



University College Dublin
SCHOOL OF PHILOSOPHY

GRADUATE STUDIES HANDBOOK

2018/19

The MA in General Philosophy
The MA in Contemporary European Philosophy
The MA in Consciousness & Embodiment
The MA in Philosophy and Literature
The MA in Philosophy and Public Affairs
The MA in Ethics: Theory and Practice

The MLitt programme
The PhD programme

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Staff Contact Details

TEACHING STAFF			
NAME	ROOM	TELEPHONE	EMAIL
Prof Maria Baghramian Head of School	D509	716 8125	maria.baghramian@ucd.ie
Dr Ruth Boeker	D517	716 8124	ruth.boeker@ucd.ie
Assoc Prof Dragos Calma	D515	716 8202	dragos.calma@ucd.ie
Dr Joseph Cohen	D514	716 8425	joseph.cohen@ucd.ie
Prof Maeve Cooke	D501	716 8352	maeve.cooke@ucd.ie
Assoc Prof Christopher Cowley	D518	716 8228	christopher.cowley@ucd.ie
Dr Tim Crowley	D513	716 8213	tim.crowley@ucd.ie
Dr Daniel Deasy (on leave Sem 2 2018-2019)	D507	716 8269	daniel.deasy@ucd.ie
Assoc Prof Timothy Mooney (on leave Sem1 2018-2019)	D505	716 8527	tim.mooney@ucd.ie
Prof Dermot Moran			dermot.moran@ucd.ie
Prof Brian O'Connor	D510	716 8141	brian.oconnor@ucd.ie
Assoc Prof Katherine O'Donnell	D520	716 7323	katherine.odonnell@ucd.ie
Prof James O'Shea	D511	716 8368	jim.oshea@ucd.ie
Dr Danielle Petherbridge	D512	716 8201	danielle.petherbridge@ucd.ie
Dr Markus Schlosser	D506	716 8281	markus.schlosser@ucd.ie
Prof Rowland Stout	D502	716 8122	rowland.stout@ucd.ie
Dr Tatjana von Solodkoff	D519	716 8246	tatjana.vonsolodkoff@ucd.ie
POSTDOCTORAL FELLOWS			
Dr Mark Bowker	D508	TBC	
	D508	TBC	
Dr Daniel Vanello			
Dr Marinus Ferreira	D521	TBC	
Dr Elisa Magri	D508	TBC	elisa.magri@ucd.ie
Dr Karim Sadek	L541	TBC	karim.sadek@ucd.ie
VISITING PROFESSORS			

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

Important Dates for 2018-19

Teaching Begins	Monday 10 September 2018
Welcome Meeting (formal)	Wednesday 12 September Time: 1 pm. Light lunch D522
Graduate Students Welcome Drinks	Thursday 20 September 5.30pm (after invited speaker) D 5 th Floor (wine served)
First Visiting Speaker	Thursday 20 September at 4pm
Trinity teaching begins	Monday 10 September (TCD)
Final module registration deadline	Friday 28 September at 5 pm
World Philosophy Day	Thursday 15 November
Reading and Study Week (no classes)	Mon 29 Oct (Bank Holiday) – Fri 2 Nov
First Semester teaching ends (week 12)	Friday 30 November
Final deadline for Semester One work (unless otherwise stated)	Friday 14 December
Second Semester/ Teaching Begins	Monday 21 January 2019 (UCD)
Trinity Teaching Begins	Monday 21 January 2019 (TCD)
MA Dissertation proposal deadline	Friday 15 February
Final module registration deadline	Late January / Early February
March Break (UCD)	Saturday 9 March – Sunday 24 March (UCD)
MA Thesis First Section deadline	Friday 5 April 2019
Research progress meetings – all graduate students	April onwards
Second Semester/Teaching ends	Friday 26 April 2019
Final deadline for Semester Two work (unless otherwise stated)	Friday 10 May 2019
Dublin Graduate Philosophy Conference	Date TBC
MA Dissertation Submission	Friday 16 August 2019
Fees Office Dissertation Deadline	Friday 30 August 2019

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. 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 contactable at philosophy@ucd.ie Tel: 01-716-8186. The graduate administrator can help with many things; so don't hesitate to contact him or her.

Change of address: It is important that the School has an up-to-date record of your email address, postal address and phone number, so please remember to update any changes 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 and on the website. 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 a meeting outside Office Hours. Please note that staff members are not available to the same extent in the summer months (June, July, August), and therefore students should make explicit arrangements for online or in person communication with their dissertation supervisors before that period.

The PhD Co-ordinators are Prof Maeve Cooke / Dr Tatjana von Solodkoff

E-mail : maeve.cooke@ucd.ie Office D501

E-mail : tatjana.vonsolodkoff@ucd.ie Office D519

The MA Co-ordinators are Prof Rowland Stout / Dr Danielle Petherbridge

E-mail : rowland.stout@ucd.ie Office D502

E-mail : danielle.petherbridge@ucd.ie Office D512

Any academic problems that cannot be dealt with by the students' module lecturer or dissertation supervisor should be addressed to the co-ordinators.

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;

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 the School of Languages, Cultures and Linguistics;
- a **Philosophy and Public Affairs** programme ('PPA'), combining modules from Philosophy with modules from the School of Social Work, Social Policy and Social Justice, the Equality Studies Centre and the School of Politics and International Relations.
- an **Ethics: Theory and Practice** programme (Ethics), combining modules from philosophy with other disciplines.

