



Department of Philosophy

Guide for
Graduate Students
of Philosophy

2014

DEPARTMENT OF PHILOSOPHY, UNIVERSITY OF MIAMI

GUIDE FOR GRADUATE STUDENTS OF PHILOSOPHY

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1. INTRODUCTION

Welcome to the graduate program in the Department of Philosophy at the University of Miami. This booklet is designed to familiarize you with the policies, requirements, and opportunities you will have as a graduate student here.

The Ph.D. program in philosophy is primarily designed for students interested in advanced study of the subject with a view to seeking a professional career in philosophy, normally teaching at a college or university. As a result, being a graduate student in philosophy is rather different from being an undergraduate. The program is designed not only to give you classroom education in advanced philosophy, but also to prepare you for a productive and fulfilling career as a professional teacher and researcher in philosophy. Your graduate education thus cannot be fully described in a list of duties and requirements, since your most important professional development will come from your experience in engaging in individual philosophical research, working closely with faculty members, acquiring experience in presenting your work and preparing it for publication, as well as from your training and experience in teaching philosophy to the next generation of students. We have designed the program to facilitate that development.

While you will be assigned an official mentor, you should really consider the entire faculty as professional mentors and as part of your philosophical community. You should always feel free to approach any of us for philosophical discussions, comments on your work, tips about teaching, about applying for jobs, or any other philosophical or professional matters on which we might be useful. You should also not hesitate to contact the Director of Graduate Studies (DGS) with any questions about the nature of the program. We are here to help with all facets of your development as philosophers and as professionals in the field.

2. DEGREE REQUIREMENTS

2.1. Ph.D. Degree Requirements

2.1.1. Course requirements:

The 500-level courses (and associated breadth requirements) are designed to provide the broad education needed to be professionally conversant in many areas of philosophy (which may come up even if you specialize in another area) and to prepare you for teaching introductory classes in a wide range of areas. We have designed the 500-level courses especially to provide this kind of broad coverage of what anyone in the field ought to know about each special area. (These courses are also open to advanced undergraduate majors.)

The 600-level courses (and associated credit requirement) are designed to provide the opportunity to go into greater depth about particular areas of philosophical research. These should familiarize you with serious contemporary research on a focused topic

(often closely related to faculty members' current research), and may help provide you with the opportunity to write a focused seminar paper suitable to submit for a conference or publication.

All first-year students are required to take the Proseminar in the Fall and Spring semesters of their first year. The Proseminar is a year-long survey of the major issues and texts of 20th century analytic philosophy, designed to give students the background they will need for other course work, and to improve their writing skills.

In principle, entering students should focus first on their 500-level courses, then moving onto the 600-level courses. But this is only a rule of thumb, and if a 600-level course comes up that is of particular interest, students at any level should certainly not hesitate to enroll in it, as the offerings of any particular course may be infrequent.

There are two paths through the course requirements: the Standard Plan is the default and must be followed by students who enter the program without already having an M.A. in philosophy. Students who enter the program with an M.A. in philosophy may (provided they are awarded sufficient transfer credit) have the option of following the Shortened Plan, which enables them to complete the coursework requirements for the degree and take the qualifying examination one year sooner (freeing up more of the funded period for work on the dissertation.)

Those students who enter with an M.A. and who choose to follow the shortened plan must discuss this formally with the Director of Graduate Studies before the end of their first semester in residence. Note that students who follow the shortened plan must take their qualifying examination during their 4th semester in residence.

The Standard Plan: Course Requirements:

Credit requirement: Students must accumulate a minimum of 45 course credits in philosophy with satisfactory grades; normally this is equivalent to 15 graduate courses. At least 21 of the 45 credits must be for courses at the 600 level. At least 27 of these credits must be earned while in residence.

Distribution requirement: Students are required to pass the following 500-level courses:

Proseminar: PHI 601 and PHI 602

Logic Requirement: PHI 510

Ethics Requirement: PHI 530 or 533

One course from the Epistemology and Metaphysics Group: PHI 540-545

One course from the History Group: PHI 560-583 (*except* PHI 582)

Research requirement: In addition, students are required to enroll in and complete 15 credits of PHI 730 (Doctoral Dissertation Research).

In some cases certain course requirements may (with the approval of the director of graduate studies) be waived for students who have completed equivalent work as part of a prior M.A. degree in philosophy

Students on the standard plan must take the qualifying examination during their 6th semester in residence (i.e. at the end of their 3rd year).

The Shortened Plan: Course Requirements:

(Available only to students who enter the program with an M.A. in philosophy, and who obtain the approval of the Director of Graduate Studies.)

Credit requirement: A student who enters the program with an M.A. degree in philosophy from another university must earn at least 27 course credits* from the University of Miami, at least 15 of which must be derived from 600 level courses. All 27 of these must be earned while in residence.

