



DEPARTMENT OF PHILOSOPHY

Graduate Program Requirements

Effective Fall 2021

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Table of Contents

1) Basic Parameters and Expectations	2
2) Logic Requirement	
a) Requirement	2
b) Grading	3
3) Foreign Language Study: Study in Other Disciplines	4
4) Course Requirements	
a) Number of Courses Required: Use of Non-Philosophy Courses	4
b) Proseminar and Research Seminar	4
c) 600-level Graduate Seminars	6
d) Distribution Requirements	6
e) Reading Courses	7
f) Transferred Courses	7
g) Satisfactory Grades: Incompletes	7
h) Good Standing with Respect to Completion of Coursework	8
i) Recognition of Interdisciplinary Research	8
5. Preliminary Research Exercise	9
6. Qualifying Paper	9
7. Dissertation Proposal and Topical	10
8. Dissertation	11
9. Ph.D. Final Oral Examination	12
10. Teaching Academy	12
11. MA Degree	
a. MA Degree Requirements	12
b. BA/MA Degree Requirements	13
Attachment 1: Advising and the Director of Graduate Studies	14
Attachment 2: JHU Mentorship Commitments of Faculty Advisors and PhD Students	19
Attachment 3: Evaluation of Students	25
Attachment 4: Responsibilities Surrounding Teaching Assistantships	27
Attachment 5: Financial Aid	30
Attachment 6: Sachs Fellowships	31
Attachment 7: Placement	32

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Graduate Program Requirements

1. Basic Parameters and Expectations

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

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

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

The expected time to completion of the degree is six years. Students may finish sooner or later (though the total time is limited by University-wide requirements), but it is recommended that students keep the six year timetable in mind as they commence writing a dissertation and begin to think about the job market.

Students are expected to attend colloquia. This is a clear expectation for as long as students are enrolled in the program and residing in Baltimore, whether or not a colloquium topic is in a student's research area or appeals to their own philosophical interests. Participating in colloquia is a way of developing breadth, learning presentational and conversational skills, meeting visiting faculty from outside departments, and creating a strong community within our department.

Students are encouraged to audit courses. Though official coursework ends after two years, students are encouraged to attend graduate seminars as long as they are enrolled in the program and residing in Baltimore. Such courses would be mainly in their AOS, but can also be a way to build up their AOCs and teaching capacities.

2. Logic Requirement

a) Requirement

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

- 1) Completion of the requirements for 150.118, Introduction to Formal Logic, with a grade of 86 out of 100 or higher. Those selecting this option will enroll for credit in the course numbered 150.632. The course and grade earned will appear on the student's

transcript. However, this course will neither count as one of the 14 required courses nor will it count as one of the three courses required in a given semester in the student's first two years.

2) Completion of Formal Methods of Philosophy at the 400 level with a passing grade. This course has been developed to introduce students to a broader range of formal approaches than Introduction to Formal Logic. This course can count as one of the 14 required courses, though note that if it is used to fulfill the logic requirement it cannot also be used to fulfill the Category I distribution requirement.

3) Completion of the final examination for Formal Methods of Philosophy with a grade of 86 out of 100 or higher, to be taken during the examination period when the course is offered. Those selecting this option may audit the course numbered if they so desire. (The content of course is fixed from year to year; students wishing for information on what is covered in this course, and in the final examination associated with it, should consult with Professor Bledin or Professor Rynasiewicz.)

4) Completion of any other 400- or graduate-level course in deductive logic, mathematical logic, axiomatic set theory, or the like with a passing grade. A course taken in this category counts as one of the 14 required courses, though note that if it is used to fulfill the logic requirement it cannot also be used to fulfill the Category I distribution requirement.

b) Grading

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

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

Except with special permission through a vote of the entire faculty, any student who has not satisfied the Logic Requirement by the end of their second year will be dismissed from the program.

3. Foreign Language Study: Study in Other Disciplines

There is no department-wide Foreign Language Requirement for the Ph.D., nor any department-wide requirement to take courses in other disciplines. However, a student's advisor may require additional study either in a foreign language or in a discipline other than philosophy, if this is deemed essential to the student's course of study. (If a student does not accept the necessity of these additional requirements, he or she may petition the Department in accordance with the procedure mentioned above – see #1.) Normally this will be done by means of additional coursework. However, a student may also demonstrate the required competence in a foreign language by passing an exam, consisting of a passage for translation from that language into English in a fixed time with the aid of a dictionary. In such cases the passage (and the length of time) will be chosen by the advisor and the assessment will be done by the advisor and one other faculty member.

4. Course Requirements

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

A minimum of 14 courses is required of all students in the Ph.D. program. Usually all 14 courses must be Philosophy Department offerings. However, certain courses offered by other departments may be allowed to count towards the total of 14 courses. Except in the case of the formal interdisciplinary Program in the History and Philosophy of Science, all such non-departmental courses that are not cross-listed as Philosophy courses must be approved both by the Director of Graduate Studies and (if distinct) by the student's advisor. Courses that are offered by a faculty member whose primary appointment is in another department, but that are cross-listed as Philosophy courses, may be used towards the total of 14 courses. However, they may not be eligible to count towards Distribution Requirements. Any use of courses offered by other departments – whether or not they are cross-listed as Philosophy courses – to fulfill Distribution Requirements must be approved by the Director of Graduate Studies.

b) Proseminar and Research Seminar

The following four goals are central to PhD education and are to be achieved in part through the required Proseminar and Research Seminar.

