UCD School of Philosophy

GRADUATE STUDIES HANDBOOK
2024/2025

The MA in General Philosophy
The MA in Contemporary European Philosophy
The MA in Philosophy of Mind & Embodied Cognition
The MA in Philosophy and Literature
The MA in Philosophy and Public Affairs
The MA in Ethics: Theory and Practice

The MLitt Programme
The PhD Programme

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If you would like to have a Zoom Call or Google Hangouts, please click on the following link **UCD School of Philosophy Form**

Important Dates for 2023-24

Teaching Begins	Monday 9th September 2024
Welcome and Induction meeting for all incoming Philosophy graduate students. Skills sessions will be held over the year. The schedule will be sent to all graduates.	Wednesday 11th September 2024 – D520 Agnes Cuming Seminar Room - All Students (face-to-face) at 15:00
UCD Research Graduate Students Induction Dean's Welcome for all incoming Graduate students – 10:00 until 13:00	Wednesday 18th September 2024 – Venue TBC
Reading Week – No Lectures	Monday 28th October to Friday 1st November 2024
First Visiting Speaker	Thursday 12th September – Guy Longworth
Trinity teaching begins	Monday 9th September 2024 (TCD)
Final module registration deadline	Friday 4th October 2024
World Philosophy Day	Thursday 21st November 2024
Autumn Trimester teaching ends	Friday 29th November 2024
Final deadline for Autumn Trimester work (unless otherwise stated)	Friday 6th December 2024
Spring Trimester/ Teaching Begins	Monday 20th January 2025 (UCD)
Trinity Teaching Begins	Monday 20th January 2025 (TCD)
MA Dissertation proposal deadline	Friday 21st February 2025
Final module registration deadline	Late January / Early February
March Break (UCD)	Saturday 10th March – Sunday 23rd March 2025 (UCD)
MA Thesis First Section deadline to supervisor via Brightspace	Friday 28th March 2025
Research progress meetings – all graduate students	April onwards
Second Semester/Teaching ends	Friday 25th April 2025
Final deadline for Semester Two work (unless otherwise stated)	Friday 2nd May 2025
Dublin Graduate Philosophy Conference	Date TBC
MA Dissertation Submission	Monday 15th August 2025
Fees Office Dissertation Deadline	Friday 22nd August 2025 (TBC)

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.

Queries can be made by filling out the form below.
UCD School of Philosophy Form

The Graduate Administrator is contactable at philosophy@ucd.ie The Graduate Administrator can help with many things; so don't hesitate to contact them.

Change of address: It is important that the School has an up-to-date record of your email address, postal address and phone number, so please remember to update any changes on your SIS student record.

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

The PhD Co-Ordinator is Dr Tatjana von Solodkoff
E-mail   : tatjana.vonsolodkoff@ucd.ie Office D514 Newman Building

The MA Co-ordinator is Dr Elmar Unnsteinsson
E-mail: elmar.unnsteinsson@ucd.ie Office D505 Newman Building

Any academic problems that cannot be dealt with by the student's module lecturer or dissertation supervisor should be addressed to the MA Co-Ordinator.

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 <u>six taught modules</u> (worth 60 credits in total or two thirds of the final degree) and a <u>dissertation</u> (worth 30 credits). The dissertation is submitted in mid-August.

A. Pure philosophy programmes:
- **General Philosophy programme, comprising any six modules on offer;**
- **Contemporary European Philosophy programme with particular emphasis on phenomenology, hermeneutics and critical theory;**

B. Interdisciplinary programmes
- **Philosophy of Mind & Cognition programme, with the School of Psychology and the School of Computer Science;**
- **Philosophy and Literature programme ('Phil Lit'), combining modules from Philosophy with modules from the School of English, Drama and Film and School of Languages, Cultures and Linguistics and the School of Classics - Students must contact Dr Lisa Foran before choosing any of these modules;**
- **Philosophy and Public Affairs programme ('PPA'), combining modules from Philosophy with modules from the School of Social Work, Social Policy and Social Justice, the Equality Studies Centre and the School of Politics and International Relations.**
- **Ethics: Theory and Practice programme (Ethics), combining modules from philosophy with a module from another discipline as specified in the programme details on page 7.**

Enrolment for Modules

Registration for modules takes place online. Registration for MA students will take place from Friday 18th August 2023. Students will need to have their UCD Connect email addresses active and access to the UCD SISWeb system to register. You will be allocated a time to begin registration. Please note these are <u>start</u> times and you may begin module registration at any time after your allocated time. As class numbers are restricted, students should register online as soon as they can. There is a 'change of mind' window in both Autumn Trimester and Spring Trimester for students to finalise their choices for each trimester: it closes at 5.00 pm on Friday 5th October 2024 and a shorter time in early February). While we would hope to have sufficient places available to enable all students to take their first six choices, this cannot be guaranteed. Students enrolled on a particular MA programme will have priority in modules designated as 'core' to that programme.

Please note the modules will run subject to <u>minimum</u> numbers of students.

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

Module Selection

The descriptions of the modules are available later in this Handbook. A full-time student will normally complete three MA modules in the Autumn trimester and three in the Spring, however they are also permitted to sign up for other combinations at their own risk. Students in each programme should be aware of the restrictions on what they can choose.

A. Pure Philosophy MA Programmes

1. General Programme. (Programme co-ordinator: Tim Mooney)
Students choose ANY <u>six</u> MA modules offered by the School of Philosophy.

Autumn Trimester	Spring Trimester
PHIL 41240 Newman – a Philosophical Perspective	PHIL 40250 Merleau-Ponty's Phenomenology of Perception
PHIL 41280 Feminist & Gender Theory	PHIL 40410 Philosophy & Literature
PHIL 41510 Ethics in Public Life	PHIL 40420 The Good Society
PHIL 41530 Reading & Research	PHIL 40960 The Cultural Mind
PHIL 41810 Critique & Destruction	PHIL 40970 Topics in Mind & Cognition
PHIL 41840 Invention of the Modern Self	PHIL 41320 Topics in Continental Philosophy
PHIL 41890 Authenticity & Attitudes	PHIL 41330 Philosophy of Time
	PHIL 41530 Reading & Research
	PHIL 41660 Moral Agency
	PHIL 41880 Reading Nietzsche

2. Contemporary European. (Programme co-ordinator: Katherine O'Donnell – Autumn)
(i) Students must choose <u>four</u> MA modules from the list below:

Autumn Trimester	Spring Trimester
PHIL 41420 Newman – a Philosophical Perspective	PHIL 40250 Merleau-Ponty
PHIL 41280 Feminist & Gender Theory	PHIL 41320 Topics in Continental Philosophy
PHIL 41820 Critique & Destruction	PHIL41330 Philosophy of Time
PHIL 41840 Invention of the Modern Self	PHIL 41880 Reading Nietzsche

(ii) They then must choose any other <u>two</u> modules offered by the School of Philosophy from that list as well as the list shown below.

Autumn Trimester	Spring Trimester
PHIL 41240 Newman – a Philosophical Perspective	PHIL 40250 Merleau-Ponty's Phenomenology of Perception
PHIL 41280 Feminist & Gender Theory	PHIL 40410 Philosophy & Literature
PHIL 41510 Ethics in Public Life	PHIL 40420 The Good Society
PHIL 41530 Reading & Research	PHIL 40960 The Cultural Mind
PHIL 41810 Critique & Destruction	PHIL 40970 Topics in Mind & Cognition
PHIL 41840 Invention of the Modern Self	PHIL 41320 Topics in Continental Philosophy
PHIL 41890 Authenticity & Attitudes	PHIL 41330 Philosophy of Time
	PHIL 41530 Reading & Research
	PHIL 41660 Moral Agency
	PHIL 41880 Reading Nietzsche

B: Interdisciplinary MA Programmes

3. Philosophy of Mind & Cognition. (Programme co-ordinator: Keith Wilson)
Students must take any <u>six</u> of the following modules, though they may only take one of the two Cognitive Science nodules on offer:

Autumn Trimester	Spring Trimester
PHIL 41280 Feminist & Gender Theory PHIL 41530 Reading and Research PHIL 41810 Critique & Destruction PHIL 41840 Invention of the Modern Self	PHIL 40250 Merleau-Ponty PHIL 40960 The Cultural Mind PHIL 40970 Topics in Mind & Cognition PHIL 40980 Guided Reading (5 credits) PHIL 40990 Guided Reading (2.5 credits) PHIL 41330 Philosophy of Time PHIL 41530 Reading and Research PSY 40550 Readings in Visual and Social Cognition (7.5 credits)
COMP 47230 Intro to Cognitive Science (7.5 credits) OR COMP 40280	COMP 40280 Embodied and Enactive Approaches to Cognitive Science (7.5 credits)

There is the possibility of taking a Guided Reading module in the Spring semester in place of one of the six with the permission of the programme co-ordinator. Please note: the School of Philosophy is not responsible for modules in other schools. Some modules may not be accessible to students on this MA programme because of (i) cancellation, (ii) oversubscription, (iii) under-enrolment or (iv) a timetable clash. If you have any questions about the content of these modules, please contact the School in question: COMP modules are offered by the School of Computer Science and Informatics; and PSY modules are offered by the School of Psychology.

