Table of Contents

Introduction ... 3

Resources for Students ... 4

Committees and Positions ... 4

Colloquium ... 5

Reading Groups ... 6

Library ... 6

Student Government ... 6

Graduate Student Teaching ... 6
  Teaching Assistants ... 7
  Teaching Fellows ... 8

M.A. and Ph.D. Degree Requirements ... 9
  Completion of Course Work ... 9
  Procedure for Reviewing Unsatisfactory Grades ... 9

The M.A. Programme ... 10
  Course Requirements ... 10
  The Master’s Thesis ... 10
  Sample M.A. Thesis Proposal ... 11

The Ph.D. Programme ... 13
  Course Requirements ... 13
  Ph.D. Year 2 ... 13
  Ph.D. Progress Reports ... 14
  The Doctoral Thesis ... 14
  Research Tool Recommendation ... 15
  Dissertation Research Seminar ... 15

Academic Integrity ... 15

Appeals ... 16

Medical Leave ... 16

Awards ... 17

Jobs: Professional Development, Curriculum Vitae, Letters of Reference, etc. ... 17

Fellowships ... 18

Miscellaneous ... 18
Welcome, new graduate students, and welcome back, continuing students, to Philosophy at Queen’s!

This handbook describes policies and procedures in the Department of Philosophy at Queen’s University. It also provides some information about the many resources at Queen’s. The handbook is issued each summer and all material is subject to revision.

Some of the entries here are formal documents, others are less formal suggestions as to how to best profit from your studies here. The handbook should be read in conjunction with the Calendar of the School of Graduate Studies at http://www.queensu.ca/calendars/sgsr/, the Graduate School Regulations at http://www.queensu.ca/calendars/sgsr/General_Regulations.html, as well as the new Collective Agreement off of http://www.psac901.org. All faculty and students should be familiar with the contents of these various publications and the relevant regulations.

Please contact me if you have any questions – about the handbook, your studies, or life at Queen’s. I’m always happy to hear from you and I’ll try and help as best I can.

With very best wishes for an enjoyable and productive year at Queen’s,

Christine Sypnowich
Coordinator of Graduate Studies

August 2015
RESOURCES FOR STUDENTS

Learning Strategies Development: An academic support service for undergraduate and graduate students aimed at assisting students, through web resources, consultation and workshops, in refining their core academic skills, thinking skills and self-management skills. [http://sass.queensu.ca/learningstrategies/](http://sass.queensu.ca/learningstrategies/)

Expanding Horizons: Workshops for Graduate and Professional Students: Workshops on applying for grants, preparing resumes, intellectual property, and other issues important to professional development. [http://www.queensu.ca/sgs/exphor.html](http://www.queensu.ca/sgs/exphor.html)

Health, Counselling and Disability Services: LaSalle Building, Second Floor, 146 Stuart Street. Students are assisted with physical and emotional health needs, personal crises or problems with stress management, and physical and learning disabilities. [http://www.queensu.ca/hcds/cs/](http://www.queensu.ca/hcds/cs/)

The Writing Centre: Learning Commons, Stauffer Library, Ground Floor. A valuable resource. The Writing Centre sets up tutorials to go over drafts of papers and offers general workshops on writing papers and marking. [http://sass.queensu.ca/writingcentre/](http://sass.queensu.ca/writingcentre/)

Society of Graduate and Professional Students (SGPS): JD Centre Room 021. Tel. 613 533-2924. The SGPS represents the interests of its members at a university wide level as well as providing some important benefits (e.g. their health and dental plan) and services (e.g. student advisors). The SGPS defends and expands students’ rights, lobbies the administration as well as the provincial and federal governments, offers small grants and other assistance to students, and participates in university governance at the Senate, the Board of Trustees and about 40 committees. [www.sgps.ca](http://www.sgps.ca)