- (a) Creation of a supportive and constructive peer-to-peer graduate community. This not only has the pedagogical value of facilitating peer-to-peer discussion, feedback, and learning, but also the psychological value of making students feel less isolated and more part of a collective enterprise.
- (b) Collective Departmental involvement with and responsibility for individual students as they progress through their degree. This ensures that students are able to benefit from and have relationships with a larger number of faculty while at the same time taking some pressure off individual supervisors for overseeing their progress.

- (c) Sustained training in professional skills, including but not limited to the presentation and publication of research, in preparation for the job market and professional life.
- (d) Dedicated, reliable space to workshop research and receive feedback from the graduate and faculty community, as a way of continuously developing as a philosopher and improving their work in a “low-stakes” environment.

Proseminar: Students are required to take the Proseminar throughout their first and second years. Grading will be P/F, and this will count as 2 of the 14 required courses.

In addition to fulfilling (a) and (b), ProSem should offer students (c): training in professional skills, including but not limited to the presentation and publication of research. In particular, ProSem should provide students with:

- (1) The opportunity to become familiar with a range of leading journals and the kinds of papers currently being published by them, and to develop skills in reading philosophy, clarifying a paper’s structure and argument, and engaging with these arguments both critically and constructively.
- (2) The opportunity to learn a range of practical skills essential for professional life and publication, including but not limited to how to present a paper, how to write a paper, choice of journal, and journal submission and revision process.

The aim of (1) and (2) is to ensure that by year 3, students are in a strong position to write a Qualifying Paper that is worthy of publication.

Research Seminar: Students will be required to take the Research Seminar during their third and fourth years. Grading will be P/F.

In addition to fulfilling (a) and (b) and continuing to support students with respect to (c), ResearchSem should offer students (d): a dedicated, reliable space to workshop research and receive feedback from the graduate and faculty community, as a way of continuously developing as a philosopher and improving their work in a “low-stakes” environment. In particular, ResearchSem should provide students with:

- (1) The opportunity to present and workshop their Qualifying Papers in year 3; supervisors and other interested Faculty should attend.
- (2) The opportunity to present and workshop their Dissertation Proposal and first thesis chapter in year 4 and to practice conference presentations; supervisors and other interested faculty should attend.
- (3) The opportunity to be “pushed” more at an early stage to generate original ideas that make a genuine contribution to the literature, and to work towards submitting abstracts and papers to conferences and ultimately publication of those ideas; an environment that is both dedicated and collaborative can facilitate this.
- (4) The opportunity to discuss issues and get help solving problems that arise in relation to their research, such as e.g. learning a language, acquiring specialized non-philosophical knowledge and skills for inter-disciplinary work, general questions about research methods, etc.

The aim of (1) to (4) is to ensure that students are not isolated as they embark on their dissertation, but rather structurally supported to help them do their best work possible, not only by their supervisor but by the graduate and faculty community as a whole.

(e) 600-level Graduate Seminars

A minimum of 3 of the required 14 courses must be graduate seminars at the 600 level.

(f) Distribution Requirements

In completing the required 14 courses, all students in the Ph.D. program must satisfy the following distribution requirements:

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

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

Category III: This category consists of the history of western philosophy prior to the 20th century. Three courses in Category III are required. Of these three courses, at least one must be in ancient Greek philosophy and at least one must be in European philosophy in the period of Descartes through Kant.

One of the 14 courses, irrespective of Category, should involve inquiry into one or more social concepts or structures that have contributed historically to injustice, such as e.g. race, gender, class, mental health, physical disability. Whether a particular course satisfies this requirement will be determined by the DGS in consultation with the instructor.

In addition, at least three of the required 14 courses must be in 20th/21st century analytic philosophy, irrespective of area.

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

(g) Reading Courses

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

(h) Transferred Courses

A maximum of three courses may be transferred from another graduate program; such courses must be comparable, in level and subject-matter, to graduate-level courses (either seminars or 400-level courses) that are or might be offered by the JHU Philosophy Department. The transferred courses get recorded as Passes.

Transferred courses may also be used to satisfy Distribution Requirements. A determination as to whether a given course taken in another graduate program may be transferred, and if so, which Distribution Requirement(s), if any, it may be allowed to satisfy will be made by the Director of Graduate Studies, who should be shown the syllabus for the course in question, and who may request other relevant course materials.

(i) Satisfactory Grades: Incompletes

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

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

(j) Good Standing with Respect to Completion of Coursework

A student in the Ph.D. program is deemed to be in good standing, with respect to the completion of coursework, if he or she has completed 3.5 courses in the first Term, 7 courses in the first two Terms, 10.5 courses in the first three Terms, and 14 courses in the first four Terms (subject to the provisos concerning Incompletes in #4g above).

Only one transferred course may normally be applied towards these totals per semester until the fourth Term; for the first three Terms a student must take at least three courses (one of which is the Proseminar) in the Department, regardless of any previous graduate study. In all cases, students wishing to apply transferred courses towards these totals must make a formal request to the Director of Graduate Studies by the beginning of the Term in question.

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

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

A student who is two or more courses short of the required total, or who remains out of good standing for two or more semesters, may be dismissed from the program.

(k) Recognition of Interdisciplinary Research

Students have the formal option to pursue a Focus in an area outside philosophy. This option is appropriate for students for whom coursework outside the Department is integral to their dissertation research. Students may propose a Focus area and coursework plan, for approval by the DGS and their supervisor. Focus areas can include, but are by no means limited to, cognitive science, psychology, linguistics, mathematics, physics, biology, computer science, medical humanities, classics, modern languages and literature, political science, gender studies, Africana studies.

To earn a Focus in their proposed area, students must pass 3 approved graduate courses. The expectation is that at least 2 courses will be listed outside the Department; but courses cross-listed with the Department should be permitted, and students may request to count 1 course that is listed only within the Department as part of their Focus if appropriate. 2 Focus courses may be taken in lieu of 2 of the 14 philosophy courses requiring completion over the first 2 years of the PhD; 1 course must be in addition, but may be taken during the third year of studies.