4. Philosophy and Literature. (Programme co-ordinator: Katherine O'Donnell – Autumn/Lissa Foran – Spring)

(i) Students must take the following core module:

Autumn Trimester
PHIL 40410 Philosophy & Literature

(ii) They must then choose <u>two</u> of the following philosophy modules:

Autumn Trimester	Spring Trimester
PHIL 41240 Newman – A Philosophical Perspective PHIL 41280 Feminist & Gender Theory PHIL 41510 Ethics and Public Life PHIL 41810 Critique & Destruction PHIL 41840 Invention of the Modern Self	PHIL 40250 Merleau-Ponty PHIL 40960 The Cultural Mind PHIL 40970 Topics in Mind & Cognition PHIL 41320 Topics in Continental Phil PHIL 41330 Philosophy of Time

(iii) They must choose <u>three</u> of the following literature modules from other schools:

Autumn Trimester	Spring Trimester
ENG 41650 Expressions of Modernity	*EDF 40060 Digital Methods

• **ENG40940 Theory of Gender & Sexuality*** • **ENG41570 World-Systems, World-Literature*** • **ENG41640 Joyce, Ulysses*** • **ENG41670 Contemporary US Genre Fiction*** • **GRC40330 Exploring New Worlds** • **IRFL40170 The Narrative Art*** • **SLL40230 Introduction to Cultural Theory***	• **EDF30060 Digital Methods** • **ENG41840 American Lyric*** • **ENG41860 Queer Fictions*** • **ENG40280 Un/Settling Global Literatures*** • **GRC40290 The Plays of Euripides** • **SPAN40360 Historical Memory in Spain*/****

*Limited places – students may only take one ENG module and must confirm with Assistant Professor Lisa Foran before registration
**Students require competency in Spanish – teaching and texts in Spanish language only.

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

*Students may only choose <u>one module</u>

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

Even when a module is available to philosophy students, places may be limited, and will be allocated on a first-come, first-served basis. If you have any questions about the content of these modules, please contact the School in question: ENG modules are offered by the School of English, Drama and Film; SLL modules are offered by the School of Languages, Cultures and Linguistics; HUM modules are offered by the UCD Humanities Institute; IRFL modules are offered by the UCD School of Irish, Celtic Studies and Folklore; GRC modules are run by the UCD School of Classics.

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

(i) They must choose <u>three</u> of the following philosophy modules:

Autumn Trimester	Spring Trimester
PHIL 41280 Feminist & Gender Theory PHIL 41510 Ethics in Public Life PHIL 41810 Critique & Destruction PHIL 41840 Invention of the Modern Self	PHIL 41320 Topics in Continental Philosophy PHIL 41330 Philosophy of Time

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

Autumn Trimester	Spring Trimester
• **EQUL40310 Masculinities, Gender & Equality** • **PHIL41510 Ethics in Public Life** • **POL40050 Theories of International Relations** • **SLL40230 Intro to Cultural Theory** •	• **EQUL40070 Human Rights Law & Equality** • **POL40140 Global Justice** • **POL41030 Theory of Human Rights**

(iii) They must choose their <u>two</u> remaining modules from the list in (ii) above and the following modules offered by other Schools:

Autumn Trimester	Spring Trimester
• **GEOG40970 Critical Geographies** • **EQUL40310 Masculinities & Equality** • **POL41020 Politics of Human Rights** • **POL41980 Peace & Conflict Studies**	• **POL40100 Politics of Development** • **POL40140 Global Justice** • **POL40160 Comparative Public Policy** • **POL40370 International Political Economy** • **PHIL40540 Comparative European Politics**

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

6. Ethics: Theory and Practice (Programme co-ordinator: Dr Danielle Petherbridge)

(i) Students must take the following core module:

Autumn Trimester
PHIL 41510 Ethics in Public Life

(ii) They must then choose <u>three</u> of the following philosophy ethics modules:

Autumn Trimester	Spring Trimester
• **PHIL41240 Newman: Philosophical Perspectives** • **PHIL41280 Feminist & Gender Theory** • **PHIL40320 Topics in Continental Philosophy** • **PHIL41810 Critique & Destruction** • **PHIL41840 Invention of the Modern Self** • **PHIL41890 Authenticity & Attitudes**	• **PHIL40320 Topics in Continental Philosophy** • **PHIL40420 The Good Society** • **PHIL40970 Topics in Mind & Cognition**

(iii) They must choose <u>one</u> of the following modules from other schools or two of the 5 credit modules

Autumn Trimester	Spring Trimester
EDUC 41520 Children's Rights & Participation **GEOG 40970 Critical Geographies** **MKT 30150 Responsible Marketing (5 credits)** **PSY 40270 Ethics in Psychology (5 credits)**	**EQUL 40070 Human Rights Law and Equality** **IS 41020 Information Ethics (5 credits)** **POL 41030 Theory of Human Rights**

(iv) They must choose <u>one</u> of the following philosophy modules in the General programme above not already chosen.

Autumn Trimester	Spring Trimester
PHIL 41280 Feminist & Gender Theory **PHIL 41890 Authenticity & Attitudes**	**PHIL 40250 Merleau-Ponty** **PHIL 40410 Philosophy & Literature** **PHIL 40960 The Cultural Mind** **PHIL 40970 Topics in Mind & Cognition** **PHIL 41320 Topics in Continental Philosophy** **PHIL 41660 Moral Agency** **PHIL 41890 Reading Nietzsche**

Auditing Modules

Students enrolled in any graduate programme at University College Dublin have the opportunity to enrol to a module for Audit from within the list of modules offered by the University. A student may audit a module if they wish to attend the module but not gain any credits for the module. This means that they do not receive a grade for the module, but the module will appear on the student's transcript as having been audited.

Students must seek the permission of the relevant Module Co-ordinator in order to do this, as well as the Programme Co-ordinator for the programme in which the student is enrolled. To enrol in the module for audit please email the Graduate Administrator (gillian.johnston@ucd.ie) with the Module Code.

Submission of Course Work:

Most modules will require the submission of one or two essays and possibly a presentation. The first essay will be due at some point in the middle of the semester, and the second will be due after the last week of teaching. Please check the specific module requirements, since each module may have different assessment requirements and submission deadlines; students should note these carefully.

Modules in other Schools may set their own assessment lengths and methods, so please pay attention to the assessment strategies in each module. In general, the word count does not include footnotes or bibliography. There is a tolerance of 10% in the length of essays, so that an essay of 4,000 words may be between 3,600 and 4,400 words. Students should write more only if they have the lecturer's permission – one reason for the word count is to encourage students to express themselves succinctly; another reason concerns principles of fairness in relation to fellow students.

The following should be submitted on or before each submission deadline:
- one <u>hard</u> copy if the Module Co-Ordinator requests, with a completed and signed cover sheet, to the submission boxes outside D501 Newman Building . The cover sheets are available from the School of Philosophy website, or from outside the School Office.
- one <u>electronic</u> copy to be submitted through Brightspace, 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*: Students should note the University policy on penalties for late submission: 1 grade point deducted for essays submitted up to a week late; 2 grade points deducted for essays submitted between 1 and 2 weeks late. The School is not obliged to accept or grade any essays submitted more than 2 weeks late without approved extenuating circumstances. Essays that are not accepted or graded will be awarded a zero ('NG').
- *Poor grammar, syntax and spelling* may result in grade points being deducted, unless there is a good reason for excuse. And so may *poor referencing*; every mention of another person's ideas, as well as direct quotations, <u>must</u> be fully and properly and consistently referenced in one of the standard bibliographic conventions. (See the essay guidelines later in this Handbook.)
- *Plagiarism*: Anti-plagiarism software automatically scans all submitted work. If there is clear evidence that the essay contains the ideas or work of others without appropriate attribution and citation, then the matter will be referred to the School's Plagiarism Committee for further action. More serious cases of plagiarism will be referred to the Registrar. You can find some examples of Plagiarism later in this Handbook. Please also consult the School's Plagiarism Procedures at https://tinyurl.com/mu82dpvz

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

If MA students are unhappy with the mark they receive for a paper, they should first discuss it with the lecturer in question. If they are still unhappy, they should contact the MA Co-ordinator (Tim Mooney), who will arrange for another member of staff to read the paper. Finally, and only after completion of the above two steps, a formal appeal route is available (see Assessment Appeals Office www.ucd.ie/appeals).

Research Skills Workshops:

A series of seminars will be organised for MA and new PhD students. They will generally take place in first semester on some Wednesday afternoons, from 3pm to 4.30 pm. <u>Please note these seminars are not held every week and dates will be indicated in the schedule emailed to all students.</u> A full timetable with topics will be circulated at the beginning of the semester. These workshops are compulsory for all MA students. New PhD students are strongly recommended to attend as many of them as possible. Even if you think you know all about the topic in question, you can share your knowledge with other students. These seminars also have a social and pastoral function, allowing students to meet each other and to discuss any aspect of the programme with the lecturer.

MA Dissertation

In addition to module assessments all MA students are required to submit a dissertation of 12-15,000 words in mid-August and does not include footnotes or bibliography. The dissertation is worth 30 credits, one third of the final degree.

We encourage students to start thinking about possible dissertation topics and supervisors right from the start of the academic year.

Submission of Dissertation Proposal:

Students are encouraged to think about a possible dissertation topic and supervisor as early as possible. They should contact members of staff directly to see if they are willing and able to supervise their dissertation. Otherwise, the MA co-ordinators will endeavour to find a suitable supervisor. There may be some elements of negotiation required from both the student and the potential supervisor before a final agreement on the dissertation topic is reached. It is advisable that you approach a potential supervisor sooner rather than later, ideally before the Christmas break.

You may submit a dissertation proposal at any time during the Autumn Trimester. The final deadline for the compulsory submission of the proposal is Friday 21st February. The proposal should be submitted to Brightspace and include the following:

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

Initial search for an MA topic

As when writing module essays, a good place to begin is by running keywords and names through the following reference works:

- The Stanford Encyclopedia of Philosophy: http://plato.stanford.edu
- The Routledge Encyclopedia of Philosophy: you have to go through the UCD Library website to get access to this: www.ucd.ie/library. Select 'Databases'. You will need to log in using your UCD Connect username and password. (Permalink)
- The Philosopher's Index: you have to go through the UCD Library website to get access to this: www.ucd.ie/library. Select 'Databases'. You will need to log in using your UCD Connect username and password. (Permalink)
- Philpapers: https://philpapers.org/

Students are welcome to contact the MA co-ordinator (Elmar Unnsteinsson) at any time to discuss possible topics and supervisors.