The International Centre: JD Centre, First Floor. The QUIC is a support service for all members of the Queen’s community and through its activities promotes an internationally informed and cross-culturally sensitive learning environment. [http://quic.queensu.ca/Default.asp](http://quic.queensu.ca/Default.asp)

COMMITTEES AND POSITIONS

Graduate Coordinator

In 2015-16, the Graduate Coordinator and the Chair of the Board of Graduate Studies is Christine Sypnowich. The Graduate Coordinator has the following responsibilities:

- In conjunction with the School of Graduate Studies and the Departmental Assistant, answer inquiries and correspond with applicants.
- Be the first point of contact for graduate students with respect to course selection, programme options, comprehensive year requirements, and requirements for thesis proposals.
- Maintain liaison with the School of Graduate Studies with respect to policies and individual students.
- Structure and maintain the overall budget for graduate funding and related income and expenses.
- Assign Teaching Assistants to courses.
- Ensure that all M.A. students find Supervisors for their Master’s Theses.
- Facilitate the examination of M.A. Theses and Ph.D. dissertations, as well as defenses of Ph.D. thesis proposals.
- Provide assistance to graduate students applying for fellowships.
- Provide assistance to graduate students in search of employment.
- Report regularly to the Head of Department on activities of the Board.
**Departmental Assistant**

The Departmental Assistant, Judy Vanhooser, handles all academic matters concerning graduate students, maintaining student files, including admission files, and managing paperwork concerning coursework and student programmes. Judy Vanhooser is a key strength of our graduate programme and you will find it useful to consult with her about procedures, policies and practices.

**Board of Graduate Studies**

The Board of Graduate Studies (BOGS) is a faculty committee consisting of the Graduate Coordinator and two or three other faculty members. In 2013-14 its members are Christine Sypnowich (Chair), Paul Fairfield and Stephen Leighton. The responsibilities of BOGS include:

- Review applications and recommend acceptance or rejection to the School of Graduate Studies.
- Recommend individual students for fellowships and scholarships.
- Make recommendations to the Graduate Coordinator and Head of Department in the event that a student has not met requirements.
- Regularly evaluate policies concerning graduate programmes, and propose any changes to the Department.
- Meet with the Committee of Graduate Studies (COGS).

**Committee of Graduate Studies**

The Committee of Graduate Studies (COGS) is a committee comprised of the members of BOGS and three students elected by the graduate student body. Its role is to advise and make recommendations to BOGS and the Head of the Department on any and all matters of policy and practice concerning the Department’s graduate programmes.

**Graduate Student Committee**

The students on COGS are to be known as the Graduate Student Committee, which serves as a representative of the graduate student body as a whole, as well as a liaison between graduate students and COGS. The committee will choose a chairperson who will convene a meeting of all graduate students in the autumn to elect student members to relevant departmental committees, and to select a new Graduate Student Committee. The Committee chairperson will also attend regular department meetings on behalf of the students and will report back to students about relevant issues.

**Philosophy Graduate Student Association**

A few years ago Philosophy graduate students established the Philosophy Graduate Student Association. The Association advocates for and represents the needs, interests and concerns of its membership within the Department and the University; seeks to contribute to the intellectual growth and development of a spirit of community within the Department and the University; serve a medium of communication between its members, other members of the Department and organisations within the University; and from time to time organises academic, social and recreational activities for its members. Elections for executive positions are held in the autumn. Current co-chairs are Frédéric Côté-Boudreau and Ryan McSheffrey.

**COLLOQUIUM**

The department has an excellent speaker programme. The Colloquium meets every Thursday afternoon during the semester (4:30 – 6:30 pm, Watson 517), and in addition, the department usually hosts a number of special University lectures. Most talks are followed by a reception. Besides being interesting and enjoyable in themselves, these events are considered an integral part of the graduate programme. The Colloquium provides an opportunity for students to become
aware of what is happening in the different fields of philosophy, and to learn to engage in discussion on a wide range of issues. Masters and Doctoral students in residence are expected to attend regularly.