5. Preliminary Research Exercise

Students should choose an advisor in the Spring of the first year, and in consultation with the advisor decide on a contemporary debate or subfield to research during the summer between the first and second years. Students should establish a reading list in consultation with the advisor by May 31. This exercise is designed to be a first step towards independent research that engages with the most recent work in the field. The point is not to develop an original thesis of one's own, but rather to demonstrate mastery over the current approaches to a specific set of questions or interpretive controversies. By the first day of fall term of the second year, a 15-30 page document should be submitted that delineates the main positions and the points of contrast between them (the student's own views on the issues need not be excluded, but they should not be the focus). By September 30 there will be an oral exam, conducted by the advisor and one other faculty member, on the works discussed in the written document. The second faculty member should be chosen in consultation with one's advisor, and may be a faculty member at another institution. Possible grades are pass or fail. In the event of a failing grade, the exam must be retaken and passed by the end of the fall term. Failing the exercise a second time will be considered sufficient grounds for dismissal from the program.

It should be emphasized that the choice of a subject for this reading project does not lock one into an area for all one's subsequent research. It will be quite possible to do one's Qualifying Paper and/or dissertation in some other area, although this will of course entail some catch-up in terms of mastering the relevant literature.

6. Qualifying Paper

The Qualifying Paper is a paper of the length of a substantial journal article (i.e., about 30-40 pages in double-spaced typescript), showing mastery of a particular area of the subject, and making an original contribution in that area. It is expected to be a paper of the same general type as a published article, and to be such that, with further revisions, it could develop into a paper worth submitting for publication. The topic of the paper is to be chosen by the student in consultation with his or her advisor.

Work on the Qualifying Paper extends from the middle of the second year to the middle of the third year. Every student is expected to sign up for independent study with his or her advisor for the first term of the third year in order to work on this project. By May 31 of the student's second year, a topic and list of readings for the Qualifying Paper should be submitted to the student's advisor. A draft of the Qualifying Paper is due by September 30. The draft will be circulated and presented in a meeting of the Research Seminar during the Fall semester. The paper itself is due by the first day of class of the Spring Term.

Following the completion of the paper, the student will take an oral examination of roughly one hour concerning the paper and topics germane to it; the oral must be taken by the end of the third week of classes of the Spring Term.

The paper will be graded, and the oral examination will be conducted, by a committee of two faculty members including the student's advisor, and decided upon by the advisor in consultation with the student. The committee will report a single grade for the paper and the oral together; possible grades on the paper are high pass, pass, and fail. In order for a passing grade to be awarded, both examiners must agree that a passing grade is warranted. Receipt of a grade of fail will be considered sufficient grounds for termination from the program; however, the final decision in all such cases will be made by the faculty as a whole, not simply by the two examiners.

7. Dissertation Proposal and Topical Examination

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

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

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

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

The completed Proposal is to be submitted by the first day of classes in the Fall Term of the student's fourth year. Assuming it is accepted by the two readers, the Topical must take place by September 30 of the same year. In special cases where one or more of a student's advisors are on leave and out of town during this period, this deadline may be extended; the decision in such cases rests with the Director of Graduate Studies, who should be sent a written request detailing the circumstances that require this extension. (The deadline for submission of the Proposal cannot be changed in these circumstances.) If the Proposal is rejected, the student will receive a letter indicating the nature of the deficiencies, and date by which they need to be made up in order for the student to continue in the program. Rejection of the Proposal a second time, or failure at the Topical, will be considered sufficient grounds for dismissal from the program; however, the final decision in all such cases will be made by the faculty as a whole, not simply by the two readers or three examiners. If a student fails to submit a Proposal by the beginning of the fourth year, he or she must formally petition the Department in order to continue in the program; the petition must be supported by a progress report, a plan of study, and a proposed date for completion of the Proposal.

8. Dissertation

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

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

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

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

Students who, at or after the end of their eighth year in the program, are still a substantial distance from completing their dissertation may be placed on academic probation, which sets up specific expectations and a specific time period within which to meet them. Failure to meet these expectations within the specified time period may result in dismissal from the program. The decision either to place a student on academic probation, or to dismiss a student from the program, can only be made by in-person vote at a meeting of the department faculty. See the Homewood General Graduate Student Policies [link: <http://homewoodgrad.jhu.edu/academics/policies/>] for details on academic probation.

9. Ph.D. Final Oral Examination

The Final Oral Examination is held under the rules of the Graduate Board. The oral examination committee consists of five members, of which three are from within the Department and two from outside it. The examination is based on the dissertation, but questioning need not be narrowly restricted to it.

10. Teaching Academy

Learning to teach is a central part of doctoral education at JHU. Much of this learning comes through serving as a Teaching Assistant. By the end of the program a student should have assembled a teaching portfolio, and the Department is committed to facilitating a teaching letter written by a faculty member (see Attachment 7 below).

All students will be required to complete the JHU Teaching Academy or equivalent teacher training by the end of year 4. Students who have already done significant teaching may petition the Department to have this requirement waived.

11. M.A. Degree

a) M.A. Degree Requirements

Students are not normally admitted to pursue a terminal Master's degree in Philosophy. (Anyone applying to the Department to pursue such a degree will need to provide a compelling explanation of why this is necessary or desirable.) However, students may earn and receive a Master's degree in Philosophy in the course of pursuing the Ph.D. in Philosophy, or in the course of pursuing a graduate degree in another field, or if they

enter the Ph.D. program in Philosophy but then leave the Department (for any reason) before completing it. Students enrolled in departments other than Philosophy must be approved by the Department (by a majority vote of the entire faculty) in order to receive a Master's degree.

