



## **DEPARTMENT OF PHILOSOPHY**

### **Graduate Program Requirements**

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# DEPARTMENT OF PHILOSOPHY

## Graduate Program Requirements

### Table of Contents

	Page
1. Preliminary Remarks	2
2. Logic Requirements	
a) Purpose	2
b) Requirement	2-3
c) Grading	3
3. Foreign Language Study: Study in Other Disciplines	3
4. Course Requirements	
a) Number of Courses Required: Use of Non-Philosophy Courses	5
b) Distribution Requirements	5-6
c) Proseminar	6
d) Reading Courses	6
e) Transferred Courses	6
f) Satisfactory Grades: Incompletes	7
g) Good Standing with Respect to Completion of Coursework	7
5. Qualifying Examination	8
6. Third-Year Paper	8-9
7. The Fourth Year: Dissertation Proposal and Topical Examination	9-10
8. Dissertation	10
9. Ph.D. Final Oral Examination	10-11
10. MA Degree and Special Student Status	
a) MA Degree Requirements	11
b) Special Student Status	10-11
Attachment 1: Advising and the Director of Graduate Studies	12-14
Attachment 2: Evaluation of Students	15-16
Attachment 3: Responsibilities Surrounding Teaching Assistantships	17-19
Attachment 4: Financial Aid	20
Attachment 5: Sachs Fellowships	21
Attachment 6: Placement	22-23

# DEPARTMENT OF PHILOSOPHY

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## Graduate Program Requirements

### 1. Preliminary Remarks

Every student in the Ph.D. Program must have an advisor. At the start of the program one's advisor is the Director of Graduate Studies; later it is a faculty member in one's own area of interest.

The Department conducts formal evaluations of each student's progress at several stages in the program.

Students have the right to petition the Department - that is, the faculty as a whole - about any matter relating to the program requirements or to their own participation in the program. Such matters should be directed in the first instance to the Director of Graduate Studies.

### 2. Logic Requirement

#### a) Purpose

Graduate students should be required to have a basic knowledge of formal logic in order to

- aid their study of literature in fields of philosophy in which formal notation and/or methods are used.
- provide them with the minimum knowledge necessary to go on to teach introductory undergraduate logic courses in their careers.
- enhance their critical thinking and analytical skills, thereby enabling them to become more effective philosophers.
- qualify them to be teaching assistants for an undergraduate logic course in the department.

#### b) Requirement

The requirement can be satisfied in any of the following ways:

- Completion of the requirements for 150.118, Introduction to Formal Logic, with a grade of 86 out of 100 or higher. Those selecting this option will enroll for credit in the course numbered 150.632. The course and grade earned will appear on the student's transcript. However, this course will neither count as one of the 13 required courses nor will it count as one of the three courses required in a given semester in the student's first two years. Students who have had little or no

prior training in formal logic may wish to select this option.

- Completion of the final examination for 150.118 with a grade of 86 out of 100 or higher, to be taken during the examination period when the course is offered. Those selecting this option may audit the course numbered 150.632 if they so desire. This option is designed for students who have a basic knowledge of logic, and who do not plan to take further courses in the subject. It will serve to demonstrate to the department that such students possess a basic knowledge of formal logic.

(The content of course 150.118 is fixed from year to year; students wishing for information on what is covered in this course, and in the final examination associated with it, should consult with Professor Achinstein.)

- Completion of a 400- or graduate-level course in deductive logic, mathematical logic, axiomatic set theory, or the like with a passing grade. Students seeking more than an introductory understanding of logic are encouraged to select this option. A course taken in this category counts as one of the 13 required courses.

### c) Grading

All grading in 400-level logic courses as well as 150.632 will be done by graduate student teaching assistants, if deemed appropriate by the professor instructing the course. The nature of the material is such that there is an objectively correct answer to homework and examination problems, and a uniform standard of grading will be agreed upon by the teaching assistants. Any difficulties over grading or fairness should be openly addressed by all concerned parties with the professor. If either the graduate students taking the course or the teaching assistants so desire, a system can be arranged at the beginning of the semester such that the students taking the course are identified by a number for the duration of the course, to help protect their anonymity.

The Logic Requirement must be satisfied by the end of the student's fourth year. Within that time period, students may make as many attempts as they need to satisfy the Requirement, by as many of the different possible methods as they choose. However, it is **strongly advised** that one satisfy it as early in one's graduate student career as possible.

Any student who has not satisfied the Logic Requirement by the end of his or her fourth year will be dismissed from the program.

### 3. Foreign Language Study: Study in Other Disciplines

There is no department-wide Foreign Language Requirement for the Ph.D., nor any department-wide requirement to take courses in other disciplines. However, a student's advisor may require special coursework, either in a foreign language

or in a discipline other than Philosophy, if this is deemed essential to the student's course of study. (If a student does not accept the necessity of these additional requirements, he or she may petition the Department in accordance with the procedure mentioned above - see #1, page 2.)