Graduate students are encouraged to participate in discussions and to present a paper, if they wish. The Colloquium Coordinator (Prof. Jon Miller) can help you get involved. For instance, we usually take guest speakers to dinner after their talks, and if there is a speaker you would like to meet, please just let the Colloquium Coordinators know. Also, if you have any suggestions for next year’s speakers, please give them to the Colloquium Coordinator.

READING GROUPS

The Philosophy Department has had a number of reading groups over the years, focusing on a range of topics, be it metaphysics, animal rights, feminism, cognitive science or political philosophy. The groups provide an opportunity for faculty and graduate students to read and discuss philosophical writings together and sessions tend to be lively, stimulating, friendly and fun. The Political Philosophy Reading Group, coordinated by Christine Sypnowich, has been going for many years and is an interdisciplinary group with participants from Philosophy, Political Studies, Law, History, Sociology and Economics which will meet in the winter term. The Faculty of Law, in conjunction with the Departments of Philosophy and Political Studies, is running a Colloquium in Legal, Political and Moral Philosophy with an impressive group of guest speakers in the autumn term. Graduate students are strongly recommended to take advantage of these opportunities to hone their philosophical skills and learn of scholarship in their field.

LIBRARY

The university library has an excellent collection of print, multi-media, and electronic scholarly materials. The library can provide assistance for students who would like to better learn how to use its resources; if you are interested, please contact Sylvia Andrychuk, the Research and Instruction Librarian andrychs@queensu.ca. The philosophy department, like the university’s other academic units, is allotted a budget amount for specific library acquisitions. The departmental library representative (Paul Fairfield 2013-2014) expends this budget by placing orders with the library at the suggestion of faculty members and graduate students. If there is a particular book or periodical that you think should be added to the university’s collection of philosophical works please contact the departmental library representative with your recommendation.

GRADUATE STUDENT TEACHING

Most graduate students in philosophy have the opportunity to contribute to the department’s undergraduate program by working as Teaching Assistants (TAs). The department recognizes the considerable contribution made by TAs to its undergraduate program.

Doctoral students who seek a career in philosophy should accumulate significant teaching experience as TAs in a variety of courses, not just those in their area of specialization. In addition, the department recognizes the importance of teaching experience for doctoral students who are seeking an academic career. Subject to financial constraints, the department strives to ensure that doctoral students gain some experience of running their own courses, when doing so will not hinder completion of the dissertation by the fifth year of the program.

Graduate Teaching Assistants and Teaching Fellows have negotiated a Collective Agreement through the Public Service Alliance of Canada (Local 901). This can be found at http://www.queensu.ca/provost/faculty/facultyrrelations/psac/collectiveagreement.html and www.psac901.org. Please review this carefully to learn of your rights and responsibilities.
Teaching Assistants

Allocation of Teaching Assistantships

According to Article 12 of the Collective Agreement, Teaching Assistantships are offered according to four preference groups. In group A are those students for whom TAships have been offered as part of the funding package. Students in group A must submit their course preferences no later than 15 days before the start of term. Students in groups B, C and D, who wish to apply for a TAship, must submit CV and transcripts by a date set by the department which will be no later than 15 days before the start of the term.

A student may be ineligible for a TAship if he or she has insufficient facility with English to teach effectively. Such a student will be encouraged to take additional English language instruction, and may be required to take a language test as proof of competence in English before being given a teaching assignment.

If you have accepted a teaching assistantship, please see Marilyn Lavoie, the Department's Administrative Assistant, upon arrival on campus. She will prepare an Employment Services Contract that will authorize Financial Services to place you on the monthly payroll. You will also be required to complete an income tax form (TD1) to be forwarded to Financial Services along with the contract. Teaching assistants may be allotted office space. If so, you will receive office and building keys from Marilyn. You should also see Judy Vanhooser, the Departmental Assistant, to do the paperwork for your TA assignment.