Ten courses are required for the M.A. in Philosophy. Three of these courses must be at the 600 level, and the others must be at least at the 400 level. All of these courses must either be offered by the Philosophy Department or be such that they would be able to count towards the Philosophy Ph.D. Course Requirements (see Ph.D. Program Requirements, #4a - but in this case the decision as to whether to accept non-departmental courses rests solely with the Director of Graduate Studies). However, a maximum of three courses from other departments - that is, taught by faculty whose primary affiliation is other than Philosophy - can count towards the M.A. in Philosophy.

The same restriction on Reading Courses applies as in the Ph.D. program (see Ph.D. Program Requirements, #4d).

Transfer courses cannot be used towards the M.A.

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

a) BA/MA Program

Admission to the BA/MA program is limited to those who are already majors, and may take place in the Spring Term of the junior year or any time in the senior year. Applicants who meet the qualification for the BA honors thesis (overall GPA of 3.0, Philosophy GPA of 3.5) will automatically be admitted; others may be admitted on a case by case basis.

The requirements for the MA remain as they are: 10 courses at the 400 or 600 level (with distribution requirements similar to the Ph.D, but a little more flexible).

In accordance with the usual expectations in the Dean's office, two courses are allowed to be double-counted. This will make a total of 19 courses for the regular BA/MA, 21 with honors.

ATTACHMENT 1.

ADVISING AND THE DIRECTOR OF GRADUATE STUDIES

Preliminary Remarks

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

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

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

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

The Duties of the DGS

a) Toward students without their own advisors

The DGS serves as an advisor to incoming students. This includes:

Providing guidance to students after they have been accepted and before they arrive (for example, the DGS will answer student questions forwarded to them by the department administrator, and/or contact students directly).

Meeting individually with incoming first-years to help them select courses. He or she must approve final course selections (this is true even after they have selected an advisor).

Holding a meeting, together with the Chair, for all the first-years early in the Fall Term, to welcome them to the program and to answer any general questions.

The DGS serves as an advisor to all first-year students who have not yet chosen individual advisors. (In most cases the DGS will serve as advisor for most of the student's first year; however, if a student arrives with a clear sense of an intended area of specialization, he or she may transfer to an individual advisor before the end of the first year. But even in these cases, the DGS should be kept informed as to what courses the student is taking throughout the first year.)

The DGS helps students select programs of study that will advance their individual academic interests and fulfill program requirements as rapidly as possible. In every term,

the DGS must sign the course selections of any student who has not completed the 14 required courses. The DGS will be responsible for making this approval significant — for example, by setting aside time for students to make brief appointments, during which their course selections can be discussed rather than simply rubber-stamped. The DGS may refuse to sign off on some schedules. The student concerned has the right to petition the department to overrule the DGS (but this is not a ‘special’ right; it is simply included in the right of students to petition the department at any time for any reason).

The DGS helps students select an individual advisor. This involves, at minimum, an explanation of the role the advisor will play for the student. The DGS will ensure that all students choose their individual advisors by the end of their first year.

b) Toward all students

The DGS remains involved in the progress of all students in the program. For students with courses remaining, the DGS gives final approval to the course selection and assists the student in tracking progress towards the completion of the course requirements. The DGS is responsible for monitoring individual students’ progress towards the degree, and also serves as a centralized source of advice for graduate students. The DGS, when necessary, also serves as an advocate for graduate students’ concerns.

The Duties of Academic Advisors

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

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

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

a) General Responsibilities of Advisors and Advisees, with some related responsibilities of faculty towards graduate students:

Advisors should meet at least twice a semester with their advisees. Exceptions are

when faculty are on sabbatical or students are living too far away to come regularly to campus; but even in these cases, advisor and advisee should communicate about the advisee's work and progress at least twice a semester. Both parties share responsibility for setting up these meetings; it is the advisee's job to request them and the advisor's job to be responsive to these requests. More frequent meetings (for example, monthly) may often be desirable, especially in the earlier stages of the program; it is the student's prerogative to request these and the advisor's responsibility to make time for them. One benefit of more frequent meetings may be that there is less work to produce and/or discuss each time.

In general, advisors are expected to respond promptly (i.e., within three days) to emails from their advisees, whether to acknowledge receipt of work, to set up meetings, or on any other matter; this applies whether or not the advisor is on sabbatical. Exceptions are of course possible, for example around holiday periods or if the advisor is going on vacation; in the latter case, at least, it is helpful for students (for example, at the start of the summer break) to ask about, and to be made aware of, any expected periods of non-communication.

Advisors are expected to provide prompt feedback on work submitted by their advisees. This applies to all stages of the program (see below on specific responsibilities). Whether this feedback is written or oral, or a mix of the two, is a matter to be settled between the advisor and the student; but the guiding criterion should be the value to the student rather than the convenience of the advisor. Feedback on chapters or larger portions of the dissertation may take longer than feedback on papers in the earlier stages, given the amount of reading involved. However, in no case should advisors take longer than one month to read and provide comments on their students' work. To allow advisors to allocate time for this, students should inform their advisors in advance if they are going to submit large quantities of material.

It is not acceptable practice, either as an advisor or as the teacher of a course, to respond to written work (other than some in-class or final exams) with just a grade and no comments. A grade without explanation of why the work earned it is of virtually no pedagogical value.