#### 4. Course Requirements

##### a) Number of Courses Required: Use of Non-Philosophy Courses

A minimum of 13 courses is required of all students in the Ph.D. program. Usually all 13 courses must be Philosophy Department offerings. However, certain courses offered by other departments may be allowed to count towards the total of 13 courses. Except in the case of the formal interdisciplinary Program in the History and Philosophy of Science, all such non-departmental courses that are not cross-listed as Philosophy courses must be approved both by the Director of Graduate Studies and (if distinct) by the student's advisor. Courses that are offered by a faculty member whose primary appointment is in another department, but that are cross-listed as Philosophy courses, may be used towards the total of 13 courses. However, they may not be eligible to count towards Distribution Requirements. Any use of courses offered by other departments – whether or not they are cross-listed as Philosophy courses – to fulfill Distribution Requirements must be approved both by the Director of Graduate Studies and (if distinct) by the student's advisor.

##### b) Distribution Requirements

In completing the required 13 courses, all students in the Ph.D. program must satisfy the following distribution requirements:

**Category I:** This category includes metaphysics, epistemology, philosophy of mind, philosophy of language, logic, philosophy of mathematics, philosophy of science, and philosophy of the social sciences. Three courses in Category I are required. Of these three courses, at least two must be in 20th/21st century analytic philosophy in the above-mentioned areas.

**Category II:** This category includes moral philosophy, aesthetics, and political philosophy. Two courses in Category II are required, of which at least one must be in ethics or political philosophy.

**Category III:** This category consists of the history of western philosophy prior to the 20th century (and not including any period of Frege or Husserl). Three courses in Category III are required. Of these three courses, at least one must be in ancient Greek philosophy and at least one must be in European philosophy in the period of Descartes through Kant.

In addition, at least three of the required 13 courses must be in 20th/21st century analytic philosophy, irrespective of area.

Some courses may be counted as falling into more than one of the above categories. However, any single course may only be used to satisfy one Distribution Requirement. (Similarly, a 400-level course taken in order to satisfy the Logic Requirement – (see 2. Logic Requirement) - may not also be counted towards the three required courses in Category I.) The decision as to which category or categories a course belongs to is to be made by the faculty member teaching that course, subject to the approval of the Chair of the Department. In some cases the nature of the written work required may vary depending on which Distribution Requirement the course is being used to satisfy. It is the responsibility of all faculty members to include in the course descriptions circulated within the department a specification of the category or categories to which their graduate-level courses belong, including any differential writing requirements for different categories. Any dispute or uncertainty about the category or categories in which a given course belongs should be brought to the attention of the Director of Graduate Studies, who will resolve it in consultation with the Chair, the faculty member teaching the course, and any concerned students; the final decision in such matters rests with the Chair.

### **c) Proseminar**

The Proseminar is a seminar taught jointly by two faculty members; it is offered every Fall Term, and is required of and restricted to students beginning their first year in the Ph.D. program. The Proseminar is designed to introduce students to matters of philosophical methodology, and typically involves a sustained focus on a relatively restricted area of the subject. The Proseminar may be counted towards the total of 13 required courses, and may be used to satisfy any Distribution Requirement warranted by its subject-matter; in these respects it resembles any other graduate seminar.

[NOTE: The Proseminar is suspended at this time. No other Ph.D. program requirements are affected by this change.](#)

### **d) Reading Courses**

Reading courses are occasionally given on special topics not otherwise treated in the curriculum. However, such courses may not normally be used to satisfy Ph.D. course requirements. Any exceptions to this rule must be approved by a vote of the majority of the Philosophy Department faculty. In no case can a reading course be used to satisfy Distribution Requirements.

### **e) Transferred Courses**

A maximum of three courses may be transferred from another graduate program; such courses must be comparable, in level and subject-matter, to graduate-level courses (either seminars or 400-level courses) that are or might be offered by the JHU Philosophy Department. The transferred courses get recorded as Passes. Transferred courses may also be used to satisfy Distribution Requirements. A determination as to whether a given course taken in another graduate program may be transferred, and if so, which Distribution Requirement(s), if any, it may be allowed to satisfy will be made by the Director of Graduate Studies, who should

be shown the syllabus for the course in question, and who may request other relevant course materials.

#### **f) Satisfactory Grades: Incompletes**

Letter grades are given in all regular Philosophy Department courses at the graduate level. (Reading courses are graded on a Pass/Fail basis.) The minimally passing grade for graduate students in regular courses is B-. However, it is expected that students in the Ph.D. program will perform at a considerably higher level than that; any significant accumulation of B- grades will be considered reason for concern as to the student's viability in the program.

Although this is in general discouraged, in some cases a graduate student may request and be granted an Incomplete (I) grade for a course. The decision as to whether or not to grant a particular Incomplete, or any Incompletes at all, rests with the faculty member teaching the course. The following deadlines shall apply for the resolution of Incompletes. In the case of Incompletes for courses taken in the Fall Term, work must be completed by the last day of final examinations in the following Spring Term; in the case of Incompletes taken in the Spring Term, work must be completed by the first day of classes in the following Fall Term. If the deadline for resolving an Incomplete is not met, then the course can no longer be completed for a grade; the Incomplete for that course will stand indefinitely, and the course will not count toward satisfying any requirements. This policy applies to all courses taken by Philosophy graduate students, including courses taken outside the Philosophy Department.