Responsibilities of Faculty

It is the responsibility of instructors to provide their teaching assistants with a list of all assigned activities to be included with in the allotted hours of work. Instructors must meet with their TAs to review the Teaching Assistant Form (Appendix “A” of the Collective Agreement). As indicated in the Form, instructors should make clear their expectations, including details regarding the teaching of classes or seminars, should this be one of the assigned tasks.

Duties of Teaching Assistants

According to Article 16 of the Collective Agreement, TAs will not work more than 10 hours a week and no more than 8 hours a day. Most students will be expected to attend lectures, grade papers and tests, hold office hours and lead tutorials.

Please see Article 16 for hours of work, activities and responsibilities of a TA. Please see Article 23 for conditions regarding leaves of absence.

Guidelines for TA duties

To assist both instructors and TAs in planning TA duties, COGS and the Department have passed the following guidelines. Because the nature of assignments and expectations vary, these guidelines may not always be applicable. Whether these guidelines are being followed or whether the instructor has different expectations should be made clear when the instructor and student meet to discuss the Form. Usually, the amounts of time noted below are allowed for these specified tasks. Reading and general preparation should be a component of every TA-ship, as specified below.

Marking: 4-6 page paper = 30 minutes; 6-8 pages = 45 minutes; 8-10 pages = 1 hour
Tutorial preparation: 1 hour per week
Tutorials: number of tutorial hours per week
Attendance in classes: number of hours to be attended per week
Reading and general preparation (on top of tutorial preparation): 2 hours per week
Student meetings and office hours: 1 hour per week
Lecture preparation: 3 hours per lecture plus lecture time per term
Sample Calculation of TA duties

For an M.A. student, full TA, no lectures, no class attendance

General preparation: 2 hrs/wk x 12 wks = 24 hours per term
Tutorial preparation: 1 hr/wk x 11 wks = 11 hours per term
Tutorials: 2 hrs/wk x 11 wks = 22 hours per term
Marking: 0.5 hrs/paper (4-6 page papers) x 2 x 50 students = 50 hours per term
Office hours and student meetings: 1 hr/wk x 12 wks = 12 hours per term
Total: 119 hours per term

Training and Evaluation

There will be a non-compulsory introductory workshop on teaching for all incoming graduate students during the orientation week prior to the commencement of classes in the autumn. There may also be further workshops on teaching during the Winter term run in conjunction with the Centre for Teaching and Learning. Students are encouraged to make use of the Centre’s facilities and workshops throughout the year. There is an excellent handbook for teaching assistants prepared by Centre for Teaching and Learning. See www.queensu.ca/ctl

Instructors should provide guidance to help TAs perform their jobs well. A TA who is experiencing a difficulty with their teaching assignment is advised to discuss the problem with the instructor as soon as possible. In case of any work-related dispute, please see Articles 11.01 to 11.03 of the Collective Agreement.

At the end of each course instructors are required to complete a written evaluation of each TA’s performance. This evaluation is submitted to the Graduate Assistant. It is shown to the TA and a copy is included in his or her personal file.

Graduate students with general concerns about issues pertaining to teaching are encouraged to bring them to the Graduate Student Committee.

Teaching Fellows

Teaching fellows are senior graduate students serving as the instructor for part or all of a course. Teaching Fellows are appointed, according to Article 12.08, according to four preference groups, A-D. No Teaching Fellowships will be offered to candidates in group B until the qualified candidates in group A have been exhausted, and no Fellowships will be offered to candidates in groups C or D until candidates in the previous group have been exhausted. The department will post at its website, at least 22 days before the beginning of term, the courses for which Teaching Fellowships are available, information about how to apply and the submission date for applications. TF responsibilities will be set out in the TF Form (Appendix “B” of the Collective Agreement) which will be provided to the TF at least two weeks before the start of term.

