This document contains details of regulations for the degrees of MPhil and PhD, supervision arrangements, research seminars etc. In addition, it contains information about modules on this year and staff within the department. Please read it carefully now, and keep it available for future reference. Comments and suggestions on these arrangements would be welcome.

LINES OF COMMUNICATION

Email: Please note that many important messages are sent out to students via e-mail. So please check your university email account regularly.

Student Mail: Graduate mail is deposited in the pigeonholes in the kitchen. Other information may be distributed this way, so please check your pigeonhole regularly.

The Departmental Office is open from 9.00 am to 12.30 pm and from 1.30 to 4.30 pm each day.

Change of address: It is important that the department has an up-to-date record of your address and phone number, so please remember to notify the office of any changes during the year.

Staff Office Hours: Each member of staff will be available for at least two hours a week to see any student. These hours are posted on the member of staff's door and in the departmental office. You are encouraged to make use of this facility. However, you should note that staff availability is not limited to these times: you should feel free to email staff (in addition to your supervisors) to arrange an appointment, should you wish.

DIRECTOR OF GRADUATE STUDIES

The Director of Graduate Studies (DGS) is Paul Faulkner paul.faulkner@sheffield.ac.uk for Autumn Semester and Jenny Saul j.saul@sheffield.ac.uk for Spring Semester. The DGS will often be the person to contact if you have queries, problems, suggestions etc.
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FACILITIES

The Graduate Computer Rooms (C32 and D07) contain a number of computers and printers for graduate use; there are also Graduate Reading Rooms, B23 and the attic space for quiet study. All rooms have wireless internet access for you to use your laptop, if you have one. The Common Room (B21) contains tea and coffee-making equipment, a fridge and cupboard space for the use of graduates and staff. It also gives access to the patio/garden.

Printing and Photocopying: The University runs a scheme called MSP, my sustainable print. We have MSP printer/photocopiers in rooms C32 and B23. These are available to PGR students only. You simply swipe your UCard to print out your documents or make photocopies. This is currently free, however it is monitored.

For access to the building outside these times, you can get Out-of-Hours accreditation (available to staff and all postgraduate students). This requires up-to-date Out of Hours training and up-to-date Fire Training, both available through MUSE. Once this training is complete, you need to see the office staff to activate out-of-hours access on your Ucard and to ensure you have the burglar alarm code.

SECURITY, HEALTH AND SAFETY

Sally Weston is the department’s Health and Safety Officer. Any accidents or issues should be reported to her.

In case of emergency, please contact the University Emergency Control Centre by telephoning 4444 (from an internal phone, or 222 4444 from a mobile).

For non-emergencies, Security Services can be contacted on (222) 4085.

There are First Aid Boxes in B01 (the office), C07 (little kitchen) and B27 (big kitchen)

SECURITY PROCEDURES

It is everyone’s responsibility to make sure the building is secured and that the alarm set at all times when no-one is in the building. To this end, we must all observe the following procedures:

1. No entry or exit except through the main entrance by reception. Other exits should only be used in an emergency).

2. If you are in the building after 5pm, you need to sign the out-of-hours sign-in book at reception, and sign out when you leave. This may mean coming down from the room you are working in to sign it before staying on. And you need to sign in and out at weekends.

3. Last person to leave the building must always set alarm (even if wasn’t set when they came in or you suspect people will come in later) - for postgraduates, this applies after 5pm on weekdays and anytime at weekends.

Code available from the office. Even if you don’t have out-of-hours access, the alarm may sometimes need setting before 6pm. If you leave after the cleaners have been, you need to follow the checks in 5.

The alarm is situated in the small cream box on the wall to the left as you walk in the main entrance. The code is the same for setting and disarmging the alarm, and the box has a cover which needs to be opened first.

To set the alarm, enter the code and press A. You have 30 seconds to leave.

To disarm the alarm, enter the code and press enter.

4. You determine whether you’re the last in by checking the in-out board (which staff should keep up-to-date) and the sign-in book at reception.

If the board says “out” for everyone, that should mean no staff are in. You can then check the sign-in book by the entrance to check whether any postgrads are signed in but not signed out again.

If you have reasons to doubt about the accuracy of the board as you leave (e.g. someone surprisingly down as in), please try to confirm by ringing the relevant offices with the phone by the entrance (then correct the board if need be).

5. If the alarm goes off when you are in the building, you can go down and turn it off. In case of problems, ring security control room (222 4085).

6. Blinds should be shut as well as windows closed, when you leave your office.
7. Out-of-hours training must be in-date if you are working out of hours (after 6pm or at the weekend).

8. In order to bring visitors into the department out-of-hours (e.g. if you want to arrange a small meeting with people from outside the department or those without out-of-hours access): the person arranging the meeting (who must have out-of-hours access) must 1) check with Sally/the office in advance and 2) sign in the visitors as visitors and stays with them in the building, also explaining about fire exits etc if they aren't familiar with the building.

FIRE ALARM AND FIRE TRAINING

The Fire Alarm is tested every Monday at around 2.30pm – there is no need to vacate the building unless the alarm lasts more than on minute.

In case of an alarm, otherwise, please leave the building promptly by the nearest exit, ensuring that the door is closed behind you if no-one is following you. The Assembly point is across the road, next to the church.

If you are likely to require assistance to evacuate the building in an emergency, please contact the Office and a personal emergency evacuation plan will be designed for you (with the help of Safety Services, if necessary).

3 RESEARCH DEGREES WITHIN THE DEPARTMENT

The majority of PGR (Postgraduate Research) students in the department are registered for the PhD. The others are registered for the MPhil, which also involves a single, but shorter, thesis within a shorter time-frame. Students without a previous postgraduate degree in philosophy will normally be expected to undertake an MA prior to enrolment on the MPhil/PhD programme; students on the MA count as PGT (Postgraduate Taught).

All PGR students are assigned a primary and secondary supervisor. They should also consider the DGS to be available for support and advice (constituting a kind of additional personal advisor). PGR students are also required to complete the Doctoral Development Programme (see #18 below). Attendance at the Postgraduate Research Seminar (see #17 below) will normally be required throughout the period of study. PhD students will also be expected to present work in progress to this seminar at least once each year.

4 EXPECTED DURATION OF PhD AND MPHIL DEGREES

Officially, the “normal” or “expected” length of a PhD is 3 years full-time (2 years for the MPhil). Students are advised to aim for completion in this time-frame, and are permitted to submit up to a year before then. After this period, they have a “Writing up” year, and their Time-Limit is at the end of that year (so after 4 years of registration). Full fees are payable for 3 years, with a much lower rate for the Writing up year. In exceptional circumstances, students may be able to apply for an extension to that time-limit, but this is rare.

See also here: http://www.shef.ac.uk/ris/pgr/code/reg-period

5 RESEARCH SUPERVISION

A research topic will normally have been chosen before a student registers for an MPhil or PhD degree. On the basis of this choice, a Primary Supervisor will be assigned by the DGS, in consultation with the member of staff concerned and sometimes the student. Student and Primary Supervisor should normally then meet at least once each month throughout the year to discuss drafts of written material presented by the student.

Each student has, in addition, a Secondary Supervisor, who is selected with the project in mind, through consultation with the DGS, the Primary Supervisor, and the desired Secondary Supervisor. The student should meet the secondary supervisor to discuss a sample of written work at least once each semester. This arrangement is to ensure, among other things, that there will always be at least two members of the Department intimately acquainted with the student’s research, which may prove important in the search for employment later on.