The role of the MA supervisor is one of guidance and it must be understood from the outset that the topic, structure and actual writing of the dissertation are exclusively the responsibility of the student. It is up to students to take the initiative in contacting their supervisor whenever they need assistance while bearing in mind that supervisors have many other duties.

Furthermore, supervisors will only have limited availability over the summer period (June, July, and August) and students are encouraged to be well advanced with dissertation preparation by the end of May.

Supervisors

Please be sure to maintain regular contact with your supervisor (at least by email) so that they know how your work on the dissertation is progressing. Students have a right to <u>three</u> meetings with the supervisor. Ideally, the first will be before the Christmas break, when the supervisor will normally draw up some reading suggestions for the break. Supervisors may designate a set schedule of work and additional meeting times and you should check the requirements set by your supervisor.

Any change of topic will have to be approved by the supervisor, and any change of supervisor will depend on another supervisor having the necessary expertise and capacity to take on the student.

The Research Progress Meeting and Thesis Submission:

In the Spring Trimester, each student will be required to attend formal Research Progress meetings with their supervisor and, occasionally, one other member of staff. Students should submit to their supervisor an annotated Table of Contents, together with a section of the writing of at least <u>2000 words by Friday 28th March 2025</u>. The purpose of the meeting is to promote discussion of ongoing research and to facilitate the timely completion of dissertations.

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

The submission deadline for the dissertation is <u>Friday 15th August 2025</u>. Earlier submission date is possible. One electronic copy and one soft-bound copy of the dissertation are to be submitted directly to the Graduate Administrator as well as an online submission via Brightspace. Guidelines on the presentation of dissertations are at the back of this booklet. The supervisor and a second reader will then assess the dissertation.

Please note that penalties for late submission may come into effect after the submission deadline of 19th August 2024. Dissertations submitted after <u>29th August 2025</u> may also incur additional fees as well as late penalties.

Miscellaneous

Conversion to a Graduate Diploma:

A Graduate Diploma in Philosophy may be achieved by successfully completing six graduate modules, with no dissertation component. This option may be attractive to students enrolled on the MA who discover during the year that they are no longer interested in writing the dissertation. In such cases, students may apply to transfer to a Graduate Diploma, and their studies will end upon the successful completion of their Spring Trimester module assessments. Any student who is considering transferring to the Graduate Diploma programme should first come and discuss the matter with one of the MA co-ordinators.

Support and Advice:

The MA co-ordinator (Tim Mooney) will be available during his office hours and by appointment to offer help and advice about choosing modules, choosing an MA dissertation topic, and future academic or career options. We would like to stress the importance of <u>staying in contact</u>: with module lecturers, the dissertation supervisor, the Graduate Administrator. 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 (<u>http://www.ucd.ie/stuhealth</u> or <u>http://www.ucd.ie/studentcounselling</u>), which includes a counselling service, or the Student Advisers (<u>http://www.ucd.ie/advisers</u>). There is also Niteline (<u>http://www.niteline.ie</u>) 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 <u>as early as December</u>. UCD Philosophy has a June 30th deadline for its PhD awards but will continue to accept applications into the summer, subject to the availability of places. With these deadlines in mind, students are advised to start work on their applications as soon as possible during the academic year. They have to seek all relevant information and advice, prepare a research proposal and secure the consent of members of UCD staff to act as referees.

Some students find that it makes sense to wait a year between the MA and the PhD. That allows time to complete the MA modules and to write the dissertation without distraction.

Any MA students interested in pursuing PhD studies at UCD or elsewhere should contact the Research Degree Co-ordinator, Dr Tatjana von Solodkoff (tatjana.vonsolodkoff@ucd.ie).

Research Degrees

'Research degree' means either a PhD or an MLitt. Since most research graduate students are PhD students, the following will mainly concern them; any differences for MLitt students will be noted where appropriate. The Research Degree Co-ordinator is Dr Tatjana von Solodkoff (tatjana.vonsolodkoff@ucd.ie), who is responsible for the academic needs of research graduate students and is a point of contact for pastoral issues.

The PhD research degree is an opportunity for prolonged and intense study on a fascinating topic. The UCD School of Philosophy cultivates a thriving graduate community to support its PhD students during the process. This section of the Handbook will describe some of the rules and procedures covering the academic side of the PhD process. The subsequent section will describe some of the additional learning activities (academic and social) available for graduate students, both within and outside the School.

The Department of Philosophy of Trinity College Dublin and the School of Philosophy of University College Dublin have combined some elements of their respective doctoral programmes. Formally the two institutions remain separate: each student will be registered. the one where their supervisor is based. But the doctoral programme involves an opportunity to complete coursework at *both* institutions during the first year of study, as explained below. PhD students from both universities also take part in work-in-progress graduate seminars and jointly organise an annual graduate conference. Most of the informal and social activities will involve students from both institutions as if they were one group.

The UCD PhD programme is divided into Stage 1 and Stage 2. Students begin the programme in Stage 1 which begins as soon as they are registered, during which they take a set of taught modules and prepare their material for the Stage Transfer Assessment (STA). For full-time students, the transfer to Stage 2 must be completed within <u>18 months</u> of starting Stage 1, but students and supervisors are encouraged to aim for an earlier transfer (after about 12 months of full-time study). The transfer date for part-time students has been adjusted accordingly.

Students should also familiarise themselves with the guidelines for MLitt / PhD students on the UCD Graduate Studies website (see https://www.ucd.ie/graduatestudies/).

First Year: the Taught Component:

In their first year of study all PhD students must successfully complete any <u>three</u> modules (30 Credits), chosen from among the graduate modules on offer in both institutions.

- Students must discuss their module selection with their supervisor, and have the supervisor's approval before they register their choices.
- <u>September-start</u> PhD students can register directly to a curated selection of modules delivered by their School via SISWeb (note: you can check your start date on your SISWEb account). Details on registration to modules in other schools can be found using the following link https://www.ucd.ie/graduatestudies/researchstudenthub/trainingdevelopment/taughtmodulesforresearchstudents/
- Students must submit all assignments, and obtain at least a B average, to remain in good standing. A mark of less than a B may impede the transfer process to Stage 2. (Note that the grades will *<u>not</u>* form part of the calculations for the final MLitt/PhD award.)
- No more than two modules may be at the partner institution, i.e. UCD PhD students may enrol in no more than *<u>one</u>* Trinity PhD modules.
- In addition to modules taken for credit, students may be able to audit other modules. This also requires registration using the same website. Auditing means attending all the sessions, doing the preparatory reading and taking active part in the discussions, and preparing and delivering an oral presentation if asked to do so by the module co-ordinator. Auditing students are not, however, expected to submit any written module coursework.
- In the event of module oversubscription MA students will be given priority over MLitt and PhD students.
- Students may not take a module that they have previously taken as part of another degree, i.e. a module taken as part of an MA at UCD may not also be taken as a PhD student.

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

The PhD Research Skill Workshops:

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

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

Graduate Research Seminars:

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

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

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

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

Requirement: Please note that all research students enrolled on the PhD/MLitt Programme are required to attend all of the seminars, regardless of location and topic. It is expected that every research student enrolled on the PhD/MLitt Programme will give at least one paper per annum. All MA students are strongly encouraged to attend these seminars. They are informal and friendly and often continue in a social setting.

Supervision:

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

Responsibilities of the MLitt/ PhD student include: meeting regularly and as arranged with the supervisor; completing assignments punctually and adequately; regularly attending seminars and contributing to discussion where appropriate; submitting work in good faith as sole author. Importantly, the MLitt/PhD student has to see her or himself as driving the project – they should not wait passively for advice and guidance from the supervisor. The more students prepare for the supervisory meeting the more students will get out of it. Students must inform their supervisor as soon as possible of any issues that may negatively influence their performance, e.g. serious illness, mental health problems, writer's block etc.

New PhD students are assigned a primary supervisor. As part of the successful transfer to Stage 2, students will be allocated to a Research Studies Panel (RSP), which will include the supervisor. The RSP will include two other members of staff. Panel members may be from the UCD School of Philosophy, the Trinity Department of Philosophy or from another School within UCD, if relevant to the content of the student's research. Although in each case only one member of staff is principally responsible for supervision, students are encouraged to discuss aspects of their work with the members of their RSP and other lecturers, including with those who have different areas of specialisation and competence.

Note: if students need to be absent from Dublin for an extended period for academic or personal reasons, they must inform their supervisor in good time and obtain permission for a leave of absence from the University: please see the Graduate Administrator for details of when and how to do this. It is not possible to apply for a retrospective leave of absence.

Changing Supervisor:

Where a Principal Supervisor for any reason is unable to Supervise the research the Head of School shall make every effort to secure alternative arrangements for the supervision of the student with minimal delay, including, where required recommending the appointment of a new Principal supervisor to the relevant Governing Board. Where alternative arrangements cannot be secured, the Head of School will submit a report with their recommended course of action to the relevant Governing Board.

The Transfer to Stage 2 PhD status

The transfer to Stage 2 may take place between 6 to 18 months after initial registration. It is recommended to aim for a transfer after about 12 months of full-time study. In exceptional cases, subject to the approval of the Head of School, a later transfer date may be arranged. It will be up to the supervisor and the student to determine the best date to apply for the transfer. A Transfer Assessment Panel (TAP) will be appointed by the Head of School and will normally consist of three academics but not include the supervisor. The whole process is called the Stage Transfer Assessment (STA). Membership of the student's RSP and Stage Transfer Assessment Panel should not normally overlap. Any overlap of a student's RSP and Stage Transfer Assessment Panel requires the prior approval of the relevant Governing Board.