For hours of work, activities and areas of responsibility for TFs, please see Article 16 of the Collective Agreement; for leaves of absence, please see Article 23.

In 2015-6, Deborah Knight is the Chair of the Board of Undergraduate Studies (BUS) and is responsible for advice on teaching matters. Teaching Fellows should seek advice from the Chair of BUS about the production of a syllabus for the course they will be teaching, and about other aspects of designing and running the course. Teaching Fellows are welcome to consult with the Chair of BUS or any faculty member on teaching matters, particularly with those who have taught the course before. A Teaching Fellow should submit a copy of the proposed syllabus to the Chair of BUS before the course begins. Teaching Fellows should raise with the Chair of BUS any problems they are having during the course. A Teaching Fellow who experiences a problem of a serious nature (e.g. a conflict with a student, disruptive behaviour in class, academic dishonesty by a member or members of the class, etc.) should raise the matter with the Chair of BUS or the Graduate Coordinator as soon as possible.
M.A. AND Ph.D. DEGREE REQUIREMENTS

Please see the Graduate Calendar under ‘General Regulations’ and ‘Department of Philosophy,’ under Degree Programs. What follows are some additional guidelines for successful completion of your degree.

**Completion of Course Work**

It is expected that course work will be completed on time. According to Department policy, a course will be registered ‘Incomplete’ on a transcript only if the student has requested (in writing) and received the approval of the Graduate Coordinator or the Head of the Department, who is satisfied that circumstances warrant an extension.

The Department cannot emphasize too much the damaging effect incomplete course work has on students’ programmes, both in terms of the likelihood of finishing the degree in reasonable time, and in terms of prospects for funding, from Queen’s or elsewhere. Very slow progress, in the absence of mitigating considerations, also constitutes unsatisfactory performance. It is important to add here, though, that if there are mitigating circumstances, students should talk to the Graduate Coordinator as soon as possible so appropriate adjustments to students’ programme can be made. Please note that the Graduate Calendar states that: ‘unsatisfactory performance by the student may cause proceedings to be instituted requiring the student to withdraw.’

For further information please look here:
[http://www.queensu.ca/calendars/sgsr/Withdrawal_on_Academic_Grounds.html](http://www.queensu.ca/calendars/sgsr/Withdrawal_on_Academic_Grounds.html)

**Procedure For Reviewing Unsatisfactory Grades**

In the case of an unsatisfactory grade in a course (below 75%), the following procedures apply:

The Graduate Coordinator will notify the student and the instructor that the Board of Graduate Studies (BOGS) is to review the case.

BOGS will consult with the student and the relevant instructor, along with any other instructors the student has had in the graduate programme, in order to learn of any circumstances that bear on the case. The student and the relevant instructor have the option of appearing before BOGS.

BOGS will make any one of the following recommendations, which will be forwarded to the Graduate School for consideration:

- That the student repeat the course
- That the student take a substitute course
- That the student be required to withdraw.

It should be emphasized that the unsatisfactory grade cannot be effaced from the transcript.
THE M.A. PROGRAMME

Course Requirements

For students beginning the program in 2013, who hold an Honours degree in philosophy, a Medial in philosophy and another subject, or an equivalent to either: 6 one-term courses (or equivalent), a Master’s Thesis (approximately 50 pages). Courses taken must fulfill a distribution requirement by taking two courses falling under the heading of Metaphysics and Epistemology, and two courses falling under the heading of Value Theory. Students whose background is particularly strong in one or the other of these two broad areas may, with the permission of the Graduate Coordinator, be allowed to substitute other courses for that part of their distribution requirement. Questions about which courses fall under which heading should be directed to the Graduate Coordinator. By special arrangement, appropriate graduate courses in other departments may be taken for credit in a philosophy graduate program. Consult the Coordinator of Graduate Studies.