#### **g) Good Standing with Respect to Completion of Coursework**

A student in the Ph.D. program is deemed to be in good standing, with respect to the completion of coursework, if he or she has completed 3 courses in the first Term, 6 courses in the first two Terms, 9 courses in the first three Terms, 12 courses in the first four Terms, and 13 courses in the first five Terms (subject to the provisos concerning Incompletes in #4f above). Transferred courses may not be applied towards these totals until the fourth Term; for the first three Terms a student must take three courses per Term, regardless of any previous graduate study. Students wishing to apply transferred courses towards these totals in their fourth or fifth Terms must make a formal request to the Director of Graduate Studies by the beginning of the Term in question.

In exceptional cases, a student may petition the department to be allowed to take fewer courses than would keep him or her in good standing. The decision as to whether to grant such requests is to be made by means of a vote of the entire Philosophy Department faculty.

Any student who is not in good standing, and who has not been granted an exemption as just described, is subject to removal of financial aid - including, if applicable, removal of a Teaching Assistantship - until good standing is restored.

## **5. Qualifying Examination**

The Qualifying Examination is a 4-hour written examination designed to test students on their basic mastery of a certain substantial area of the subject. Since preparation for the examination is intended to serve as a starting-point for the third-year paper (see #6 below), and ultimately for the dissertation, the choice of area should be made with these future tasks in mind. The area may either be chosen from those for which approved departmental reading lists are regularly available (e.g., ethics, philosophy of language, Plato), or may be designed by the student. In the latter case the breadth of the area in question must be comparable to those for which there are regularly available reading lists, and the student, in conjunction with his or her advisor, must draw up a special reading list; the area must be approved by the Department faculty as a whole (by majority vote) and the reading list must be approved by the Director of Graduate Studies. The examination will be designed and graded by a committee of two faculty members; the membership of the committee will be decided by the Director of Graduate Studies in conjunction with the Department Chair, and in normal cases will include the student's advisor.

The examination will be taken at the beginning of September of the student's third year, immediately prior to the start of classes. The examination will receive one of the following grades: high pass, pass, low pass, fail. Any student failing the examination at this time must retake and pass it by the end of the fifth Term. The same standards apply for the second examination as for the first.

Failure to retake the examination by the deadline indicated (absent a compelling reason, explained in a petition to the Department and accepted by a majority vote of the entire faculty), or failure at the second attempt, will result in termination from the Ph.D. program. Receipt of a low pass, on either the first or the second attempt, will be considered reason for concern as to the student's viability in the program.

## **6. Third-Year Paper**

The Third-Year Paper is a paper of the length of a substantial journal article (i.e., about 30-40 pages in double-spaced typescript), showing mastery of a particular area of the subject, and making an original contribution in that area. It is not expected to be "publishable" in the sense that any Third-Year Paper of passing quality would be expected to be accepted in its current form by a major philosophy journal. However, it is expected to be a paper of the same general type as a published article, and to be such that, with further revisions, it could develop into a paper worth submitting for publication. The topic of the paper is to be chosen by the student in consultation with his or her advisor.

The Third-Year Paper is to be the major project for the third year; every student is expected to sign up for independent study with his or her advisor for both

Terms of the third year in order to work on this project. A five-page prospectus of the paper should be presented to the student's advisor by Thanksgiving of the fifth Term; a bibliography for the paper should be completed by the end of the fifth Term; and a first draft should be completed by February 15 of the sixth Term. The paper itself is to be completed by April 15 of the sixth Term. Following the completion of the paper, the student will take an oral examination of roughly one hour concerning the paper and topics germane to it; the oral must be taken by the end of the sixth Term.

The paper will be graded, and the oral examination will be conducted, by a committee of two faculty members including the student's advisor, and decided upon by the advisor in consultation with the student. The committee will report a single grade for the paper and the oral together; the grading system is the same as that used for the Qualifying Examination, except that in this case there is no grade of low pass. Receipt of a grade of fail will be considered sufficient grounds for termination from the program; however, the final decision in all such cases will be made by the faculty as a whole, not simply by the two examiners.

## **7. The Fourth Year: Dissertation Proposal and Topical Examination**

After successful completion of the Third-Year Paper and oral, it is expected that students will be ready to begin work towards the dissertation. The fourth year should be devoted to preliminary work on the topic of the dissertation, culminating in the production of a Dissertation Proposal and an associated oral examination known as the Topical. (It is not assumed that there will necessarily be a close connection between the topic of the dissertation and that of the Third-Year Paper - although this typically will be the case. Sometimes work on the Third-Year Paper will have the effect of excluding certain issues from the subject-matter of the dissertation. But even in such cases, the preliminary work on the dissertation can be understood as a natural sequel to the Third-Year Paper.)

The Dissertation Proposal is a paper of roughly 15-20 pages. It should constitute a viable plan for a dissertation-sized piece of original (but researchable) material. It is understood that the plan of a dissertation can often change substantially in the course of writing. The Dissertation Proposal is not supposed to be a summary of already completed work, or an inescapable commitment concerning the shape and content of the dissertation; it is intended to be a clear initial design from which to begin writing the dissertation. The Proposal should be accompanied by a bibliography, which should include both works already read and works expected to be read in the course of writing the dissertation; however, it is not expected to have the scope or detail of the bibliography of a completed dissertation.

The student should work towards the Dissertation Proposal in consultation with his or her advisor and one other faculty member (to be settled by consensus among the three parties); in normal cases these two will become the Dissertation Readers. When the Proposal is completed and is judged acceptable by these two faculty members, the Topical examination will be scheduled; the written Proposal is to serve as the basis for the Topical. At the same time, for informational purposes only, the Proposal will be circulated to the entire Department.