The transfer application package (6000 words minimum) will normally contain the following elements:

- An <u>abstract</u> of the main argument of the dissertation.
- A <u>thesis structure</u> of the dissertation, outlining the main points for chapters and the role each plays in furthering the overall aims of the dissertation.
- At least one substantial <u>draft chapter</u> OR a paper (which would be suitable for presentation at a conference). Note: if a chapter, this does not need to be the *first* chapter. If a paper, it should not be a paper from a taught module.
- A preliminary <u>bibliography.</u>
- A preliminary <u>work plan</u>, with a rough description of what the student plans to achieve by which date over the 2-3 years remaining of enrolment on the PhD programme.
- A Research and Professional Development Plan (RPDP) for Social Sciences and Law (see below)

In order to progress, students must have:

- Completed at least 20 credits of their overall 30 credits of taught modules by the time of assessment.
- Achieved a B average grade across the modules they have taken. If students do not meet this requirement and the RSP agrees that this should not be an impediment to transfer, the RSP must provide written notification to the TAP providing justification for this.
- Completed the transfer application package as described above.
- Submit details of RPDP for consideration by the TAP
- Completed an interview with the TAP on the basis of the submitted documents.

Supervisors are also required to produce a typewritten short report (one page) outlining the student progress and whether they recommend that the students should be transferred from Stage 1 to Stage 2 of the PhD programme. The TAP makes a recommendation based on their assessment of student progress. The Stage Transfer Assessment Panel will make one of the following recommendations for the Governing Board.

a) That the student should progress to Stage 2
b) That the student should not progress to the next stage or year of the doctoral programme and that (i). student should resubmit for assessment within 6 months ... (this option is only available on a maximum of 2 occasions after which, option (ii) i.e. Transfer to another programme, usually the MLitt, or option (iii) that the student's registration be discontinued, must be recommended.

Students have the right to appeal a decision of the TAP. For more information on the appeals process, go to www.ucd.ie/appeals

If transfer is approved, the full-time student will have until the end of their fourth academic year (i.e. from their first enrolment as a Stage 1 student) to complete and submit the dissertation. If a transfer application is rejected, a detailed report will be issued to students.

If a student transfers to an MLitt, this normally means that they would then aim to submit an MLitt dissertation by the end of their third year of studies (starting from their first registration as a PhD Stage 1 or MLitt student). PhD Stage 2 students may also apply to transfer to the MLitt programme if they decide against completing a PhD degree. The MLitt dissertation is 40-60,000 words. Apart from length, the main difference between the MLitt and the PhD dissertation is that the former isn't required to make a significant original contribution to the discipline.

<u>Research Progress:</u>

After a general work plan has been formulated, students will meet regularly with the supervisor for discussion and progress reports. Bearing in mind the time limits for finishing the MLitt or PhD degree, it is essential to circumscribe both the topic and research literature early on, and to keep sight of how much work remains to be done. Research naturally develops in unforeseen ways but it is the responsibility of students and their supervisors alike to maintain a clear guiding thread throughout all stages of development. Regular meetings with the supervisor along with setting and keeping strict deadlines are the only means of achieving good research results within a reasonable timeframe.

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

Students are also required to complete a Research and Professional Development Plan (RPDP): https://www.ucd.ie/graduatestudies/researchstudenthub/trainingdevelopment/rpdp/

*Note: RPDP forms are now online and accessed through your SISWeb account. The path is SISWeb/Registration Fees & Assessment/My Thesis & Supervisors.

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.

There are three main components to the RPDP:

1. The Research Plan – This provides the student with a clear research focus and a coherent research plan.
2. The Professional Development Plan – This enables the student to identify the skills important to their research and career.
3. The Research Studies Panel Meeting Record – A mandatory outcome of the RSP meetings will be a formal record of the student's research and professional plans, and progress to date. This will also inform the transfer assessment panel.

Submission of Dissertations

Research Integrity training : All professional doctorate students admitted after 31st August 2019 must satisfactorily complete research integrity training before they can submit their dissertation.

Normally, students do not submit their dissertation without approval from their supervisor. In the event of a dispute between student and supervisor about the readiness of a dissertation for submission, students should contact the PhD coordinator, Tatjana von Solodkoff, in the first instance. About three months before final submission, a supervisor will put in place arrangements for an external examiner to assess the dissertation. While students are encouraged to discuss possible choices of external examiners with their supervisors, the responsibility for selecting an appropriate external examiner belongs to the supervisor and Head of School and must be ratified by the College graduate exam board.

Dissertations are submitted electronically using the UCD eThesis system. Consult the guide here: https://www.ucd.ie/students/exams/assessinggraduateresearchtheses/ethesissystem/

The whole process is managed through SISweb, where you should follow the link marked "My thesis and supervisors". Assuming that you have satisfied the University's conditions for thesis submission, your supervisor will have to confirm that you are ready to submit, and after you have submitted your thesis online they will have to confirm that this is indeed the right version of your thesis.

Students must be registered, have paid the appropriate fees, and achieved the appropriate credits before they will be allowed to submit. It is the student's responsibility to ensure that they are fully registered and fees compliant. The Fees Office deadline for a given academic year is normally the end of August or the beginning of September; submitting after that date might have implications for fees due.
Please see the submission dates set by the Fees Office here: https://www.ucd.ie/students/fees/thesis/

Students should familiarise themselves with UCD's *Graduate Studies Handbook*, which is available from the web: https://www.ucd.ie/graduatestudies/researchstudenthub/researchstudenthandbook/

Funding Possibilities:

Graduate research can bring with it considerable financial pressures. Students may see the need to continue earning money during the course of their studies. Although this may seem unproblematic in the early stages of research, students should bear in mind that the final 'write-up' phase requires more or less exclusive concentration on research.

Each year, the UCD School of Philosophy has a limited number of PhD scholarships under the College of Social Science and Law Research Scholarship scheme, available to applicants for the full-time PhD programme in the School of Philosophy. All applicants for full-time admission to the PhD are automatically considered for these awards. The deadline for the receipt of the applications to be considered for these awards is 4.00 pm on 26th October 2023.

Postgraduate scholarships are available through open competition from the Irish Research Council (IRC - https://research.ie/funding/goipg/?f=postgraduate). Please note that the application deadlines can be as early as November or December. Please check eligibility carefully for these scholarships. The UCD Humanities Institute (http://www.ucd.ie/humanities) also funds PhD dissertations on selected specialized topics. The National University of Ireland awards a number of travelling scholarships every year, but only to NUI graduates (https://www.nui.ie/awards/GraduateScholarships/).

Grants for fees for graduate programmes are available from Student Universal Support Ireland (SUSI). These are means-tested and subject to Irish residency. Please see www.studentfinance.ie for more information about this and other government funding schemes.

Graduate Modules on offer for 2024-25

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

Autumn Trimester

- **PHIL 41240 Newman: A philosophical perspective (Angelo Bottone)**

This course will provide an overview of the relationship between John Henry Newman and philosophy. After having considered the two main philosophical sources of his formation, namely Aristotle and Cicero, his contribution to the 19th century intellectual debates will be examined. Themes to be covered include the understanding of the historical development of ideas, the relation between education and morality, the justification of religious beliefs, the personal conquest of the truth, the tension between conscience and civic duties. Newman's ideas will be compared with those philosophers whom he overtly confronted and criticised: John Locke, David Hume, Jeremy Bentham and John Stuart Mill.

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

- **PHIL 41280 Feminist & Gender Theory (Katherine O'Donnell)**

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

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

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

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

- **PHIL 41510 Ethics in Public Life (Rachel Handley)**

Should we be permitted to say whatever we want, whenever we want on social media? Or should our freedom of expression be restricted? Are interferences with other people's decisions regarding their well-being or careers ever justified? Which responsibilities do scientific experts have towards society? This module will introduce students to contemporary ethical challenges concerning freedom of speech, freedom of action, and ethics of expertise. In the first part of the module, we will analyse challenges concerning freedom of speech and freedom of action. Topics covered will include the moral dimension of trust, the role of respect and toleration in public debates, and the tension between freedom of action and paternalism. We will discuss these topics through specific case studies, such as mandatory vaccinations and sex work. In the second part of the module, we will focus on the ethics of expertise. We will explore what it means to be an expert in the current society, and we will discuss a range of issues, such as the social responsibility of scientists, ethical decision-making in the face of uncertainty, and the ethics of technology.

- **PHIL 41530 Reading & Research (Katherine O'Donnell)**

Individual supervision on a chosen topic.
May be taken on its own or in conjunction with an existing Level 2 or 3 undergraduate module by agreement with the relevant Module Co-ordinator.

- **PHIL 41810 Critique & Destruction (Joseph Cohen)**

Our Module will address the inception and the development, the confrontations as well as the similitudes, both the historical sources and the philosophical orientations, between three fundamental "gestures" in contemporary European philosophy: "critical theory" in Adorno and Horkheimer, the "kritische Abbau" or "destructio" of onto-theology or metaphysics in Heidegger and the "deconstruction" of the metaphysics of presence in Derrida. Our first task will therefore involve a genealogical contextualisation of these three "gestures" in order to analyse and interpret why, how, and in which manner - that is, according to which disposition and in view of which heading - each of these, in retrieving our philosophical tradition, engage in opening novel spaces and directions for what Hegel termed "the need for philosophy".

Consequently, we will engage in showing how each of these philosophical "gestures" propose new reformulations of the traditional philosophical questions of meaning and signification, telos and arché, judgment and testimony, truth and justice in history.

From the study of these three "gestures", our Module will also endeavour in presenting the premises towards a renewed approach to historical events, past and future, in our lived-present.