The Master's Thesis

For details on graduate school regulations, see: http://www.queensu.ca/calendars/sgsr/Thesis.html

Guidelines for Thesis Proposals

M.A. students must submit a Thesis proposal. The deadline for submission of M.A. Thesis proposals for 2015-16 is January 20, 2016. Proposals should be submitted to the Departmental Assistant, Judy Vanhooser.

Your M.A. Thesis proposal must be accompanied by a form from your nominated Supervisor. Please obtain the Supervisor Approval Form from Judy Vanhooser and append a completed copy to your submission. To ensure approval, you must get the proposal and form to your Supervisor in sufficient time for him or her to read it carefully. A sample in this handbook should give you a good idea of what is expected. You should seek advice when preparing the proposal, particularly from the professor you would like to nominate as your Supervisor, before submitting it to BOGS.

M.A. Thesis Requirements

The Graduate School requires that ‘A thesis be expressed in a satisfactory form consistent with the discipline concerned, and display a scholarly approach to the subject and a thorough knowledge of it. A critical review of previous work related to the subject and a concluding summation of the contribution made in the thesis to scholarship in the chosen field must be included.’ In addition ‘A Master's thesis should demonstrate that the candidate is capable of original and independent work...’ (section 8.6, ‘Thesis, General Remarks’ from the Graduate Studies Calendar)

Consistent with the above, a Philosophy M.A. Thesis should be understood to be a work that is considerably more extensive and deep than a substantial term essay. The criterion by which the quality of an acceptable thesis is judged may be conceptualized as follows: Were it a substantial term essay by a graduate student, it would be deemed to merit a mark of not less than 80%. It is a good idea for Master's students to take a paper written for a seminar course and expand it into a deeper and more complete discussion.

Second Departmental Reader

The Second Reader’s role is to provide guidance for improving the quality of the thesis and helping ensure its readiness for the oral defense. The Second Reader may possess special expertise in the candidate’s field of research, expertise that complements that of the Supervisor, or simply take on the role of helping to assure that the thesis is coherent and effective in presentation. At a minimum the Second Reader should carefully review the thesis at the penultimate draft stage.
Note that according to Graduate School regulations, the candidate is guaranteed the right to have his/her thesis examined in whatever form he/she wishes to defend it even if the Supervisor and Second Reader do not judge it ready for defense.

Master’s Thesis Oral Defense

The M.A. Thesis Defense is usually scheduled two weeks after the submission of the thesis. The thesis will be assessed as Pass or Fail at the end of an oral examination of the thesis. The examination committee consists of (a) the Supervisor (b) the Second Reader and (c) a third person, either from the department or from another department at Queen’s. The defense is chaired by a member of the Philosophy department’s faculty, usually a member of BOGS.

Sample M.A. Thesis Proposal

M.A. Thesis Proposal
Submitted by: Jane Doe, January 31, 2007
Supervisor: Faculty Member

Metaphor and Narrative in Economics: The Cognitive Function and Epistemic Consequences of Rhetoric in Economic Theory

Overview:
The notion that metaphor plays an important cognitive role in structuring our understanding of the world poses interesting and important questions both for philosophers of language and philosophers of science. In the former field, questions about how metaphors work and what they mean have been taken up and re-examined by philosophers such as Max Black, John Searle, and Donald Davidson. Philosophers and historians of science have in the meantime recognized the relevance of such debates to their own analyses of model-building and theory choice. In particular, the notion that scientific explanation hinges largely on metaphoric re-description has attracted a great deal of attention. Mary Hesse, Richard Boyd, Thomas Kuhn and others have argued that metaphors play not just an exegetical or heuristic role in science, but are instead constitutive of the theories they express.

