



University College Dublin  
SCHOOL OF PHILOSOPHY

## GRADUATE STUDIES HANDBOOK

2010/11

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

The MLitt programme  
The PhD programme

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## STAFF CONTACT DETAILS

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Dr Joseph Ward	TBC	TBC	

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

## Important Dates for 2010-11

Teaching Begins	Monday 13 September
Welcome Meeting (formal)	Monday 13 September 12 noon D522
First Research Methods Workshop (compulsory for all MA students)	Thursday 16 September 9.30-10.30 (and all subsequent Thursdays) D522
Welcome Meeting (informal) Wine served	Friday 17 September 4.30 pm D522
Final registration deadline	Friday 1 October at 5 pm
Trinity teaching begins	Monday 27 September
Trinity-UCD Graduate Philosophy Symposium on the <i>Phaedrus</i>	Saturday 16 October, all day D522
First Semester teaching ends (week 12)	Friday 3 December
Final deadline for Semester One work (unless otherwise stated )	Thursday 16 December
Second Semester/ Teaching Begins	Monday 17 January 2011
Symposium on <i>Desire</i> , with graduate Philosophy and English students from Trinity and UCD	Friday 21 January, 2011 Venue: TBC
Final module registration deadline	Friday 4 February 2011
March Break	Saturday 5 March – Sunday 20 March
Dublin graduate philosophy conference	Friday-Saturday 25-26 March 2011 Venue: UCD Humanities Institute
Research progress meetings – all graduate students	April onwards
Second Semester/Teaching ends	Friday 22 April
Final deadline for Semester Two work (unless otherwise noted)	Friday 29 April
Dissertation Submission	Friday 26 August
Fees Office Deadline	Friday 30 September

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 Helen Kenny, e-mail: Helen.Kenny@ucd.ie, telephone 01-716-8186. Helen can help with an awful lot, so don't hesitate to contact her.

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

Staff Office Hours: Each member of staff will be available for at least two hours a week to see any student. These hours are posted next to the School Office. However, staff availability is not limited to these times, and you are welcome to contact them by e-mail, either with a query or to arrange an ad hoc meeting. Please note that staff members are not around as much in the summer months (June, July, August), and so students should make explicit communication arrangements with their dissertation supervisors before that period.

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

The Research Degree Co-ordinator is Prof. Maria Baghramian.  
E-mail: Maria.Baghramian@ucd.ie. Office D509

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

# 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 mark) and a dissertation (worth 30 credits). The dissertation is due on the last Friday in August.

### A. Pure philosophy programmes:

- a **general** philosophy programme, comprising any six modules on offer;
- a **contemporary European** philosophy programme with particular emphasis on phenomenology, hermeneutics and critical theory;
- an **analytic** philosophy programme in Mind, Language and Knowledge ('MLK').

### B. Interdisciplinary programmes

- an **ancient** philosophy programme organised in conjunction with the School of Classics;
- a **philosophy and literature** programme ('Phil Lit'), combining modules from philosophy with modules from Literature Schools;
- a **philosophy and public affairs** programme ('PPA'), combining modules from philosophy with modules from Social Science and Politics Schools.

## **Enrolment for Modules**

As class numbers are restricted, students should register online as soon as they can. There is a 'change of mind' window in both Semester One and Semester Two for students to finalise their choices for each semester: it closes on the Friday of Week 3 (i.e. Friday 1 October and Friday 4 February). While we would hope to have sufficient places available to enable all students to take their first six choices, this cannot be guaranteed. Students enrolled on a particular MA programme will have priority in modules designated as 'core' to that programme.

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

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

## Module selection

The descriptions of the modules are available later in this Handbook. A full-time student will normally complete three modules in the first semester and three in the second, although he or she is welcome to sign up for other combinations at their own risk. Students in each programme should be aware of the restrictions on what they can choose:

### A. Pure philosophy MA programmes

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

**2. Contemporary European.** (Programme co-ordinator: Tim Mooney)  
Students must choose four modules from the list below, as well as any other two offered by the School of Philosophy:

Semester I	Semester II
PHIL40250 Merleau-Ponty PHIL40410 Philosophy and Literature PHIL40710 Phenom. of Embodiment	PHIL40330 Critical Theory PHIL40760 Hermeneutics of Gift PHIL40190 Socio-Cultural Criticism PHIL40360 Heidegger

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

Semester I	Semester II
PHIL40730 <i>Mind and World</i> PHIL40750 Realism and Discontents	PHIL40430 Philosophy of Emotions PHIL40620 Theories of Truth

### B: Interdisciplinary MA programmes

**4. Ancient** (Programme Co-ordinator: Fran O'Rourke)  
Students must take the following four modules, as well as any other two offered by the School of Philosophy. Note that there are different Greek language modules, depending on students' prior knowledge.