- **PHIL 41840 Invention of the Modern Self (Dragos Calma)**

The aim of this MA module is to explain why Descartes is considered the "father of modern philosophy". However, numerous scholars insisted in the past decades on the medieval heritage of Descartes and on his training in the Jesuit schools. Building upon this scholarship, the purpose of the module is to examine the conceptual difference of Descartes's philosophy with respect to the medieval understanding of one of the major topics in Western Philosophy: the mind/body problem. We will study how Descartes is forced to sharpen and clarify his own views on the topic and insist on the concept of "unity" (of mind and body) in contrast to previous philosophers who discussed the "union" (between mind and body) and "conjunction" (of one intellect to each individual body), in order to define the thinking subject, the famous "ego cogito". The explanation of the "union" was clarified by Thomas Aquinas, and endorsed by most theologians and philosophers, whereas more radical authors developed the concept of "conjunction" following Averroes.

We will begin by studying an interesting episode of Descartes' self-proclaimed "disciple" Regius. Misunderstanding Descartes' views, Regius endorsed a problematic view that was attributed to Descartes by the theologians from the University of Utrecht who accused him of being an atheist and endorsing the positions of Averroes and Latin Averroists. The important quarrel that followed ended with the condemnation of Descartes's teaching. But this debate allowed Descartes to explain further his thoughts and revise some of the themes presented in the Meditations. In order to understand the accusation and Descartes' replies, we will study the most relevant doctrines on the soul that were known to and accepted or rejected before the Utrech dispute.

- **PHIL 41890 Authenticity & Attitudes (Elmar Unnsteinsson)**

What does it mean to be authentic? Are some desires more authentically ours than others? What is the difference between faking or lying and being sincere or true to oneself? In this module, students are introduced to new developments in the philosophy of language, philosophy of mind, and cognitive science, with the goal of answering these questions. To this end, we will explore the nature of propositional attitudes (especially desires), sincere or authentic expression, and many ways in which our own inner life might be opaque to us. Thus we will also cover self-deception, implicit attitudes, and inner speech. Students will have the freedom to pursue their own projects and interests within this fairly large range of topics and questions.

Spring Trimester

- **PHIL 40250 Merleau-Ponty's Phenomenology of Perception (Tim Mooney)**

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

- **PHIL 40410 Philosophy & Literature (Lisa Foran)**

In this course we will approach the relationship between philosophy and literature through a phenomenological framework by asking: 'what is the experience of reading philosophy and what is the experience of reading literature?' The aim is to discover the manner in which each genre of text reveals something of the human experience but to precisely question the extent to which that revelation actually impacts upon the reader's experience of being human. Philosophical texts will be drawn from the continental tradition broadly construed to include phenomenology, critical phenomenology, feminism, post/decolonial studies and critical theory. A range of literary texts--novels, short stories, poems, and plays-- will be read in conjunction with these philosophical texts. Students will be encouraged to engage with these texts through the prism of their own research interests.

- **PHIL 40420 The Good Society (Maeve Cooke)**

Our specific topic is "Human Agency in the Anthropocene". Ecological catastrophe has happened and continues apace. Many disastrous processes are irreversible, much has been irretrievably lost. 'The Anthropocene' has gained currency as a way of describing this unprecedented moment in the history of our species: Human activity, amplified by the rapid development of capitalist industrialization and the unchecked pursuit of affluence, has unleashed uncontrollable natural forces that leave modern humans as vulnerable to the devastating power of nature as their earliest ancestors.

In this module we will consider the implications of The Anthropocene for individual and collective agency. Within democracies in the Global North, the Enlightenment promise of freedom faces an uncertain future amidst the growing push for autocratic and/or technocratic climate 'solutions.' Within the Global South, the urgent need for de-carbonisation has compounded the challenges of decolonisation: for example, fossil fuel technologies helped end of the global slave trade and facilitate postcolonial independence. Our readings in this class are drawn from a wide range of sources, encompassing early philosophical critiques of technology to the latest debates in social theory and climate science.

- **PHIL 40960 The Cultural Mind (Meredith Plug)**

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

- **PHIL 40970 Topics in Mind & Cognition (Keith Wilson)**

(Previously: Consciousness, Agency & the Self)

This Masters-level module examines one or more topics arising from recent empirically-informed philosophy of mind, action, perception and/or cognition. Through guided reading, critical argument and classroom discussion, students will develop an understanding of some key philosophical issues in the philosophy of mind and how these relate to broader questions in the study of the mind and cognition.

Note: While the module assumes some basic familiarity with some of the methods of philosophy and/or cognitive science, such as might be gained from an introductory undergraduate course, no prior knowledge of the philosophy of mind is required or assumed.

- **PHIL 41320 Topics in Continental Philosophy (Danielle Petherbridge)**

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

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

- **PHIL 41330 Philosophy of Time (Dan Deasy)**

This course addresses some fundamental questions about time. We will think about questions such as: is the distinction between past, present and future moments absolute or merely relative? What sort of picture of time do we get from contemporary physics, and should we be willing to modify that picture for purely philosophical reasons? What is change? What is it for time to pass? Could there be time without change? Do past and future objects and events exist? If so, are they as 'real' as present objects and events? If not, how do we account for the truth of facts that seem to require their existence, such as the fact that yesterday's earthquake caused today's building collapse Is the existence of the future consistent with our being free? Do ordinary persisting things have temporal as well as spatial parts? is time travel possible? And what is the nature of our experience of time?

- **PHIL 41530 Reading & Research (Katherine O'Donnell)**

Individual supervision on a chosen topic.
May be taken on its own or in conjunction with an existing Level 2 or 3 undergraduate module by agreement with the relevant Module Co-ordinator.

- **PHIL 41660 Moral Agency (Ruth Boeker)**

Are all human beings moral agents? How can we best grow and develop as persons and moral agents? In what senses does moral agency require freedom? What role do reason and emotions play in moral actions? In what ways do we and should we depend and rely on family members, friends, and others in society for personal and moral development? What role does education play? Did 17th and 18th century women face practical hurdles that restricted their freedom and moral agency?

Questions like these will be the main focus of this seminar, which focuses on seventeenth and eighteenth-century philosophical debates concerning moral agency. We will discuss selected texts by John Locke, Mary Astell, Damaris Masham, Adam Smith, Sophie de Grouchy, Thomas Reid, and their contemporaries. Through a close study of their writings we will examine issues concerning agency that continue to be relevant in philosophical debates in ethics, social philosophy, moral psychology, philosophy of mind, and metaphysics.

- **PHIL 41880 Reading Nietzsche (Brian O'Connor)**

This module will engage closely with several major works by Friedrich Nietzsche. Each year students work through two or three of his books from cover to cover. This year's texts will be chosen from:
The Birth of Tragedy (1872)
Untimely Meditations (1876)
The Gay Science (1882)
Beyond Good and Evil (1886)
On the Genealogy of Morality (1887)
Twilight of the Idols (1888)

LITERATURE MODULES
MA PHILOSOPHY AND LITERATURE 2024/25

All students on the MA in Philosophy and Literature must take <u>three philosophy</u> modules (*including* the core Philosophy and Literature module PHIL40410 in Autumn) and <u>three literature modules</u> from external schools such as the School of Languages, School of English, or the School of Classics. The literature modules are listed below.

These modules are not run by the School of Philosophy and as such places on these modules are subject to availability in the home school and may have previous learning requirements. Students may only choose <u>one module marked *</u>. Descriptions are accurate as of July 2023 but are subject to change and students should check up-to-date module descriptors at the time of registering.

Students <u>MUST NOT register</u> for these modules without first confirming with the programme coordinator, Dr Lisa Foran.

<u>AUTUMN TRIMESTER:</u>

- **SLL40230 Introduction to Cultural Theory (Jeanne Riou)**

"Culture" is one of the most central, and yet one of the most contested terms in the modern world. This module will offer a critical introduction to the study of culture, incorporating both historical and contemporary perspectives from cultural theory. Taking an interdisciplinary approach, it will point to the relationship between culture and its narratives, showing how different theories of culture play a role in human self-definition. What is the relationship of the human to culture? Who "owns" culture? In examining this topic within an MA programme in continental languages, this module will pay particular attention to the critique of culture as well as to notions of counter-culture, subculture, and cross-culture in different media and in a range of contexts. Aimed at postgraduate students of modern languages, literatures and linguistics as well as welcoming students from other disciplinary backgrounds, the module will reflect on what we really mean when we talk about culture. What notion of otherness and of "the other culture" are in force? How do we know what we are speaking about when culture is presupposed as a common reference point? How do we write about the other and how do we "know" the other culture? This module will look at extracts as well as longer writings by a range of authors who have tried to criticize, define, or contest the meaning of culture.

- **IRFL40170 The Narrative Art (Kelly Fitzgerald)**

Note: *Many texts will be in the Irish language, but the working language will be English, and translations will (usually) be available.*

Students will need a laptop and Wifi connection to participate fully in this module. In this module the different genres of oral narrative will be described, and their traits discussed. An emphasis on Folktales and Oral Legends will be given. Irish examples of folk narrative will be analysed individually and on a regional basis, and then will be set within the framework of international folklore. Similarities and differences between oral and literary narrative will be illustrated, and the influences of folklore on the literature of Ireland will also be discussed.

- **ENG 40940 Theory of Gender (Anne Mulhall)***

This course offers an advanced grounding in theories of gender and sexuality and their relation to literary and cultural production as well as to historical and contemporary global social movements and socio-political issues. Drawing on the rich diversity of gender and critical sexuality studies as well as gender, feminist, queer, and trans theories, we will explore the ways in which such ideas, frameworks and concepts can enrich our understanding of the complex intersections of culture and identity, our analyses of literary and visual texts, and our analysis and capacity to act in relation to crucial social justice issues. Areas for particular focus might include: the histories of gender & sexuality; Black feminist thought; postcolonial feminist though; marxist feminisms & social reproduction theory; queer diaspora; the gaze; trans theories; hetero/homo/cisnormativities and anti-normativity; queer temporalities; sex, gender, and migration; neoliberalism & carceral feminism; biopolitics & necropolitics.