Enrolment for Modules

Registration for modules takes place online. Registration for MA students will take place from Tuesday, 14 August. Students will need to have their UCD Connect 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 Semester 1 (i.e. Friday 28 September and a shorter time in early 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 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 MA modules in the first semester and three in the second, however they are also permitted 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: Danielle Petherbridge)

Students choose ANY six MA modules offered by the School of Philosophy;

2. Contemporary European. (Programme co-ordinator: Tim Mooney)

Students must choose four MA modules from the list below, as well as any other two MA modules offered by the School of Philosophy:

Semester 1	Semester 2
PHIL41320 Topics in Continental Phil PHIL41470 E. Levinas: From the Truth of Being to the Ethics of the Other PHIL41280 Feminist & Gender Theory PHIL40840 Autonomy	PHIL40250 Merleau-Ponty PHIL40420 The Good Society – Protest and Resistance PHIL40410 Philosophy & Literature

B: Interdisciplinary MA Programmes

3. Consciousness & Embodiment. (Programme co-ordinator: Maria Baghramian)

Students must take any six of the following modules:

Semester 1	Semester 2
PHIL40970 Consciousness, Agency & the Self PHIL41410 Personal Identity in Early Modern Phil PHIL41280 Feminist & Gender Theory	PHIL40250 Merleau-Ponty PHIL41500 Buddhist Ethics PHIL40430 Phil of the Emotions PSY40550 Rdgs in Visual and Social Cognition PHIL 40960 The Cultural Mind
Students may only take 1 module in Cognitive Science	
COMP47230 Intro to Cognitive Science OR	COMP40280 Embodied and Enactive Approaches to 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.

4. Philosophy and Literature. (Programme co-ordinator: Danielle Petherbridge)

(i) Students must take the following core module:

Semester 2
PHIL40410 Philosophy & Literature

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

Semester 1	Semester 2
PHIL41320 Topics in Continental Phil PHIL41470 E. Levinas: From the Truth of Being to the Ethics of the Other PHIL41280 Feminist & Gender Theory	PHIL40250 Merleau-Ponty PHIL40430 Phil of the Emotions

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

Semester 1	Semester 2

ENG40940 Gender & Sexuality SLL40230 Intro to Cultural Theory GER40040 Translation Theory	SLL40130 Intro to Theory
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(iii) Finally, they must choose two of the following modules offered by other Schools.

Semester 1	Semester 2
SLL40230 Intro to Cultural Theory GER40040 Translation Theory FR40070 L'écriture migrante ITAL40300 Writing World War 1 in Italy GER40080 Literature and Opera ENG40940 Gender & Sexuality ENG41840 American Lyric (not available 2018-19)	SLL40130 Intro to Theory GER40230 Vienna 1900 ENG40880 Outside the Lines: 19th-Century Writing ENG41670 Contemporary American Fiction ENG42020 The American Body: Race, Gender, Sexuality (not available 2018-19)

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, Drama and Film (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, Drama and Film; FR, GER, ITAL and SLL modules are offered by the School of Languages, Cultures and Linguistics; AMST modules are offered by the UCD Clinton Institute for American Studies.

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

(i) They must choose three of the following philosophy modules:

Semester 1	Semester 2
PHIL41320 Topics in Continental Phil PHIL41280 Feminist & Gender Theory PHIL40840 Autonomy	PHIL41000 Aristotle's Ethics & Politics PHIL40420 The Good Society – Protest and Resistance

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

Semester 1	Semester 2
POL40050 Theories of Int'l Relations POL41030 Theory of Human Rights	EQU40310 Masculinities & Equality POL40140 Int'l Political Theory

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

Semester 1	Semester 2
POL40050 Theories of Int'l Relations POL41030 Theory of Human Rights POL41650 Global Political Econ of Europe POL40100 Politics of Development POL40820 Governing the Global Economy POL40370 Int'l Political Economy EQU40200 Disability and Equality	POL40140 Int'l Political Theory POL40540 Comparative Euro Politics POL40160 Comparative Public Policy EQU40310 Masculinities & Equality

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; EQUJ modules are offered by the School of Social Policy, Social Work and Social Justice.

6. Ethics: Theory and Practice (Programme co-ordinator: Rowland Stout)

(i) Students must take the following core module:

Semester 1
PHIL41510 Ethics: Theory and Practice

In addition, you must select two modules from a list of Philosophy Ethics modules (see below) as well as any other two MA modules offered by the School of Philosophy and one module from a list of modules provided by other disciplines (see below).

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

Semester 1	Semester 2
PHIL41280 Feminist & Gender Theory PHIL40840 Autonomy	PHIL41000 Aristotle's Ethics & Politics PHIL40420 The Good Society – Protest and Resistance PHIL40430 Philosophy of the Emotions PHIL 41500 Buddhist Ethics

Modules from other disciplines:

Semester 1	Semester 2
POL30370 Justice in Education POL41030 Theory of Human Rights EQUJ40200 Disability and Equality EQUJ40070 Human Rights and Equality MKT30140 Responsible Marketing PSY40270 Ethics in Psychological Research	IS30370 Information Ethics LAW30300 Law and Penology

Submission of Course Work

Most modules will require the submission of one or two essays and possibly a presentation. 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 may have different assessment requirements and submission deadlines; students should note these carefully.

Modules in other Schools may set their own assessment lengths and methods, so please pay attention to the assessment strategies in each module. In general, 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 4,000 words may be between 3,600 and 4,400 words. Students should write more only if they have the lecturer's permission – one reason for the word count is to encourage students to express themselves succinctly; another reason concerns principles of fairness in relation to fellow students.