Semester I	Semester II
PHIL40740 Ancient Natural Philosophy Readings in Ancient Philosophy	PHIL40270 Classical Metaphysics Greek Language

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

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

(i) Students must take the following core module:

Semester I
PHIL40410 Philosophy & Literature

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

Semester I	Semester II
PHIL40250 Merleau-Ponty	PHIL40760 Hermeneutics of Gift PHIL40430 Philosophy of Emotions PHIL40330 Critical Theory PHIL40770 Phil. of Autobiography

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

Semester I	Semester II
ENG40720 Concepts of Modernity ENG40940 Gender and Sexuality	GER40040 Translation Theory FR40040 Structuralism SLL40130 Intro. to Literary Theory ENG41140 Peripheral Modernism

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

Semester I	Semester II
SLL40220 Autobiographical Writings ENG40720 Concepts of Modernity ENG40940 Gender and Sexuality ENG40700 Post-War British Theatre ENG40930 Gender & Text in History FR40040 Structuralism	GER40030 Literary Autobiography GER40040 Translation Theory FR40080 Voltaire GRC40180 The Writing of Warfare SLL40130 Intro. to Literary Theory ENG41140 Peripheral Modernism ENG41190 Old Worlds New Worlds ENG41090 Approaches to Joyce II

**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.** 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; FR, GER and SLL modules are offered by the School of Languages and Literatures.

**6. Philosophy and Public Affairs.** (Programme co-ordinator: Maeve Cooke)

(i) Students must take the following core module:

Semester I
PHIL40420 The Good Society

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

Semester I	Semester II
PHIL40350 Law, Liberty & the State	PHIL40330 Critical Theory PHIL40190 Socio-Cult. Criticism

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

Semester I	Semester II
POL41030 Theory of Human Rights SOC40050 Contemp. Socio. Theory SOC40390 Cultural theory and Analysis SOC40550 Law and Social Theory	POL40140 Int'l Political Theory POL40130 Global Justice EQU40050 Theory of Equality

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

Semester I	Semester II
POL41030 Theory of Human Rights POL40390 Northern Ireland EQU40150 Discrimination Law EQU40200 Disability and Equality EQU40190 Education and Inequality EQU40180 Sociology of Inequality SOC40050 Contemp. Socio. Theory SOC40390 Cultural theory and Analysis SOC40550 Law and Social Theory	POL40140 Int'l Political Theory POL40130 Global Justice POL40160 Comp. Public Policy POL40380 Ethnicity POL41020 Politics of Human Rights EQU40050 Theory of Equality EQU40240 Int'l Human Rights Law SLL40170 Minority Policies Devlpmt

**Please note: the School of Philosophy is not responsible for modules in other schools. Some of these modules may not be accessible to students on this MA programme because of (i) cancellation, (ii) oversubscription, or (iii) a timetable clash.** If you have any questions about the content of these modules, please contact the School in question: POL modules are offered by the School of Politics and International Relations; SOC modules are offered by the School of Sociology; EQU4 modules are offered by the School of Social Justice; and the SLL module is offered by the School of Languages and Literatures.

## Submission of Course Work

Most modules will require the submission of one or two take-home essays. The first essay will be due at some point in the middle of the semester, and the second will be due after the last week of teaching. Please check the specific module requirements, since each module has different submission deadlines; students should note these carefully. In particular, Prof. Kearney's module at the end of February has its own special deadlines.

If there is a single essay for the entire module, it will normally be of 4,000 words. If there are two essays for the module, each will normally be 2,000 words. The word count does not include footnotes or bibliography. There is a tolerance of 10% in the length of essays, so that an essay of 2,000 words may be between 1,800 and 2,200 words. Students should write more only if they have the lecturer's permission – one reason for the word count is to force students to express themselves succinctly.

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

- one hard copy, with a completed and signed cover sheet, to Helen Kenny in D503. The cover sheets are available from the School of Philosophy website, or from outside the School Office.
- one electronic copy to be submitted through Blackboard, the 'Assignment' section, where it will be automatically scanned by the anti-plagiarism software.

Students taking modules from Schools other than Philosophy should be careful to follow their submission requirements, which may be different.

### Essay penalties:

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

- *Lateness* (written on the script as 'Late'). Students should note the University policy on penalties for late submission: 2 grade points deducted for essays (*either* the printed version *or* the electronic version) submitted up to a week late; 4 grade points deducted for essays submitted between 1 and 2 weeks late. Any essays submitted more than 2 weeks late without approved extenuating circumstances may be awarded a zero ('NG').
- *Poor grammar, syntax and spelling* ("Gram"): up to 2 grade points off, unless there is a good reason for it.
- *Poor referencing* ("Ref"). Every mention of another person's ideas, as well as direct quotations, must be fully and properly and consistently referenced in one of the standard bibliographic conventions. (See the essay guidelines later in this Handbook.)
- *Plagiarism* ("Plag"). The essays will be automatically scanned by the anti-plagiarism software, and any suspicious results will be personally inspected. If there is clear evidence that the essay plagiarises an argument or a substantial portion of it without reference, then the matter will be referred to the School's Plagiarism Committee for further action. More serious cases of plagiarism will be referred to the Registrar.

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

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

## Language modules

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

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

## Research Methods workshops

A series of informal workshops has been organised for MA and new PhD students. They will take place on Thursday mornings, from 9.30-10.30 in room D5.22.