Theorists we will explore will include some of the following: Audre Lorde; Patricia Hill-Collins; bell hooks; Saidiya Hartmann; Chandra Mohanty; Gloria Anzaldua; Julia Kristeva; Laura Mulvey; Lauren Berlant; Sara Ahmed; Lisa Duggan; Jack Halberstam; Jose Munoz; Michel Foucault; Achille Mbembe; Jasbir Puar; Hil Malatino; Jay Prosser; Viviane Namaste; Juliana Huxtable.

- **ENG 41570 World Systems, World Literature (Sharae Deckard)***

Throughout the last decade, materialist theories of literary criticism have adopted world-systems frameworks in order to generate new modes of comparative socio-historical analysis of world literature. These modes of critique might be collectively designated "world-literary criticism," indicating methods of literary analysis that are comparative in their thrust and attuned to the ways in which literature mediates the structural and geographical divisions of the modern capitalist world-system and the intersections of hierarchies of race, class, gender, and sexuality. Using critical frameworks that draw on world-systems theory, world-ecological criticism, globalization, this module will explore "global" novels and literary forms (including speculative fiction and experimental poetry) that attempt to map the local experiences of globalization and combined and uneven development in relation to the larger world-system and world-ecology of capitalist modernity. In particular, we will attempt to define "world-literature" and ask what kinds of new forms and aesthetics are invented in the attempt to represent ecological and economic crises at planetary scales. We will read novels, short fiction, and poetry alongside extracts of theory from the fields of world-literary criticism, resource criticism and the energy humanities.

Literature from countries including India, Australia, Africa and the Americas will be positioned alongside extracts of theory from Jason W. Moore, Immannuel Wallerstein, Giovanni Arrighi, Leerom Medovoi, Michael Niblett, Benita Parry, Imre Szeman and others.

- **ENG41640 James Joyce:** *Ulysses* **(Luca Crispi)**

This module will explore the various ways in which the individual styles of selected episodes mediate the presentation and understanding of traditional novelistic functions such as plot, characterization and storytelling (as well as the book's symbolic and thematic signification). Some critics made the narratological issues posed by the stylistic experimentation in Ulysses a central concern in Joyce studies in the 1980s. While other issues came to the fore with the advent of theory in the 1990s and thereafter, more recently historical and textual studies have refocused critical attention on the fundamental issues posed by the mediation of the book's manifold styles.

- **ENG 41670 Contemporary US Genre Fiction***

Our understanding of the contemporary is informed by diverse narratives of globalization, neoliberalism, and late capitalism; as well as the events of 9/11 and the escalation of racial, economic, and environmental crises and protests. This module focuses on developments in the American novel around the turn of the twenty-first century. Within our set of contemporary texts, we will encounter a diverse group of writers and their experiments with popular forms, images, and expectations. The course will employ primary and critical texts to build a collaborative discussion of the American literary and social moment. We will concentrate on novels by canonical contemporary authors that employ the images and structures of what is conventionally considered to be genre or popular fiction, from science fictions to dystopian narratives and graphic novels. Together, we will consider the ways in which contemporary novels forge narrative acts of historical transgression, speculative remaking, disaster, and renewal. For better and worse, we will encounter texts that are rarely fully critically digested or contextualized. Thus, the module will ask you for flexibility and creativity in pursuing the new, changing, and uncertain definitions of the present period.

- **GRC40330 Exploring New Worlds (Helen Dixon)**

Note: *All texts will be studied in English translation, no language competency required.*
At the centre of the Graeco-Roman world lay the Mediterranean Sea (or mare nostrum, 'our sea', as the Romans came to call it) and the inhabited regions around its periphery. From Antiquity until the discovery of the New World (the Americas), Western Europeans continued to regard Europe and the Mediterranean as the centre of the known world. Why did this Graeco-Roman-centred perspective endure despite the spread of knowledge of and ideas about many other worlds during Antiquity and afterwards? To answer this question we will first examine geographical and ethnographical accounts in Herodotus' Histories; Ctesias' Persica; and Eratosthenes', Ptolemy's, and Strabo's Geographies. Next we will consider Alexander the Great's travels to India in Arrian and Quintus Curtius Rufus, and Roman forays into Britain, Africa and the East in Tacitus, Strabo and Pliny the Elder. After Antiquity biblical, classical, and islamic ideas informed medieval maps of the 'Old World', until the returning explorers Marco Polo (1254-1324) and Ibn Battuta (1304-1368/9) shocked traditional mindsets with at times fantastical but largely observation-based accounts of Kublai Khan's Mongol Empire, Indonesia, India, and Africa. Following in their footsteps, Renaissance missionaries and merchants such as Niccolò de' Conti (c.1395–1469) travelled to India, Sumatra, Vietnam and China and returned with utopian tales of Timur, Vijayanagar and the kings of India. Amerigo Vespucci (1454-1512) gave his name to the Americas and reports from one of his sailors led Sir Thomas More to write his Utopia (1512). We will examine how the ancient writers influenced medieval and

Renaissance explorers' accounts, using a plurality of perspectives to explore how the horizons of the known world changed over time, how different cultures were presented to non-travellers through the prism of Antiquity, and how this 'new' knowledge influenced the ideas of the increasingly 'Old World'.

SPRING TRIMESTER:

- **GRC40290 The Plays of Euripides (Michael Lloyd)**

Note: *All texts will be studied in English translation, no language competency required*.

Euripides (c. 485–407 BC) was the youngest of the three great Athenian tragedians, and by far the most popular in antiquity. He was associated with progressive ideas in philosophy and politics, and his plays have been thought to question the behaviour and even the very existence of the gods. His more notable plays include: Medea, which deals with the role of women in Greek society and with the justification of revenge; Hippolytus, a study in religious belief and abnormal psychology which was the model for Racine's Phèdre; Electra, an ironic and subversive treatment of the same myth as Aeschylus' Libation Bearers; Helen, with its comic and escapist view of the Trojan War; and his late masterpiece Bacchae, dealing with the exhilarating and destructive influence of Dionysus. The module will also deal with modern versions of Euripides' plays, with particular reference to the Irish dramatists Marina Carr, Brendan Kennelly, and Frank McGuinness

- **EDF30060 Digital Methods (Maria Mulveny)**

This module offers a unique opportunity for students to enhance their digital competence and build their capacity to interpret data. It will familiarize students with basic machine reading techniques in subject areas that do not traditionally offer technical expertise. It will also enhance the career prospects of students across a broad range of disciplines by equipping them with transferable digital skills and the capacity to work with data relevant to their academic discipline and beyond. Students will benefit from a range of online lectures and workshops by experts in humanities and computer science.

- **SPAN40360 Historical Memory in Spain (Mary Farrelly)**

Note: *Films are available with English subtitles, but classes are conducted in a mix of Spanish and English so some language competency in Spanish is required. Please discuss with Dr Farrelly directly before registration.*

This module will explore representations of the past in contemporary Spanish cultural production. Specifically, students will explore how recent literature and film has engaged with the historical events and figures of the Civil War and post-war period, often recuperating pasts that were for many years officially forgotten. Taking into account the ongoing debates around historical memory in the Spanish public sphere, students will examine and problematize the ways in which the selected films, short stories, and novel present the conflict and its aftermath. These texts will be examined through the lens on antagonistic, cosmopolitan, and agonistic modes of memory.

- **ENG41840 American Lyric (Nerys Williams)***

This module considers how ideas of the lyric poem have been adapted and reconfigured by American Poets since the 1960s. It proposes that 21st Century experiments with ideas of document and memoir can be traced to a second generation of American Modernist experimentation. The module begins with Lorine Niedecker's innovative sequences of lyric writing, which combines personal memoir with a representation of region. We will examine how subsequent generations of poets consider the relationship between the personal and the public, language and politics, in tandem with ethical responsibilities.

Focusing primarily on the key ideas of document and memoir, the module considers the representation of war, race and the everyday through a diversity of lyric forms. We will reflect upon the term 'docupoetics' as well as the influence of digital technologies upon ideas of form and reception. Finally, the module examines how the interpretation and manipulation of data and found web material (particularly conceptual writing procedures) challenges more established ideas of knowledge and poetic originality.

- **ENG41860 Queer Fictions***

In this module we will examine the representation of LGBTQ lives, communities and conflicts in contemporary literature, performance, and film. We will also consider 'queer' in its broader political meaning as a critical stance against the regimes of the 'normal'. The module will take a cultural studies approach: focusing on key contemporary developments and debates, we will explore queer, feminist and trans theories and histories as well as, for instance, media texts, digital culture, documentary, social movements, NGO and policy documents and campaigns, analysing such texts symbiotically with literary, film and other cultural texts. We will focus on flashpoints in contemporary queer and trans politics and identities, situating these in historical, global/transnational and intersectional political contexts. Key topics will include the representational politics of HIV/AIDs; queer migration and diasporic identities; intersectionality and identity politics; trans and genderqueer movements and cultural production; technology, gender and the body; race, class and homonationalism; queering biocapitalism/biocolonialism; queer ecology and world literature. This module will draw on expertise from across the School of English, Drama and Film, and is suitable for students from a range of the School s MA programmes

- **ENG40280 Un/Settling Global Literatures***

This module will introduce students to the interdisciplinary field of settler colonial studies. It will examine texts produced by settler societies and Indigenous peoples in Anglophone settler colonies such as Australia, Aotearoa/New Zealand, Canada and South Africa. The various genres that may be explored include: travel narratives and emigration literature, shipboard periodicals, the farm novel, the colonial and post-colonial gothic, and decolonial poetry. We will use theoretical frameworks from ecocriticism, decolonial methodologies, Indigenous studies, and settler colonial studies to consider how literature can be used as an agent of imperial expansion and to create modes of resistance and worlding that 'unsettle' and decolonise settler narratives of land possession and nationhood.