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

- one hard copy, with a completed and signed cover sheet, to the Graduate Administrator 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 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 accept or grade any essays submitted more than 2 weeks late without approved extenuating circumstances. Essays that are not accepted or graded will be awarded a zero ('NG').
- *Poor grammar, syntax and spelling* ("Gram"): up to 2 grade points deducted, unless there is a good reason for excuse.
- *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"). Anti-plagiarism software will automatically scan all essays. Any suspicious results will be inspected by the module co-ordinator. If there is clear evidence that the essay repeats an argument, or a substantial portion of it, without reference or copies a passage without giving the source, 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. (You can find some examples of Plagiarism later in this Handbook.)

Requests for extensions to deadlines should be made to the module co-ordinator in advance. Normally the *only* reasons for granting an extension is 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 grounds 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-ordinators (Rowland Stout or Danielle Petherbridge), who will arrange for another member of staff to read the paper. Finally, and only after completion of the above two steps, a formal appeal route is available (see Assessment Appeals Office www.ucd.ie/appeals).

Research Skills workshops

A series of seminars will be organised for MA and new PhD students. They will take place on Tuesday afternoons, from 2.00-3.00 pm in room D522. A full timetable with topics will be circulated at the beginning of the semester. 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. These seminars also have a social and pastoral function, allowing students to meet each other and to discuss any aspect of the programme with the lecturer.

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.

Submission of dissertation proposal

Students are encouraged to think about a possible dissertation topic and supervisor as early as possible. They should contact members of staff directly to see if they are willing and able to supervise their dissertation. Otherwise, the MA Co-ordinators 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 final agreement on the dissertation topic is reached. It is advisable that you approach a potential supervisor sooner rather than later, ideally before the Christmas break.

You may submit a dissertation proposal at any time during the first semester. The final deadline for the submission of the proposal is Friday 15 February. The proposal should be submitted to the Graduate Administrator in D503 and 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)

Initial search for an MA topic

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 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. ([Permalink](#))
- The Philosopher's Index: 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. ([Permalink](#))

Students are welcome to visit the MA Co-ordinator (Danielle Petherbridge) 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.

Supervisors

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. Students have a right to three meetings with the supervisor. Ideally, the first will be before the Christmas break, when the supervisor will normally draw up some reading suggestions for the break. Supervisors may designate a set schedule of work and additional meeting times and you should check the requirements set by your supervisor.

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.

The research progress meeting and thesis submission

In semester two, each student will be required to attend formal Research Progress meetings with their supervisor and, occasionally, one other member of staff. Students should submit to their supervisor an annotated Table of Contents, together with a section of writing of at least 2000 words by Friday, 5 April 2019. The purpose of the meeting is to discuss your progress to date and to facilitate the timely completion of dissertations.

A full draft of the thesis must be submitted to the supervisor no less than 3 weeks prior to the submission deadline. Students who fail to regularly communicate and provide drafts to their supervisors will have difficulty writing a successful thesis.

The submission deadline of the dissertation is **Friday 16 August 2019**. An earlier submission date is possible. Two soft-bound or hard-bound copies of the dissertation are to be submitted directly to the Graduate Administrator as well as online submission via Blackboard. Guidelines on the presentation of dissertations are at the back of this booklet. The supervisor and a second reader will then assess the dissertation.

Please note that penalties for late submission may come into effect after the submission deadline of **16 August 2019**. Dissertations submitted after 30 August 2019 may also incur additional fees as well as late penalties.

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 Graduate 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-ordinators (Rowland Stout and Danielle Petherbridge) will be available during their office hours and by appointment 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-ordinators. It will be easier for the School to deal with, or make allowances for, any academic or personal problems students face 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> or <http://www.ucd.ie/studentcounselling>), which includes a counselling service, or the Student Advisers (<http://www.ucd.ie/advisers>). 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 has a June 1st deadline for its PhD awards, but will continue to accept applications into the summer, subject to the availability of places. With these deadlines in mind, students are advised to start work on their applications as soon as possible during the academic 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 money for further studies. 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 one of the PhD Co-ordinators.

Research Degrees

'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-ordinators are Maeve Cooke (maeve.cooke@ucd.ie) and Tatjana von Solodkoff (tatjana.vonsolodkoff@ucd.ie) who are responsible for all academic and pastoral needs of research graduate students.

The PhD research degree is an opportunity for prolonged and intense study on 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 outside the School.

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 an opportunity to complete coursework at *both* institutions during the first year of study, as explained below. PhD students from both universities also take part in in work in progress graduate seminars and jointly organise an annual graduate conference. Most of the informal and social activities will involve students from both institutions as if they were one group.

The UCD 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. For full-time students, the transfer must be completed within 18 months of starting Stage 1, but students and supervisors are encouraged to aim for an earlier transfer (after about 12 months of full-time study). The transfer for part-time students is adjusted accordingly.

Students should also familiarise themselves with the College of Social Sciences & Law (of which the School of Philosophy is part) and their guidelines for MLitt / PhD students. (see <http://www.ucd.ie/socscilaw/graduateschool/>)

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 B average to remain in good standing. A mark less than a B 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.)
- No more than two modules *may* be at the partner institution, i.e. UCD PhD students may enrol in 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 written module coursework.
- In the event of module oversubscription MA students will be given priority over MLitt and PhD students.
- Students may not take a module that they have previously taken as part of another degree, i.e. a module taken as part of an MA at UCD may not also be taken as a PhD student.

MLitt students are not required to take any taught modules. However, many MLitt students plan to transfer to the PhD after completing their initial phase of research. In this case, the student must have fulfilled the taught component. Therefore, it is recommended that MLitt students complete the taught component in their first year of study.

The PhD Research Skill Workshops

Research students are strongly encouraged to attend the graduate research skills workshops (see above). In addition, there may be a number of workshops targeted specifically at PhD students. Possible topics 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 Social Sciences and Law, 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 the semester for topics 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.