Thursday 16 September. Introduction to graduate philosophy (by Dr. Christopher Cowley)

Thursday 23 September. Study habits (by Dr. Rowland Stout)

Thursday 30 September. Citations and formatting (by Dr. Tim Mooney)

Thursday 7 October. Working with a text (by Dr. Tim Crowley)

Thursday 14 October. Library resources (by Lorna Dodd, philosophy subject librarian)

N.B. students should meet at the library information desk at 9.30

Thursday 21 October. The dissertation proposal (by Dr. Christopher Cowley)

## Submission of dissertation proposal

All MA students must submit, to the Graduate Administrator (Helen Kenny) a Dissertation Proposal by week 10, i.e. by Monday 15 November. The Proposal should contain the following:

- working title of the dissertation
- a 500-word summary
- a table of contents
- a bibliography of 5-10 items
- the name(s) of possible supervisor(s)

Before the November 15 deadline, students are encouraged to contact members of staff directly to see if they are willing and able to supervise their dissertation. One common procedure, for example, is to base the dissertation around an essay that the student is writing for an autumn module, and to ask that module co-ordinator to be the supervisor. Otherwise, the Graduate Co-ordinator will endeavour to find a suitable supervisor. There may be some elements of negotiation required from both the student and the potential supervisor before a compromise is reached.

Note: some students worry that this is much too early in the year to make these decisions, and they are not at all sure what they want to do. It is important to note that both the topic and the supervisor can be changed at a later date. Changing one's mind is a natural part of the whole process, and that is one reason why we want students to begin the process early on. In addition, if the student does change their mind and things go wrong, it means the student has at least one viable topic that they can fall back on. Note, however, that any change of topic will have to be approved by the supervisor, and any change of supervisor will depend on another supervisor having the necessary expertise and capacity to take on the student and their new proposed topic.

## MA Dissertation

In addition to module assessments all MA students are required to submit a dissertation of 12-15,000 words by the last Friday of August. The dissertation is worth 25 credits, just under one third of the final degree.

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

- The Stanford Encyclopedia of Philosophy: [plato.stanford.edu/](http://plato.stanford.edu/)
- The Internet Encyclopedia of Philosophy: [www.iep.utm.edu/](http://www.iep.utm.edu/)
- The Routledge Encyclopaedia of Philosophy: you have to go through the UCD library website to get access to this: [www.ucd.ie/library](http://www.ucd.ie/library). Then go to 'Subject portals' at the top, choose 'philosophy' from the drop-down menu, then 'philosophy databases', and scroll down to 'Routledge' from the list.

Perhaps the easiest way to find a topic and a supervisor is to take an essay that you are planning to write for an autumn MA module and develop it. Note, however, that (i) some lecturers might not be in a position to take on new supervisees because of their existing supervisory commitments, and so students should be prepared to ask around; and that (ii) some topics might not fit with the expertise or interests of the School staff, so students should be prepared to compromise.

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

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

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

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

## Miscellaneous

### Conversion to a Graduate Diploma

A Graduate Diploma in Philosophy can be achieved by successfully completing six graduate modules, with no dissertation component. This 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, the student can apply to transfer to a Diploma, and their studies will end upon the successful completion of their Semester Two module assessments. Any student who is considering transferring to the Graduate Diploma programme should first come and discuss the matter with the MA Co-ordinator.

### Pastoral care

The MA Co-ordinator (Christopher Cowley) is responsible for the well-being of all MA students. He will be available to offer help and advice about choosing modules, choosing an MA dissertation topic, and future academic or career options. We would like to stress the importance of staying in contact: with module lecturers, the dissertation supervisor, the Graduate Administrator, or the MA Co-ordinator. Whatever academic or personal problems a student encounters will be much easier to deal with, and to make allowance for, if we know about them as soon as possible.

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

### Applications to a PhD programme

During the year, some MA students may start thinking about applying to a PhD programme for the following academic year, whether at UCD or elsewhere. Students should be careful to note the deadlines for application, both to universities and funding bodies, as these can be as early as December. UCD does not have an explicit deadline, and will accept applications into the summer, providing there are enough places. With these deadlines in mind, students are advised to start work on their applications as soon as possible during the school year. They have to seek all relevant information and advice, to prepare a research proposal and secure the consent of members of UCD staff to act as referees.

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

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

# Research Degrees

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

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

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

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

## **First year: the taught component**

In their first year of study all PhD students must successfully complete any three modules (each worth 10 credits), chosen from among the graduate modules on offer in both institutions, subject to the following conditions:

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

## The PhD workshops

Research students are strongly encouraged to attend the graduate research methods workshops (see above). In addition, there will be a number of workshops targeted specifically at PhD students. More information about these targeted workshops will be available in the first weeks of Semester 1. Dates and times are to be confirmed.

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

## Supervision

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

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

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

New PhD students are assigned a primary supervisor. As part of the successful transfer to Stage II, the student will be allocated to a Doctoral Studies Panel (DSP), which will include the supervisor. The DSP will include two other members of staff. DSP members may be from the UCD School of Philosophy, the Trinity Department of Philosophy or from another School within UCD, if relevant to the content of the student's research.

