



Department of Philosophy

**Guide for
Ph.D. Students
in Philosophy**

2017

DEPARTMENT OF PHILOSOPHY, UNIVERSITY OF MIAMI
GUIDE FOR PH.D. STUDENTS IN 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.

The Philosophy Department aims to be a welcoming and productive place for everyone, regardless of race, color, national origin, age, disability, sex, gender identity, religion, political beliefs, marital status, parental status, and sexual orientation. We strive to promote an inclusive, supportive and professional environment in our interactions with each other, with our students, and with the larger community. The Climate Committee, made up of graduate students and faculty, is charged with monitoring climate issues, suggesting improvements, and serving as a resource for graduate students who have concerns about climate and inclusiveness. Behavior that undermines the goal of an inclusive climate, including sexual harassment, will not be tolerated, and students engaging in such activity will be reprimanded and/or terminated from the program. The first Professionalization Seminar of each academic year (see §5.4) is devoted to climate and inclusiveness issues.

2. DEGREE REQUIREMENTS

2.1. Ph.D. Degree Requirements

2.1.1. *Course requirements:*

The 600-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 only one area) and to prepare you for teaching introductory classes in a wide range of areas. We have designed the 600-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 700-level seminars (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.

In principle, entering students should focus first on their 600-level courses, then moving onto the 700-level seminars. But this is only a rule of thumb, and if a 700-level seminar 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.

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 700 level. At least 27 of these credits must be earned while in residence.

Distribution requirement: Students are required to pass the following courses:

Logic Requirement: PHI 611

Ethics Requirement: PHI 631 or 634

Two courses from the Epistemology and Metaphysics Group: PHI640–649

One course from the History Group: PHI 660–684

Research requirement: In addition, students are required to enroll in and complete 15 credits of PHI 830 or PHI 840 (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

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 their chosen field. The student is provided with a reading list in their intended area of specialization. This area need not be confined to a single traditional sub-discipline: where a student’s intended specialization overlaps with more than one sub-discipline, the reading list will include material from each. The student studies the material on the reading list, writes a paper of around 8,000 words on a topic central to this material, writes a dissertation proposal of around 2,000 words, and participates in an oral defense of the paper and the proposal as they relate to the reading list. The qualifying examination requirement is 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, 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.* 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 qualifying exam, and a checklist for recording meetings with the committee during the Spring semester. Items on the reading list can be substituted for new items at the request of the student and with the agreement of the committee.

Students must satisfy the qualifying examination requirement during their 6th semester in residence. It is expected that the chair of the committee shall meet at least four times 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.) The DGS (in consultation with the student and committee) will schedule a one-hour oral defense during the reading days at the end of Spring semester. A paper of around 8,000 words on a central topic in the student’s area and a dissertation proposal of

around 2,000 words must be submitted to the committee *at least one week* prior to the defense date. During the defense, the students will respond to questions from the committee concerning the paper and its relationship to the proposal and to the material on the reading list. If revisions are required by the committee, the student will then have *two weeks* to revise their paper or proposal in light of the oral comments of the committee. These deadlines cannot be extended except in documented exceptional circumstances (of illness or family emergency). Otherwise, a missed deadline counts as a failed exam.

The exam is graded as two components: the paper is one component, and the proposal and oral defense together constitute the other component. The components are graded separately on a scale 0–2 (see below). In the case of a split decision among the committee for either component, the majority grade counts (and if there is no majority, the grade is 1). Students may be informed of their grades at the end of the oral defense, or the committee may withhold their grades until the submission of a revised version of the paper or proposal. In any event, students will be informed of their grades no later than four weeks after the oral defense. The student will be informed of the strengths and weaknesses of the paper, proposal and defense at the end of the defense, and in the case that either component receives a grade of 0 or 1, the student will also be provided with a written report. Students who get a grade of 0 or 1 on either component by a 2-1 split decision of their committee will have that component of their exam referred to the whole department for adjudication. It is understood that this adjudication process may take longer than the four weeks mentioned above.