Distribution requirement: All such students must take and pass both semesters of the Proseminar. Such students must *either* pass the 500-level courses listed above, *or*, through transcripts and consultation with the DGS, apply for and receive transfer credit for equivalent graduate courses passed as part of their M.A. degree. (*Note: if no distribution transfer credits are received, students entering with an M.A. will need to take at least 33 credits from U.M. in order to fulfill both the distribution requirement and the 600-level requirement). The proseminar is not normally waived.

Research requirement: Students are required to enroll in and complete 15 credits of PHI 730 (Doctoral Dissertation Research).

Students on the Shortened Plan must take the qualifying examination during their 4th semester in residence (i.e. at the end of their 2nd year).

Note on Incompletes: Faculty are asked to avoid assigning incompletes wherever possible, and if they are assigned, to set them to expire before the beginning of the next semester.

All coursework must be completed by the time of the qualifying exam: that includes completing any incompletes. Students who have outstanding incompletes will not be permitted to take their qualifying exam until they have cleared their incompletes, will lose their funding, and will cease to be in good standing.

On grades of 'incomplete', see also section 4.1 below.

2.1.2. The Qualifying Examination:

The qualifying examination requirement is designed to give students the background they need to prepare them for writing a dissertation in a specific area of philosophy, and also serves to evaluate whether each student is capable of writing a good dissertation in her/his chosen field. The examinations are on a general area of philosophy close to the student's proposed dissertation topic or intended area of specialization, for example, epistemology, philosophy of mind, metaphysics, ethics or political philosophy, so that preparing for the exam helps students master the material they need to know to write the dissertation. (The area need not be confined to a single traditional sub-discipline,

however; where a student's intended specialization overlaps with more than one traditionally-defined area, the qualifier may be designed around relevant material from each area.) The questions are based on a list of core texts in the area in question chosen for each student individually. The examinations are designed to measure the student's philosophical skills and sophistication, knowledge of the main issues and literature in the area of specialization, and preparation and overall ability to write a good dissertation in that area.

Procedures: At the beginning of the 5th semester in residence (or 3rd semester for students on the shortened plan) a student will be provided with a guide to choosing an area of specialization for the qualifying exam, including examples of areas that are too broad and too narrow. Students should consult with faculty members with related interests about declaring their chosen area of specialization. *They must inform the DGS of their intended area of specialization no later than November 1st of their 5th semester in residence (or 3rd semester for students on the Shortened Plan).* Then their committee will be organized and a reading list compiled. The committee consists of three members of the department's graduate faculty. The reading list shall be approximately 1 page long (single-spaced, 12-point). The whole department will review and approve the reading list to ensure standardization of length and scope. It will be forwarded to the student on the last day of exams of the same (Fall) semester, together with a copy of the standards for grading the exam and a checklist for recording meetings with the committee in preparation for the exam. It is expected that the chair of the qualifying exam committee shall meet at least four times (approximately monthly) with the student in the semester of the exam, and the other members of the committee shall meet at least once each with the student. The student shall initiate these meetings and record them on the checklist. (Meetings via Skype may be substituted for in-person meetings where necessary.)

Students must take the qualifying examination during their 6th semester in residence (4th semester in residence for students on the Shortened Plan). The qualifying exam is an eight hour written examination, held for four hours on each of two consecutive days—normally first two reading days at the end of Spring semester. On each day the exam will consist of four questions, of which the student will answer two. The whole department will review and approve the exam to ensure standardization of the breadth and scope of the questions. The student will not be given the questions in advance of the exam day, and the student will not suggest questions for inclusion on the exam. Sample qualifying exams are available on request to give students an idea of the format and scope of qualifying exams.

All students who take the exam in a given semester will be informed of their result on the same day, three weeks after the completion of the exam, and will be provided at that time with a written report by each grader outlining the strengths and weaknesses of the exam. Students who get a grade of 0 or 1 on the exam by a 2-1 split decision of their committee will have their exam referred to the whole department for adjudication. It is understood that this adjudication process may

take longer than the three weeks mentioned above; students whose exams are referred to the whole department will be informed of this three weeks after completion of the exam.

Advice on preparing for the qualifying exam:

(a) The qualifying exam is meant to help the committee determine that you have mastered the relevant literature in the areas of philosophy in which you are specializing, and that you can write an excellent dissertation in these areas. So you will be expected to show that you have thorough control of the literature listed in your reading list, knowing the central views, problems, and arguments, as well as some of the difficulties that such views face. In the exam, it's crucial that you are able to show the committee that you can reflect about, and engage with, that literature in a philosophically sophisticated way.