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

### The transfer to Stage II PhD status

The transfer to Stage II (sometimes called the 'upgrade') can take place as early as March in the first year, or any time thereafter until the end of February in year 2 (i.e. within 18 months of initial registration). In exceptional cases, subject to the approval of the Head of School, a later transfer date may be arranged. It will be up to the supervisor and the student to determine the best date to apply for the transfer: it is better to compile a really solid application package and go through cleanly than to apply with a weak application earlier and be rejected. The transfer application package will normally contain the following elements:

- A 500-word abstract of the main argument of the dissertation.
- A Table of Contents of the dissertation, with indicative titles for chapters and explanation of what each chapter aims to achieve and the role it plays in furthering the overall aims of the dissertation.
- At least one substantial chapter, of approx. 10,000 words. (Note: this does not need to be the *first* chapter, but it should have a clear place within the overall structure of the dissertation, as given by the Table of Contents.)
- A Bibliography, divided into two sections: (i) approximately ten books or articles with which the student plans to work most closely, (ii) approximately twenty books or articles which the student plans to consult at some point.
- A realistic work plan, with a rough description of what the Student plans to achieve by which date over the four years of enrolment on the PhD programme. (This work plan will not be binding, but it will demonstrate that the student has a sense of the longer term, rather than just working on one chapter at a time.) It is very important to establish a regular work regime in the first year.

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

If an application is submitted and rejected near the 18-month deadline, then the Graduate Studies Committee may recommend that the student be transferred to MLitt status (unless they are there already), such that they would then aim to submit an MLitt dissertation by the end of their third year of studies (starting from their first registration as a PhD Stage I or MLitt student). PhD Stage II students may also apply to transfer to the MLitt programme if they lose interest in the PhD half-way through. The MLitt dissertation is 40-60,000 words. 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, the student will meet regularly with the supervisor for discussion and progress reports. Bearing in mind the time limits for finishing the MLitt or PhD degree, it is essential to circumscribe both the topic and research literature early on, and to keep sight of how much there remains to do. Research naturally develops in unforeseen ways but it is the responsibility of student and supervisor alike to maintain a clear guiding thread throughout all stages of development. Regular meetings with the supervisor along with setting and keeping strict deadlines are the only means of achieving good research results within a reasonable timeframe (a never-ending dissertation is known to produce severe nervous disorders in all affected parties!).

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

Students are also required to complete a Research and Professional Development Plan (RPDP) for Human Sciences (<http://www.ucd.ie/pgstudy/currentstudents/rpdp/index.html>). Research and professional development planning is an integral part of the Structured PhD programme at UCD. The purpose of such planning is to ensure that student work is clearly focused on achieving the set research and professional development goals. This will play a part in informing the trajectory of the PhD research and in the student's training and development as a researcher. The plan will also be a useful resource when it comes to writing up and it will help to develop key skills which will be

invaluable for both current research and future career prospects. To assist students in this, a series of guidelines on preparing research and professional development plan, tailored to the needs of each discipline, have been developed. These plans will also be considered during the transfer process.

### **Submission of dissertations**

It is inadvisable for a student to submit a dissertation without the explicit consent of their supervisor. Normally three months before final submission a supervisor will put in place arrangements for an external examiner to assess the dissertation. Students are encouraged to discuss possible choices of external examiners with their supervisors.

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

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

Where soft-bound copies are submitted for assessment, it should be noted that the degree cannot be awarded until a hard-bound copy is eventually submitted. 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. The Fees Office deadline for a given financial year is normally the end of September; so submitting after that date might have implications for fees due. Please see the submission dates set by the Fees Office here: [http://www.ucd.ie/registry/adminservices/fees/thesis\\_submission.html](http://www.ucd.ie/registry/adminservices/fees/thesis_submission.html)

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

[http://www.ucd.ie/registry/academicsecretariat/academic\\_regs.pdf](http://www.ucd.ie/registry/academicsecretariat/academic_regs.pdf)

### **Funding Possibilities**

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

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

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

# Graduate Modules on offer for 2010

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## Semester I

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- PHIL40730 *Mind and World*; McDowell and his Critics (Rasmus Jensen), Mondays 2-4

This course is focused on a reading of John McDowell's seminal work *Mind and World* (1994). The book presents us with a philosophical outlook that attempts to reconcile our conception of nature and our conception of rationality. This attempt has received a great deal of attention and criticism since its appearance. We will read the six chapters of *Mind and World* as well some of the works that provide the background for the book (Strawson, Sellars, Davidson, Evans). Furthermore we will engage with some of the major critics of McDowell's philosophy (C. Wright, C. Peacocke, C. Taylor and H. Dreyfus amongst others). This in turn will allow us to track the development of McDowell's philosophy since *Mind and World*. Central questions will be: Is perception direct or indirect? Is perceptual content conceptual or non-conceptual? How can we make sense of the intentionality of thought? Should we attempt to give a naturalistic account of the human mind? How should we conceive of the relation between the consciousness of human beings and the consciousness of other animals?