Graduate Research Seminars

A central aspect of the PhD/MLitt Programme is the Graduate Research Seminar, which is usually 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 (UCD or TCD) 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 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 PhD/MLitt Programme are required to attend all of the seminars, regardless of location and topic. It is expected that every research student enrolled on the PhD/MLitt 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 in a pub.

Staff Contacts: TBA.

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 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.

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 her or himself as driving the project – they should not wait passively for advice and guidance from the supervisor. The more students prepare for the supervisory meeting the more students will get out of it. Students must inform their supervisor as soon as possible of any issues that may negatively influence their performance, e.g. serious illness, mental health problems, writer's block etc.

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. Although in each case only one member of staff is principally responsible for supervision, students are encouraged to discuss aspects of their work with the members of their DSP and other lecturers, including with those who have different areas of specialisation and competence.

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. It is not possible to apply for a retrospective leave of absence.

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 as it develops may take them in a direction different to expected 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 one of the Research Degree Coordinators, Maeve Cooke and Tatjana von Solodkoff. 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). It is recommended to aim for a transfer after about 12 months of full-time study. 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 solid application package and go through without complications than to apply with a weak application earlier and be rejected. The transfer application package (6000 words minimum) will normally contain the following elements:

- An abstract of the main argument of the dissertation.
- A thesis structure of the dissertation, outlining the main points for chapters and the role each plays in furthering the overall aims of the dissertation.
- At least one substantial draft chapter OR a paper (which would be suitable for presentation at a conference). Note: if a chapter, this does not need to be the *first* chapter. If a paper, it should not be a paper from a taught module.
- A preliminary 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.
- A Research and Professional Development Plan (RPDP) for Social Sciences and Law (see below)

In order to progress, students must have:

- Completed at least 20 credits of taught modules at the time of assessment.
- Achieved a minimum B average grade across modules undertaken as part of the 30-credit requirement. If students do not meet this requirement and the DSP agrees that this should not be an impediment to transfer, the DSP must provide written notification to the Transfer Assessment Panel (TAP) providing justification for same.
- Completed an interview with the TAP on the basis of the submitted documents. Students may also be required to provide a brief c.15 minutes presentation to the Panel.

If 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 (typically within 6 months).

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; this normally means 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 decide against completing a PhD degree. 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 work remains to be done. 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 a 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 Social Sciences and Law:

(<https://www.ucd.ie/graduatestudies/currentgradstudents/researchphdsupport/professionalplanrpd/>).

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.

The UCD College of Social Sciences and Law also has a handbook on more general guidelines for research (MLitt/PhD) students.

(see <http://www.ucd.ie/socscilaw/graduateschool/informationforcurrentphdstudents/>)

Submission of dissertations

Normally, students do not submit their dissertation without approval from their supervisor. In the event of a dispute between student and supervisor about the readiness of a dissertation for submission, students should contact one of the PhD co-ordinators, Maeve Cooke or Tatjana von Solodkoff, in the first instance. About 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/students/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 that they are fully registered and fees compliant. The Fees Office deadline for a given academic year is normally the end of August or beginning of September; 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/students/fees/thesis.html>

Students should familiarise themselves with UCD's *PhD Regulations and Guidelines* available from the web: http://www.ucd.ie/students/assessment/thesis_regs.html

Funding Possibilities

Graduate research can bring with it considerable financial pressures. Students may see the need to continue earning money during the course of their studies. 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 scholarships under the College of Social Science and Law Research Scholarship scheme, available to applicants to the full-time PhD programme in the School of Philosophy. All applicants for full-time admission to the PhD are automatically considered for these awards. The deadline for the receipt of the applications to be considered for these awards is June 1st 2018.

Postgraduate scholarships are available through open competition from the Irish Research Council (IRC - www.research.ie). Please note that the application deadlines can be as early as November or December. Please check eligibility carefully for these scholarships. The UCD Humanities Institute (<http://www.ucd.ie/humanities>) also funds PhD dissertations on selected specialized topics. The National University of Ireland awards a 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 means-tested and subject to Irish residency. Please see www.studentfinance.ie for more information about this and other government funding schemes.

Graduate Modules on offer for 2018-19

PLEASE NOTE: ALL DESCRIPTIONS, DATES AND TIMES SUBJECT TO CONFIRMATION

Semester 1

- PHIL 41510 Ethics: Theory and Practice (Marinus Ferreira), Mondays 11-1

Introduction to theories of ethics as well as particular problems in applied ethics. Thinking seriously about ethical questions requires us to face up to two different but related problems: firstly, identifying and getting clear on what the grounds are on which we can decide on ethical questions; and secondly, how to make use of those grounds in order to get determinate action-guidance for the case at hand. The grounds for answering ethical questions would be the principles that underlie our reasoning, the criteria for right action, and a theory about the role and content of ethics. Action-guidance are things like commands, rules, advice, and other ways of telling someone what they should do. We can use these two problems as a way of understanding the theoretical ethics vs practical ethics split, where the theoretical ethics is devoted to getting the grounds of moral judgements right, and practical ethics is about how best to come to identify the concrete courses of action that would follow from those grounds. This course will use this two-pronged approach in order to come to a better understanding of some widely-discussed approaches to ethics, and to highlight important features of some particular problems in applied ethics. In addition, we will introduce a range of issues such as: possible tensions between an ethical theory's ability to explain the grounds of judgements vs. its ability to provide us with concrete action guidance; ways in which a theory can prioritise the explaining of the grounds over providing action-guidance, or vice versa; whether the requirement to have a particular kind of action-guidance (say, a hard and fast rule you can use for public policy) hides or distorts the grounds of the judgements, and so on.