(b) As you read the books and papers on the list, you may want to focus on three general points: (i) Make sure that you can explain clearly and thoroughly the various views, the arguments for them, the problems they address and how they address these problems. (ii) Also make sure that you are able to indicate the difficulties that these views face, so that you can provide a critical assessment of each of the relevant proposals. (iii) Finally, you should start thinking about ways in which you can contribute to this literature, including thinking about original criticisms and positive views you may want to defend. Do not just read as you work through your reading list, but rather make yourself extensive notes summarizing the views, the potential problems they face, and your thoughts in response. These will be useful both in helping you prepare for your qual and in helping you write your proposal and dissertation.

(c) Throughout the period of preparation for your qualifying exam, you are strongly encouraged to keep in regular contact with all of the members of your committees (as noted above), discussing with them your interpretations of the various items on your list, critical arguments in the field, etc. You are responsible for initiating these meetings. Don't be a stranger!

(d) The questions in the exam are typically of a broad nature. For instance, some questions may invite you to compare and contrast relevant views, others may ask you to analyze certain concepts, and yet others may request a critical assessment of certain proposals, or to review the answers to a given problem and argue for a way forward. Needless to say, these are just some possible examples to give you a sense of the sorts of questions involved: the details will be up to the committee members. When responding to the questions in the exam, make sure, first, that you have answered the relevant question, showing the members of your committee that you have mastered the relevant literature and can reflect about it in a philosophically sophisticated form.

Evaluation and Results of the Qualifying Exam:

The answers are evaluated by a 3-member committee selected from the department's graduate faculty and appointed for each examination, with

evaluations based on the student's demonstrated mastery of the assigned material and ability to critically engage with the tradition and argue for his/her positions on the material. Each grader will produce a written report outlining the strengths and weaknesses of the exam in these areas.

There are three possible outcomes of a qualifying exam:

- 0 (Fail)
- 1 (MA level pass/Ph.D. level fail)
- 2 (Ph.D. level pass)

Qualifying exams are given the grade of either 0, 1, or 2. A grade of 0 or 1 is considered a failing grade with respect to qualifying to continue in the Ph.D. program. A student must receive a grade of 2 in order to proceed to the dissertation stage.

Students who fail or get a low pass *may* be permitted *at most one* retake of the exam, at the discretion of the exam's grading committee. (Those whose exams are particularly poor may not be given the opportunity to retake, but may instead be asked to leave the program). Retakes must be completed no later than the semester following the first attempt (i.e. the 7th semester on the Standard Plan, or 5th for students on the Shortened Plan.). Exams cannot be rescheduled except in documented exceptional circumstances (of illness or family emergency). A missed exam counts as a failed exam.

Students who do not achieve a high pass and are permitted a retake are advised to contact the members of their committee for further feedback about their exam and advice about how to improve their performance on the retake.

Students who do not reach a grade of 2 after two attempts (or who fail a first attempt and are not given a second attempt) are terminated from the Ph.D. program and their funding is discontinued. Those among them who achieve a grade of 1 are awarded a terminal M.A., but their funding is discontinued and they are terminated from the Ph.D. program.

Students who achieve a grade of 2 are awarded the M.A. degree and proceed to the Ph.D. stage of the program (writing their proposals next).

Once a student has passed the qualifying exam and all course requirements, she/he should apply for the M.A. degree (see §2.2 below). Consult with the Office Manager for the paperwork and procedures.

2.1.3. *The Dissertation Proposal*

Immediately after passing the qualifying examinations, a student should begin work on a dissertation proposal. The dissertation proposal requirement is intended to help the student design an interesting and manageable dissertation project, and to help give the student guidance and direction in embarking on this major project. Students should submit their proposals during the semester immediately following their qualifying exam.

Choosing a topic: While a student cannot formally submit a proposal to the department before passing the qualifying examinations, it is advisable to think about the topic of one's dissertation and the nature of the proposal in the earlier stages of one's studies, and discuss possible dissertation topics with the members of the faculty. Sometimes good seminar papers give rise to good dissertation proposals and good dissertations. The subject of one's dissertation should fall clearly in the area of expertise of one (or preferably more) faculty member, so that we can offer suitable advice, supervision, and credible letters of recommendation once you are done.

The Proposal document consists of three parts:

1. A narrative of 2000-4000 words. This should:
 - a. describe the project to be undertaken
 - b. motivate the project by demonstrating its broader philosophical relevance
 - c. show how the project to be undertaken compares to, differs from, and will provide a novel contribution to existing literature
 - d. clearly state what thesis will be defended and
 - e. provide an outline of *how* the thesis is to be defended, so that the committee can evaluate whether or not the project is likely to succeed.

The narrative should be written in a style that is accessible to professional philosophers in areas other than that of the proposal, and must be detailed enough to convince the committee that there is a workable and valuable project.