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

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

- PHIL40750 Realism and its Discontents (Maria Baghramian), Tuesdays 2-4

Starting with Plato and Protagoras debates between realists and their critics have dominated philosophy. Realism comes in many forms, in metaphysics it affirms the existence of a mind independent world and gives credence to the possibility of knowing it. The course examines these dual core claims on behalf of realism and assesses a number of criticisms levelled at them. In particular, we will be looking at the challenge posed by relativists and constructivists to the very idea of objective knowledge. The course will be assessed through two short written pieces and a class presentation. The aim is to introduce you to the writing and presentation skills required for more advanced postgraduate and professional academic work. You'll be asked to write a 2000-word book review on a recent book of your choosing in the areas covered by the course. At the end of the course you will be required to write and present a 2000-word 'conference type' paper. Chapters from the following books will be core to the course: Paul Boghossian, *Fear of Knowledge*, OUP 2006; Richard Rorty, *Philosophy and the Mirror of Nature*, Princeton UP 1979; Robert Brandom (ed). *Rorty and His Critics*, Blackwell 2000; Patrick Greenough, Michael Patrick Lynch (eds) *Truth and Realism*, OUP 2006; Maria Baghramian, *Relativism*, Routledge 2004.

- PHIL40420 The Good Society (Maeve Cooke and Tony Fahey), Wednesdays 11-1

The course considers the good society from the often diverging viewpoints of critical social theory and of empirical social science and policy making. It will consist in part in a conversation between Professor Maeve Cooke, based on her book *Re-Presenting the Good Society* (MIT Press, 2006) and Professor Tony Fahey, based on his books *The Best of Times? The Social Impact of the Celtic*

*Tiger in Ireland* (with H. Russell and C.T. Whelan, Institute of Public Administration/ Springer, 2007/2008) and *Living Conditions and Quality of Life in the Enlarged EU* (with J. Alber and C. Saraceno, Routledge, 2007). Participants will join in the conversation from week to week and will select particular themes on which they will make their own contributions. The course will start with a brief introduction to the concept of critical social theory, to the current self-understanding of empirical social science and its approach to concepts of quality of life and social progress. It will then explore issues such as the role of reason and imagination in social theory and policy making, the function of information gathering and measurement, the place of social explanation, the possibility of faulty perceptions of needs and the gap between theory and practice.

- PHIL40710 Phenomenology of Embodiment (Dermot Moran), Wednesdays 2-4

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

- PHIL40740 Ancient Natural Philosophy (Tim Crowley), Thursdays 11-1

The Presocratics, it is sometimes claimed, 'discovered' nature: they certainly bequeathed to their successors a number of problems to do with the philosophy of nature. In these seminars we will trace the development of 'natural philosophy' from the earliest Presocratics through the work of subsequent philosophers, in particular Aristotle. The core text will be Aristotle's *Physics*, which can profitably be read as a series of responses to problems set by the Presocratics. In the *Physics*, Aristotle introduces his central concepts of matter and form, and, with constant reference to his predecessors, explores a number of issues that define the scope of 'natural philosophy', issues such as the analysis of change, the nature of causation, the question of the void, and the notions of time, place, and infinity. We will consider Aristotle's treatment of these topics and endeavour to assess them both philosophically and in their historical context.

- PHIL40410 Philosophy and Literature (Joseph Cohen and Fran O'Rourke), Thursdays 2-4

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

- PHIL40250 Merleau-Ponty (Tim Mooney), Fridays 11-1

This module comprises a close reading of *Phenomenology of Perception*. It begins with Merleau-Ponty's appropriation of Husserl's phenomenology, and proceeds to explicate the critique of objectivism as found in the empiricist and intellectualist approaches to perception. Merleau-Ponty's proposed alternative founded on phenomenological description will then be considered. Topics to be covered include the perceptual field, the living body as subject, kinaesthesia, proprioceptive body-image and body-schema, motor-intentionality and perceptual synthesis.

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## Semester II

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- PHIL40270 Readings in Classical Metaphysics (Fran O'Rourke), Mondays 2-4

A study of central texts from Plato and Aristotle on the nature of metaphysics and the meaning of 'being'. After reviewing the approach of Parmenides, we will read sections from Plato's *Parmenides*, *Theaetetus* and *Sophist*, and Aristotle's *Categories*, *Metaphysics*, and *On the Soul*. Account will be taken of subsequent developments in metaphysics, especially of contemporary interpretation and critique.

- PHIL 40190 Paradigms of Socio-Cultural Criticism (Maeve Cooke), Tuesdays 11-1

The course provides an introduction to contemporary social-theoretical debates, focusing on different approaches to critique of society (including law and politics) and culture. Texts discussed include essays by Adorno, Benjamin, Derrida, Foucault, Butler, Rorty and Habermas. Texts by Kant and Nietzsche will provide an introduction. In discussing the texts particular attention will be paid both to the mode of critique advocated or practised and to the vantage point from which it is undertaken.

- PHIL40620 Theories of Truth (Douglas Edwards), Tuesdays 2-4

What is truth? How do we separate what is true from merely what is believed, or what is justified? What is the relationship between truth and facts? To what extent do we -- and should we -- value the truth? These are just some of the questions that we will address in this course, which aims to provide a solid grounding in contemporary theories of truth in analytic philosophy. We will look at correspondence, coherence and pragmatist theories of truth before focusing on deflationary theories of truth, which typically hold that there is no deep metaphysical 'nature' of truth, and pluralist theories, which are open to the idea that there are different ways of being true. This will be achieved through the discussion of the work of some of the key figures in 20th/21st Century analytic philosophy.