The Paper and Proposal:

The paper should be an original piece of research on a central topic in the area covered by the reading list. It should be part of the dissertation project described in the proposal. It should be suitable to become a chapter in the dissertation, and perhaps with additional work, to be publishable in a high-quality journal.

While a student cannot formally submit a proposal to the department before the qualifying examination, 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 about 2000 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.

Evaluation and Results of the Qualifying Exam:

The paper is evaluated by the committee based on the student's demonstrated mastery of the assigned material and their ability to critically engage with the tradition and argue for their positions. The proposal/oral defense is evaluated based on the same standards, plus the originality and feasibility of the proposed dissertation project. In order to pass the exam, the student must separately pass the paper component and the proposal/defense component.

There are three possible outcomes for each component of the qualifying exam:

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

To proceed to the Ph.D. stage, a Ph.D. level pass is required for both components. Students who receive a grade of 0 or 1 for either component are terminated from the Ph.D. program and their funding is discontinued. Those among them who achieve a grade of 1 or better for each component are awarded a terminal M.A. Students who achieve a grade of 2 for each component are awarded the M.A. degree and proceed to the dissertation stage of the program.

Students who get a grade of 0 or 1 for a component *may* be permitted *at most one* retake of that component, 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 (the student's 7th semester). Exams cannot be rescheduled except in documented exceptional circumstances (of illness or family emergency). A missed exam counts as a failed exam.

Once a student has passed the qualifying exam (with a grade of 1 or 2) and met all coursework requirements, she/he may apply for the M.A. degree (see §2.2 below). Consult with the Office Manager for the paperwork and procedures.

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, plus an external member from another department or university. The dissertation director helps the student secure the 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 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.*)

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

For students enrolled in the Ph.D. program, the requirements for the Master of Arts degree are fulfilled by completing all of the coursework requirements and passing the qualifying examination with a grade 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.

N.B. students enrolled in the stand-alone M.A. program are subject to different requirements; this Guide is not directed at such students.

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.

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 Parental Leave:

The College of Arts and Sciences provides up to three months of paid parental leave for new parents. Note that if both parents are graduate students, only one can apply for parental leave. Note also that only one parental leave will be granted during a student's course of study. The Philosophy Department will endeavor to extend the period of parental leave to a full semester. Eligible students should apply via the DGS. Parental leave stops the time to completion clock (§3.5 below), and if taken before the qualifying exam (§2.1), normally delays the exam by one semester. However, the student concerned may elect to waive the delay to the qualifying exam.

3.4 Leaves of Absence:

Unpaid leaves of absence can be granted at the discretion of the Department and the Graduate School. When granted, a leave of absence stops the time to completion clock (§3.5 below), and if taken before the qualifying exam (§2.1), normally delays the exam by the period of the leave. However, the student concerned may elect to waive the delay to the qualifying exam.

3.5 Time to Completion:

The Graduate School requires that students complete the Ph.D. program within eight years. Extensions require an extenuating circumstance (with documentation), and are granted at the discretion of the Dean of the Graduate School.

3.6 An ideal timetable of study:

First year

Fall semester:

3 courses (9 credits), with emphasis on 600-level distribution requirements.

Spring semester:

3 courses, including the obligatory course in logic (9 credits). Apply for summer internship (see §5.5 below).

Second year

Fall semester:

3 courses (9 credits).

Prepare summer internship paper for submission to conferences and journals.

Spring semester:

3 courses (9 credits). Apply for summer internship.

Third year

Fall semester:

3 courses (9 credits).

Prepare summer internship paper for submission to conferences and journals.

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 830 (9 credits)

Write qualifying exam paper and dissertation proposal. Prepare for oral defense.

Submit paperwork for M.A. degree (after passing qualifying exam).

Fourth year

Fall semester:

PHI 840 (3 credits.)

Submit qualifying exam paper for publication.

Finalize dissertation committee, and apply for candidacy.

Pass language requirement (where appropriate).

Begin writing dissertation.