Additional Learning Activities

The Library

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

http://libguides.ucd.ie/newstudents

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

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

Visiting Speaker Seminars

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

Normally the UCD invited speaker seminars are on Thursday afternoons at 4.30 pm in D520 Agnes Cuming Seminar Room, Newman Building, UCD, and the TCD seminars (the 'Colloquium') are on Wednesday afternoons at 3-5 pm in the philosophy seminar room D520 on the fifth floor of the Trinity Arts building, near the Philosophy Department. The schedules for both seminar series will be distributed by e-mail to all graduate students at the beginning of each semester, and there will be weekly reminders as well.

At both institutions, normally the presentation of a paper is followed by a general discussion. At the end of the seminar, there is often a more informal conversation, which may be followed by a meal in a restaurant (drinks and meals are on a pay-your-own-way basis, except for speakers). Graduate students are always welcome and encouraged to join the speaker and members of staff for the drink or dinner.

https://www.tcd.ie/Philosophy/events/colloquium/index.php

Graduate Research Seminars

A central aspect of the PhD/MLitt Programme is the weekly Graduate Research Seminar, which is held on Tuesdays, at 6pm. The main purpose of the seminar is to provide an opportunity for research students to develop their presentation skills and to get feedback on their work. PhD/MLitt students are required to attend. MA students are encouraged to attend. (see page 18)

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

Tutoring for the School

The School may offer research graduate students the opportunity to teach tutorials for undergraduate modules. Tutorials are normally once a week, with a group of 15-20 students. The tutorials usually follow the lectures of the module. Tutors are expected to attend a sufficient number of lectures in order to understand the structure and content of the course; they are expected to do the same preparatory reading required of the students; they are expected to grade some of the students' assignments and meet with the students for individual feedback on their assignments.

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

For those intending to pursue an academic career in philosophy such teaching experience is indispensable. Beyond the obvious financial rewards, undergraduate tutoring offers excellent experience in explaining difficult philosophical ideas in accessible ways. Inquiries from research students in at least their second year of study should be addressed in the first instance to the Graduate Administrator. Priority is given to current research students in allocating tutorial hours.

Outside UCD there may be tutoring opportunities in Dublin at St. Patrick's College (DCU) or Mater Dei (DCU). UCD also has an Adult Education Centre, which offers evening courses in many subjects, including philosophy. See their website (https://www.ucd.ie/all/) for details of offering a module to teach – they usually start arranging modules in March prior to the new academic year.

Note that the Centre for Teaching and Learning at UCD offers online resources for teaching to small groups. Details of which can be obtained from the website: http://www.ucd.ie/teaching.

Reading Groups

Every semester there are a number of informal reading groups organised by students or staff in both institutions and these will be advertised by email. Normally the group meets weekly, and discusses a particular article or book chapter. The Society for Women in Philosophy-Ireland (http://www.swip-ireland.com) runs reading groups on various topics. Those interested should contact maria.baghramian@ucd.ie

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

The Graduate Website and Journals

The School maintains a webpage (http://www.ucd.ie/philosophy/about/phdstudents/) that lists every research graduate student currently enrolled, together with the name of their supervisor and their official topic area. However, students are invited to expand their entry with a picture of themselves, a private e-mail address, a link to another webpage, as well as more details about their philosophical or personal interests. Please contact the Graduate Administrator with further details of what you want published.

The School also maintains a Facebook page (http://www.facebook.com/UCDPhilosophy) and Twitter account (@ucdphilosophy) where information about the School and its activities are posted.

The *International Journal of Philosophical Studies (IJPS)* is edited by Prof. Rowland Stout. Prof. Jim O'Shea is Book Reviews Editor. Advanced graduate students should be aware of the possibility of writing a review for *IJPS* on a recent work of philosophy that relates directly to their research. This is an excellent way of getting a first publication on one's CV. Interested students should read some reviews already published in past issues to get a sense of the length, the style and the focus. Note that the journal receives many articles and reviews every year and the selection process is very competitive. (Normally only one or two reviews from UCD graduate students can be published each year.)

Perspectives: International Postgraduate Journal of Philosophy is a peer-reviewed annual publication, featuring articles, book reviews and interviews encompassing a broad range of current issues in philosophy and its related disciplines, published by UCD Philosophy Society. The editors are PhD students in the School of Philosophy at UCD. The journal invites contributions from all students. See www.ucd.ie/philosophy/perspectives for further details, including submission guidelines, themes, deadlines and other information. For further information, contact perspectives@ucd.ie or Assistant Professor Lisa Foran (lisa.foran@ucd.ie).

Below is a list of graduate journals that were active as of March 2015.
1. Perspectives, UCD (Ireland), Graduate Journal
https://www.ucd.ie/philosophy/research/perspectives/
2. Pli, Warwick (UK), Graduate Journal
http://plijournal.com/

3. Rejig, Memorial University of Newfoundland (Canada), Graduate Journal
https://www.h-net.org/announce/show.cgi?ID=220147
4. Auslegung, Auslegung is published by the Graduate Association of Students in Philosophy at the University of Kansas, US
http://kuscholarworks.ku.edu/handle/1808/8834

Conferences

Whether or not students aspire to become professional academics, the School encourages research graduate students to attend at least one conference during the course of their studies. The MA Co-ordinator occasionally will circulate details of conferences by e-mail (especially those designed mainly for graduates) that come up in Ireland, the UK and the rest of Europe. Normally the information will comprise a 'call for papers' about six months in advance of the conference; sometimes the organisers stipulate submission of full papers of a certain length, sometimes they require only abstracts. Usually attendance at the conference is possible even if one is not giving a paper. However, submitting abstracts/papers is strongly encouraged by the School.

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

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

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

Financial Support for Presenting at Conferences

If a research student has a paper accepted to a conference, they may apply for financial support from the College's Graduate Research and Innovation Fund
(https://www.ucd.ie/socscilaw/study/graduateresearch/graduateresearchinnovationfund/).

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

If presenting a paper at a conference relevant to their thesis, UCD Philosophy PhD students may apply to the Head of School for a small grant (maximum 50% of vouched costs, up to €200). The student's supervisor must support the application. Details of the conference, evidence of acceptance of the paper, etc. must support the application. An application by e-mail which includes all the relevant documentation. Normally, no retrospective applications will be considered and only one grant per student will be awarded in any academic year.

In the past, PhD students in the School of Philosophy have initiated and organised a number of very successful philosophy conferences. Funding for such events Is often obtained by applying to funding bodies such as the Mind Association. The School of Philosophy also offers supplemental funding to a maximum of €200 euro in an academic year. If one or more students are interested in organising a conference or similar event, they should first speak with their supervisor(s) and the Head of School.

Graduate Student Representatives

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

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

BPA/SWIP Guidelines

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

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

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

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

The School is concerned to ensure that female philosophers are visible in promotional material, pictures on the walls, reading lists, conference panels and seminars. Our implementation plan [BPA/SWIP Guidelines UCD Policy] for adopting the Good Practice Scheme is incorporated into all the new handbooks that are being produced by the School, and is monitored by a standing committee for women in philosophy in the School. The School of Philosophy WIP contact is Prof. Rowland Stout, (rowland.stout@ucd.ie).

Marking scale for Essays and Examinations

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

MODULE GRADES				
HONOURS CLASSIFICATION	TRADITIONAL GRADE	MODULE GRADE	GRADE POINT	DESCRIPTION
1ST CLASS HONOURS (1H)	80+%	A+	4.2	Excellent
	75-79%	A	4.0	
	70-74%	A-	3.8	
2ND CLASS HONOURS GRADE I (2H1)	68-69%	B+	3.6	Very Good
	64-67%	B	3.4	
	60-63%	B-	3.2	
2ND CLASS HONOURS GRADE II (2H2)	58-59%	C+	3.0	Good
	54-57%	C	2.8	
	50-53%	C-	2.6	
3RD CLASS HONOURS (3H)	47-49%	D+	2.4	Acceptable
	45-46%	D	2.2	
PASS	40-44%	D-	2.0	
FAIL	35-39%	E	1.6	Fail (marginal)
	20-34%	F	1.0	Fail (unacceptable)
	1-19%	G	0.4	Fail (wholly unacceptable)
	0%	NM	0	No grade – work submitted did not warrant a grade
		ABS	0	No work was submitted by the student or the student was absent from assessment

More specifically, the grades represent the following achievements:

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

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

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

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

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

PASS
FAIL

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

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

G
Wholly unacceptable

NM
No grade – work submitted did not warrant a grade

ABS
No work was submitted by the student or the student was absent from assessment

Writing I: Formatting and Referencing

Formatting

Essays must be typewritten; hand-written work cannot be accepted (medical-certified reasons aside). Use double-spaced or one-and-a-half spacing. The minimum font size is 11. The minimum font size for footnotes is 9. Don't *get* fancy with fonts! Indent the first line of all new paragraphs; alternatively, insert an extra space between paragraphs and begin the new paragraph flush with the left margin.

Quotations of less than 5 lines are enclosed within quotation marks ("Mary had a little lamb") and included within the text of your paper. Quotations longer than 5 lines (block-quotations) should be indented from the left margin, single-spaced, without quotation marks:

> I am a sample block-quotation, indented from the margins. Block-quotations may be 10 or 11 font. Do not put quotation marks around block quotations and do not italicise (except where italics are in the original). Always provide a reference, either in parentheses or by footnote or endnote (Billingworth, 1968: p. 104).