- PHIL40430 Philosophy of the Emotions (Rowland Stout), Wednesdays 11-1

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

- PHIL 40330 Critical Theory (Stan Erraught), Wednesdays 2-4

Adorno is undoubtedly the central figure in the history of the Frankfurt School and of early Critical Theory in general: he is also, it is generally agreed, a very difficult philosopher to come to grips with. His method and the organisation of his texts, often appear to conspire against understanding. In this course, in order to find a way in, we will set out first to locate his texts within broader philosophical contexts: the history of German philosophy generally, and as a response to his time: and to understand his method, and the structure of his works. After that, our focus will be on the relationship (or complicity) between the 'aesthetic' and the political, as seen by Adorno. There are perhaps two essential aspects to this: the negative -- the subordination of the supposedly 'disinterested and universal' categories of the aesthetic in the service of domination, and the extremely mediated, but notionally 'positive' -- the possibility that the free work of art may be a presentation (perhaps the only possible presentation) of an image of how the world might look in

the light of redemption. We will look at texts from all of Adorno's career: *The Dialectic of Enlightenment* (written with Max Horkheimer), *Negative Dialectics and Aesthetic Theory*, will be examined in depth, along with essays such as 'Subject/ Object' and 'On the Fetish Character of Music'.

- PHIL40360 Heidegger from *Dasein* to the *Kehre* (Joseph Cohen), Thursdays 11-1

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

- PHIL40770 Philosophy of Autobiography (Christopher Cowley), Thursdays 2-4

'Autobiography' will be taken loosely: it is not only the book I publish or the diary I keep, it also comprises the stories I tell to myself and others about who I am. As such, this module will explore a number of long-standing philosophical problems. What is the self, and how does it develop? How well can I know myself, how well can I understand another self, how well can I make sense of my past self? When is remorse or shame appropriate when thinking about the past, and when is an apology appropriate in the present? What about the risk of self-deception and inauthenticity and corruption throughout? How responsible am I for my character? What role do my relationships, projects and ideals play in shaping my character, in shaping my self-understanding? What role does luck play in who I turn out to be?

- PHIL40760 Hermeneutics of the Gift (Richard Kearney), intensively taught in the last two weeks of February

This seminar explores debates on the meaning of gift in contemporary continental thought. We begin with an analysis of certain foundational narratives of giving (Indo-European, Homeric, Biblical, Native American). The seminar will then offer a close reading of three discussions of the enigma of the gift in recent continental philosophy: 1) the hermeneutic reading of Paul Ricoeur; 2) the deconstructive reading of Jacques Derrida and 3) the phenomenological reading of Jean-Luc Marion. All three draw from the formative analysis of giving and givenness in the work of Husserl and Heidegger. The seminar will conclude with a consideration of the critical relation between giving and forgiving in the final conversation between Ricoeur and Derrida. The course will be based on selected readings from the following texts: Jean-Luc Marion: 'Being given: toward a phenomenology of givenness' and 'On the gift: a discussion between Marion and Derrida'; Jacques Derrida: 'The gift of death', 'Given time' and 'On forgiveness and cosmopolitanism'; Paul Ricoeur, 'Difficult pardon'; Lewis Hyde, 'The gift' (Part one: 'A theory of gifts'); Marcel Mauss, 'The gift: forms and functions of exchange in archaic societies'.

# Extracurricular

## **The library**

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

[http://www.ucd.ie/library/new\\_student/index.html](http://www.ucd.ie/library/new_student/index.html)

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

## **Visiting Speaker Seminars**

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

Normally the UCD speakers are on Thursday afternoons at 5 pm in room D522 of the Newman building, and the Trinity ones (the 'Colloquium') are on Friday afternoons at 3 pm in the philosophy seminar room on the fifth floor of the Trinity Arts building, near the philosophy department. The schedules for both sets of speakers will be distributed by e-mail to all postgraduate students at the beginning of each semester, and there will be weekly reminders as well.

The UCD series follows a special format. The speaker's paper will be circulated to postgraduate students one week beforehand, and *graduate students are expected to read it* before coming to the seminar. At the seminar itself, the speaker will not read out the paper, but will merely summarise it in 15-20 minutes: he or she will assume that all present have already read it. This will be followed by a formal response by a UCD graduate student. This is excellent experience and students are strongly encouraged to volunteer. When the schedule is circulated at the beginning of the semester, this will be accompanied by a call for respondents, who are normally chosen on a first-come-first-served basis. The student's supervisor can help in preparing the response.

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

## **Research Seminars**

A central aspect of the Dublin Graduate Philosophy Programme is the weekly Research Seminar, which is held on Mondays, at 5pm, alternating between UCD and TCD. At each seminar a graduate research student (PhD/MLitt) is given the opportunity to present a paper on a topic of their research. To ensure the contact between both institutions UCD students will present their papers at TCD and vice versa.

Seminars in UCD will take place in room D522, at TCD in room 5012.