- PHIL 40970 Consciousness, Agency & the Self (Robert Foley/Markus Schlosser), Mondays 2-4

This course covers central issues in the philosophy of mind and action. We begin with a brief overview of the main positions on the mind-body problem: dualism, physicalism, and functionalism. Then we turn to questions and theories about consciousness: the "hard problem" of consciousness, philosophical theories, scientific theories, conscious agency and free will. In the final part we turn to the notion of the self. We consider accounts of the "minimal self" and the "narrative self". We investigate the role of the self in agency, and we look at the Buddhist doctrine of "no-self".

- PHIL 41410 Personal Identity in Early Modern Philosophy (Ruth Boeker), Tuesdays 11-1

After John Locke completed the first edition of his *An Essay concerning Human Understanding* he send a copy to his friend William Molyneux—an important intellectual in Dublin—and asked Molyneux if he had any suggestions for changes in future editions. The correspondence with Molyneux motivated Locke to write the chapter "Of Identity and Diversity," first published in 1694. In this chapter, Locke develops an innovative account of persons and personal identity that continues to influence present-day debates in metaphysics, philosophy of mind, and ethics. Locke suggests that we should distinguish the term 'person' from our ordinary notion of a human being. Assume Ms X is in a coma and unable to remember past experiences. In this case Locke proposes, Ms X continues to be the same human being as Ms X was at an earlier time, but is not any longer the same person and it would not be just to hold Ms X responsible for past crimes. However, not all of Locke's contemporaries were willing to accept his views about personal identity. For instance, William Molyneux worried that Locke's view has problematic consequences, because it entails that someone who committed a crime while drunk may not be responsible for it. What do you think? In this seminar we will examine how the debates about personal identity developed in seventeenth and eighteenth-century philosophy. We will discuss selected texts by Locke and several of his early critics and defenders such as Gottfried Wilhelm Leibniz, Edmund Law, Josph Butler, Thomas Reid, Catharine Trotter Cockburn, the Clarke-Collins Correspondence, the Third Earl of Shaftesbury, and David Hume.

- PHIL 41470 E. Levinas: From the Truth of Being to the Ethics of the Other (Joseph Cohen), Wednesdays 11-1

This MA module will cover the philosophy of E. Levinas. We will explicate, in detail, the confrontation set forth by Levinasian ethics with M. Heidegger's rephrasing of "fundamental ontology". Our analysis will consequently develop the manner in which "fundamental ontology" is questioned and "phenomenologically suspended" through and by the ethical commandment of the Other. This confrontation will also allow for a succinct examination of the ethical question in the history of metaphysics, most particularly through the figures of Kant, Hegel and Nietzsche. After having explicated Levinas' ethical commandment in relation to Heidegger's "fundamental ontology" and beyond, to the history of metaphysics in general, we will develop how and why Levinas seeks to entirely rephrase and rethink the idea of justice. How can justice remain irreducible to truth? Why is truth, according to Levinas, incessantly bound up to violence, and consequently failing to inaugurate an ethical responsibility towards the singularity of the other? In which manner can the idea of justice open to a "hyper-ethical" and infinite responsibility?

- PHIL 41320 Topics in Continental Philosophy (Danielle Petherbridge), Wednesdays 2-4

How do we understand encounters between self and other? What is the relation between subjectivity and intersubjective life? This module examines different philosophical perspectives for analyzing encounters between self and other, and investigates alternative theories of recognition and intersubjectivity in the tradition of continental philosophy. Themes covered will include the subject, intersubjectivity, recognition, difference, power, domination, and self/other relations.

In order to address these questions, we generally begin by tracing major theories of intersubjectivity and recognition in the German philosophical tradition, such as those developed by Fichte and Hegel. We contrast these to phenomenological accounts such as those offered by Husserl, or the existential-phenomenological accounts of Merleau-Ponty and Sartre. We also consider accounts of recognition and relationality offered by contemporary philosophers such as Honneth and Foucault, as well as postcolonial and feminist philosophers. We therefore consider not only face-to-face encounters but the way in which intersubjective relations are constitutive of subjects. We also examine the way in which patterns of interaction form a background of norms and meanings that constitute the lifeworld, as well as the ways in which recognition is employed as a means to understand forms of human relationality and sociality.

- PHIL 41280 Feminist & Gender Theory (Katherine O'Donnell), Thursdays 11-1

This seminar will introduce students to key contemporary feminist philosophers and debates between feminist philosophers with a view to understanding how their work draws from and challenges dominant philosophical traditions in the creation of new philosophical understandings of knowledge, ethics, self and politics.

We begin with an exploration of what is feminist philosophy? Feminism has a much more recent history than Philosophy. Feminism can be characterised as a popular (or unpopular) social movement that seeks to change the status quo to enable equal participation by girls and women in the public to that of boys and men, and to create a cultural parity of esteem for both masculinity and femininity. Besides this egalitarian project feminism has another impulse which is to seek to deconstruct the meaning of what it is to be male or female and to inscribe new signification for these terms and for the relationship between them. The ambivalence of these goals might be seen to excite many of the debates among feminists. The initial seminar will seek to collectively arrive at definitions for what Philosophy is and does which will begin a discussion that will continue for the remaining weeks: how might we define feminist philosophy?

Feminist philosophy is vibrant with debate and revision and the topics that will be addressed in our reading and discussion will offer a variety of contestations among feminists. These topics will include:

- (i) What is Gender and its significance?
- (ii) Feminist epistemology and feminist philosophies of ignorance;
- (iii) Feminist conceptions of what is a Self?;
- (iv) Feminist Ethics;
- (v) Feminist Political Philosophy:

- PHIL 40840 Autonomy as a Philosophical Problem (Brian O'Connor), Thursdays 2-4

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 person 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 a range of authors (including, Kant, Korsgaard, Hegel, Adorno, Freud, Honneth, Geuss, Friedman, McDowell).