Supervisory Record

After each scheduled supervisory meeting, a brief report form needs to be completed by the student, as a record of the meeting. This is typically completed online (but can be done in paper form if preferred), and must state the date of meeting and who was present, and should typically also state the topic of the meeting and/or progress made, and the objectives to be achieved before the next meeting, the date of which should usually be given. If there is a plan to meet less often than monthly, this should be noted on the supervision meeting report form, and a reason given for this plan. Copies of the form should be kept by both student and supervisor and kept on file in the departmental office. To the latter end, the last line of the form – email of departmental contact to whom it should be sent – should always be filled in with “j.renshaw@sheffield.ac.uk.”
These forms are necessary for the department to fulfil the university's policy of "Student Attendance Monitoring", stemming from the UK border agency, but applying to all students. The form is available here [http://www.shef.ac.uk/ris/pgr/code/record](http://www.shef.ac.uk/ris/pgr/code/record) and via the "Current Postgraduates" webpage.

Both the supervisor and student should also keep a file of all correspondence, including emails.

The supervision relationship
The student’s relationship with their Supervisor is an important ingredient in postgraduate success, and both student and Supervisor should make their expectations of one another explicit, and should voice any worries or concerns that they may have at an early stage. The following guidelines may prove helpful.

Responsibilities of the Student:
1. To be familiar with the current University Code of Practice for Research Degree Programmes [http://www.shef.ac.uk/ris/pgr/code](http://www.shef.ac.uk/ris/pgr/code).
2. To meet primary supervisors at least once each month (as a default), and take the initiative in requesting meetings as necessary.
3. To have their own agenda of topics and issues that they would like to discuss with their supervisor.
4. To submit written work regularly to their supervisors, either word-processed or typed.
5. To submit a [Supervisory Record](http://www.shef.ac.uk/ris/pgr/code) form online (or in paper copy) after each supervision meeting, copied to j.renshaw@sheffield.ac.uk.
6. To negotiate with supervisors about work to be done, the time needed to complete it, and (unless extensions have been granted) to keep to deadlines.
7. To take note of the guidance and feedback received from their supervisors.
8. To take increasing responsibility for the conduct and direction of their research.
9. To provide for their Graduate Progress Meeting twice yearly a one-page outline of the progress of their research and any questions or concerns they may have, together with a sample of recent written work.
10. To begin drafting work towards their thesis at an early stage. All candidates should aim to have a rough draft of the thesis completed six months in advance of completion of the registration period.
11. To organise their programme of work so as to be in position to submit their thesis on completion of the registration period.
12. To read about viva examinations in the university's Code of Practice, and to discuss any questions or worries they may have about the viva with their supervisors.
13. To find ways of contributing to the intellectual life of the Department beyond pursuing their own studies, e.g. by contributing to seminars and discussion groups.
14. To discuss problems relating to supervision with either their supervisor or the Director of Graduate Studies or Head of Department.
15. To treat supervisors with respect.

Responsibilities of the Primary Supervisor
1. To be familiar with the current University Code of Practice for Research Degree Programmes [http://www.shef.ac.uk/ris/pgr/code](http://www.shef.ac.uk/ris/pgr/code).
2. To discuss and agree with the student an appropriate programme of research training, to continue to evaluate research training needs as they evolve throughout the student’s time in the department; and to help the student to find ways of meeting these needs.
3. To help students identify their research interests and topics.
4. To discuss with students research planning, goal setting, methodology, writing, and publishing, making their own experience available without insisting that students work in the same way.
5. To meet students individually at least once each month (as a default), and to be willing to exceed these minimum expectations.
6. To respond as helpfully as possible to student requests for exceptional meetings at short notice.
7. To read the student’s written work on a regular basis, providing both written and oral advice on content and presentation, and on the shape and direction of the student’s research.
8. To suggest suitable further readings and topics to be considered.
9. To meet with the student twice yearly for a Graduate Progress Meeting, to discuss any concerns that the student raises at this meeting, and to write a report of this meeting. Also to write a report on the student’s progress each year for submission to the Faculty of Arts.
10. To be familiar with University policies and procedures regarding equal opportunities (relating to gender, race, and disability), and particularly to policies and procedures regarding sexual harassment.
11. To discuss problems relating either to student progress or to the supervision process with the Director of Graduate Studies.
12. To involve students as fully as possible in the intellectual life of the Department, and to help them to develop research contacts outside the Department.

13. To assist students to plan and execute their work in such a way that a thesis will be submitted at the end of the registration period.

14. To read and comment on a draft of the complete thesis.

15. To make sure that students understand the nature of viva examinations, to aid them in preparing for their vivas, and to answer any questions students may have about vivas.

16. To treat students with respect.

17. To continue to supervise students while on study leave, as far as is possible. This may involve Skype or email supervision. See also http://www.shef.ac.uk/ris/pgr/code/supervisorresponsibilities

Responsibilities of the Secondary Supervisor
1. To meet with the student at least once a term (as a default) in addition to the Graduate Progress Meetings to discuss a sample of written work; and to meet more often where appropriate and feasible.

2. To attend Graduate Progress Meetings twice yearly, to monitor and discuss the progress of the research.

3. To take over the duties of the Primary Supervisor during periods when the latter is on study leave, if necessary.

4. To treat students with respect.

5. To continue to supervise students while on study leave, as far as is possible. This may involve Skype or email supervision.

6 PART-TIME STATUS

A part-time PhD or MPhil is expected to take twice as long as a full-time one (e.g. six years for a part-time PhD, with a time-limit of 8 years). It can be possible to transfer between full-time and part-time during the course of one’s degree, in which case the time-limits are calculated accordingly. Such a transfer is not possible in a student’s “Writing up year”, i.e. after 3 years of full-time study. International students on a Tier 4 student visa are not permitted by UK immigration rules to study part-time and so must be registered on a full-time degree.

Students who are unfunded, or only partially funded – especially those also doing paid work – sometimes find it easier to transfer to part-time status, to alleviate some pressure on completing within the full-time time-frame, and to reduce the fees payable each year. Any students interested in making such a change of status should talk to their supervisors and/or the DGS. See other details here: http://www.shef.ac.uk/ris/pgr/code/candidature

7 CONFIRMATION REVIEW

Students initially registered for the PhD start with a Probationary Status and are required to undertake a confirmation review at the end of the first year, to ensure that they are making satisfactory progress and to confirm their status on the PhD. Students will get detailed advice from their supervisors (and the DGS, if desired) in advance of this procedure.

To successfully complete the review, students will need to be judged satisfactory in relation to the following components:
(a) PhD proposal. A detailed proposal with annotated bibliography. This will normally give a chapter-by-chapter breakdown, with descriptions of each planned chapter and will typically be around 6000-8000 words, but this is not a strict limit.

Some students will already done such a proposal as part of their MA here; they should either have that proposal – or a revised version of it – approved (i.e. agreed to be still appropriate to the project), write a short proposal detailing the new form for the thesis (when the changes are not too substantial) or write a new proposal.

(b) Substantial piece of work (around 8000 words or more). This might be a draft of a chapter or some other paper close to the topic of the thesis.

(c) Presentation at the graduate seminar. Students should have given a paper at the graduate seminar at some point in the first year of their PhD.

(d) Brief interview with the primary and secondary supervisor and DGS.