2. A tentative chapter outline, showing the planned organization and material to be covered.
3. A bibliography (normally 2-4 pages double-spaced) of the major literature to be consulted in writing the dissertation.

Procedures:

Before submitting the proposal to the department, a student should discuss it informally with the professor whom the student would like to be his or her dissertation advisor, and with 3-4 others the student would potentially like to have on his or her committee. Once it meets their tentative approval, it is to be submitted to the DGS, who officially organizes a relevant committee (in consultation with the student and involved faculty).

The proposal will be distributed to members of the committee and made available to all members of the department faculty. After evaluating the proposal, the committee will normally share feedback with the student about the project's direction and feasibility. If the proposal is approved, the committee members normally become the internal members of a Dissertation Committee (See 2.1.4 below for more details on the dissertation committee.) The dissertation advisor helps the student secure an additional, external, member of the dissertation committee: either a philosopher at another institution who works on the topic or (in cases of interdisciplinary dissertations) a professor from another department at U.M.

Once a student has passed the qualifying examination with a grade of 2 and dissertation proposal and settled the members of the dissertation committee, he/she

should immediately apply for candidacy for the Ph.D. See the DGS and Office Manager for the relevant details and forms. (This form must be filed in the semester prior to the defense *at the very latest.*)

2.1.3 *The Language Requirement:*

The language requirement is designed to ensure that students have the tools they need to conduct research in their area of choice. Thus a student who submits a dissertation proposal must possess the foreign language proficiency (if any) required by the proposed dissertation topic. This is determined by the dissertation proposal committee on the basis of examinations or coursework.

2.1.4. *The Doctoral Dissertation:*

The dissertation is a proof of a student's ability to do sustained original philosophical research, and is considered the main indicator of his or her professional competence. It is the central and most important part of doctoral studies, and plays the primary role in job applications and setting up one's future research program. The rest of the graduate education can be regarded as being built around this central core.

Procedures: The student should work closely with her/his Dissertation Committee at all stages of writing. The Dissertation Committee consists of the student's dissertation director and two other members of the department, and an external member from another department or university.

Students in the dissertation phase should meet regularly with their directors to discuss their research, and should also confer with other members of their committees (and any other faculty who might be helpful) about suggested literature, possible objections, organizational issues, etc. Students should show committee members drafts of their work as it proceeds (and substantially before they plan to defend the thesis). The dissertation must be based on original research, acceptable to the committee, and must be defended successfully in an oral examination.

2.1.5. *Requirements of the Graduate School:*

The student must also satisfy the general requirements of the Graduate School as stated in the Bulletin for Graduate Studies. Those nearing the end of the dissertation phase should consult these requirements as they prepare their dissertations for official submission. Note in particular that the last day to defend a dissertation is quite early in the semester, and that an admission to candidacy form must be filed with the Graduate School the semester *before* the defense.

2.2. M. A. Degree Requirements

The requirements for the Master of Arts degree are fulfilled by completing all of the coursework requirements and passing the qualifying examination with a mark of either 1 or 2.

2.2.1. *Requirements for the M.A.:*

Students may be awarded the M.A. by satisfying the following requirements:

1. Course credit and distribution requirements as in 2.1.1.
2. Passing a comprehensive examination with a grade of 1 or 2, as described above under 2.1.2.
3. The general requirements of the Graduate School as specified in the Graduate Bulletin.

2.3 Special exceptions and appeals

Students in difficult or exceptional personal circumstances may appeal to the Director of Graduate Studies for exceptions to the above departmental regulations, and the DGS will forward legitimate appeals to the department for consideration and a vote. It should be emphasized, however (what should be analytic) that exceptions to the above regulations and practices will be made only in truly *exceptional* circumstances.

3. PROGRESS THROUGH THE PROGRAM

The Ph.D. program is designed to be completed in five years. The duration of study depends largely on how long it takes a student to write a good dissertation proposal and dissertation.

3.1 Faculty Mentors:

Upon entry to the program, the DGS will assign each student a mentor from among the faculty. The student should meet with his or her faculty mentor once a month to discuss his or her plans, concerns, and progress through the program. Mentors may be changed on request from either the student or the mentor. Once the student has been assigned a qualifying exam committee, the chair of that committee will play the role of mentor. It is expected that the chair of the qualifying exam committee will become the chair of the proposal committee and then the chair of the dissertation committee, but this can be changed on request at any time.

3.2 Annual Evaluations:

During the spring semester of each year, and prior to making decisions about renewals of assistantships, the faculty will meet as a whole to discuss and evaluate the progress of each graduate student. Each student will be provided a written report of his/her progress by his/her mentor, and should meet with his/her mentor to discuss the report. This is the student's opportunity to get holistic feedback about his/her progress, strengths, and areas for improvement.