Semester 2

- PHIL 41000 Aristotle's Ethics & Politics (Tim Crowley), Fridays 11-1

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.

- PHIL 40960 The Cultural Mind (Maria Baghramian/Meredith Plug) Tuesdays 9-11

This course will look at recent research on the interdependence between culture and mind. Two aspects of culture that the course will particularly focus on are language and moral norms. One of the broad themes that we will explore is relativity. So called 'linguistic relativity' is the view that (a) languages affect our thinking as well as our experiences of the world and (b) vastly different languages will give rise to very different, possibly incommensurable, ways of thinking about the world. We will look at recent empirical evidence for this view, and its philosophical implications. We will also look at empirical evidence for and philosophical discussion of variance in moral norms across different cultures. An opposing thought is that language or moral norms are to some extent universal. We'll examine empirical evidence that bears on and philosophical discussion of this hypothesis.

- PHIL 40420 The Good Society (Maeve Cooke), Tuesdays 11-1

We will consider the place of protest and resistance in contemporary democratic life. Our focus will be civil disobedience, but we will consider other modes. We will also, more briefly, consider the questions of protest and resistance in non-democratic contexts and in a globalizing world, beyond the constitutional state. Readings will include classic texts, such as Thoreau's "Resistance to Civil Government", as well as seminal essays from the 1960s and 1970s and more recent contributions to debate.

- PHIL 40250 Merleau-Ponty's Phenomenology of Perception (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 40410 Philosophy & Literature (Danielle Petherbridge / Elisa Magri), Weds 11-1

Literature of Exile and Dislocation

In this course we explore the intersections between philosophy and literature through a consideration of the relationship between the reader and the text. Our investigations are structured around the themes of exile and dislocation. We consider how these themes are explored in both philosophy and literature, and how a reading of philosophical and literary texts next to one another complicates each and reveals alternative insights. We will look at responses to these issues through a range of literary works that may include some of the following: Homer, Goethe, Conrad, Camus, Darwish, Wright, Morrison, and David Foster Wallace. Alongside these texts, we will examine the notions of exile and dislocation by looking at philosophical approaches that may include the works of Benjamin, Freud, Sartre, Said, Dreyfus, Arendt, Nussbaum, and Cavell. Our aim is to explore the notions of exile and displacement at different levels of discourse, including experiences of conscious and unconscious displacement; issues of social and political exile; ethical, intellectual and aesthetic dislocation; as well as potential forms of dislocation between the reader and the text. Among other questions, we will consider problems related to the philosophical, ethical and aesthetic value of literature; question whether literature fosters ethical and critical capacities; and ask about the value of lived experience for reflecting on questions of dislocation. Our intention throughout is not to privilege one discipline over the other but to carefully explore how philosophy and literature complicate and enrich one another.

- PHIL 40430 Philosophy of the Emotions (Rowland Stout), Wednesdays 2-4

Through a combination of the studying of key texts and the tackling of a structure of central questions in the philosophical treatment of emotion, this course will address competing theories of the nature of emotion, emotional rationality, emotional knowledge, emotional recalcitrance, the social purpose of emotional expression, 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.

- PHIL 41500 Buddhist Ethics (Tatjana von Solodkoff), Thursdays 11-1

Students will be asked to acquire C. Gowans book "Buddhist Moral Philosophy: An Introduction." Routledge (2014). Further articles we will read and discuss in the module will be made available through Blackboard.

Students will be required to give one input presentation (around 10 mins, with handout) in which they lay out the main points of the chapter or article of the week. There will be one presentation each week, so students who already know that they will take the module should send an email to the lecturer as soon as possible to sign up for their desired week.

A large portion of the seminar will consist in group work which is why it is vital that students attend regularly and participate in the seminar as well as do the weekly reading.

Required reading in preparation for the first seminar: Introduction and the first chapter (the teaching of the Buddha) from Gowan's book.

- PHIL 41240 Newman: A philosophical perspective (Angelo Bottone), Thursdays 2-4

This course will provide an overview of the relationship between John Henry Newman and philosophy. After having considered the two main philosophical sources of his formation, namely Aristotle and Cicero, his contribution to the 19th century intellectual debates will be examined.

Themes to be covered include the understanding of the historical development of ideas, the relation between education and morality, the justification of religious beliefs, the personal conquest of the truth, the tension between conscience and civic duties.

Newman's ideas will be compared with those philosophers whom he overtly confronted and criticised: John Locke, David Hume, Jeremy Bentham and John Stuart Mill.

Finally the course will focus on his legacy and influence on later philosophers, particularly Ludwig Wittgenstein.

Modules on offer at TCD Department of Philosophy

Please note that these modules are available to MLitt/PhD students ONLY
TCD term begins on 10 September 2018.

Semester 1 (TCD) 10 September 2018

PI8002 Ancient Philosophy, Vasilis Politis
PI8003 Philosophy of Language, Jim Levine
PI8005 Metaphysics, Alison Fernandes
PI8008 Early Modern Philosophy of Language, Kenneth Pearce
PI8010 Philosophy of Mind Ben White

Semester 2 (TCD) 21 January 2019

PI8007 Political Philosophy, Brian Carey
PI8004 Post Kantian Philosophy, Lilian Alweiss
PI8006 Neurophilosophy, Tom Farrell (RCSI)
PI8009 Ethics, The Limits of Morality, Lizzy Ventham
Please see the following link for the TCD Academic Year Structure 2018/19:
<https://www.tcd.ie/TEP/ays.php>

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://libguides.ucd.ie/newstudents>

There is also a Philosophy Subject Guide to searching: <http://libguides.ucd.ie/philosophy>

Students should note that there are no printing or photocopying facilities in the School of Philosophy itself. Neither are there any common work areas or computer workstations. There is a room available to arts and humanities research students, but space is limited and must be applied for. Year 2+ PhD students should enquire with the Graduate Administrator, if interested.