The main purpose of the seminar is to provide an opportunity for research students to develop their presentational 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 of how to present a paper will be provided at the beginning of the each academic year. There will be a respondent for each paper, who will give a short (5 minute) response before questions from the audience are taken.

#### Requirement:

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

Staff Contacts: Dr Douglas Edwards or Prof Maria Baghramian (UCD – douglas.edwards@ucd.ie or maria.baghramian@ucd.ie) and Dr Lilian Alweiss (TCD - alweissl@tcd.ie)

### **Tutoring for the School**

The School requires graduate tutors to teach tutorials for undergraduate modules. 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 research students in allocating tutorial hours. Beyond UCD there may be tutoring opportunities in Dublin at St. Patrick's College (DCU) or Mater Dei (DCU). UCD also has an adult education department, which offers evening courses in many subjects, including philosophy. See their website (<http://www.ucd.ie/adulted/>) for details of offering a module to teach – they usually start arranging modules in March prior to the academic year.

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

### **Reading groups**

Every semester there are a number of informal reading groups organised by students or staff in both institutions and these will be advertised. Normally the group meets weekly, and discusses a particular article or book chapter. The Aporo research network ([www.aporo.org](http://www.aporo.org)) brings together people interested in analytic philosophy, and they normally run at least one reading group. There has also been a long-running reading group on Hegel (contact [Joseph.Cohen@ucd.ie](mailto:Joseph.Cohen@ucd.ie) for details). Any students interested in setting up their own reading group should see the Graduate Administrator about the possibility of booking the seminar room D522.

### **The graduate website, blog and journals**

The School maintains a webpage ([www.dublinphilosophy.org](http://www.dublinphilosophy.org)) 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. The graduate blog (available through the above website) provides a forum for discussing both philosophical and practical matters. At times it functions like a virtual reading group.

*Perspectives: International Postgraduate Journal of Philosophy* is a peer-reviewed annual publication, featuring articles, book reviews and interviews encompassing a broad range of current issues in philosophy and its related disciplines. The editors are PhD students in the School of Philosophy at UCD, and invite contributions from all students. See [www.ucd.ie/philosophy/perspectives](http://www.ucd.ie/philosophy/perspectives) for further details, including submission guidelines, themes, deadlines and other information. For further information, contact [perspectives@ucd.ie](mailto:perspectives@ucd.ie).

The *International Journal of Philosophical Studies* is edited by Prof. Maria Baghramian, and book reviews are edited by Dr. Jim O'Shea. Advanced postgraduate students should be aware of the possibility of writing a review for the Journal on a recent work of philosophy that relates directly to their research. This is an excellent way of getting a first publication on one's CV. Interested students should read some reviews already published in past issues to get a sense of the length, the style and the focus. Note that the journal receives many articles and reviews every year and the selection process is very competitive.

## Conferences

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

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

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

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

However, conferences are expensive: there is travel, accommodation and the registration fee, as well as food and drink. Most conferences offer discounted registration fees for graduate students, and cheap accommodation in student halls, but even so the final bill can be prohibitive. If a student has a paper accepted to a conference, they should apply for financial support from the College's Graduate Research and Innovation Fund. Application deadlines are normally in October and April in a given academic year, and details will be circulated when they become available.

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

In the past, PhD students in the School of Philosophy have initiated and organised a number of very successful philosophy conferences. Funding for such events is normally obtained by applying to UCD Seed Funding.

## Graduate student representatives

For the year 2010-11, the following two UCD doctoral students will act as student representatives:

- Vangelis Gianakakis (vaglee@gmail.com)
- Rozemund Uljée (rozemund\_u@hotmail.com)

Any graduate students with ideas, questions or problems should address them. In addition, they will be seeking an MA student representative once the semester begins, so those who would like to get involved are encouraged to volunteer.

Early in the 2010/11 academic year, nominations will be accepted for graduate research students who wish to sit as student representative on the Graduate School Board. If more than one nomination is made, an election will be held. The GSB is the body under UCD regulations which has final authority over graduate studies within the College of Human Sciences.

## Trinity and UCD graduate symposia and conferences in 2010/2011

There are a number of events planned for Trinity and UCD graduate students, organised by the students Pål Antonsen (antonsep@tcd.ie) from Trinity, and Vangelis and Rozemund (see grad reps above) from UCD. We are looking for speakers at all of them, and there will be regular e-mail announcements and calls for papers throughout the year. So if anybody is interested now, please contact them. Otherwise, all graduate students are invited to attend, and most of the events are free of charge. All details will be on the Graduate website ([www.dublinphilosophy.org](http://www.dublinphilosophy.org)).

### Aporo Symposium on Michael P. Lynch's Truth as One and Many

Friday 8 October 2010. Aporo, the Irish Philosophical Network, will be holding a symposium on Michael P. Lynch's (2009) book *Truth as One and Many*. The symposium will feature presentations on aspects of the book by Aporo members and responses from Professor Lynch, who will be in attendance. The symposium will be held in UCD, with the room and full list of speakers to be announced. All are welcome. For more information please contact Douglas Edwards at [douglas.edwards@ucd.ie](mailto:douglas.edwards@ucd.ie).