The informal interview will involve:
a) Discussion of the PhD proposal and plans for how to proceed with covering it.
b) Discussion of progress so far and the substantial piece of work (though the latter will be discussed in general terms – the DGS will not have read it – and will typically already have been discussed in detail in a supervisory setting).
c) Discussion of the graduate seminar presentation – how the student felt it went and any feedback from the DGS. (Also, perhaps some discussion of attendance at other graduate seminars).
d) Discussion of any training needs and the TNA (see #18 below) completed at the beginning of the year.
e) Reflection of the suitability of the supervision arrangements and any other concerns the students might have.

There will be overlap with issues discussed in progress meetings, and if the timing is appropriate, the interview might indeed also serve the purpose of that meeting.

The Confirmation Review should take place within the first 12 months of research in the department.
A student who does not pass the review at their first attempt is unsuccessful has the opportunity for a second attempt (within the next 6 months), or can transfer onto the MPhil.

8 MPhil SUBMISSION

The degree of MPhil normally requires two years of full-time registration, or four years part-time. The sole requirement for the MPhil is submission of an MPhil thesis of 30-40,000 words. Students who begin on the MA but transfer to the MPhil may use the essays completed toward the MA as parts of the MPhil thesis.

Three copies of the thesis should be submitted, the top copy of which should be properly bound. The thesis should be between 30,000 and 40,000 words in length, inclusive of all notes and quotations (but exclusive of bibliography). It should be typed on A4 paper, using one side only, double spaced, with margins of at least an inch. All MPhil theses should be accompanied by an accurate word-count. All students should consult the University's Guidebook for Research Students and Supervisors for information concerning the submission and examination of theses. The supervisor will offer advice on the oral examination (viva voce) and a mock viva can usually be arranged, if the student wants.

The standard for passing an MPhil is generally considered to be as follows: it should be a solid and competent piece of scholarship, displaying some independence and a critical stance, but not necessarily showing much originality. In order to pass the MPhil, students must pass a Viva with two examiners, one internal and one external.

Some students enrolled for the MPhil may decide that they want to upgrade to PhD. The first step in doing so is to talk to your supervisor and the DGS. The requirements for upgrading are the same as those of the Confirmation Review for PhD students, as detailed below. If they are to raise the possibility of an upgrade, students need to do this within the first 12 months of their studies.

For more details and regulations on submission, students should consult the following: http://www.shef.ac.uk/ris/pgr/code/preparation and http://www.shef.ac.uk/ris/pgr/code/first

9 PhD SUBMISSION

Two hard copies of the thesis should be submitted, each properly bound, plus an electronic copy (e.g. on CD/DVD). We also need you to submit through ‘turnitin’ on PGR Online on MOLE, you will need to print your turnitin submission receipt off and submit that to RIS with your thesis. The thesis should be between 55,000 and 75,000 words in length, inclusive of all notes and quotations (but exclusive of bibliography). It should be typed on A4 paper, double sided, double- or 1.5-spaced, with margins of 40mm at the binding edge, with other margins not less than 20mm. All theses should be accompanied by an accurate word-count. All students should consult the University’s Guidebook for Research Students and Supervisors for information concerning the submission and examination of theses, or see http://www.shef.ac.uk/ris/pgr/code/preparation.html. The supervisor will offer advice on the oral examination (viva voce) and a mock viva can usually be arranged, if the student wants.

The standard for passing a PhD is generally assumed to be this: that it should be a solid professional piece of work, containing publishable material equivalent to two or more journal articles. One of the things a PhD dissertation should do is to demonstrate mastery of the scholarly literature on your topic. To this end, it is vitally important that you include full and proper references for works and ideas that you discuss. When in doubt about including a reference, include it. Dissertations can be (and have been) failed or referred for inadequate references.

Do not think that to be a passing PhD it has to be more-or-less publishable in book form as it stands! Nor does everything in it have to be original. On the contrary, large portions of a passing PhD usually consist of competent literature surveys demonstrating knowledge of one’s field. Think of your PhD dissertation as your last piece of student work, rather than as your magnum opus.

For more details and regulations on submission, students should consult the following: http://www.shef.ac.uk/ris/pgr/code/preparation and http://www.shef.ac.uk/ris/pgr/code/first
Students will be required to submit an electronic copy of their thesis in addition to the hard copies. This will make the thesis more readily available to scholars who might wish to consult it. It does mean, however, that more care is needed in relation to copyright, but in the vast majority of Philosophy PhDs, no action will be needed in this regard. For example, if the extracts used in the thesis are insubstantial short quotations from published works that have been acknowledged and cited accurately, it will not be necessary to seek permission from the copyright holder. You will only need to seek agreement from the copyright holder if you are using long extracts or your quotation is a ‘substantial’ part of the original. Images, such as photographs and reproductions of paintings will usually require copyright permission, so be alert to those. And remember that it will take time for other researchers, authors and publishers to respond, so if you think you might need approval for something, seek it well before you are coming to the final stages of the thesis. See also http://www.shef.ac.uk/ris/pgr/code/etheses-faq

11 EXAMINERS AND VIVAS

A PhD thesis is usually examined by an internal examiner (a member of the Sheffield department who hasn’t been one of your supervisors) and an external examiner (a specialist in your field from outside the department, though normally from the UK). In advance of submission, your supervisor should submit an “Appointment of Examiners” form, which ensures that the examiners receive their copies of the thesis very soon after you submit.

The viva should take place within ten weeks of the examiners receiving the thesis. The internal examiner will usually get in touch to arrange the date. The viva itself usually takes place in the department and you can take along your own copy of the thesis. Supervisors will be happy to chat to you in advance about the viva, and can arrange a mock viva for you, if you wish. See also http://www.shef.ac.uk/ris/pgr/code/viva

12 GRADUATE PROGRESS MEETINGS

Each research student attends a Graduate Progress Meeting twice yearly, in Autumn and Spring semesters. The purpose of these meetings is to review progress, and to provide a formal mechanism through which any difficulties encountered by students may be addressed. Students should meet with two members of staff - normally the Primary and Secondary Supervisors. In advance of the meeting, students write a brief Progress Report, describing the progress of their research over the previous half-year, their plans for the next 6 months and any concerns they may have. At the meeting, this should be discussed, and there should also be some discussion of research training needs and the frequency of supervision meetings. After or during the meeting, the supervisor fills in a report form with details of the discussion etc. Both reports are kept on file.

13 SATISFACTORY PROGRESS

Every year, the department is required to report both to the university and to any relevant funding bodies on the progress of students. This report is taken very seriously. If a student is not making satisfactory progress, this will be reported. This should never come as a shock to the student. If either the student or the supervisor feels that there are serious problems, they are obligated to raise these problems for discussion early enough for there to be every chance of solving them well in advance of the need to submit reports of satisfactory or unsatisfactory progress. A record should be kept of such discussions.

14 LEAVES OF ABSENCE AND TIME-LIMIT EXTENSIONS

Within their period of full registration (i.e. 3 years for full-time PhD), students may be able to apply for a Leave of Absence (LoA), if circumstances prevent them from carrying out their research. This need can arise due to medical or substantial personal problems, for example. Sometimes, a retrospective LoA will be granted (when the student could not have foreseen the extent of interruption to their work), but only straight after the respective period. For LoA applications relating to pregnancy, see the University’s “Student Pregnancy and Maternity Policy”. Overseas students on a student visa should consult “International Student Support and Guidance” to determine whether they are eligible to apply for a LOA of the desired duration. The University does not grant Leaves of Absence during the Writing up year. See also: http://www.shef.ac.uk/ris/pgr/code/loa

Students should see their Time-Limit (e.g. 4 years after registration for full-time PhD) as a very strict deadline. In exceptional circumstances, students may be able to apply for an extension. See http://www.shef.ac.uk/ris/pgr/code/timelimits
If you are having problems or have concerns, you should feel free to talk to your primary or secondary supervisor or the DGS at any point in the year. You should keep at least one of them in touch if you are facing personal difficulties that are affecting your work. If you prefer, or it is more appropriate, you could talk instead to any member of staff you find sympathetic. If you feel you would like to consider a change of one of your supervisors (because they are no longer very suitable for the topic, because you are not happy with the working relationship or for some other reason), then you should talk to the DGS or Head of Department.