The Topical lasts about one hour, and is conducted by the two above-mentioned faculty members and one other faculty member. Normally all three are members of the Philosophy Department; in no case may more than one be from outside the Department. The possible grades for the Topical are simply pass or fail. (Note: Any student who has completed an acceptable Proposal may be expected to be in a position to pass the Topical. However, receipt of a passing grade is not merely automatic; the student needs to show an ability to expand upon, and respond to questions about, the proposed subject of the dissertation. At the same time, the Topical is an opportunity for the student to receive helpful feedback and advice, including from a faculty member not involved in the original development of the Proposal.) Once the Topical is successfully completed, the student will proceed to work on the dissertation itself.

The completed Proposal is to be submitted by the last day of classes in the Spring Term of the student's fourth year. Assuming it is accepted by the two readers, the Topical must take place by the end of June of the same year. If the Proposal is rejected (or if the student does not pass the Topical), the student will receive a letter indicating the nature of the deficiencies, and date by which they need to be made up in order for the student to continue in the program. If a student fails to submit a Proposal by the end of the fourth year, he or she must formally petition the Department in order to continue in the program; the petition must be supported by a progress report, a plan of study, and a proposed date for completion of the Proposal.

## **8. Dissertation**

A Ph.D. dissertation is to be written under the direction of the student's Dissertation Readers, who share the entire responsibility for its supervision. Normally, there will be two Readers. In special cases, there may be more. Where appropriate, one (but no more than one) may be chosen from outside the Department. The student's advisor will serve as the primary Reader. Any change in the identities of the Readers from the two supervisors of the Dissertation Proposal (see #7 above) should be settled by consensus among all the parties involved, and should be communicated to the Director of Graduate Studies.

It is the student's responsibility, while the dissertation is in progress, to keep each of the Readers informed about the state of the work.

After the dissertation is completed, the Readers will tell the student whether they approve it; if they do, they certify their approval to the Graduate Board and proceed to schedule a Ph.D. Final Oral Examination.

In normal cases it is realistic to expect that the dissertation can be completed by the end of the sixth year. Students should regard this as their guideline.

## **9. Ph.D. Final Oral Examination**

The Final Oral Examination is held under the rules of the [Graduate Board](#). The oral examination committee consists of five members, of which three are from

within the Department and two from outside it. The examination is based on the dissertation, but questioning need not be narrowly restricted to it.

## **10. M.A. Degree and Special Student Status**

### **a) M.A. Degree Requirements**

Students are not normally admitted to pursue a terminal Master's degree in Philosophy. (Anyone applying to the Department to pursue such a degree will need to provide a compelling explanation of why this is necessary or desirable.) However, students may earn and receive a Master's degree in Philosophy in the course of pursuing the Ph.D. in Philosophy, or in the course of pursuing a graduate degree in another field, or if they enter the Ph.D. program in Philosophy but then leave the Department (for any reason) before completing it. Students enrolled in departments other than Philosophy must be approved by the Department (by a majority vote of the entire faculty) in order to receive a Master's degree.

Ten courses are required for the M.A. in Philosophy. All of these courses must either be offered by the Philosophy Department or be such that they would be able to count towards the Philosophy Ph.D. Course Requirements (see Ph.D. Program Requirements, #4a - but in this case the decision as to whether to accept non-departmental courses rests solely with the Director of Graduate Studies). However, a maximum of three courses from other departments can count towards the M.A. in Philosophy. The same restriction on Reading Courses applies as in the Ph.D. program (see Ph.D. Program Requirements, #4d). Transfer courses cannot be used towards the M.A.

Of the ten courses, two must be in Category I, one must be in Category II, and two must be in Category III (for these categories, see Ph.D. Program Requirements, #4b); of the two in Category III, one must be in ancient Greek philosophy and the other must be in the period between Descartes and the end of the 19th century. The same Logic Requirement, and the same means of satisfying it (with the same prohibition on counting 150.118/632 towards courses taken), apply as for the Ph.D. program (see Ph.D. Program Requirements.) There are no requirements analogous to the analytic philosophy requirements in the Ph.D. program (see Ph.D. Program Requirements, #4b).

### **b) Special Student Status**

The Department occasionally admits students as Special Students; these are typically students who show definite promise in the field, but whose background in philosophy is not yet sufficient for them to enter the Ph.D. program proper. In accordance with university regulations, Special Student status is limited to two consecutive Terms, either as a full-time or as a part-time student. Special Students are not eligible for financial aid from the Department.

A student who enters as a Special Student, and who wishes to be considered for regular admission to the Ph.D. program, must submit an application in the normal way. If the student is admitted to the Ph.D. program, up to three of the courses taken while the student was in Special Student status may be counted towards the numerical course requirement for the Ph.D. In addition, all of the courses taken while in Special Student status (even those not counted towards the numerical course requirement) may be counted towards the Distribution Requirements, allowing for greater flexibility in the student's remaining coursework. These dispensations are not, however, guaranteed. As with students entering the program having done graduate work in philosophy elsewhere, such determinations are made on a case-by-case basis; but in this case the decision is made by the Philosophy Department faculty as a whole (by majority vote), not by the Director of Graduate Studies. (See Ph.D. Program Requirements, #4 for details on course requirements and Distribution Requirements.)