### Joint Aporo/NIP Workshop, "Truth: Concept and Property"

Saturday 9 October 2010. This workshop on truth marks the beginning of collaborative research between Aporo, the Irish Philosophical Network, and the Northern Institute of Philosophy (NIP) at the University of Aberdeen. Venue: IIS Seminar Room at Trinity College Dublin. Speaking at the workshop will be Professor Crispin Wright (NYU/Aberdeen), Professor Michael P. Lynch (Connecticut), Dr Nikolaj Pedersen (Copenhagen) and Dr Douglas Edwards (UCD). All are warmly invited to attend. For more information please contact Douglas Edwards at [douglas.edwards@ucd.ie](mailto:douglas.edwards@ucd.ie).

### Phaedrus Symposium

Saturday 16 October 2010. A one-day symposium on themes from Plato's *Phaedrus* for graduate philosophy students from Trinity and UCD. Venue: UCD Newman building D522. The idea behind this is to have a single text that everybody would read ahead of time, and which can serve as a common point of reference for people of different philosophical backgrounds. It is emphatically not a Platonist conference, and all papers should be generally accessible.

### Symposium on Desire

Friday 21 January 2011 (date TBC). A one-day interdisciplinary symposium on Desire, for graduate students of English and of Philosophy, from both Trinity and UCD. Venue: TBC. The symposium will comprise a number of panels and individual papers on the concept of desire, as understood by authors, literary theorists and philosophers through the years.

## **Graduate Conference**

Friday and Saturday, 25 and 26 March 2011. The Dublin Graduate Philosophy Conference: 'The Private'. Venue: UCD Humanities Institute. Keynote speaker: Prof. Ray Monk from the University of Southampton.

## **Éigse**

Finally, there is the Éigse, otherwise known as the Reading Party or the Philosophy Expedition. (The Irish word means an 'assembly of poets'.) This will be held in March 2011, and will involve the rental of a hostel for three nights in some suitably hilly and remote part of the country. Last year, 25 Trinity and UCD graduate students and staff went to the Mourne Mountains in Northern Ireland. There was hiking (and other activities) by day, and philosophy papers by students each evening.

# Marking scale for Essays and Examinations

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

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

More specifically, the grades represent the following achievements:

Please note all MA Philosophy modules are Level 4.

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

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

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

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

# Writing I: Formatting and referencing

## Formatting

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

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

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

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

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

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

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

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

## Bibliography and Referencing

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

### A book:

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

### An edited book:

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

An article in a journal:

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

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

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

An article in an edited collection:

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

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

<sup>1</sup> John Diamond, *The Third Chimpanzee* (London, 1983), p. 199.

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

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

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

<sup>4</sup> John Diamond, *op. cit.*, p. 56.

<sup>5</sup> Diamond, p. 31

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

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

# Writing II: content and structure

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

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

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

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

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

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

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

## **Content and philosophical arguments**

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

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

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

## **Other tips and strategies**

You need to go beyond simply reporting or paraphrasing what a philosopher said. If you assert that a philosopher holds a specified view, establish your claim on the basis of evidence (detailed

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

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

## Features that make a good paper

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

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

# Writing III: Grammar and spelling

## A Few Common Mistakes

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

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

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

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

Some common confusions:

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

## Plagiarism

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

## Examples

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

Suppose you write the following in your essay:

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

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

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

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

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

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

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

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

# Guidelines for submission of MA dissertations

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

Please follow the following format:

- The dissertation should be soft or hard bound. The colour of the front and back covers should be black and the lettering in gold. There are many binders in Dublin offering one-day (or less) binding service (you should check the schedules well in advance of submission).
- The outside board must bear the title of the work with capital letters being at least 24pt (8mm) type; the names (and initials, if relevant) of the candidate; the qualification for which the work is submitted; and the year of submission.
- Your name, the year of submission, and the degree for which the work is submitted should be printed on the spine (hard binding).
- A4 size paper should be used. Paper used should be good quality (80-100 g). Print on one side of the paper.
- Margins should be 30mm on the binding edge and other margins should be not less than 20mm.
- One-and-a-half spacing is recommended in typescripts. Indented quotations and endnotes may be single-spaced.
- Pages must be numbered consecutively throughout the thesis. Page numbers should 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 (Unnumbered)

Dedication Page (**Optional**)

Page Three (Unnumbered)

Acknowledgements (**Optional**)

Page Four (Unnumbered)

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

Page Five (Unnumbered)

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

Page Six

Introduction or Chapter One (Numbered Page 1)

(See following page as an example of first preliminary page for MA 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).

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

Submission forms for all degrees can be found online at:

[http://www.ucd.ie/registry/assessment/student\\_info/graduatestudents.html](http://www.ucd.ie/registry/assessment/student_info/graduatestudents.html).

# Sample MA dissertation title page

The Study of Philosophy:  
Is it worthwhile?

By  
Peter Plato

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

UCD School of Philosophy

Supervisor: Dr. X

August 2011

# Sample Research degree thesis title page

The Study of Philosophy:  
Is it worthwhile?

By  
Peter Plato

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

UCD School of Philosophy

Head of School: Prof Maeve Cooke

Principal Supervisor: Dr. X

[Research Masters / Doctoral Studies] Panel Membership:

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August 2011