The Department and University both have frameworks of support. For example, among many other things, through the University, students have access to the Counselling Service, Disability and Dyslexia Services, and Advice Services. See [http://www.shef.ac.uk/ssid/contacts](http://www.shef.ac.uk/ssid/contacts).

Within the department, the Women’s Tutor is Ashley Taylor and Caregiver’s Tutor is Eric Olson and Dominic Gregory is the Disabled Student’s Tutor.

The University has issued a Code of Practice on Personal Harassment (to be found at [http://www.shef.ac.uk/ssid/harassment](http://www.shef.ac.uk/ssid/harassment)). The department has a strong commitment to a collegial, supportive and professional atmosphere. No members of the department should be made to feel uncomfortable on the basis of gender or gender expression, race or ethnicity, sexual orientation, disability or religion. If you feel any behaviour is occurring that makes you or other uncomfortable, please either speak or let a member of staff know about it.

Nightline is the University of Sheffield’s confidential listening and information telephone service. It is run by trained student volunteers, and operates from 8pm til 8am every night during term time. It offers students everything from the phone number of a twenty-four hour taxi company, to exam dates, times and locations, and information about every issue that can be encountered within student life. If you think you would like to volunteer for Nightline, contact [nightline@shef.ac.uk](mailto:nightline@shef.ac.uk) for more information. Listening Line: (0114) 222 8787, Info Line: (0114) 222 8788

16 STUDENT EVALUATION OF THE PROGRAMME

The University participates in the Postgraduate Research Experience Survey, which takes place every two years (the last one being in 2015). This is a national online survey run by the Higher Education Academy and it explores many aspects of PGR programmes. The department is given anonymous data about the responses and uses this to improve its provision (usually in consultation with postgraduate representatives and other PGR students).

The department also welcomes feedback on the programmes and facilities at any other time, including specific and more general issues regarding supervision or supervisors. The DGS is one natural person to take this feedback to, though it could also be taken to the Head of Department or other members of staff, when this is preferred. And student evaluation of can also be communicated via the student representatives on Postgraduate Affairs Committee (see #16)

17 STUDENT REPRESENTATION

The University places great value on the opinions of its students and there are various opportunities for you to have your say and also to represent the views of other students. Here are the main avenues open to you.

(A) In the department
Postgraduate Affairs Committee
This committee is responsible for all matters relating to postgraduates. It is chaired by the DGS. The exact number of representatives on this committee varies, but we strive to maintain equal numbers of postgraduate and staff members. Each meeting of the committee may involve reserved area business, for the discussion of which the postgraduate representatives will be asked to withdraw.

The committee will normally meet at least once each semester; but a meeting of the committee can be convened at any time at the request of one of the postgraduate representatives. It meets to discuss postgraduate issues, review policies relating to admissions and publicity, and so on. Suggestions for the agendas of these meetings are always welcome. Any difficulties or complaints relating to any aspect of the postgraduate provision within the Department should normally be raised with the DGS, or with the Head of Department, in the first instance, who may recommend that the matter be dealt with by the Postgraduate Affairs Committee. Alternatively, difficulties may be brought directly to that Committee by the student representatives.

Staff Student Liaison Committee
This Committee discusses all aspects of teaching provision in the Department, at both undergraduate and MA level.

(B) In the Faculty of Arts
There are reserved places for students on a range of faculty-level committees within which you can get involved in:

- policy developments
- student surveys
- reviews of learning and teaching quality
- design of new degree programmes and amendment of existing programmes
- reflections on external reviews of the University.

The number of student representatives on faculty committees varies but for more information on becoming a Faculty student representative please speak to the DGS.

18 GRADUATE SEMINAR

The Graduate Seminar will meet weekly through both semesters on Wednesday afternoons (2:00-4:00 pm) in Hicks LT10, including during the exam period. Attendance is compulsory for full-time PhD students in their normal registration period, and other PGR students should try to attend as much as possible. The expectation is that each student will present one paper to the seminar each academic year and presentation of a paper is necessary for Confirmation (#6 above). The speaker delivers a paper not normally longer than 40 minutes, after which there is a short break of less than 5 minutes, before the discussion period. Students may make their papers available for discussion in advance, or, at the least, they will provide a title and abstract, and perhaps also a hand-out or some suggestions for background reading. Occasionally, a member of staff may present a paper, or some article or chapter may be selected for a reading group-style discussion. The seminar is chaired by a member of the department – typically the DGS; other staff members are not normally invited, and MA students can go along if they wish.

19 THE DOCTORAL DEVELOPMENT PROGRAMME and RESEARCH TRAINING

All students registered for an MPhil or PhD are required to take the Doctoral Development Programme, the DDP. (Students registered before this time instead take the old Research Training Programme, for which they require 45 credits of Research Training modules.)

For the DDP, students take four “shell modules”, where there is a lot of flexibility as to how these are satisfied (via modules with formal assessment or more informally, or a combination of both). Each year, the student and supervisors complete a “Training Needs Analysis” (TNA), monitoring the skills, training and experience they already have and, correspondingly, the respects in which development is needed. They then devise a “development plan”, which can involve, for example, agreeing that the students will take particular courses, attend particular reading groups, submit a paper for a conference etc. The student then uses an Eportfolio to record their achievements. See the DDP pages online for more details: http://www.shef.ac.uk/ris/pgr/development_team/ddp/main.html

The modules for which Arts students are registered are as follows:

a) Becoming an effective researcher (for year 1 of the MPhil/PhD)
b) Advanced research and career skills (for years 2 and 3 of the PhD)
c) Subject Specific Skills
d) Broad Scholarship and Engagement

Students may choose to take the department’s “Philosophy Tutor Training” module to satisfy d). Among the elements contributing to a) will be writing (or revising) the PhD proposal and attending a short course in the Autumn Term on research and research methods (PHI6700).

Students will also be required to engage in research ethics and integrity training, which will be run by the Faculty.

The library offers a series of tutorials on a range of skills, including referencing using EndNote, effective internet searching, avoiding plagiarism. They are available here:
http://www.librarydevelopment.group.shef.ac.uk/research.html

20 OTHER POSTGRADUATE RESEARCH ACTIVITIES

In addition to the Graduate Seminar, there are various other research-related activities open to graduate students. These fall into five categories:
(1) The Philosophy Department Seminar meets on Friday afternoons through the Autumn and Spring terms (2:30-4:30 pm). Visiting speakers from various institutions present papers to the Department for discussion and all postgraduates are strongly encouraged to attend. Copies of these papers are emailed to students about a week in advance, or hard copies are available to collect from the Office.

(2) Reading Groups. Various reading groups are arranged throughout the year, both by members of staff and postgraduate students. Recently there have been reading groups on The Philosophy of Language, The Philosophy of Psychology, Ethics, Pragmatism, The Philosophy of Race, Feminism, Idealism and Political Philosophy. This webpage gives details of current reading groups http://www.shef.ac.uk/philosophy/research/readinggroups/index. Feel free to organise your own!