## **ATTACHMENT 1.**

### **ADVISING AND THE DIRECTOR OF GRADUATE STUDIES**

#### ***Preliminary Remarks***

A student's academic advisor is the one person, apart from the student him- or herself, most clearly responsible for a student's progress through the program. The nature of this responsibility varies with a student's stage in the program.

The advisor/advisee relationship is not understood to be unalterable. In particular, that a faculty member advises a student in the early stages of the program does not entail that this relationship will continue through to the dissertation stage. The existence of an advising relationship carries the presumption of continuity, but this is only a presumption. If the relationship is terminated, whether by mutual consent or by either party unilaterally, the Department recognizes a defeasible responsibility – assuming the student is in good standing – to find the student another advisor.

Every student must have an advisor at all times. The advisor will be the Director of Graduate Studies (DGS) when the student first arrives in the program; subsequently it will be a faculty member in the student's area of interest. Students must formally choose their advisors, and those individuals must agree to serve as such, by the end of their second year.

The duties of the DGS and of other faculty members serving as advisors are discussed separately, though there are areas of overlap.

#### **The Duties of the DGS**

##### **I. Toward students without their own advisors**

- The DGS serves as an advisor to incoming students. This includes:
  1. Providing guidance to students after they have been accepted and before they arrive (for example, the DGS will answer student questions forwarded to him or her by the department administrator, and/or contact students directly).
  2. Meeting individually with incoming first-years (during or immediately prior to the first week of classes) to help them select courses; he or she must approve final course selections.
  3. Holding a meeting, together with the Chair, for all the first-years early in the Fall Term, to welcome them to the program and to answer any general questions.
- The DGS serves as an advisor to all first-year and second-year students who have not yet chosen individual advisors. (In most cases the DGS will serve as advisor for the whole of the student's first year; however, if a student arrives with a clear sense of an intended area of specialization, he or she may transfer to an individual

advisor before the end of the first year. But even in these cases, the DGS should be kept informed as to what courses the student is taking throughout the first year.) The DGS helps students select programs of study that will advance their individual academic interests and fulfill program requirements as rapidly as possible.

1. In every term, the DGS must sign the course selections of any student without his or her own advisor. The DGS will be responsible for making this approval significant — for example, by setting aside time for students to make brief appointments, during which their course selections can be discussed rather than simply rubber-stamped. The DGS may refuse to sign off on some schedules. The student concerned has the right to petition the department to overrule the DGS (but this is not a ‘special’ right; it is simply included in the right of students to petition the department at any time for any reason).
2. The DGS helps students select an individual advisor. This involves, at minimum, an explanation of the role the advisor will play for the student. The DGS will ensure that all students choose their individual advisors by the end of their second year.

## II. Toward all students

The DGS remains involved in the progress through the program of even those students who have selected their own academic advisor. The DGS is responsible for monitoring individual students’ progress towards the degree, and also serves as a centralized source of advice for graduate students. The DGS, when necessary, also serves as an advocate for graduate students’ concerns.

### ***The Duties of Academic Advisors***

A student’s academic advisor is responsible for guiding him or her through the program as successfully and promptly as possible.

**An advising relationship is *not* considered to have been officially established unless a document, bearing the signatures of both the advisor and the advisee, has been placed in the student’s file. Any change in this relationship must be reflected in the student’s file.**

Advising relationships may be terminated by either party (see also “Preliminary Remarks” above).

The following is a programmatic list of advisors’ specific responsibilities:

1. Academic advisors sign off on a student’s selection of courses. This approval should reflect real consideration of a student’s options, based on (at least one) face-to-face meeting with the student.
2. The advisor helps a student decide which Qualifying Examination to sit. The advisor assists in drawing up a reading schedule (and, in the case of areas for which there are not regularly available departmental reading lists, assists in

- creating a special reading list – see Program Requirements, #5). The advisor discusses with the student what sort of answers are expected and how to prepare to give such answers.
3. The advisor helps a student formulate a topic for his or her Third-Year Paper. The student can expect research guidance; the student can also expect that drafts will be read and criticized. The advisor works with the student to ensure that the prescribed timetable (see Program Requirements, #6) is adhered to.
  4. If a student fails the Qualifying Examination, but wishes to re-do it in order to remain in the program, his or her advisor would suggest relevant preparation.
  5. After passing the Qualifying Examination and the Third-year Paper, the student begins to formulate a Dissertation Proposal. The researching and drafting of this Proposal takes place under the supervision of the advisor. ‘Supervision’ here entails advising on research, reading drafts, and providing reasonably prompt feedback on drafts. The advisor helps to ensure that a student progresses in such a way as to complete the Proposal on time, and to maximize the chances that it will be found acceptable (see Program Requirements, #7).
  6. Codifying the directorship of a dissertation is of course difficult. A student can, however, expect that work will be read and criticized, and that feedback will be provided with enough promptness that a student’s progress is not inhibited. (Whether and how this expectation varies during intersession and the summer is best left to the discretion of individual advisors and advisees.) The advisor will periodically assess the student’s progress, and communicate this assessment to him or her. As very few students will have written dissertations before, and none will have done so with their current advisor, advisors need to communicate clearly what responsibilities they expect their *students* to shoulder.
  7. When the advisor/director and second reader are ready to pass the dissertation, a defense should be scheduled. The advisor should be willing to help in the preparation of the defense—e.g. by giving feedback on dissertation ‘spiels’ and so on.
  8. When a student is on the market, he or she can expect at least a minimal level of support from his or her advisor. Such support would likely include the critical reading of dossier papers and the provision of advice on job-applicant strategies. To be truly effective, such advice needs to be made available well in advance of the autumn the student enters the market. See also Placement, #1.