Spring semester:

PHI 840 (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).

Fifth year

Fall Semester:

PHI 850 (1 credit.)

Continue work on dissertation.

Submit job applications.

Do mock interview and in-house job talk.

Spring Semester:

PHI 850 (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.

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 (see §5.5).

During their first and fourth year of study, graduate assistants do not teach. First year students assist faculty members with their teaching, grading, and/or research projects. During each semester of their second, third and fifth year, graduate assistants TA for a large introductory course or teach one section of their own course. (The arrangements for those on University and Dean's 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 grade point average: 3.0 during the first year, and 3.3 thereafter.
- (iii) remains in full-time status.
- (iv) (if a non-native speaker) passes 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.
- (vi) maintains standards of ethics, academic integrity and professional conduct as described on p.15 of the Graduate Student Handbook.
- (vii) makes 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 and supported by our teaching consultant. 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 teaching consultant is a faculty member who is charged with answering students' questions about teaching, and arranging teaching observations.

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.

Beginning teachers (second years) either T.A. for a large lecture course, or teach their own section of a 100-level course (PHI 101, 110, 130). More experienced teachers may choose to teach a section of a 200-level course when they are available. Occasionally, a 300-level course may be available for a graduate student to teach; in this case, only experienced teachers whose dissertation research is in the relevant area will be considered.

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 Workshop

The department workshop meets every Friday (except when there is a colloquium talk). The workshop provides a framework in which grad students and faculty can meet regularly to present and discuss their own work, and read and discuss the work of other philosophers. Students are expected to attend the workshop regularly and to present material for discussion (either at the workshop or at the graduate student colloquium) at least once per year. The workshop is organized by a faculty member working with one or more graduate students.

5.2 Departmental Colloquia and Friends of Philosophy

The faculty and graduate students collectively decide who to invite as a colloquium speaker. The first workshop meeting in January each year is devoted to choosing colloquium speakers. Past colloquium speakers include some of the best-known philosophers of the United States as well as distinguished philosophers from other countries. Colloquia are followed by receptions for further discussion, and dinner with the speaker (at least two graduate students may sign up for each dinner at the department's expense). They 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.

All graduate students beyond the first year are expected to present their work (either at a workshop, a conference, or at the graduate student colloquium) at least once per year. The Director of Graduate Studies keeps a list of graduate student participation.

The graduate students also occasionally host workshops and conferences, including an external keynote speaker and graduate students from other institutions.

5.4 Professionalization Seminars

A professionalization seminar is held early in each semester, during the Friday afternoon colloquium time slot. *All graduate students are required to attend the professionalization seminar, which counts as a colloquium for attendance purposes.* The Fall semester professionalization seminar covers inclusiveness and climate issues, including sexual harassment/bystander training. The Spring semester professionalization covers preparing for the job market, including publication and conference presentation.

5.5 Summer Internships

A number of research internships are available each summer. A call for proposals is circulated to students in the spring semester. Students whose proposals are accepted receive a research stipend to enable them to remain in Miami during the summer to work on a paper. The recipients of the internships meet regularly during this period to discuss their work and report results. Recipients are required to submit the resulting paper to conferences, and eventually to journals for publication.

5.6 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 by application through GAFAC (the Graduate Activities Fund—see <http://www.miami.edu/gafac/> for details). 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.

5.7 Publication and Authorship

Where more than one person works on an academic project, it is important that authorship be properly attributed. If you work on a paper with a faculty member or with another graduate student, you should discuss who will be listed as an author. Here are some guidelines:

“Authorship in conceptual research should be based on making a substantial contribution to: (1) identifying a topic, problem, or issue to study; (2) reviewing and interpreting the relevant literature; (3) formulating, analyzing, and evaluating arguments that support one or more theses; (4) responding to objections and counterarguments; and (5) drafting the manuscript and approving the final version. Authors of conceptual papers should participate substantially in at least two of areas (1)–(5) and also approve the final version” (David B. Resnik and Zubin Master (2011), “Criteria for Authorship in Bioethics,” *American Journal of Bioethics* 11:17-21.)