Visiting Speaker Seminars

During the two semesters of each academic year, both UCD School of Philosophy and TCD Department of Philosophy independently hosts a series of seminars led by visiting speakers from other universities, within Ireland and abroad. These seminar series provide an invaluable opportunity for graduate students to experience at first hand the work of leading contemporary philosophers. Attendance at the UCD series is strongly recommended for all UCD graduate students and is considered an essential component of their academic development.

Normally the UCD invited speaker seminars are on Thursday afternoons at 4 pm in room D522 of the Newman building, and the TCD seminars (the 'Colloquium') are on Monday afternoons at 5 pm (exact day and 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 seminar series 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, normally presentation of a paper is followed by a general discussion. At the end of the seminar, there is often a more informal drink, which may be followed by a meal in a restaurant (drinks and meals are on a pay-your-own-way basis, except for speakers). Graduate students are always welcome and encouraged to join the speaker and members of staff for the drink or dinner.

Graduate Research Seminars

A central aspect of the PhD/MLitt Programme is the weekly Graduate Research Seminar, which is held on Tuesdays, at 6pm. 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. PhD/MLitt students are required to attend. MA students are encouraged to attend. (see page 14)

Venue for seminars at each university (UCD or TCD) is to be advised.

Tutoring for the School

The School may offer research graduate students the opportunity 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 a sufficient number of lectures in order to understand the structure and content of the course; they are expected to do the same preparatory reading required of the students; they are expected to grade some of the students' assignments and meet with the students for individual feedback on their assignments.

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.

Outside 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 new 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 the 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 by email. Normally the group meets weekly, and discusses a particular article or book chapter. For example:

- The Dublin Philosophy Research Network (<http://www.dublinphilosophy.org>) brings together people interested in analytic philosophy, and they normally run at least one reading group. Those interested please contact Professor Maria Baghramian, maria.baghramian@ucd.ie
- The Society for Women in Philosophy-Ireland (<http://www.swip-ireland.com>) runs reading groups on various topics. Those interested should contact maria.baghramian@ucd.ie

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 (<http://www.ucd.ie/philosophy/about/phdstudents/>) 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 the Graduate Administrator with further details of what you want published.

The School also maintains a Facebook page (<http://www.facebook.com/UCDPhilosophy>) and Twitter account ([@ucdphilosophy](https://twitter.com/ucdphilosophy)) where information about the School and its activities are posted. The UCD graduate student blog will also be renewed in September, and students will be invited to contribute.

The *International Journal of Philosophical Studies (IJPS)* is edited by Prof. Rowland Stout. Prof. Jim O'Shea is Book Reviews Editor. Advanced graduate 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 only one or two reviews from UCD graduate students can be published each year.)

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. The journal invites 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 or Professor Maria Baghramian

Below is a list of graduate journals that were active as of March 2015.

1. Perspectives, UCD (Ireland), Graduate Journal
<http://www.ucd.ie/philosophy/perspectives/>
2. Philosophical Writings, Durham University (UK), Graduate Journal
<http://community.dur.ac.uk/Philosophical.Writings/>
3. Gnosis, Concordia University (Montreal, Quebec, Canada), Graduate Journal
<http://artsciweb.concordia.ca/ojs/index.php/gnosis>

4. Praxis, Manchester (UK), Graduate Journal
<http://praxisjp.org/>
5. Pli, Warwick (UK), Graduate Journal
<http://plijournal.com/>
6. Rejig, Memorial University of Newfoundland (Canada), Graduate Journal
<https://www.h-net.org/announce/show.cgi?ID=220147>
7. ASAGE American Society for Aesthetics Graduate EJournal, US based
<http://www.asage.org/index.php/ASAGE>
8. PULSE, Graduate journal for the History, Philosophy, and Sociology of Science, Central European University (CEU Budapest)
http://issuu.com/pulse.scistudies/docs/pulse_cfp_issues_3/0
9. Auslegung, Auslegung is published by the Graduate Association of Students in Philosophy at the University of Kansas, US
<http://kuscholarworks.ku.edu/handle/1808/8834>

Conferences

Whether or not students aspire to become professional academics, the School encourages research graduate students to attend at least one conference during the course of their studies. 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 the organisers stipulate submission of full papers of a certain length, sometimes they require only abstracts. Usually attendance at the conference is possible even if one is not giving a paper. However, submitting abstracts/papers is strongly encouraged by the School.

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. Enter '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, respectively.

Since most conferences are in the summer months, there are usually calls for papers (CFP) 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 conference experience is part of the research gestation process: first, one is required to prepare the paper for a precise deadline; second, one is required to present it aloud; third, one receives informal (and sometimes formal) feedback; fourth, one is motivated to revise it right away (while the ideas are fresh in one's mind) for submission to a journal.

Financial support for presenting at conferences

If a research student has a paper accepted to a conference, they can apply for financial support from the College's Graduate Research and Innovation Fund (<http://www.ucd.ie/socscilaw/graduateschool/graduateresearchinnovationfund/>). 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 student's supervisor must support the application. 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 often obtained by applying to funding bodies such as the Mind Association. The School of Philosophy also offers a supplemental funding to a maximum of 300 euro. . If one or more students are interested in organising a conference or similar event, they should first speak with their supervisor(s) and Professor Baghramian.