**ATTACHMENT 2.****EVALUATION OF STUDENTS**

All students will receive formal evaluations of their progress at several stages in the program. Evaluations will be conducted at meetings of the entire Department faculty. The results of these evaluations will be communicated to students by letter; the letters will be written by the Chair in consultation with the Director of Graduate Studies. Students are welcome to discuss the contents of their letters with either the Chair or the Director of Graduate Studies.

The timing of the evaluations will be as follows.

- 1) At the beginning of the second year. At this stage the primary basis for evaluation will be the student's performance in courses during the first year. As a general rule, an average grade of B+ or above will be considered to constitute satisfactory progress.
- 2) At the beginning of the third year. This evaluation will be based on the student's entire coursework (almost all of which will now have been completed) – but especially those courses taken during the second year – and also on the recently completed Qualifying Examination. The evaluation letters on this occasion will be written with special attention to any concerns there may be about the student's viability in the program; these would include, but need not be limited to, receipt of a low pass or fail in the Qualifying Examination (see Program Requirements, #5). If there are such concerns, they will be accompanied by a clear statement of what needs to have been demonstrated, in order for continuation in the program to be ensured, by the time of the next evaluation.
- 3) At the end of the third year. This is the most significant evaluation; it determines whether a student will be allowed to proceed to the advanced stage of the program – that is, towards the writing of a dissertation. It will be based on all work to date, but especially on the just-completed third-year paper and associated oral. As noted in Program Requirements, #6, receipt of a failing grade on the third-year paper and oral is considered sufficient grounds for termination from the program. In normal circumstances, achieving a passing grade for the third-year paper and oral will be sufficient to allow continuation in the program (but see #2 above, on addressing previous concerns). Assuming the student is allowed to continue in the program, the evaluation letter will include mention of any notable strengths and weaknesses in either the paper or the oral that were identified by the committee.
- 4) At the end of the fourth year. At this stage there will be a departmental evaluation only in case a student has not successfully completed the Dissertation Proposal and Topical. (See Program Requirements, #7.) If a completed Proposal has been submitted, but has been rejected by the two readers (or if the student has failed the Topical), the evaluation letter will specify the nature of the deficiencies, and date by which they need to be made up in order for the student to continue in the program. If the student has failed to submit a completed Proposal, the evaluation will take the form of considering the student's petition to continue in the program; the letter will indicate whether or not the petition has been granted and, if it has been granted, will specify the dates by which the completed Proposal must be accepted and the Topical successfully completed.

Once students have had their Dissertation Proposals approved, the main job of monitoring their progress falls to their advisors. It is, however, the responsibility of the Director of Graduate Studies to remain apprised, in a general way, of whether students are progressing in a timely manner towards completion of their dissertations, and to discuss any apparent problems in this area with the students and/or their advisors.

**ATTACHMENT 3.****RESPONSIBILITIES SURROUNDING TEACHING ASSISTANTSHIPS**

A Teaching Assistantship is both a paid service to the department and an opportunity to develop essential teaching skills. In the former aspect, it entails a number of duties and responsibilities on the part of the TA; in the latter aspect, it imposes certain responsibilities on the faculty member in whose course the TA is employed. The specifics of both are listed below. It should, however, be noted at the outset that a student employed as a TA is expected to treat the TA-ship as his or her primary responsibility; no other obligations should be allowed to take priority. If one takes an additional part-time job, for example, this must be consistent with fulfilling all of the duties below. In addition, it is essential that one be available and regularly on campus until after the final exams or final writing assignments have been graded, and the course grades have been decided on in consultation with the professor. (When exactly this will be will depend on the date of the final exam, or the due date for the final writing assignment, as well as on the length of time the final grading and the decisions on the course grades will take; it is important to talk to the professor about the timing before, for example, planning to leave town at the end of term.)

**The duties of a Teaching Assistant are as follows:**

- 1) Teach weekly sections. In most cases a TA is expected to teach two sections per week (based on the same material); but only one section is required in 150.118, Introduction to Deductive and Inductive Logic, and in other logic courses for which a TA is employed.
- 2) Appear at the professor's lectures for the course, in order to be familiar with precisely what material the professor is covering and in what way.
- 3) Hold regular office hours, which should be announced by the second week of term, and be readily available for consultation by students and by the professor, both through e-mail and in person immediately before or after lectures and sections.
- 4) Grade papers, exams or other assignments in a timely manner as agreed in consultation with the professor teaching the course. (In some cases grading may be shared between the professor and TAs, especially in the case of final exams.)
- 5) Keep accurate, easily legible and alphabetized records of all grades received by the students in the sections for which one is responsible, and make these available to the professor when asked. These records should also be held on to for at least three years after the course has finished.
- 6) Appear for regular meetings, as agreed between the TAs and the professor, to discuss the progress of the course, the material to be covered in sections and the

approaches to that material that may be desirable, and any problems or concerns (either philosophical or pedagogical) that may have arisen.