An individual who makes a minor contribution (e.g. supplying an example) should not be listed as an author; their contribution should be acknowledged at the end of the paper or in a footnote. An individual who makes a major contribution may decline to be listed as an author, e.g. if they do not endorse the final product. In the nature of these things, there will be borderline cases; we encourage everyone involved in a project to explicitly discuss authorship to avoid misunderstandings.

6. REPRESENTATION

Every fall semester the graduate students elect two departmental representatives. The representatives attend department meetings and have one vote (except for certain sensitive matters). The representatives are allowed to vote on faculty hiring. The representatives hold graduate student meetings to report back on faculty meetings and to solicit input about issues affecting graduate students. The graduate students, via their representatives, have adopted the self-governing procedures outlined below.

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.

6.1 Colloquium Attendance

Graduate students are required to attend and participate in the colloquia. There are sign-in sheets at all talks. For Friday talks, a student can miss no more than 2 talks per semester, but a student can apply attendance at a non-Friday talk to erase an absence at a Friday talk. If a student doesn't meet this standard, then they forfeit their seniority in teaching assignment allocation the following semester and the following summer (i.e. they will select their section after everyone else, and for summer teaching they will only be assigned a section if everyone else who wants summer teaching has been assigned a section). Students who have a major life reason that makes it systematically extremely difficult to attend regularly (such as need to care for a child or other family member, or a teaching obligation in that time slot) should inform the graduate director so that an exception can be made. Students who miss a talk due to another philosophical event (e.g. conference) will be credited as present.

6.2 Course Selection

At the beginning of the fall and spring semesters the graduate student representatives will hold a meeting during which graduate students will select the course they will teach the following semester. Graduate students' selection of courses will take place according to seniority. Seniority begins with 6th year students. *Note that students with inadequate colloquium attendance (see §6.1 above) forfeit their seniority in course selection, and choose last.*

- 6th year students will 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 will select one course, and then 8th year students.
- Within each year, the order in which students pick their course is done randomly (i.e. names out of a hat).
- If there are 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.
- 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.
- After a graduate student is done with funding, second courses are distributed according to reverse seniority. That is, 6th years get a second course before 7th years do, 7th years before 8th, and so on. Further, in light of the fact that they cannot obtain employment outside of the university, foreign students get priority within their years.

- If there is course overflow after second courses have been distributed to post funded students, then 4th and 5th year students will have an opportunity to select a second course pending approval from the chair. 5th year students will be given priority.

6.3 Summer Funding

The University offers two philosophy summer classes most years. Most years these are given to grad students. In addition, the department, sometimes with help from the Bioethics Institute, is able to offer summer internship grants. During the spring, when summer funding opportunities are determined, the grad students will meet to distribute summer courses. *Note that students with inadequate colloquium attendance (see §6.1 above) forfeit their seniority in course selection, and choose last.*

- Grad students trying to graduate in the summer get priority for summer courses since they have to pay for summer tuition out of pocket.
- Every grad student who is interested can request a summer funding opportunity. However, each grad student can take only one summer funding opportunity unless there are opportunities left over. For example, a grad student scheduled to teach a summer course may not take a summer internship unless there are internship spots available after everyone interested has applied.

6.4 Office Space

Office spaces are distributed (or assigned) according to seniority. Seniority is cut off after a student's 6th year.

6.5 Colloquium Dinners

Students who share an area of expertise with the speaker will be given preference over those who do not.

7. JOB PLACEMENT PROCEDURES

The job application process in philosophy is a long one. Advertisements for tenure-track jobs begin to appear in earnest by September in [PhilJobs: Jobs for Philosophers](#), with first interviews held via Skype in late Fall semester or at the Eastern APA over winter break. Second interviews are typically held 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 2017, you must decide by the end of Spring semester 2016 that you will apply for jobs in Fall 2016.