(3) The White Rose Postgraduate Forum. Postgraduate students from Sheffield, Leeds and York get together roughly once a semester for a workshop-style meeting, with papers from someone from each institution and replies from someone from another institution. The forum sometimes organises other events too, such as a recent “Paper Writing Workshop”.

(4) Research centres, projects and forums. There are a number of research centres and projects involving the department, which run seminars and conferences of interest to graduate students. These include the Hang Seng Centre for Cognitive Studies; The Centre for the History of Philosophy (CHiPhi); The White Rose Aesthetics Forum; The Centre for Nordic Studies; and Bob Stern’s Project on “Idealism and Pragmatism”

(5) Publishing, giving papers, and attending conferences. If you plan on a career in philosophy, it is important to start publishing your work and presenting it at conferences, and also helpful to get to know the field by attending conferences. The university’s Learned Societies Fund provides (partial) funding for each research student to attend one conference each year, and will fund an unlimited number of conferences at which a paper is being presented for publication (e.g. in the conference proceedings). The department will do its best to fund students who are giving papers and cannot obtain funding from the Learned Societies Fund. There may also be other sources of funding available. Talk to your supervisor about publication and conference possibilities, and ask the Head of Department for funding approval.

21 TEACHING OPPORTUNITIES

The Department can usually offer a limited amount of paid teaching to its research students. Tutoring normally takes the form of running tutorial groups or seminars. Besides attracting payment, this can provide valuable professional training.

All postgraduate tutors will meet regularly with the Director of 1st Year Studies (Chris Bennett) to discuss issues that arise during their tutoring experience. In addition, they will often also meet regularly with the lecturers for whom they serve as tutors. Many tutors find it useful to sit in on lectures for the modules on which they are tutoring, and tutors are invited to do this. However, there is no requirement that tutors should attend lectures. Once each semester, each tutor will have a tutorial group visited by a member of staff, who will write a short advisory report, the contents of which will be discussed with the tutor and then placed on file for later reference.

The department offers a Philosophy Tutor Training module, which students who are tutoring may take towards their DDP.

Any research student who wishes to undertake teaching for the department should contact the Director of 1st Year Studies as soon as possible, so that training opportunities can be arranged.

Advanced PhD students also have the opportunity to apply to run an advanced undergraduate module (Philosophical Problems I or II) on a topic of their research. This involves designing, lecturing and examining the module. The department tries to put on one or two of these each year and the appointment is always very competitive. Occasionally, there is also the opportunity to apply to run a module for which the department has a specific teaching need.

Graduate students are also welcome to get involved in the ‘Philosophy in the City’ project, an outreach programme through which our students teach philosophy at various schools in Sheffield. As well as being worthwhile in itself, this can also provide a useful source of teaching experience. For further details of PiNC, see: http://philosophy-in-the-city.group.shef.ac.uk/
PROBLEMS WITH SUPERVISION AND COMPLAINTS PROCEDURE

Any student who is having problems with their supervisor, or one of their supervisors, should raise this with the supervisor in the first instance, if possible and if appropriate. If this does not resolve the problem, they should talk to the DGS (or the Head of Department in cases where the DGS is the problem supervisor). The best way to tackle the problem can then be discussed, and the possibility of a change of supervisor can be considered. (Often changes of supervisor are prompted by change in the student’s topic or philosophical interests.)

Students wishing to make a formal complaint against the department or one of its members may do so by making a written statement of their complaint to either the Head of Department (HOD) or the DGS. The HOD or DGS will appoint a committee to investigate the complaint and recommend any appropriate action. The investigation must include an opportunity for the staff member to respond in writing to the student’s complaint. The committee will include the HOD or DGS as chair (unless both are subjects of the complaint, in which case a different chair will be appointed), a student representative, and a senior staff member. The committee will be selected in such a way that a disinterested, impartial judgement can be made. The committee will summarise the complaint and send their written summary to both the student and the staff member before investigating. The outcome of the committee’s investigation and their recommendations will be communicated in writing to both the complainant and the subject of the complaint. Using this complaints procedure does not affect a student’s right to use the university’s complaints procedures.

JOBS IN PHILOSOPHY

Eric Olson is the Philosophy Department’s Postgraduate Careers Advisor. If you are planning to pursue a career in philosophy, you should talk to them about the nature of the philosophy job market, what you need to do it to succeed in it, etc. You should also feel free to show them drafts of your CV or covering letters for your job applications or to talk to them about particular posts. You should also discuss these matters with your supervisor. The department assists students as far as possible in their quest for employment in philosophy, arranging practise job talks in the department, mock interviews, advising on CVs and publication, etc. (Practice talks are also available to students who will be giving papers at conferences.)

INTERNATIONAL STUDENTS SOCIETY

The International Students Society is run by a group of postgraduate students in the department from outside the UK who know what it’s like to be a foreigner studying philosophy in Sheffield. The aim is to provide support and advice on integrating with the larger postgraduate community and making the most of the resources available to you in the department. The society will run various social events, and can also offer practical help with any problems you may have, including essay writing.

For contact details please see: http://www.sheffield.ac.uk/philosophy/internationalstudentssociety

PLAGIARISM AND FOOTNOTES

The following four examples of unfair means are serious academic offences and may result in penalties that could have a lasting effect on a student’s career, both at University and beyond (including possible expulsion from the University).

Plagiarism (either intentional or unintentional) is the stealing of ideas or work of another person (including experts and fellow or former students) and is considered dishonest and unprofessional. Plagiarism may take the form of cutting and pasting, taking or closely paraphrasing ideas, passages, sections, sentences, paragraphs, drawings, graphs and other graphical material from books, articles, internet sites or any other source and submitting them for assessment without appropriate acknowledgement.

Submitting bought or commissioned work (for example from internet sites, essay “banks” or “mills”) is an extremely serious form of plagiarism. This may take the form of buying or commissioning either the whole assignment or part of it and implies a clear intention to deceive the examiners. The University also takes an extremely serious view of any student who sells, offers to sell or passes on their own assignments to other students.

Double submission (or self plagiarism) is resubmitting previously submitted work on one or more occasions (without proper acknowledgement). This may take the form of copying either the whole assignment or part of it. Normally credit will already have been given for this work.

Collusion is where two or more people work together to produce a piece of work, all or part of which is then submitted by each of them as their own individual work. This includes passing on work in any format to another student. Collusion does not occur where students involved in group work are encouraged to work together to produce a single piece of work as part of the assessment process.
For the University guidelines, see http://www.shef.ac.uk/ssid/exams/plagiarism.html. Although collusion is not permitted, you are encouraged to discuss your work with others on the course. Developing your ideas in conversation with others is a highly valuable part of philosophical work. What matters is that the work you submit for assessment clearly indicates where any ideas or material are not your own. If in doubt about whether what you propose to do is appropriate, consult your supervisor or the DGS.

In any work submitted for assessment, all passages taken from other people’s work, either word for word, or with small changes, must be placed within quotation marks, with specific reference to author, title and page. No excuse can be accepted for any failure to do so, nor will inclusion of the source in a bibliography be considered an adequate acknowledgement. Note that verbatim or near-verbatim reproduction of material from lecture handouts or lecture notes/transcripts is also unacceptable.