3.3 An ideal timetable of study:

On the Standard Plan:

First year

Fall semester: 3 courses (9 credits), with emphasis on 500-level distribution requirements

Spring semester: 3 courses, including the obligatory course in logic (9 credits)

Second year

Fall semester: 3 courses (9 credits)
Spring semester: 3 courses (9 credits)

Third year

Fall semester: 3 courses (9 credits)
By November 1st, notify Director of Graduate Studies of area of intended specialization for the qualifying examination the following semester. Begin preparation for qualifying exam.
Spring semester: PHI 730 (9 credits)
Prepare for and take qualifying examination.
Think about topics for the dissertation.
Summer:
Submit paperwork for M.A. degree (after passing qualifying exam).
Begin work on dissertation proposal in consultation with potential committee members

Fourth year

Fall semester: PHI 730 (3 credits.)
Submit dissertation proposal for formal approval, finalize dissertation committee, and apply for candidacy (after passing proposal).
Pass language requirement (where appropriate).
Begin writing dissertation.
Submit work for publication.
Spring semester: PHI 730 (3 credits)
Work on central chapters of dissertation (a central argumentative chapter should be completed to use as writing sample and submit for publication and conferences, especially the Eastern APA).

Fifth year

Fall Semester: PHI 730 (1 credit.)
Continue work on dissertation.
Submit job applications.
Do mock interview and in-house job talk.

Spring Semester: PHI 730 (1 credit.)
Finalize dissertation in consultation with committee.
Schedule and prepare for dissertation defense.
Submit dissertation for formal approval, consulting requirements of the Graduate School and the Library.

On the Shortened Plan:

On the Shortened Plan of coursework, the time required by full time coursework is reduced by approximately one year, so that the timetable above for the 3rd to 5th years should instead be read as covering the 2nd to 4th years.

4. FINANCIAL AID AND TEACHING ASSISTANTSHIPS

4.1. Funding and Renewal

Students who have been admitted into the Ph.D. program are normally offered 5 years of support in the form of university fellowships or teaching assistantships. Once they have enrolled, they can also apply for special awards, for example, summer internships for applied ethics.

During their first year of study, teaching assistants do not teach; instead they assist faculty members with their teaching, grading, and/or research projects. After the first year, graduate assistants teach 1 section of an introductory (100-level) course during each semester. (The arrangements for those on University Fellowships vary. Consult your offer letter for details.)

Assistantships can be renewed up to four times, for a total period of 5 years. The renewal of an assistantship or a fellowship depends on the student's academic performance. An assistantship or a fellowship can be renewed only if the student:

- (i) properly fulfills the assigned duties of teaching or assisting.
- (ii) maintains a satisfactory (3.0) grade point average, and after the first year a 3.3 grade point average.
- (iii) remains in full-time status.
- (iv) if a non-native speaker, the student must pass the university's language requirement (by passing the SPEAK test or otherwise meeting their criteria) during his/her first year in order to take up teaching duties in the Fall of his/her second year and retain the teaching assistantship. English courses are available to help non-native speakers meet this requirement.
- (v) does not carry more than 2 grades of 'I' (incomplete work) on the transcript, and
- (vi) is making satisfactory and timely progress towards the Ph.D. The satisfactoriness of progress towards degree will be evaluated during the annual evaluation meeting, before assistantships and fellowships are renewed. (See §3.2 above). Carrying incompletes may be seen as failure to make satisfactory and timely progress.

Students who have outstanding incompletes at the time of their scheduled qual will not be permitted to take their qualifying exam until they have cleared their incompletes, and will be considered not to be making 'satisfactory and timely progress through the program' and so will not have their funding renewed.

In addition, those students who are in their first year and do not have an M.A. from elsewhere will be ineligible to teach and to keep their TAsip for the following year if they do not complete their 18 graduate credits in philosophy by the summer before they are scheduled to teach. Those who have even one incomplete will not have the required 18 credits.

4.2 Teaching

For new T.A.s, teacher training will be offered. At the department level, this training is provided by our teaching mentor. The teaching mentor is a graduate student selected by the Director of Graduate Studies based on demonstrated teaching excellence. The mentor is selected at the end of fall semester, and serves for a calendar year. He or she offers training sessions for first years in the spring semester to prepare them to teach, and follows up in the fall semester with support during the teaching of their first class.

The Graduate School offers official (required) training for new T.A.s before the beginning of their first semester teaching (i.e. normally before the beginning of their second year). Non-native speakers must also pass the SPEAK test (or equivalent requirement) as noted in 4.1 above in order to take up their teaching duties in the fall of their second year. Classes in English as a second language are offered to help non-native speakers meet this requirement.