Students in the fourth year and above are required to complete a self-evaluation at the end of each academic year. This should document what they accomplished over the past year (including any accomplishments of which the department may not be aware, such as papers published or conference presentations). It should also list their research and academic goals for the next year, and share an assessment of their progress and expected timeline for degree completion. This self-evaluation should be prepared with the input of the advisor, and for this purpose students in the fourth year and above should meet with their advisors late in the spring term to discuss this. This document will form the basis of the evaluation of the student at the end-of-year faculty meeting on the progress of later-stage students; advisors are also expected to take the lead in these annual evaluations.

Letters of recommendation for students are to be completed and forwarded to the department office strictly within the timetable established by the placement coordinator. Given the accelerated schedule of many job applications, this is of the utmost importance. This applies both to advisors and to anyone else who has agreed to write a letter for a student in the department. Students too have a responsibility here: they should get in touch with those from whom they would like letters at least one month before the deadline (i.e., by around the middle of August).

Each dissertation student should have a designated second reader. The extent to which the second reader is involved in the progress of the dissertation may vary with the closeness of the dissertation topic to the second reader's fields of expertise. However, the second reader should be prepared to read and comment on the student's work, and to meet with the student to discuss the work at the student's request. The second reader is required to read the completed dissertation and confer with the primary advisor on its readiness for oral examination.

The responsibilities of faculty as advisors are just as serious as their responsibilities as teachers of courses. Someone who fails to meet the expectations outlined above is simply not doing their job, in just the same way as someone who fails to show up to teach their classes. If an advisor fails to perform their duties, or if the student believes there are serious problems with the advisee-advisor relation that cannot be resolved through direct dialogue, the student should contact the DGS. The back-up person for raising such concerns is the Department Chair. The DGS or Chair, upon receiving such notification from a student, must discuss the concerns with the advisor and serve as a mediator to resolve the issues of concern. In cases where such issues cannot be resolved, the DGS or Chair must work with the student to find another advisor in the Department with which the student can complete their degree.

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

Academic advisors consult with a student about their selection of courses, though final approval and tracking of course progress remains the responsibility of the DGS. The advisor helps a student decide on the subject matter of the Preliminary Research Exercise. The advisor assists in identifying important current debates and in drawing up a reading list.

The advisor helps a student formulate a topic for the Qualifying Paper. The student can expect research guidance; the student can also expect that drafts will be read and criticized. The advisor works with the student to ensure that the prescribed timetable (see Program Requirements, #6) is adhered to. After passing the Qualifying Paper the student begins to formulate a Dissertation Proposal. The researching and drafting of this Proposal takes place under the supervision of the advisor. 'Supervision' here entails advising on research, reading drafts, and providing feedback on them; however, the selection of topic is the responsibility of the student. The advisor helps to ensure that a student progresses in such a way as to complete the Proposal on time, and to maximize the chances that it will be found acceptable (see Program Requirements, #7).

Codifying how to advise at the dissertation stage is of course difficult. A student can, however, expect that work will be read and criticized, and that feedback will be provided

with enough promptness that a student's progress is not inhibited. (See General Responsibilities above.) The advisor will periodically assess the student's progress, and communicate this assessment to the student. As very few students will have written dissertations before, and none will have done so with their current advisor, advisors need to communicate clearly what responsibilities they expect their students to shoulder.

When the advisor and second reader are ready to pass the dissertation, a defense should be scheduled. The advisor should be willing to help in the preparation of the defense—e.g. by giving feedback on dissertation 'spiels' and so on.

Finally, students can expect support from their advisors as they prepare for the academic job market. Such support would likely include advice on professional development and job-applicant strategies, as well as the critical reading of dossier papers. To be truly effective, such advice needs to begin well in advance of the autumn the student enters the market. See also Placement.

Further Tips on Advisors and Advising:

The choice of an advisor is not simply a function of the faculty member's areas of expertise. Such matters as personality and style of feedback (e.g., a tendency to more gentle or tougher criticism) may also affect who one is most likely to work well with, and are quite reasonable factors to consider in deciding who to ask to be one's advisor.

Working with professors at other universities, if it can be arranged, is welcomed and encouraged. In certain cases someone at another university may be better placed to comment on a student's work than anyone in the department, or at least than anyone beyond the student's primary advisor. Besides, letters of recommendation from outside one's home department can be of considerable value. However, it should be stressed that this applies only if there has been a serious exchange of ideas and the outside professor has looked at the student's work in some detail. All of this, of course, depends on someone's willingness to read and provide feedback on work by a student at a different institution. (While this does not require the outside professor to be a member of the defense committee, it is more likely to occur if such a commitment has been made.) Sometimes the primary advisor will be better placed than the student to contact the outside professor and sound out the prospects for collaboration; in other cases (for example, if the student has met the professor at a conference or at the department colloquium) the student may be able to open communication.

Suggested further reading: *How to Write a Thesis* by Rowena Murray.

Attachment 2:

JHU Mentorship Commitments of Faculty Advisors and PhD Students

This document outlines mentoring expectations of faculty advisors and of PhD students at Johns Hopkins University. These expectations should be discussed together.