The library offers a “Guide to Plagiarism” tutorial, available here: http://www.librarydevelopment.group.shef.ac.uk/shef-only/research/plagiarism_rsch.html

Format of Footnotes and references
You must also footnote ideas that you have taken from other authors, even if you use your own words to express them. You need not footnote ideas that are common philosophical knowledge (e.g., “Ethics is the study of how one should live”). But you should indicate where ideas not your own come from (e.g., you should footnote Mill when you say, “Mill believed that it is better to be reflective and dissatisfied than unreflective and content”—and, if you got this idea from Mill, you should also footnote when you say, “It is better to be reflective and dissatisfied than unreflective and content.”)

References can be given in full in footnotes, or in short-hand there — e.g. McGinn (1997) – with full details in the bibliography. The page numbers given within the footnote should indicate the page/s from which the passage or idea is taken.

There are a number of different formats that you could follow for your references: just choose one to follow consistently. See, e.g. http://www.ex.ac.uk/Affiliate/stloyes/harv.htm for the Harvard system, http://campusgw.library.cornell.edu/newhelp/res_strategy/citing/mla.html for MLA and http://library.osu.edu/sites/guides/chicagogd.html for the Chicago Manual of Style Citation Guide.

The library offers a tutorial on referencing correctly and one on referencing with EndNote which can be carried out online from here: http://www.librarydevelopment.group.shef.ac.uk/research.html

26 LECTURERS IN THE DEPARTMENT IN 2016-17

Please visit the following site for Philosophy Staff profiles: www.sheffield.ac.uk/philosophy/staff/faculty

27 THE SHAPE OF THE YEAR

The Academic Year is divided into two semesters, distributed across three terms. PGR supervision can also take place outside the normal semesters.

AUTUMN SEMESTER
19 - 25 September 2016: Intro week
26 September - 16 December 2016: 12 weeks of teaching
17 December 2016 - 17 January 2017: 4 weeks vacation
16 January - 5 February 2017: UG exams (no lectures or seminars)

SPRING SEMESTER
6 February - 31 March 2017: 8 weeks of teaching
1 April – 23 April 2017: 3 weeks vacation
24 April - 21 May 2017: 4 weeks teaching
22 May - 10 June 2017: UG (no lectures or seminars)

SUMMER PERIOD
11 June 2017 - Intro Week 2017

28 MODULE OUTLINES 2016-2017

Some students on the PhD may be required to complete MA modules as a part of their research training. Other students are welcome to attend all or some of any of the modules on offer within the department and many other modules across the University. There follows a list and descriptions of the modules most likely to be used for this purpose – those on offer to MA students and advanced undergraduates. Students may also wish to consider second-
year modules if they feel they need a general grounding in a subject-area in which they have previously done very little work.

**PHI 6320 Metaphysics**  Lecturer: Eric Olson
This year’s module will be about the ontology of material things and its implications for personal identity broadly construed. What is a material thing? Is it perhaps a sort of compound of matter and form, as Aristotelians say? What material things are there? For instance, is there a thing made up of you, my left foot, and the northern hemisphere of Mars? Can the same matter make up more than one material thing at the same time? Do theories about material things clash with views about personal identity? And do these metaphysical questions really have answers that we can discover or get wrong, or are the answers somehow up to us to decide? And seeing as we ourselves appear to be material things, how do these matters bear on our own nature?

**PHI 6430 Epistemology**  Lecturer: Paul Faulkner
Epistemology is concerned with the nature of knowing and understanding the various ways in which knowledge is acquired and retained. In the background lies sceptical arguments concluding that we do not in fact know anything. The place of these sceptical arguments in epistemology will be central issues as this course aims to outline these long standing debates and then examine current state-of-the-art epistemology. Virtue epistemology, Scepticism, Contextualism, Disjunctivism, the new Rationalism, and Disagreement are amongst the topics that the course would hope to cover.

**PHI 6590 Feminism**  Lecturer: Jenny Saul
Feminists have famously claimed that the personal is political, and argued against traditional understandings of the public/private distinction. This module will be devoted to examining a wide variety of areas not traditionally considered to be of political relevance, which feminists have argued are in fact crucial to politics. We will discuss such issues as family structure, feminine appearance, sexual behaviour, implicit bias, moral responsibility for oppression, culture and language.

**PHI 6640 Philosophical Problems 2 – Metaethics**  Lecturer: Graham Bex-Priestley
Ethics is the investigation of what is right and wrong, good and evil, virtuous and vicious. When we do ethics, we form judgements about these things. Metaethics is the investigation of what these judgements and things are. We will not be concerned in this course about whether abortion is permissible or whether war can ever be just. The types of questions we will seek to answer are more abstract. Are there moral facts? If there are, what kind of facts are they – are they scientific facts, for instance? – and how can we know about them? Is morality objective or subjective? Must we be motivated to act on our moral judgements? Do we form moral opinions based on reason or emotion? Do moral sentences express beliefs that can be true or false, or affective attitudes like approval and disapproval? Should widespread disagreement between cultures lead us to moral relativism?

In seeking to answer these metaethical questions we will explore contemporary philosophical theories of the nature of morality. We will also examine some empirical results in moral psychology and assess their impact on metaethics – for instance, whether moral judgements are reasonable or emotional, whether irrelevant features of the situation influence our actions more than our character traits, or whether moral disagreement is as intractable as some philosophers have supposed.

**PHI 6009 Global Justice**  Lecturer: Ashley Taylor
There is a straightforward argument from the impartial nature of morality to the view that the principles of distributive justice must have a global scope. After all, the object of moral concern is persons. Persons matter equally and they all have an equal claim to resources needed to have a good life. Arbitrary facts about a person (such as the class into which she was born) shouldn’t impact her access to resources. Likewise, a person’s geographic location is a morally arbitrary feature. Surprisingly, this argument has met with little popularity. Many philosophers object that justice only applies to cooperative ventures and that the global economy is not a relevant system of cooperation. Others object that the special relations a person has to those closest to them: their families, their communities, their national communities, constitute special ties and that these special ties generate special obligations that override an individual’s general duties of aid. This course will consider these objections and others as well as how the debate between these views impacts current global concerns such as humanitarian intervention and migrant’s rights.

**PHI 6369 Collective Action**  Lecturer: Holly Lawford-Smith
Deforestation, climate change, global poverty, conflict minerals, global disease, fisheries’ collapse: they all have in common that they are large-scale challenges, whose solutions require collective action. But are there collective agents with the capacities to solve these problems? And if not, is it possible to create them? What are the obligations of an ordinary individual when it comes to the creation of such collectives? In this course we look at whether there are any collective agents, and if so what the conditions for collective agency are - distinguishing collectives from, say, disordered aggregates. We also look at how collectives form beliefs and preferences, and how they act. We discuss collective obligations - if there are any and what they might be like - and the way collectives’ obligations related to members’ obligations. We talk about a range of different potential collectives, including families, clubs, corporations, communities, and the state. And we look into the structure of ‘collective action’ problems: a particular problem that occurs between individuals when it takes more than one of them in order to produce a good, but before a collective has been established which can facilitate the production of that good. Throughout the course we survey important experimental work giving insights into collective action and cooperation.

**PHI 6370 Free Will & Religion**  Lecturer: Ryan Byerly
Controversial claims about the nature of free will lie at the heart of many debates about the merits of theistic religious traditions such as Islam, Judaism and Christianity. For example, can appealing to human free will help explain why God would allow the evils of our world? Could it help to explain why there isn’t more compelling evidence for God’s existence? Alternatively, does free will create a problem for theistic religions? For example, does the traditional conception of God as perfectly knowledgeable rule out...
free will for creatures? Is it possible to maintain that God himself has free will, given traditional religious commitments that God can do no wrong? This module will focus on recent philosophical work on questions such as these.