How might such views come to bear on economic theory? Economics as a discipline has moved far beyond basic animating metaphors such as Adam Smith’s infamous ‘invisible hand’. Indeed, most practicing economists place much less importance on the verbal exposition of their models than on the mathematics itself, and the notion that the ‘rhetoric’ of economics might be worth serious study has had little impact on the core of the discipline. Nonetheless, a small number of economists and philosophers of economics (including Donald/Deirdre McCloskey, Arjo Klamer, and Philip Mirowski) have begun to make space for the discussion of such issues, and have drawn some attention to their significance for the practice and self-understanding of the discipline. McCloskey, for example, has argued that economists share with other scientists a reliance on the creation of metaphors and narratives, and that the explanatory power of their theories lies first and foremost in the rhetoric used to make economic phenomena intelligible — McCloskey’s view of economic discourse has been highly influenced by a post-modernism of a Rortian flavour and shares some of its major epistemological (or post-epistemological) conclusions.

Objectives:
In my project, I intend to explore the cognitive function of metaphor and narrative in economic theory, and to assess the anti-realist or post-epistemological stance that economists following McCloskey’s lead have adopted. My first task will be to argue that both metaphor and narrative make important contributions to the explanatory power of economic theories, and that metaphor in particular plays a crucial role in the development of economic models. To this end I will discuss an interactionist or structure-mapping theory of metaphor, and will examine two powerful economic metaphors (the Walrasian ‘market’ with its ‘auctioneer’, and the picture of certain economic interactions as strategic ‘games’). My second objective will be to clarify some epistemological implications of the above insights. If much of what economists take to be literal language or purely mathematical analysis is actually structured by pervasive constitutive metaphors, what are we to make of the project of justifying knowledge claims in economics? Does it make any sense to speak of an economic reality that theories can approach with varying degrees of accuracy?
I will argue that we ought to look before we leap to McCloskey’s self-proclaimed post-modern conclusions. Perhaps ironically, McCloskey’s critical stance can be argued to have largely conservative implications for the actual practice of economics. As Alexander Rosenberg points out, McCloskey arrives at a very laissez-faire approach to business as usual in the discipline. I will defend the claim that explicit evaluation of economic metaphors is both possible and desirable. Insofar as we have the resources to locate both strengths and flaws in certain models and forms of discourse, we ought not to be reticent to question the nature of business as usual in economics. For example, in his *More Heat than Light* Philip Mirowski provides an extended analysis of what he takes to be an inadequate constitutive metaphor, arguing that modern neo-classical economics borrows extensively from the language of 19th century energy physics, but is ultimately incoherent because the essential part of the analogy (the principle of conservation) fails. To give another example, recent feminist work has been directed at uncovering inconsistency and androcentrism within constitutive economic metaphors.

What it takes to uncover incoherent metaphors and crucial disanalogies is of course a complex question, and the aim of this project will not be to provide an answer, but rather to point to its importance, value and seriousness as a question.

**Bibliography**


THE Ph.D. PROGRAMME

Course Requirements

Students must take six courses in total, and fulfill a distribution requirement by taking two courses falling under the heading of Metaphysics and Epistemology, and two courses falling under the heading of Value Theory. Students whose background is particularly strong in one or the other of these two broad areas may, with the permission of the Graduate Coordinator, be allowed to substitute other courses for that part of their distribution requirement. Questions about which courses fall under which heading should be directed to the Graduate Coordinator. By special arrangement, appropriate graduate courses in other departments may be taken for credit in a philosophy graduate program. Consult the Coordinator of Graduate Studies.

In order to remain in good standing in the program, a student must complete all of his or her courses within their first year (extensions may be granted on the basis of medical and similar reasons) and maintain an overall course average of 80%.

Ph.D. Year 2

The second year is devoted to identifying an area of research, focusing a dissertation topic and writing a dissertation proposal. During the second year of the program, the candidate’s dissertation committee will assist the student in framing an area of research and mastering an appropriate reading list in preparation for the writing of the thesis. At the end of the second year, no later than June 30, students will be orally examined by their committee on the dissertation proposal and research work preparatory for writing the dissertation.