During the middle of the fall and spring semesters the graduate student representative holds a meeting during which graduate students select what course they will teach the following semester. Selection of courses takes place according to seniority: 6th year students select one course, then 5th year students, then 4th year students, then 3rd year students and then 2nd year students. After this, 7th year students select one course, and then 8th year students. Within each year, the order in which students pick their course is random. If there any courses left after this process, 6th year students will be given priority in choosing a second course, then 7th year students, and then 8th year students. Further, in light of the fact that they cannot obtain employment outside of the university, foreign students are given priority within their years. If there is a conflict between any courses that a 2nd or 3rd year wants to take (for credit) and the class they are teaching, 6th year (and beyond) students are obliged to trade with them.

T.A.s' teaching will be evaluated both by students in their courses and by faculty members, who will provide advice on teaching and detailed written evaluation of their performance as teachers. Students are also encouraged to consult any faculty member any time for advice about teaching (including both course design and any particular problems that arise)—we are your mentors for the teaching side as well as research side of the profession. Be sure to keep copies of all of your teaching evaluations, since these will be important for your job dossier (see §6 below). You should also ask to have faculty observe your teaching once a year or so and write up comments for your file, which will be useful to compiling your teaching portfolio as part of your job applications.

A departmental award for excellence in teaching is made annually at the beginning of the fall semester. The recipient is chosen by the Placement Officer based on student evaluations and faculty observation letters.

5. EXTRACURRICULAR PHILOSOPHY

As a graduate student, the distinction between curricular and extracurricular philosophy becomes blurred. An essential part of your education and preparation to enter the profession is done outside of your coursework and dissertation, in the form of presenting your own papers, discussing those of others, and sending your work out for publication.

The Philosophy Department at the University of Miami offers a number of avenues for this kind of philosophical development, and taking advantage of them is central to a student's success in the program and later success in the profession.

5.1 Workshops

In the Fall of 2013 the Department instituted a set of Workshops oriented around four broad themes: Metaphysics & Mind, Epistemology & Philosophy of Science, Value Theory, and History. Each workshop is a combination of a dissertation seminar, a reading group, and a colloquium series. The workshops provide a framework in which grad students and faculty working in the same broad area can meet regularly to present and discuss their own work (dissertation seminar), read and discuss the work of other philosophers (reading group), and invite outside speakers to present their work (colloquium series). Starting AY 2014-2015, the Workshops will be the main vehicle for inviting outside speakers to give talk at our Department. (Although each speaker will be invited by a single Workshop, the talks are just as much Department-wide events as ever; the whole Department is invited and encouraged to attend every talk.) All dissertation-level students are encouraged to attend at least one group (in their area) regularly, and to present regularly material from their dissertation to the group. Pre-dissertation students are also encouraged to attend, but we suggest they prioritize coursework and their qualifying exams. Each Workshop has one or more faculty sponsors; these faculty members are there to suggest ways the Workshop can help grad students and aid in their organization, not to 'run' the group. The individual Workshops are governed by the decisions of their regular members, so it is up to each group how exactly they want to spend their time. Meeting of each group are announced to the whole Department; any member of the Department should feel free to attend any meeting of any group. Grad students should also feel free to regularly participate in more than one group (although, given scheduling, this may be difficult.) Workshops typically meet on Friday afternoons every week or every other week; in the future, we hope to be able to formalize this to prevent scheduling conflicts among them. The current faculty sponsors of the Workshops are

Metaphysics & Mind: Chudnoff, Eynine.

Epistemology & Philosophy of Science: Bueno, Siegel, Lewis.

Value Theory: Cokelet, Slote.

History: Stang.

5.2 Departmental Colloquia and Friends of Philosophy

In addition to colloquia organized by the workshops, the department organizes colloquia in which visiting philosophers present their current work. Past colloquium speakers include some of the best-known philosophers of the United States as well as distinguished philosophers from other countries (Nancy Cartwright, David Chalmers, Keith de Rose, Kit Fine, Bas van Fraassen, Clark Glymour, Alvin Goldman, Jaakko Hintikka, Keith Lehrer, Saul Kripke, Ruth Millikan, Thomas Nagel, Graham Oddie, David Papineau, Nicholas Rescher, Kristin Shrader-Frechette, John Searle, Ted Sider, Susanna Siegel, Patrick Suppes, David Wiggins and others). Graduate students are strongly encouraged to attend and participate in the colloquia. Colloquia are followed by receptions for further discussion, and dinner with the speaker (two graduate students may sign up for each dinner at the department's expense). These provide opportunities not

only to broaden your knowledge of important contemporary work in philosophy, but also to get to know philosophers at other institutions who may have interests similar to yours, and may even be willing to serve as an outside member of your dissertation committee, comment on some of your work, or write you a letter of reference.