(I) Faculty advisors should commit to the following responsibilities:

Training:

- **The PhD advisor has the responsibility to mentor the PhD student.** This responsibility includes committing to the training of their PhD student, building on the PhD student's individual professional background and in support of their individual professional aspirations.
- **The PhD advisor has the responsibility to participate in ongoing and regular meetings with their advisees to discuss academic and research progress.** The advisor and student should agree on expected frequency of and preparation for meetings and use meetings to brainstorm ideas, troubleshoot challenges, and outline next steps. The advisor should identify a co-advisor/mentor should the primary advisor be unavailable for an extended period (sabbatical, leave, etc.).
- **The PhD advisor has the responsibility to participate in a formal annual meeting with the student to discuss academic progress and next steps in the academic program.** This responsibility includes helping to ensure that the document summarizing this annual discussion is completed and submitted in accordance with program requirements.
- **The PhD advisor has the responsibility to encourage their advisees to reach out, as relevant, to additional co-advisors or informal mentors.**
- **The PhD advisor has the responsibility clarify the student's funding package and to clarify any work and/or teaching expectations associate with the package.**
- **The PhD advisor has the responsibility to contribute to a training environment that fosters independent, scholarly research, and professional growth.**

Research

- **The PhD advisor has the responsibility to provide guidance in scholarly research.** This responsibility includes helping to identify a workable research project and helping to set reasonable goals and timelines for research completion. The advisor should encourage the student to expand their skill sets and share ideas with others at Johns Hopkins and externally.
- **The PhD advisor has the responsibility to monitor research progress.**

The advisor should encourage effective use of time. The advisor should meet regularly with the PhD student to hear updates on progress, results, and challenges in activities and research.

Professional development:

- **The PhD advisor has the responsibility to discuss career development with the PhD student, including in any number of sectors of interest to the student.** PhD advisors should assist in identifying resources to further the student's professional goals.
- **The PhD advisor has the responsibility to participate in a formal annual meeting with the PhD student to discuss professional development goals.** The advisor should help to ensure that the document summarizing this discussion is completed and submitted in accordance with program requirements.
- **The PhD advisor has the responsibility to nominate the student for relevant professional opportunities and try to connect their advisees to relevant professional contacts and networks.**
- **The PhD advisor has the responsibility to allow time outside of research for student engagement in professional development activities** including, for example, skill building workshops, professional conferences, additional research collaborations, or other informational sessions.

Respectful engagement and well-being:

- **The PhD advisor has the responsibility to treat their advisees, other students, and colleagues with respect at all times.**
- **The PhD advisor has the responsibility to commit to being available to meet with the PhD student.** The advisor and the student should agree on expected frequency of and preparation for meetings, and expected timeframe for responding to emails and for providing feedback on work products. The PhD advisor should give their full attention during meetings and should reach out to PhD students who are not making contact.
- **The PhD advisor has the responsibility to be supportive during both successful and discouraging periods of training.**
- **The PhD advisor has the responsibility to communicate in a respectful and constructive manner, including if the advisor has concerns that the PhD student is not meeting the expectations outlined in this document.** This responsibility includes using concrete and specific language when providing suggestions or critiquing work.
- **The PhD advisor has the responsibility to take an interest in the student's well-being, to listen to any concerns, and to connect the student, as appropriate, with additional resources.**

Policies:

- **The PhD advisor has the responsibility to become familiar with and respect University, school, and program policies for PhD students.** The advisor will acknowledge all PhD student benefits and entitlements, including, as relevant, paid and unpaid leave.
- **The PhD advisor has the responsibility to discuss with the student relevant policies, commitments, and expectations related to funding, work, research assistantships, teaching assistantships, sick leave, or vacation.**

Responsible conduct:

- **The PhD advisor has the responsibility to become familiar with university and professional codes of responsible conduct for PhD students.** This responsibility includes reporting any possible violations as required to relevant parties, including to the relevant Dean's office and to the Office of Institutional Equity.
- **The PhD advisor has the responsibility to discuss and help clarify authorship or intellectual property issues and appropriately recognize the student's contributions to any collaborative work.**
- **The PhD advisor has the responsibility to model professional behavior in both interpersonal interactions and in scholarly integrity.**
- **The PhD advisor has the responsibility to complete Title IX Training regarding sexual misconduct and sexual harassment as required by the University.**

<http://oie.jhu.edu/training/>

Continuous quality improvement as an advisor:

- **The PhD advisor has the responsibility to participate in mentor training and best practices discussions.** This responsibility includes striving to be a better mentor and to learn tips and practices that improve their work and skills as an advisor.
- **The PhD advisor has the responsibility to ask advisees for constructive feedback on mentoring.** This responsibility includes doing their best to respond professionally to these suggestions and consider whether or how best to incorporate them into their mentoring interactions.

(m) PhD students should commit to the following responsibilities:

Training:

- **The PhD student has the primary responsibility for the successful completion of their degree.**
- **The PhD student has the responsibility to familiarize themselves with academic milestones and to strive to meet all milestones within the expected timeframe.**
- **The PhD student has the responsibility to meet regularly with the PhD advisor.** This responsibility includes providing the advisor with updates on the progress, outcomes, and challenges in coursework, research, and academic or professional activities. The advisor and the student should agree on expected frequency of and preparation for meetings, and will use meetings to brainstorm ideas, troubleshoot challenges, and outline expectations for work and timelines.
- **The PhD student has the responsibility to participate in a formal annual meeting with the advisor to discuss academic progress and next steps in the academic program.** The student should ensure that the document summarizing this discussion is completed and submitted in accordance with program requirements.
- **The PhD student has the responsibility to seek additional mentors to expand their training experience, as appropriate.**
- **The PhD student has the responsibility to understand their funding package and to clarify any work and/or teaching expectations in line with this funding.**

Research:

- **The PhD student has the responsibility to work with the advisor to develop a thesis/dissertation project.** This responsibility includes establishing a timeline for each phase of work and striving to meet established deadlines.
- **The PhD student has the responsibility to seek guidance from their advisor, while also aspiring increasingly for independence.**
- **The PhD student has the responsibility to engage in activities beyond their primary research responsibilities.** The student should attend and participate in any research-related meetings and seminars relevant to their training area.

