Property*, (London: Verso, 2012).

In footnotes, the publisher can be omitted, so (London, 2012)

This is used for the first reference. Subsequent references simply use the author's last name and relevant page number. Where an author has more than one entry, use author year, relevant page number.

Examples
Wood, p. 273, or
Wood 2012, p. 273

An alternative method of subsequent references is to use the author's last name and an abbreviated form of the title, plus page number.

Example
Wood, *Liberty*, p. 273.

For a fuller guide to footnote referencing, see
http://www.oberlin.edu/faculty/svolk/citation.htm

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. It is recommended to give your essay your own title, too, and this should reflect the main *thesis* of your essay. 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*** (central argument) 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."

Some module instructors will leave the selection of specific essay topics for the module to the students, and in such cases one should clear one's topic with the lecturer. One helpful way of finding a thesis topic is to find a matter of controversy in the secondary literature on a topic relevant to the module. One can then take a particular stand on that debate in a way that is well-informed by both the primary and secondary literature. Be sure to keep one's thesis topic as narrow and clear as possible.

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. An 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 thesis.

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

[N.B. I've indented the paragraphs below]

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 dissertations

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

Please follow the following format:

- The dissertation should be soft or hard 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 (80-100 g).
- Print on one side of the paper.
- Margins should be 30mm on the binding edge and other margins should be not less than 20mm.
- One-and-a-half spacing shall be used, except for indented quotations and footnotes,where single spacing may be used..

Pages shall be numbered consecutively throughout the substantive text of the thesis, including appendices. Prefacing pages shall also be numbered consecutively, but utilising the Roman numeral format (i., ii., iii., iv., v., etc.). Page numbers shall be right justified 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 (Numbered i)

The table of contents shall immediately follow the title page. It should list the title of each chapter and the main sections in each chapter together with the relevant starting page numbers including Introduction (if there is one), each chapter (including titles if used), Conclusion (if there is one), and "Works Cited."

Page Three (Numbered ii)

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

Page Four (only required for PhD and MLitt theses – Numbered iii)

Statement of Original Authorship - The following statement of original authorship shall immediately follow the abstract page, "I hereby certify that the submitted work is my own work, was completed while registered as a candidate for the degree stated on the Title Page, and I have not obtained a degree elsewhere on the basis of the research presented in this submitted work".

Page Five

Introduction or Chapter One (Numbered Page 1)

(See following page as an example of the different title pages for MA and MLitt/PhD students)

**MA students – Please submit two copies of the minor dissertation along with two copies of the Graduate Minor Thesis Submission Form to the UCD School of Philosophy Office (D503). Please also submit one electronic version of the dissertation via Blackboard Safe Assign. All copies/versions must be submitted before the dissertation is deemed "submitted."

**MLitt and PhD students – Please submit three copies of the thesis along with Research Degree Submission Form to the UCD Student Desk (Tierney Building).

Submission forms for all degrees can be found online at:
http://www.ucd.ie/registry/assessment/student_info/graduatestudents.html

Sample MA dissertation title page

The Study of Philosophy:
Is it worthwhile?

By
Peter Plato

This thesis is submitted to University College Dublin in part fulfilment of the requirements for the degree of Master of Arts in Philosophy.

UCD School of Philosophy

Supervisor: Dr X

August 2014

Sample Research degree (MLitt / PhD) thesis title page

The Study of Philosophy:
Is it worthwhile?

By
Peter Plato

The thesis is submitted to University College Dublin in fulfillment of the requirements for the degree of [Research Masters / Doctor of Philosophy] in Philosophy.

UCD School of Philosophy

Head of School: Prof. Rowland Stout

Principal Supervisor: Dr X

[Research Masters / Doctoral Studies] Panel Membership:
Dr Y
Dr Z

August 2014