**PHI 6371 Fiction and Truth**  Lecturer: Niall Connolly

This module grapples with some philosophical puzzles raised by fiction, such as the puzzles of non-existence: how can there be truths about things that don’t exist? How can we talk and think about unreal entities? And puzzles surrounding the notion of ‘true in the fiction’. What is it for something to be true in a fiction? Can it be true in a fiction that torturing someone for fun is ok? The module will also investigate fictionalism: the view that a type of discourse (e.g. moral discourse, mathematical discourse) is best understood, not as aiming at truth, but rather as a sort of fiction.

**PHI 6374 The Radical Demand in Logstrup’s Ethics**  Lecturer: Robert Stern

The biblical commandment ‘to love your neighbour as yourself’ still has great resonance with people, as does the story of the Good Samaritan who helps the injured traveller he encounters on the road. But what exactly does this love require, and what is its basis? Do we have an obligation to care for others, or is it beyond the call of duty? How can love be a matter of obligation at all? If you help the neighbour, can you demand something in return? Should we help them by giving them what they want, or instead what they need? How far do our obligations to others extend – who is the ‘neighbour’, and might it include ‘the enemy’? And does the requirement to help the other come from God’s command, or from some sort of practical inconsistency given we all need help ourselves, or from their right to be helped – or simply from the fact they are in need? But can our needs be enough on their own to generate obligations of this sort?

We will consider these sorts of questions in relation to the work of K. E. Løgstrup (1905-1981), a Danish philosopher and theologian, who discussed them in his key work The Ethical Demand (1956) in which he characterized this relation between individuals as involving a ‘radical demand’ for care, involving important commitments about the nature of life, value, and human interdependency. We will compare his ideas to related topics in Kant, Kierkegaard, Levinas, and contemporary care ethics.

**PHI 6016 Cognitive Studies Research Seminar**  Convenor: Luca Barlassina

Cognitive science is a fascinating, cutting-edge research field in which philosophy, psychology, neuroscience, linguistics, computer science, and anthropology come together to discover how the mind works. The central hypotheses guiding cognitive science are that the mind is a computing mechanism (a kind of computer, if you will) and that cognition is a computational process. These hypotheses have proven to be extremely fruitful: drawing upon them, a number of scholars have put forward accounts that have significantly increased our understanding of cognitive processes like perception, memory, and reasoning. This module has three aims. The first is to introduce the student to the fundamental concepts and explanatory strategies in cognitive science. The second is to offer the student the opportunity to explore different areas of cognitive science. To do so, we will have guest lecturers from different departments presenting their current research. The third aim is to give to the student an in-depth knowledge of a particular problem. This year we will focus on the ability to attribute mental states to oneself (introspection) and to other people (Theory of Mind).

**PHI6603 Morals and other Values Research Seminar**  Convenor: Yonatan Shemmer

The objectives of the module are

1. to read and discuss certain key philosophical texts in the domain of value;
2. to have each student develop a writing project, on which he or she will be evaluated for the course; and
3. to develop those skills needed for close critical reading of philosophical texts and for writing extended research papers.

The domain of value is so extended both in breadth (Moral, Practical, Aesthetic) and in depth (applied, normative, theoretical) that we cannot possibly read even a representative sample of its various facets. Instead we will try to read a selection of interesting/important/influential texts in that domain.

I will select the topics and readings for the first 5 weeks. These will include: Defining the Good, Objectivity in Ethics, Judgment and motivation, Authority and trust.

The reading for the remaining weeks will be selected together by students and lecturer to fit the developing interests of the members of the seminar.

**PHI6670 Mind and Language Research Seminar**  Convenor: Dominic Gregory

The syllabus for this MA seminar has been designed around topics that challenge some of the traditional ways of thinking about the mind. The issues discussed are not typically covered at undergraduate level. The aim is to provide students with the opportunity to extend their existing knowledge of this area, and to closely engage with particular topics that interest them. The topics will include a selection of the following: ‘T’-thoughts; the answering machine paradox; introspection and self-knowledge; introspection and the body; self-deception and confabulation; thought insertion; delusion; the extended mind; the subpersonal; experimental problems for action; habits and bodily skills; mental illness; enactive perception. The exact content will be tailored to the interests of students taking the module.

**PHI 6680 Metaphysics and Epistemology Research Seminar**  Convenor: Niall Connolly

The seminar will involve weekly reading and student presentations on important works in Metaphysics and Epistemology. In the first seminar we will choose topics and works to cover. Possible topics include the possibility of time travel, the puzzle of persistence, free will, other ‘possible worlds’, properties, individual substances and identity, God, scepticism, a priori knowledge, Internalism and Externalism about justification, testimony, epistemic contextualism, feminist epistemology, the old and new problems of induction.

**PHI6601 Political Philosophy Research Seminar**  Convenor: Holly Lawford-Smith

This seminar is intended to develop your skills of close critical reading and discussion of important work in contemporary political and moral philosophy. We will discuss key papers on a number of central topics in contemporary political theory.
including Justice & Gender, Ideal & Non-Ideal Theory, Dirty Hands, Collective Action, Voting Rights and more. We've designed the course to avoid overlap with the normative issues most often encountered during undergraduate courses, to give students a good grounding in moral and political philosophy which they may use in their practice or further postgraduate studies, and to relate to practical issues in politics and public policy. Each week we will have (i) a short student presentation (about 10 minutes) designed to give a general overview of the assigned reading, as well as (ii) a brief critical response to the reading (about 3 minutes) from a second student.

PHI 6600 Phenomenology  Lecturer: Komarine Romdenh-Romluc
This module introduces students to Phenomenology - a philosophical tradition in continental European philosophy, which is closely related to Existentialism. Phenomenology seeks to understand the human condition. Its starting-point is everyday experience, where this includes both mundane and less ordinary forms of experience such as those typically associated with conditions such as schizophrenia. Whilst Phenomenology encompasses a diverse range of thinkers and ideas, there tends to be a focus on consciousness as embodied, situated in a particular physical, social, and cultural environment, essentially related to other people, and existing in time. (This is in contrast to the disembodied, universal, and isolated notion of the subject that comes largely from the Cartesian tradition.) There is a corresponding emphasis on the world we inhabit as a distinctively human environment that depends in certain ways on us for its character and existence. Some of the central topics addressed by Phenomenology include: embodiment; ageing and death; the lived experience of oppression; human freedom; our relations with and knowledge of, other people; the experience of time; and the nature of the world. In this module, we will discuss a selection of these and related topics, examining them through the work of key figures in the Phenomenological Movement, such as Edmund Husserl, Simone de Beauvoir, Maurice Merleau-Ponty, Frantz Fanon, and Edith Stein.