Graduate student representatives

Nominations for a graduate student representative will take place in early September. If more than one person is nominated, an election will take place. The graduate student representative acts as a conduit to the School for student concerns, academic problems that students encounter with particular modules or the programme as a whole, student feedback, student ideas for reading groups and other events. The graduate student representative also sits on the School Staff-Student Committee.

The UCD Students' Union Graduate Education Officer is Niall Torris (graduate@ucdsu.ie). He is available to assist students with any difficulties at local or university level.

BPA/SWIP Guidelines

The School has adopted the BPA/SWIP Good Practice Scheme, which seeks to implement ways to avoid gender and other biases and encourages a supportive culture within the philosophical activities of the School for women and minority groups. So far, it is the only academic department in Ireland to have done so.

Adopting the Good Practice Scheme involves commitments in the following areas:

- Gender Bias
- Conferences and seminar series
- Sexual Harassment
- Caregivers
- Staff-student relationships
- Research Projects

<http://bpa.ac.uk/resources/women-in-philosophy/good-practice>

The School runs occasional workshops which identify and highlight particular issues facing women in philosophy, as well as exploring the possibility of implicit biases and how to manage them. It is concerned to ensure that female philosophers are visible in promotional material, pictures on the walls, reading lists, conference panels and seminars. Our implementation plan [BPA/SWIP Guidelines UCD Policy] for adopting the Good Practice Scheme is incorporated into all the new handbooks that are being produced by the School, and is monitored by a standing committee for women in philosophy in the School. The School of Philosophy WIP contact is Prof. Rowland Stout, (rowland.stout@ucd.ie).

Marking scale for Essays and Examinations

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

MODULE GRADES				
HONOURS CLASSIFICATION	TRADITIONAL GRADE	MODULE GRADE	GRADE POINT	DESCRIPTION
1 ST CLASS HONOURS (1H)	80+%	A+	4.2	Excellent
	75-79%	A	4.0	
	70-74%	A-	3.8	
2 ND CLASS HONOURS GRADE I (2H1)	68-69%	B+	3.6	Very Good
	64-67%	B	3.4	
	60-63%	B-	3.2	
2 ND CLASS HONOURS GRADE II (2H2)	58-59%	C+	3.0	Good
	54-57%	C	2.8	
	50-53%	C-	2.6	
3 RD CLASS HONOURS (3H)	47-49%	D+	2.4	Acceptable
	45-46%	D	2.2	
PASS	40-44%	D-	2.0	
FAIL	35-39%	E	1.6	Fail (marginal)
	20-34%	F	1.0	Fail (unacceptable)
	1-19%	G	0.4	Fail (wholly unacceptable)
	0%	NG	0	No grade

More specifically, the grades represent the following achievements:

A+/A/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+/B/B-

Very Good / 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+/C/C-

Acceptable / Adequate 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+/D

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

D-

Minimum Satisfactory Pass The minimal acceptable response to the assessment task with a basic grasp of subject matter, demonstrating some ability to engage with the issues. This is the lowest grade that will still result in passing.

PASS

FAIL

E

Marginal Fail A response to the assessment task that 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. The minimum font size is 11. The minimum font size for footnotes is 9. Don't *get fancy* with **fonts**! Indent the first line of all new paragraphs; 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 may be 10 or 11 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. Do this by using the 'insert page numbers' function in your word processor. 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 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. Please print the word count at the end of your essay.

A properly presented bibliography is essential. Alphabetise the bibliography by author's last name. Single-space each entry, with a blank line between entries. 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. 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).

In-Text Referencing

The in-text, end of sentence "(author (date), page #)" method of referencing is in many ways a much simpler method. Footnotes or 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: http://www.chicagomanualofstyle.org/tools_citationguide.html click on Author/Date tab)

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. (E.g. 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. (E.g. 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. For instance:

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 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 and 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 and 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 and 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.

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. 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 be punished (normally resulting in a mark of zero for that assignment).

Examples

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

Suppose you write the following in your essay:

Virtue, as we have seen, consists of two kinds, intellectual virtue and moral virtue. Intellectual virtue or excellence owes its origin and development chiefly to teaching, and for that reason requires experience and time. Moral virtue, on the other hand, is formed by habit, *ethos*, and its name, *ethike*, is therefore derived by a slight variation, from *ethos*. This shows, too, that none of the moral virtues is implanted in us by nature, for nothing which exists by nature can be changed by habit.

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

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

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

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

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

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

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

Please read the UCD School of Philosophy's plagiarism policy carefully.
(<http://www.ucd.ie/philosophy/study/undergraduateprogrammes/guidesandforms/>)

Plagiarism at PhD level is an extremely serious matter. Please see the policy for the College of Social Sciences and Law regarding plagiarism in dissertations.

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: it is. 'Its' is the possessive ("It's easy to teach this dog its tricks"). Whenever you write 'it's', say 'it is' to yourself and you will catch many mistakes.

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

Some common confusions:

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

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 (80-100g).
- 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 a list of References ("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: http://www.ucd.ie/students/assessment/thesis_forms.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 / Philosophy and Literature / Philosophy and Public Affairs / Consciousness and Embodiment]/Ethics

UCD School of Philosophy

Supervisor: Dr X

August 2019

Sample Research degree (MLitt / PhD) thesis title page

The Study of Philosophy:
Is it worthwhile?

By
Peter Plato

UCD Student Number: 12345678

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. Maria Baghramian

Principal Supervisor: Dr X

[Research Masters / Doctoral Studies] Panel Membership:

Dr Y
Dr Z

August 2019