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 (including but not limited to those on your committee) and external philosophers.
2. Must attend the annual Professionalization Seminar on preparing for the job market. The seminar is normally held at the beginning of Spring Semester, and is required for graduate students at all stages of their studies.
3. Must attend a second meeting at the end of August for all those students going on the market that year. Before the meeting, students must provide drafts of all relevant dossier materials, so that at the meeting we can engage in a group critique. Thereafter, students will meet repeatedly with the placement director on a one-on-one basis to revise and perfect dossier materials.
4. Will be given two 'mock interviews' by members of the philosophy faculty in the Fall to prepare them for their interviews. One such interview will be via Skype, the other in person.
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.

8. COURSES

For descriptions of the courses, see the current University of Miami Bulletin.

8.1. 600-Level Courses

These courses are open to advanced undergraduate students as well as graduate students.

- 606 Mathematical Logic
- 611 Formal Logic
- 631 Ethical Theory
- 634 Political Philosophy
- 642 Epistemology
- 646 Evidence and Knowledge in Medicine
- 647 Mind and Language
- 648 Induction, Probability, and Scientific Method
- 649 Metaphysics
- 655 Philosophy of Education
- 660 History of Logic
- 662 History of Ethics
- 670 Presocratics and Plato
- 672 Aristotle and Hellenistic Philosophy
- 673 Medieval Philosophy
- 674 Early Modern Philosophy
- 677 Kant
- 681 Pragmatism
- 683 The Phenomenological Tradition
- 684 History of Analytic Philosophy
- 695-697 Special Topics
- 698 Independent Study

8.2. 700-Level Courses (seminars) and 800-Level Courses (research)

- 701 Proseminar (I) (no longer offered)
- 702 Proseminar (II) (no longer offered)
- 711 Topics in Logic
- 731 Ethics
- 734 Social and Political Philosophy
- 736 Values, Norms, and Actions
- 742 Epistemology
- 744 Philosophy of Mind
- 747 Philosophy of Language
- 748 Philosophy of Science
- 749 Metaphysics
- 751 Philosophy of Art
- 752 Philosophy of Religion

- 772 Ancient Philosophy
- 777 Modern Philosophy
- 778 Idealism
- 783 The Origins of Contemporary Continental and Analytic Philosophy
- 795-796 Special Topics
- 798 Independent Study

- 810 Master's Thesis (1-6 cr.)
- 830 Doctoral Dissertation (1-12 cr.)
- 840 Post-candidacy Doctoral Dissertations (1-12 cr.)
- 850 Research in Residence (0 cr.)

Full-time residence requires 9 credits per semester, in other words, 3 ordinary 3-credit courses. However, if a student has completed the coursework, 1-9 credits of 830 or 840 dissertation credit per semester are sufficient to establish residence. (15 credits of 830 or 840 are required for the PhD.) No credits are granted for 850 courses, but registration under these labels is sufficient to support full-time residence, so after completing all course and dissertation research requirements, students may simply enroll in 850 each semester. The Ph.D. degree in philosophy requires 60 credits (45 course credits and 15 dissertation credits).

9. THE FACULTY AND THEIR AREAS OF SPECIALIZATION

9.1. Regular Faculty

Brendan Balcerak Jackson (Ph.D., Cornell University), Assistant Professor. Philosophy of Language, Epistemology, Metaphysics.

Magdalena Balcerak Jackson (Ph.D., University of Cologne), Assistant Professor. Philosophy of Mind, Epistemology, Meta-philosophy.

Berit Brogaard (Ph.D., SUNY, Buffalo), Professor and Director of the Brogaard Lab for Multisensory Research. Perception, Consciousness, Emotions, Philosophical Psychology, Semantics, Philosophical Logic.

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), Associate Professor. Epistemology, Philosophy of Mind.

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, Cooper Senior Scholar in Arts and Sciences. Philosophy of Science, Epistemology, Philosophy of Education.

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

Mary Ann Franks (D.Phil. Oxford University, J.D. Harvard University), Professor, School of Law. Legal philosophy, Ethics, Feminism.

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.