The department also has a supporting organization called “The Friends of Philosophy” whose membership and meetings are open to all persons interested in philosophical questions. The Friends of Philosophy organizes dialogues, lectures, symposia, and discussions intended for a wide (non-academic as well as academic) audience.

5.3 The Graduate Student Colloquium and Graduate Student Conferences

The graduate students of the Department of Philosophy maintain a regular informal departmental discussion group, the Graduate Student Colloquium, which organizes philosophical lectures and debates for students and faculty. Graduate students at all stages are encouraged to present their work at the Forum. This is an excellent opportunity to get feedback on your developing work ‘in house’ and get practice at presenting papers and defending your ideas.

The graduate students also host an annual workshop on mind and ethics, and an annual conference on epistemology, including an external keynote speaker and graduate students from other institutions (whose papers are selected competitively). U.M. graduate students are encouraged to serve as commentators, help referee submitted papers and organize the conferences, and/or otherwise participate fully in all the conferences have to offer.

5.4 Other Conferences and Publication

Graduate students are strongly encouraged to submit their work for conferences (whether to graduate conferences or regular conferences, including the APA). Students entering the job market should especially consider submitting papers to the Eastern APA for the year they will be interviewing (the submission deadline falls in February for the meeting the following December). For students whose papers are accepted, funding for travel to conferences is available through the department and/or by application through GAFAC (the Graduate Activities Fund)—see the GAFAC website for details:

<http://www.miami.edu/gafac/>

But far more important than attending conferences is submitting papers for publication to journals. Having one or more paper accepted for publication by a good journal is often the crucial factor that makes a difference to job applications. Note that it often takes more than 6 months to even get a reply from a major journal, so this should be done at least a year before entering the job market. Acceptance rates from good journals are often around 5%, so students should not be discouraged by rejection, but should allow plenty of time to submit a paper multiple times and wait for decisions. Students with papers they are considering submitting should consult with their mentor/director, and should feel free to consult with any faculty members they think may be able to help them by commenting on the paper and helping to maximize its chances of acceptance. Faculty members are also happy to offer advice on which journals to send it to, and on any other details of the procedure.

5.5 Representation

Every fall semester the graduate students elect a departmental representative. The representative attends department meetings and is entitled to vote (except for certain sensitive matters). The representative is allowed to vote on faculty hiring. The representative holds graduate student meetings to report back on faculty meetings and to solicit input about issues affecting graduate students.

A representative to the Graduate Student Association (GSA) is also elected every fall semester. The GSA representative represents the interests of philosophy graduate students at the university level.

6. JOB PLACEMENT PROCEDURES

The job application process in philosophy is a long one. Most advertisements for tenure-track jobs appear in October and November in [PhilJobs: Jobs for Philosophers](#), with first interviews held via skype or at the Eastern APA around New Year's, and second interviews on campus January-February, for jobs that begin the following Fall semester.

So that your materials and letters can be prepared, you must decide early whether you intend to go on the market, i.e. if you hope to start a full time job in Fall 2013, you must decide by the end of Spring semester 2012 that you will apply for jobs in Fall 2012.

Students intending to go on the job market:

1. Must inform the Placement Director of their intention to enter the market by the end of Spring semester before submitting applications in the Fall, so that s/he can familiarize them with the necessary procedures and instructions about preparing their dossiers and writing samples over the summer. They should also join the APA at this time. Note that dossiers will include your teaching evaluations, so those should be filed away carefully. They also include a writing sample. It's a good idea to solicit feedback on the writing sample over the summer from faculty members and external philosophers.
2. Must attend the annual seminar on preparing for the job market. More detailed information will be given out there about the timing and procedures. The seminar is normally held in April, and is recommended for all graduate students—even those not yet ready for the market.
3. Must meet with the placement director providing drafts of all relevant materials by the end of August in the year in which they will apply for jobs.
4. Will be given 'mock interviews' by members of the philosophy faculty in the Fall to prepare them for their interviews at the Eastern APA.
5. Will present their 'job talk' (normally a part of the dissertation) as a colloquium at the University of Miami, in practice for their campus visits.

7. COURSES

For descriptions of the courses, see the current Bulletin of Graduate studies.

7.1. 500-Level Courses

These courses are open to advanced undergraduate students as well as graduate students. The courses 510-592 listed below are 3-credit courses.