7) At or around the end of term, have the students complete teaching evaluation forms (the forms developed by the graduate students themselves are the most suitable), and be prepared to show them to the professor and meet with the professor to discuss any lessons they may hold.

8) Be available to proctor the final exam, if applicable, and any other exams the course may include. (In some cases this duty will be shared with the professor.)

Additional points:

Students serving as TAs for the first time are expected to attend a meeting with the Department Chair and the Director of Graduate Studies to discuss the job of a TA; this meeting will be held at or near the beginning of term.

If a student has reason to turn down a TAship that he or she has been offered and has accepted, notice should be given to the department no less than three weeks before the beginning of the term in question. For its part, the department will make available a preliminary list of the courses for which TAs are clearly needed, and the individuals assigned as TAs to those courses, at least three weeks before the beginning of the term in question. The department will do its best to notify all those students whom it wishes to employ as TAs as early as possible (this applies to those who are not guaranteed TAships in virtue of being in a certain year in the program). However, it should be understood that last-minute decisions on this matter are sometimes inevitable; the need for TAs is a function of final enrollments, which are often unpredictable.

The maximum normal load for a TA is 40 students (i.e., 20 students per section). If a TA is required to teach (and grade the papers of) significantly more students than that, then, at the Chair's discretion and depending on the availability of funds, he or she may receive a supplement to the regular TA salary.

A TA who has conspicuously and/or persistently failed to discharge the duties of the position at a satisfactory level may be deprived of a TAship in future terms (even during the period in which it would normally be guaranteed); the removal of the TAship may be for a specific period of time, or it may be indefinite. However, it is understood that TAs are teachers in training, and that some mistakes are inevitable, particularly at the early stages. Removal of a TAship is a last resort, necessary only in extreme cases.

**The duties of a faculty member teaching a course with Teaching Assistants are as follows:**

1) Meet with the TAs at the beginning of term to spell out the duties for that particular course, give an indication of the timetable for grading, etc.

- 2) Meet with the TAs on a regular basis to discuss the progress of the course, the material to be covered in sections and the approaches to that material that may be desirable, and any problems or concerns (either philosophical or pedagogical) that may have arisen.
- 3) Supervise the grading of papers or other assignments and offer suggestions as needed. This may, for example, involve reading a certain cross-section of the papers, in order to judge the appropriateness of both the grades and the TAs' comments (and, in cases where more than one TA is involved in the same course, the uniformity of the grading among the TAs).
- 4) At or after the end of term, read the TAs' teaching evaluations and discuss any lessons (positive or negative) that they may hold.

In addition, professors may wish occasionally to sit in on a section; but opinions vary as to the utility of this practice.

## ATTACHMENT 4.

### FINANCIAL AID

All students admitted to the program receive financial assistance. Support is guaranteed for five years, provided that a student continues to make satisfactory progress towards completion of the Ph.D. degree. Department fellowships cover tuition and pay a stipend. Outstanding applicants may be nominated for a George Owen Fellowship, which also covers tuition and for which the stipend is higher. All students receive fellowship support for the first two years: no teaching is required. Third and fourth year students are supported by Teaching Assistantships, which carry full tuition and a stipend. Fifth year students are generally supported through Teaching Assistantships, though fellowship support may also be available. In practice, the Department is often able to offer Teaching Assistantships to students beyond their fifth year, though this support is not guaranteed. In addition, a generous bequest by a former member of the Department, David Sachs, has established the Sachs Fellowship Fund. Sachs Fellowships are dissertation year fellowships awarded to students who are making substantial progress towards completing their dissertations.

Other forms of financial support available to later-stage graduate students are as follows:

- 1) Dean's Teaching Fellowships are awarded, on a competitive basis across the School of Arts and Sciences, to students to teach their own undergraduate courses. (In recent years students from the Philosophy Department have been relatively successful in winning these.) In order to apply for Dean's Teaching Fellowships, students must have had their Dissertation Proposals accepted and passed their Topicals.
- 2) A limited number of Summer courses are offered by the department each year; these courses are taught entirely by graduate students.

Students are encouraged to apply for outside funding, such as dissertation fellowships; details of these are readily available on the web. In cases where a fellowship application requires a departmental nomination, any student may ask the department for a nomination. A student who receives any such outside funding will not be "penalized" by the department; that is, he or she is entitled to no less aid from the department than would have been received had the outside funding not been secured. (This does not, however, exempt students from any teaching duties attached to departmental aid. For example, a partial outside fellowship will not be supplemented by the department with fellowship aid – i.e., aid with no accompanying teaching duties – if the aid that the student would otherwise have received would have been in the form of a Teaching Assistantship.)

The position of Teaching Assistant entails a number of responsibilities. Equally, a faculty member whose course has Teaching Assistants has certain responsibilities towards them. For more on the duties of TAs, and of faculty members with TAs working for them, see Attachment 3, page 17.

A very limited financial supplement is available to qualified students to allow for some research time during the summer. There is a colloquium during these months for discussion of student and faculty papers.