Professional development:

- **The PhD student has the primary responsibility to identify their professional goals and to develop their career plan following completion of the PhD degree.** This responsibility includes familiarizing themselves with professional development opportunities within Johns Hopkins and externally. Students should identify specific activities to pursue that will advance their professional development and networking.
- **The PhD student has the responsibility to prepare a Professional Development Plan annually that outlines their research and career objectives.** This responsibility includes discussing this plan annually with the advisor. The student should ensure that the document summarizing this discussion is completed and submitted in accordance with program requirements.

Respectful engagement and well-being:

- **The PhD student has the responsibility to treat the advisor, other mentors, and colleagues with respect at all times.**
- **The PhD student has the responsibility to make themselves available, within reason, to meet with the advisor upon request.**
- **The PhD student has the responsibility to communicate in a respectful and constructive manner if they have concerns that the advisor is not meeting the expectations outlined in this document.**
- **The PhD student has the responsibility to be open to constructive criticism by the advisor, other mentors, and colleagues.**
- **The PhD student has the responsibility, as possible, for their well-being, should consider discussing any concerns with the advisor or other mentor(s), and should connect with available resources when needed.**

Policies:

- **The PhD student has the responsibility to familiarize themselves and comply with University, school, and program-specific policies and requirements for PhD students.**
- **The PhD student has the responsibility to discuss with the advisor relevant policies, commitments, and expectations related to funding, work, research assistantships, teaching assistantships, sick leave, or vacation.** As needed, the student will provide any documentation relevant to stated policies on leave and other requirements to the student's program, school, or the University.

Responsible conduct:

- **The PhD student has the responsibility to conduct themselves in a responsible and ethical manner at all times.**
- **The PhD student has the responsibility to familiarize themselves with University codes of responsible conduct for PhD students.**
- **The PhD student has the responsibility to engage in responsible research conduct.** This responsibility includes completing the responsible conduct of research training requirements of their specific school and program, and any specific discipline training requirements (e.g., animal and human subject work). The student will maintain accurate and contemporaneous records of research activities in accordance with the norms of best practices in their own discipline. The student should discuss authorship and intellectual property issues with the advisor.
- **The PhD student has the responsibility to complete Title IX Training regarding sexual misconduct and sexual harassment as required by the University.**

<http://oie.jhu.edu/training/>

ATTACHMENT 3.

EVALUATION OF STUDENTS

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

For each course taken for a grade, and for the Proseminar and Research Seminar, the instructor will submit to the Academic Program Coordinator an assessment of the student's performance in the class. This is not a substitute for the substantive feedback that each instructor is required to give on written work. This assessment may include specific comments given to the students themselves on their written work, and should be more than a general statement of quality.

The timing of overall student evaluations will be as follows.

At or near the beginning of the second year. At this stage the primary basis for evaluation will be the student's performance in courses during the first year and the results of the Preliminary Research Exercise. As a general rule, an average grade of B+ or above will be considered to constitute satisfactory progress.

At the beginning of the third year. This evaluation will be based on the student's entire coursework (almost all of which will now have been completed) – but especially those courses taken during the second year. If there are no major concerns about the student's viability in the program the student will not receive a letter, as another more thorough evaluation will take place later in the third year.

In the spring term of the third year. This is the most significant evaluation; it determines whether a student will be allowed to proceed to the advanced stage of the program – that is, towards the writing of a dissertation. It will be based on all work to date, but especially on the Qualifying Paper and associated oral. As noted in Program Requirements, #6, receipt of a failing grade on the Qualifying Paper and oral is considered sufficient grounds for termination from the program. In normal circumstances, achieving a passing grade for the Qualifying Paper and oral will be sufficient to allow continuation in the program (but see above, on addressing previous concerns). Assuming the student is allowed to continue in the program, the evaluation letter will include mention of any notable strengths and weaknesses in either the paper or the oral that were identified by the committee.

At or near the beginning of the fourth year. If the student has submitted a satisfactory Dissertation Proposal and has passed the Topical (see Program Requirements, #7), the evaluation letter at this stage will simply note these facts.

After passing the Topical, students will be evaluated once a year; the letters will indicate the department's (primarily their advisors') view of their progress with the dissertation, in terms of both the quality of the work and speed towards completion, and note any salient recommendations or concerns. In advance of the meeting where these evaluations are conducted, students in the fourth year and above will complete a self-

evaluation. This should document what they accomplished over the past year (including any accomplishments of which the department may not be aware, such as papers published or conference presentations). It should also list their research and academic goals for the next year, and share an assessment of their progress and expected timeline for degree completion.

ATTACHMENT 4.

RESPONSIBILITIES SURROUNDING TEACHING ASSISTANTSHIPS

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

The duties of a Teaching Assistant are as follows:

Teach weekly sections. In most cases a TA is expected to teach two sections per week (based on the same material); but only one section is required in 150.118, Introduction to Deductive and Inductive Logic, and in other logic courses for which a TA is employed.

Appear at the professor's lectures for the course, in order to be familiar with precisely what material the professor is covering and in what way.

Hold regular office hours, which should be announced by the second week of term, and be readily available for consultation by students and by the professor, both through e-mail and in person immediately before or after lectures and sections.

Grade papers, exams or other assignments in a timely manner as agreed in consultation with the professor teaching the course. (In some cases grading may be shared between the professor and TAs, especially in the case of final exams.)

Keep accurate, easily legible and alphabetized records of all grades received by the students in the sections for which one is responsible, and make these available to the professor when asked. These records should also be held on to for at least three years after the course has finished.

Appear for regular meetings, as agreed between the TAs and the professor, to discuss the progress of the course, the material to be covered in sections and the approaches to that material that may be desirable, and any problems or concerns (either philosophical or pedagogical) that may have arisen.

When teaching evaluation forms for the course are available (generally not until the following semester), be prepared to meet with the professor to discuss any lessons they may hold.