Number all pages.

Italicise (or underline) book titles; use quotation marks for articles and chapters. So:

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

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

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

A properly presented reference list (sometimes referred to as 'bibliography') is essential. Alphabetise the list by author's last name. Single-space each entry, with a blank line between entries. Leave yourself time to produce a correctly formatted reference list. Generally the list should include all and only those texts that have been referred to in the essay or dissertation. Students are strongly advised to use the Endnote software for their references. The Library offers training sessions in this.

Bibliography and Referencing

Alphabetise your list of references by author's last name. The following are standard formats for the references. (Alternatively, if using the 'Author/Date' reference system (see further below), the date might occur next to the name, e.g. "Merton, Robert K. (1973). [etc.]")

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

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

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

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

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

Any claim you make in your text that is not your own idea must be referred to the relevant source. You may do this by putting the reference in parentheses at the end of the passage or by using a footnote. (Your computer's word processor will have an 'Insert Footnote/Endnote' command that will take care of the numbering and location).

In-Text Referencing
The in-text, end of sentence "(author (date), page #)" method of referencing is in many ways the simplest method. Footnotes or endnotes would then primarily be used only for clarifications and comments, and you would use the in-text author/date method within these footnotes, too. If you use this method your Bibliography should position the date in parentheses after the author's name (e.g., Diamond, John (1983), *The Third Chimpanzee* (London: Routledge Press)). There is further information on the author/date method of referencing here, for example: http://www.chicagomanualofstyle.org/tools_citationguide.html (click on Author/Date tab)

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

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

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

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

This is used for the first reference. Subsequent references simply use the author's last name and relevant page number. Where an author has more than one entry, use author year, relevant page number. (E.g. Wood, p. 273, or Wood 2012, p. 273.)

An alternative method of subsequent references is to use the author's last name and an abbreviated form of the title, plus page number. (E.g. Wood, *Liberty*, p. 273.)

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

All Internet references must be cited using the full and accurate address! Cite the author's name (if known), document title in quotation marks, the date visited, and the full HTTP or URL address. For instance:
[6] Diamond, John, 'Interview with Jones' on *Jones's Blog*,
http://www.ccs.neu.edu/home/1pb/mud-history.html, accessed 5 Dec. 2008

Writing II: Content and Structure

The Essay Title and your Thesis; the Introduction and the Conclusion

If the assigned essay title is in the form of a question, your essay must answer the question. It is recommended to give your essay your own title, too, and this should reflect the main *thesis* of your essay. Here is a useful strategy for many philosophical essays: before you begin your essay, write down '*Therefore…*' and complete the sentence as what will be the *final sentence of your essay*. This will be the <u>thesis</u> 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.

It is often useful to start the essay with the following elements:

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

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

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

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

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

Content and Philosophical Arguments

Philosophical essays of all kinds consist largely in providing arguments for accepting your thesis or interpretation. It's about reasons for conclusions. Why, for example, is Sartre's conception of freedom supposedly implausible (or plausible)?

You should consider ways to argue 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)   <u>Clarity</u>. 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)   <u>Accuracy</u>. 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)   <u>Reflection</u>. 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)   <u>Organisation</u>. 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)   <u>Argument</u>. This is the most central feature of a philosophy paper. Try to satisfy yourself that you have succeeded in showing that everyone ought to believe what you in fact do believe (and where you do not feel satisfied, say so, and try to indicate why). To accomplish this, always establish your points by providing good reasons—the most relevant and persuasive ones you can think of, structured as rigorously and incisively as you can—in support of your views.

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

Plagiarism

All work submitted to the School must be yours. Attempting to obtain credit for another's intellectual work, whether via books, articles, Internet, is <u>plagiarism</u>. When you submit a piece of written work, you will be required to sign a statement confirming that all the work is your own. Confirmed instances of plagiarism will be punished (normally resulting in a mark of zero for that assignment). Plagiarism at PhD level is an extremely serious matter.

Examples
(The following is based on a series of examples used in the University College London "A Guide to Study". You can work out for yourselves whether we have plagiarised it!)

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 the actual words that appear in a published English translation of Aristotle) 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. So, while this is not plagiarism, it is not likely to impress an examiner.

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

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

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

Writing III: Grammar and spelling

A Few Common Mistakes

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

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

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

Some common confusions:

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

Guidelines for Submission of Dissertations

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

Please follow the following format:
- **The dissertation should be soffft bound. The Final printed dissertation can be soft bound with a black or red spine and a transparent front cover. Copi-Print in Newman currently do this for under €5.00.**
- **The outside board must bear the title of the work with capital letters being at least 24pt (8mm) type; the names (and initials, if relevant) of the candidate; the qualification for which the work is submitted; and the year of submission.**
- **Your name, the year of submission, and the degree for which the work is submitted should be printed on the spine (hard binding).**
- **A4 size paper should be used. Paper used should be good quality (80-100g).**
- **Print on one side of the paper.**
- **Margins should be 30mm on the binding edge and other margins should be not less than 20mm.**
- **One-and-a-half spacing shall be used, except for indented quotations and footnotes, where single spacing may be used.**
- **Pages shall be numbered consecutively throughout the substantive text of the thesis, including appendices.**
- **Prefacing pages shall also be numbered consecutively, but utilising the Roman numeral format (i., ii., iii., iv., v., etc.).**
- **Page numbers shall be right justified at the bottom of the page.**

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

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

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

Page Four (only required for PhD and MLitt theses – Numbered iii)
Statement of Original Authorship - The following statement of original authorship shall immediately follow the abstract page, "I hereby certify that the submitted work is my own work, was completed while registered as a candidate for the degree stated on the Title Page, and I have not obtained a degree elsewhere on the basis of the research presented in this submitted work".
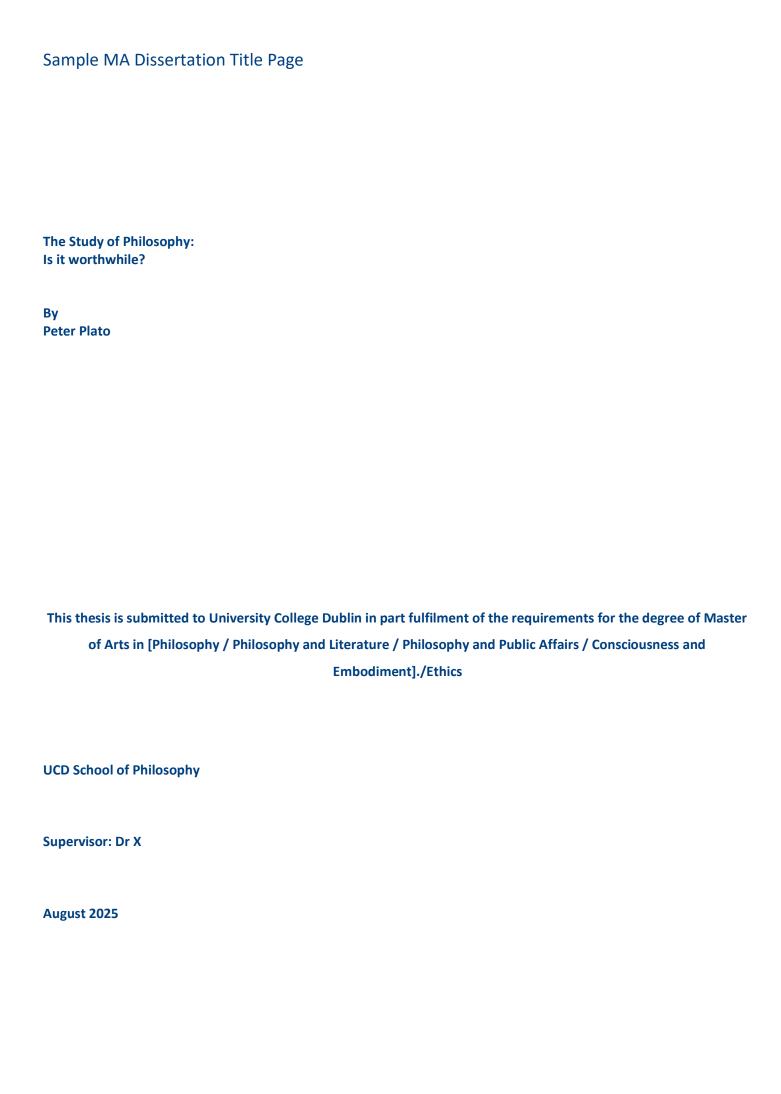
Page Five
Introduction or Chapter One (Numbered Page 1)
(See following page as an example of the different title pages for MA and MLitt/PhD students)

**MA students – Please submit <u>two</u> copies of the minor dissertation along with <u>two</u> copies of the Graduate Minor Thesis Submission Form to the UCD School of Philosophy Office (D501). Please also submit <u>one</u> electronic version of the dissertation via Brightspace. All copies/versions must be submitted before the dissertation is deemed "submitted".

**MLitt and PhD students – Please submit online using the eThesis system in SISweb. You will have to submit a hard bound copy of the thesis after you have been awarded the degree, and it is often appreciated by the supervisor if you give them a copy too .
Submission forms for all degrees: http://www.ucd.ie/students/assessment/thesis_forms.html

The Study of Philosophy:
Is it worthwhile?

By
Peter Plato

This thesis is submitted to University College Dublin in part fulfilment of the requirements for the degree of Master of Arts in [Philosophy / Philosophy and Literature / Philosophy and Public Affairs / Consciousness and Embodiment]./Ethics

UCD School of Philosophy

Supervisor: Dr X

August 2025

The Study of Philosophy:
Is it worthwhile?

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Peter Plato

UCD Student Number: 12345678

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

UCD School of Philosophy

Head of School: Prof. Rowland Stout

Principal Supervisor: Dr X

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

August 2025