**ATTACHMENT 5.****Sachs Fellowships**

Sachs Fellowships are limited to students who have had their Dissertation Proposals accepted and have passed their Topicals, and are awarded for the purpose of allowing intensive dissertation work. Sachs Fellowships may be awarded for one or two semesters; a fellowship awarded for one semester may be extended to a second semester if the student shows clear evidence of making good progress. In the case of fellowships awarded for a full year, continuance into the second semester is contingent on the student's having made satisfactory progress during the first semester. Students in this position should send a one-page letter to the department describing their progress so far; this letter will be due at the same time as applications for Sachs Fellowships for the following semester (see below). In normal circumstances students who fail to make satisfactory progress during their tenure of a Sachs Fellowship (regardless of length) will be at the bottom of the priority list for receiving subsequent Teaching Assistantships.

The number of Sachs Fellowships available in any given year depends on the state of the fund. However, no one is guaranteed a Sachs Fellowship, and the department is under no obligation to award all the fellowships available in a given year. In deciding whether to award a Sachs Fellowship, the department takes into account both quality of previous work and closeness to completion. In order to receive a Sachs Fellowship, a student must show clear promise of completing the dissertation during the period for which the fellowship is awarded. In addition, he/she must show promise of producing a dissertation of a sufficiently high standard to warrant the prestige that these Fellowships confer. During the tenure of a Sachs Fellowship, it is expected that a student will not accept any significant additional responsibilities (such as teaching a course); any questions about what is and is not acceptable under this rubric should be addressed to the Director of Graduate Studies.

The faculty will meet to decide about Sachs Fellowships in any term in which there are applicants for the fellowships (and to review the progress of any student in the first semester of a year-long fellowship). Students wishing to be considered for a Sachs Fellowship should write an official letter to the department, stating the amount of dissertation work already completed and outlining the work to be accomplished during the period of the fellowship. While conciseness is desirable (a one or two page letter is sufficient), it is also important to be as specific as possible about one's plans. In the Fall Term the faculty will make its decisions (about fellowships for the following Spring Term or the following Spring and Fall Terms) by the ninth full week of classes; in the Spring Term the decisions (about fellowships for the following Fall Term or the following academic year) will be made by the tenth week of classes. In both cases letters of application should be handed in to the department by one week before the meeting in question (which typically will be on a Tuesday, but will in any case be announced well in advance).

**ATTACHMENT 6.****PLACEMENT**

An important responsibility of the department is to provide assistance to students in their search for academic employment. This document addresses the major forms of assistance it will provide.

- 1) Advisors are expected to help in various ways in their advisees' preparation for the job market. These include, but need not be limited to, advice on preparing writing samples, CVs and other items to go in the dossier, advice on which jobs it is reasonable to apply for, and, in certain cases, drawing on personal contacts at schools to which a student has applied and putting in a special word on his or her behalf. They also include advice at earlier stages in the program about strategies for making oneself as attractive a candidate as possible, such as advice on submitting work for publication or for inclusion on an APA program. (Having a published paper or an APA paper on one's CV is in general a definite advantage; however, the publications need to be reputable, and such efforts should in any case not be allowed to distract one from progressing through the program and completing one's dissertation. An advisor may be able to help in negotiating these trade-offs.)
- 2) Every two or three years a Job Preparation Seminar will be offered (not for credit). Any student intending to go on the academic job market should participate in this seminar at least once; however, it is not recommended that students participate in the seminar until at least their fourth year in the program. The seminar will include discussion of strategies for preparing a dossier and for designing course syllabi, as well as hands-on practice in being interviewed and giving job talks (and handling the sorts of questions that follow job talks).
- 3) Each year a faculty member will be appointed Placement Coordinator. The duties of the Placement Coordinator include monitoring the assembly of candidates' dossiers (including setting department-wide deadlines for letters of recommendation to be written, and holding people to these deadlines); holding a meeting every Spring Term, open to all students at any stage of the program who are interested, to discuss any and all matters connected with long-term and short-term preparation for the job market; offering additional advice and assistance to candidates of the same kinds as those expected of advisors (see #1 above); scheduling mock interviews for candidates, to be conducted by at least three faculty members, a few weeks before the APA meeting (see #4, page 22); and either going to the Eastern Division APA meeting, or finding a substitute faculty member who will be going to the meeting, to advise, assist and encourage candidates who are there.

There is not, as a rule, a "job czar", as in some other philosophy departments, and as once existed in this department. That is, neither the Placement Coordinator nor any group of faculty decides which candidates shall be recommended for which positions; all candidates are entitled to apply for any position they choose, and to use the department's dossier service for that purpose. However, if in a given year the candidates decide (by a

majority vote) that they would *prefer* to have a “job czar”, the Placement Coordinator will serve in that capacity.

- 4) In the weeks approaching the Eastern Division APA meeting, all candidates will have the opportunity to undergo at least one mock interview, conducted by at least three faculty members.
- 5) In the fall of the year in which they are going on the job market, candidates will have the opportunity to present a job talk to the department. Such talks will be scheduled at a time convenient for both faculty and students to attend, and will be publicized by flyers in the same way as colloquium talks.
- 6) Samples of CVs and other dossier materials from past candidates will be made available to students on the department web site.

Additional note: Former students of the department are entitled to use the department's dossier service until such time as they succeed in getting a tenure-track (or equivalent) job.