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

Additional points:

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

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

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

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

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

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

Meet with the TAs on a regular basis to discuss the progress of the course, the material to be covered in sections and the approaches to that material that may be desirable, and any problems or concerns (either philosophical or pedagogical) that may have

arisen.

Supervise the grading of papers or other assignments and offer suggestions as needed. This may, for example, involve reading a certain cross-section of the papers, in order to judge the appropriateness of both the grades and the TAs' comments (and, in cases where more than one TA is involved in the same course, the uniformity of the grading among the TAs).

At or after the end of term, read the TAs' teaching evaluations and discuss any lessons (positive or negative) that they may hold.

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

ATTACHMENT 5.

FINANCIAL AID

All students admitted to the Ph.D. program receive financial assistance (There is no financial aid available for students pursuing the terminal MA or the BA/MA degrees. Note, however, that BA/MA students whose MA-level studies extend into a fifth year get a 50% discount on their tuition in their fifth year.) Support is guaranteed for five years, provided that a student continues to make satisfactory progress towards completion of the Ph.D. degree. Department fellowships cover tuition and pay a stipend. All students receive fellowship support for the first two years: no teaching is required. Third, fourth and fifth year students are supported by Teaching Assistantships, which carry full tuition and a stipend. The Department is occasionally able to offer Teaching Assistantships to students beyond their fifth year, but this generally depends on other students leaving the program before completion, and so cannot be counted on. In addition, a generous bequest by a former member of the Department, David Sachs, has established the Sachs Fellowship Fund. Sachs Fellowships are dissertation year fellowships awarded to students who are making substantial progress towards completing their dissertations.

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

1) Dean's Teaching Fellowships are awarded, on a competitive basis across the School of Arts and Sciences, to students to teach their own undergraduate courses. (In recent years students from the Philosophy Department have been relatively successful in winning these.) In order to apply for Dean's Teaching Fellowships, students must have had their Dissertation Proposals accepted and passed their Topicals.

2) A limited number of Summer courses and January Intersession courses are offered by the department each year; graduate students may apply to teach these, and have sole responsibility for whatever Summer or Intersession courses they are approved to teach.

Students are encouraged to apply for outside funding, such as dissertation fellowships; details of these are readily available on the web. In cases where a fellowship application requires a departmental nomination, any student may ask the department for a nomination.

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

ATTACHMENT 6.

SACHS FELLOWSHIPS

Sachs Fellowships are limited to students who have had their Dissertation Proposals accepted and have passed their Topicals, and are awarded for the purpose of allowing intensive dissertation work. Sachs Fellowships may be awarded for one or two semesters; a fellowship awarded for one semester may be extended to a second semester if the student shows clear evidence of making good progress. In the case of fellowships awarded for a full year, continuance into the second semester is contingent on the student's having made satisfactory progress during the first semester. In normal circumstances students who fail to make satisfactory progress during their tenure of a Sachs Fellowship (regardless of length) will be at the bottom of the priority list for receiving subsequent Teaching Assistantships, supposing they are available.

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

The faculty will meet each Spring Term to decide about Sachs Fellowships for the following academic year; this meeting will take place by the tenth full week of classes. Students wishing to be considered for a Sachs Fellowship should write an official letter to the department, stating the amount of dissertation work already completed and outlining the work to be accomplished during the period of the fellowship. While conciseness is desirable (a one or two page letter is sufficient), it is also important to be as specific as possible about one's plans. Letters of application should be handed in to the department by one week before the meeting in question (which typically will be on a Tuesday, but will in any case be announced well in advance).

ATTACHMENT 7.

PLACEMENT

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

The Department will facilitate the writing of a recommendation letter that addresses the student's teaching qualification. In each class in which they TA, students will be observed teaching a section or giving a guest lecture, and the observer will produce a written document assessing the student's strengths and weaknesses. In classes with 2 TAs or less, the instructor of the course should be the one to observe the TA and do the write-up. For larger courses, some TAs should be observed and assessed by another member of the faculty. When the student goes on the job market, a faculty member who is not writing a research recommendation for the student will write a teaching letter that incorporates the observers' written evaluations.

Advisors are expected to help in various ways in their advisees' preparation for the job market. These include, but need not be limited to, advice on preparing writing samples, CVs and other items to go in the dossier. They also include advice at earlier stages in the program about strategies for making oneself as attractive a candidate as possible, such as advice on submitting work for publication or for inclusion on a conference program. Having one or more published papers or (non-student) conference papers on one's CV is a definite advantage; however, the publications need to be reputable, and such efforts should in any case not be allowed to distract one from progressing through the program and completing one's dissertation. An advisor may be able to help in negotiating these trade-offs.

Each year a faculty member will be appointed Placement Coordinator. The duties of the Placement Coordinator include monitoring the assembly of candidates' dossiers (including setting department-wide deadlines for letters of recommendation to be written, and holding people to these deadlines); holding a meeting every Spring Term, open to all students at any stage of the program who are interested, to discuss any and all matters connected with long-term and short-term preparation for the job market; offering additional advice and assistance to candidates of the same kinds as those expected of advisors (see #1 above); and scheduling mock interviews for candidates, to be conducted by at least three faculty members.

In addition, each year a Graduate Life Seminar will be offered by one or two faculty members. The Seminar will meet three or four times each semester; in the fall semester it will be devoted to helping job candidates prepare their dossiers and giving students not yet on the market a clear understanding of what will be required in doing so.

In the year in which they are going on the job market, candidates will have the opportunity to present a job talk to the department. Such talks will be scheduled at a time convenient for both faculty and students to attend.

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

Students A \ PhD Program Requirements\Revised 2020 w Appendices