- 510 Formal Logic
- 530 Ethical Theory
- 533 Political Philosophy
- 540 Epistemology
- 541 Mind and Language
- 543 Induction, Probability, and Scientific Method
- 545 Metaphysics
- 555 Philosophy of Education
- 560 History of Logic
- 562 History of Ethics
- 570 Presocratics and Plato
- 571 Aristotle and Hellenistic Philosophy
- 572 Medieval Philosophy
- 573 Early Modern Philosophy
- 575 Kant
- 581 Pragmatism
- 582 History of Analytic Philosophy
- 583 The Phenomenological Tradition
- 591-592 Special Topics
- 594 Independent Study

7.2. 600-Level Courses (seminars) and 700-Level Courses (research)

- 601 Proseminar (I)
- 602 Proseminar (II)
- 610 Topics in Logic
- 630 Ethics
- 633 Social and Political Philosophy
- 636 Values, Norms, and Actions
- 640 Epistemology
- 641 Philosophy of Language
- 643 Philosophy of Science
- 644 Philosophy of Mind
- 645 Metaphysics
- 651 Philosophy of Art
- 652 Philosophy of Religion

- 671 Ancient Philosophy
- 675 Modern Philosophy
- 682 The Origins of Contemporary Continental and Analytic Philosophy
- 691-692 Special Topics
- 694 Independent Study

- 710 Master's Thesis (1-6 cr.)
- 720 Research in Residence (0 cr.)
- 725 Continuous Registration - Master's Study (0 cr.)
- 730 Doctoral Dissertation (1-15 cr.)
- 750 Research in Residence

Full-time residence requires 9 credits per semester, in other words, 3 ordinary 3-credit courses. However, if a student has completed the coursework, a single 730 dissertation credit per semester is sufficient to establish residence. No credits are granted for 720, 725 and 750 courses, but registration under these labels is sufficient to support full-time residence, so after completing all course requirements, students may simply enroll in one credit of 730 or 750 per semester. The Ph.D. degree in philosophy requires 60 credits (45 course credits and 15 dissertation credits).

8. THE FACULTY AND THEIR AREAS OF SPECIALIZATION

8.1. Regular Faculty

Otávio Bueno (Ph.D., University of Leeds), Professor. Philosophy of Science, Metaphysics, Epistemology, Philosophy of Mathematics, Philosophy of Logic.

Elijah Chudnoff (Ph.D., Harvard University), Assistant Professor. Epistemology, Philosophy of Mind.

Bradford Cokelet (Ph.D., Northwestern University), Assistant Professor. Normative Ethics, Moral Psychology, History of Ethics.

Edward Erwin (Ph.D., Johns Hopkins University), Professor. Philosophy of Psychology, Philosophy of Language, Epistemology.

Simon Evnine (Ph.D., University of California, Los Angeles), Associate Professor. Epistemology, Metaphysics, Philosophy of Mind.

Susan Haack (Ph.D., Cambridge University), Distinguished Professor of Philosophy and Law. Philosophy of Logic and Language, Epistemology and Metaphysics, Philosophy of Science, Pragmatism, Philosophy and Literature.

Risto Hilpinen (Ph.D., University of Helsinki), Professor, Cooper Senior Scholar in Arts and Sciences. Philosophical Logic, Epistemology and Philosophy of Science, Philosophy of Action, Pragmatism.

Peter Lewis (Ph.D., University of California, Irvine), Associate Professor. Philosophy of Physics, Philosophy of Science, Epistemology.

James Nickel (Ph.D., University of Kansas), Professor of Philosophy and Law. Nickel teaches and writes in political philosophy, philosophy of law, and human rights law and theory.

Mark Rowlands (D.Phil., Oxford University), Professor. Philosophy of Mind, Philosophy of Psychology, Cognitive Science, Moral Philosophy.

Harvey Siegel (Ed.D., Harvard University), Professor. Philosophy of Science, Epistemology, Philosophy of Education.

Michael Slote (Ph.D., Harvard University), UST Professor of Ethics. Ethics, Social and Political Philosophy.

Nicholas Stang (Ph.D., Princeton University), Assistant Professor. Kant, Analytic Metaphysics, Early Modern Philosophy.

Amie Thomasson (Ph.D., University of California-Irvine), Professor, Cooper Senior Scholar in Arts and Sciences, Parodi Senior Scholar in Aesthetics. Metaphysics, Meta-Metaphysics, Philosophy of Mind, Phenomenology, Philosophy of Art.

8.2. Professors with Secondary Appointments

Fred Frohock (Ph.D., University of North Carolina), Professor, Department of Political Science. Political Theory, Law, Bioethics.

Kenneth Goodman (Ph.D., University of Miami), Professor, Co-Director of the University of Miami Ethics Programs, and Director of the University of Miami Bioethics Program. Bioethics, Computing and Philosophy, Professional Ethics, Philosophy of Science.

Frank Palmeri (Ph.D., Columbia University), Professor, Department of English. Comparative 18th- and 19th-century Literature (including historiography, philosophy, and the visual arts), Narrative Theory.