PHI 6660 Philosophy of Psychology  Lecturer: Stephen Laurence
This course provides an in depth look at a selection of issues in contemporary philosophy of psychology. Philosophy of psychology is concerned with such questions as: What is the structure and organization of the human mind? Is the mind one big homogenous thing, or is it made up of smaller interacting components? If it has components, what sort are they and how are they interrelated? What aspects of our minds are uniquely, or distinctively, human? What is the cognitive basis for such capacities as our capacity for language, rationality, science, mathematics, cultural artefacts, altruism, cooperation, war, morality, and art? To what extent are the concepts, rules, biases, and cognitive processes that we possess universal features of all human beings and to what extent are they culturally (or otherwise) variable? Do infants, (nonhuman) animals, and individuals with cognitive deficits have minds, and if so, what are they like? To what extent are these capacities learned as opposed to inately given? How important is evolutionary theory to the study of the mind? What is the self? What are concepts? Is all thought conceptual? Is all thought conscious? What is consciousness? What can philosophy of psychology tell us about other areas of philosophy? This course will discuss a selection of these and related issues by looking at the work of philosophers, psychologists, and others working within the cognitive sciences more generally.

PHI 6630 Philosophical Problems 1 - Meaning of Life  Lecturer: Josh Thomas
What is the meaning of life? What does the word ‘meaning’ actually mean in this context? The course will begin by looking at some proposed answers to these questions, providing an overview of different conceptions of life’s meaning, split into three broad categories: subjective conceptions (which hold that a life being meaningful is simply a kind of personal feeling, attitude or belief), objective conceptions (which hold that life’s meaning is determined by mind-independent factors), and ‘hybrid’ or intermediate conceptions (which either combine both subjective and objective elements or fall somewhere in between the two schools). The second half of the course will discuss potential threats to the meaning of life: would considerable suffering, insignificance or futility make our lives meaningless? Does death undermine the meaning of our lives? If it does, could immortality be a meaningful form of existence? Finally, we will ask, if life fails to possess any real meaning, what would the consequences be for us and how should we try to live?

PHI 6820 Advanced Logic  Lecturer: Dominic Gregory
The course will build upon the second year Formal Logic module. We will prove some major logical results about the propositional calculus, presented in a new way - as an ‘axiom system’ - before looking at some fundamental philosophical issues arising from aspects of logic. We will then look at some philosophically striking formal results concerning the abilities of different logical systems - including first-order (or predicate) logic and the very powerful system of ‘second-order’ logic - to capture very simple structural facts.

PHI 6364 Philosophy of Law  Lecturer: Christopher Bennett
Law is a pervasive feature of modern societies, and makes a claim to regulate almost everything that we do. The existence of law raises a number of important philosophical issues. What is law, and how does it differ from other types of social control or regulation? How should we understand the authority of law, and our duty to obey? How does law relate to morality and rights? This course will look at these questions, as well as looking at the theoretical basis of different areas of law, such as criminal law and “tort” law (or the law of damages). We will also look at some critical perspectives on law. During the course we will read some key legal theorists including H.L.A. Hart, Ronald Dworkin, Joseph Raz and Jeremy Waldron.

PHI 6366 Plato’s Symposium  Lecturer: Angie Hobbs
The Symposium is a vivid, funny and moving dramatic dialogue in which a wide variety of characters – orators, doctor, comic poet, tragic poet, soldier-cum-statesman, philosopher and others – give widely differing accounts of the nature of erotic love (erôs) at a banquet. Students should be willing to engage in close textual study, although no previous knowledge of either ancient philosophy or ancient Greek is required. We will be exploring the origins, definition, aims, objects and effects of erôs, and asking whether it is viewed as a predominantly beneficial or harmful force. Are some manifestations of erôs better than others? Is re-channelling either possible or desirable, and if so, how and in what contexts? What happens to erôs if it is consummated? We
PHI 6368 Practical Reason        Lecturer: Yonatan Shemmer
It is in terms of reasons that we justify all other practical requirements. It is by appeal to reasons that we justify our actions. We ask such questions as: What reasons justify a universal prohibition on murder, or what reasons did you have for being angry at your friend? If reasons are so fundamental and play such an important role in our lives, we might want to know what are these things called reasons? What methods do we have for telling what reasons we have? How reliable are these methods? What mental faculties keep us in touch with our reasons? Can we understand reasons in terms of more fundamental non-normative entities? Do reasons have the force to motivate us? What is the connection between reasons and rational thinking? This course will look at these questions about the nature of reasons and our connection with them.

PHI 6372 Pleasure, Pain and Emotions        Lecturer: Luca Barlassina
Affective states such as pains, pleasures, emotions, and moods have a profound bearing on the meaning and quality of our lives. Surprisingly, however, for a good part of the 20th century philosophers and psychologists neglected affective states almost entirely. In the last decades, things have dramatically changed, and we have witnessed an affective turn in cognitive science: philosophers, psychologists, neuroscientists, behavioural economists, etc. eventually gave pains, pleasures, and emotions the pride of place, generating a whole host of fascinating discoveries, theories, and empirical results. In this module, we will explore these recent advances in the study of affect, with a special focus on recent works in the philosophy of mind and philosophy of psychology. These are some of the problems that we will explore: why does pain feel bad? Are emotions cognitive states? What is the relation between pleasure and happiness? Are moral judgments based on emotions? How can we know what other people are feeling? Can we desire something and dislike it at the same time?

PHI 6373 Political Obligation        Lecturer: Ashley Taylor
States coerce citizens in ways that would be impermissible if the state didn’t have special moral authority to do so. After all, the state demands its citizens’ money, imprisons them, and even sends citizens to their deaths, but citizens seem mostly content to let the state continue to act in this way. Philosophers address this peculiarity by asking whether the relationship between the state and its citizens is one such that citizens ought to obey the state. This course examines political obligation and authority. The course will focus on both historical and contemporary explanations of political obligation. After a general introduction to obligations and duties the course will proceed in three parts, each focusing on a different kind of argument for political authority: transactional, natural, and associative arguments. Lectures and discussions will explore such questions as: How do individuals acquire political obligation? Why do we assign a special moral status to the state and are we justified in doing so? Is political obligation required because of something individuals have or would have done? Is political obligation entailed by existence within political communities? Is political obligation merely the consequence of being a moral agent?

PHI 6375 Philosophy of Medicine        Lecturer: Annamaria Carusi
We care about health. On a personal level, maintaining health and staving off disease are central, almost unquestionable values. On a social, ethical and political level, ensuring health and providing medical treatment are among the highest priorities of institutions and governance. Biomedical science has reached a level of dominance in the current scientific and cultural landscape, and exerts considerable pressure on conceptions of health, well-being, and what it is to be human, or what it is to be ‘normal’. This course focuses on the philosophical challenges of current biomedical science and medical practice, in social and historical context. Working with concrete cases in medical practice and research drawn from current biomedical and technological shifts in medicine, and from history and sociology of science, students will consider epistemological, ethical and political aspects of medicine. We will consider concepts such as ‘disease’, ‘health’, ‘evidence’, ‘therapy’, ‘treatment’, with a strong focus on the ways that philosophy is challenged by medicine as well as how philosophers might contribute to current medical debate and practice.

PHI 6376 Intimate Acts, Relationships, and Consent        Lecturer: Robbie Morgan and various
Intimate relationships and acts are the subject of significant popular interest and intrigue. Unsurprisingly, the conceptual and ethical issues that surround these raise a range of complex and intriguing philosophical problems. In this module, we will examine the philosophical issues raised by a range of intimate relationships and acts. Throughout, we will examine philosophical conceptions of consent, and how these are connected to various kinds of intimate relationships. We will first consider conceptual issues raised by certain sexual phenomena, such as: “What is Sexual Activity?” and “What is Sexual Perversion?” We then examine ethical questions surrounding various kinds of intimate relationships and acts, focusing on the arguments that philosophers have raised in relation to phenomena such as objectification, monogamy, and prostitution.