Formation of Ph.D. Committee

No later than the end of the first week in June of the first year of the Ph.D. program, the Graduate Coordinator, in consultation with the candidate and relevant faculty, will form a committee of three faculty members, including one as Supervisor, who will constitute the student’s Ph.D. Dissertation Committee. Students are encouraged to meet individually with Committee members during the winter term of the first year to receive early advice on the direction of their research and suggestions for further reading. They are advised to meet with their entire three-person Committee before the end of June of the first year and to keep in touch with their committee about their progress thereafter.

Reading List

At the first meeting of a candidate’s Ph.D. committee, the student and the Committee members should agree upon a preliminary reading list to prepare for the formulation of a dissertation proposal. During the second year of the program the candidate should meet with his/her Committee at least once per semester in order to revise the reading list and discuss the candidate’s progress, although the candidate will have more frequent contact with his/her Supervisor. It is strongly recommended that doctoral candidates write papers totaling at least 15,000 words on topics related to their proposed area of research.

Dissertation Proposal Oral Defense

The dissertation proposal oral defense is an examination of a student’s thesis proposal. It should take place before the 30th of June of year 2. The purpose is to provide the candidate with the opportunity to defend a detailed thesis proposal and to demonstrate that she/he possesses the necessary focus and knowledge to begin writing the dissertation. In general, the oral examination enables an evaluation of the candidate’s suitability for continuing in the Ph.D. program. The examination should result in identification of any weaknesses and allow faculty members to judge the overall competence of the candidate.

Candidates should begin thinking about a thesis topic during the first year and should be prepared to talk about possible directions at the first meeting with the Committee before the end of that year (i.e. before the end of June of the first
year). The members of the Examining Committee will be the members of the Ph.D. Dissertation Committee and the examination will be chaired by the Graduate Coordinator or by another member of BOGS.

The thesis proposal should be about 20-25 pages. It should do the following:

- discuss the relevant philosophical literature on the topic
- provide an outline of the argument to be made in the dissertation
- identify and defend the significance of the argument to be made
- provide a timetable of research and writing for the various chapters, with a projected date of completion
- provide a bibliography of primary and secondary source readings

Normally the thesis Supervisor(s) will approve the thesis proposal in writing (by signing the proposal or by e-mail) before it is submitted to the Graduate Office and circulated to the other members of the committee. However, if the Supervisor(s) and the student do not agree about the readiness of the proposal, the candidate may inform the Graduate Coordinator in writing that he/she wishes to proceed with the oral exam.

Students should submit a first draft of the proposal to the Supervisor (and other committee members if acceptable) by the end of January. The student must deliver one copy of the completed proposal to the Graduate Office and one copy to each member of the Committee at least ten days prior to the oral exam. The Supervisor will be responsible for convening the defense of the proposal.

Members of the Committee should provide the Graduate Office and the Examination Chair with a written report on the strengths and weaknesses of the proposal before the start of the exam. They are encouraged to share their reports with the student at the conclusion of the exam.

The Examining Committee will either pass the thesis proposal or ask the candidate to resubmit with specified revisions. The decision to pass must be unanimous and the Committee must specify in writing the nature of the revisions. The candidate must resubmit within three months. Members of the Examination Committee will submit reports on the revised proposal before the second oral examination. The Examination Committee will pass or fail the revised proposal by simple majority. Failure of the second examination or the passage of three months without resubmission requires withdrawal from the program. Students wishing to appeal the decision of the Committee after failure of the second exam may consult the Graduate School Calendar for details of the appeal process.

Candidates who fail to defend their thesis proposal by June 30 of the second year will be considered to have failed. Should exceptional circumstances arise that merit an extension of the deadline, the candidate can request an extension stating reasons for the requested extension. The Committee will decide by majority vote whether to grant the request.

**Ph.D. Progress Reports**

At the end of the winter term, all Ph.D. students from Year 2 onward will be expected to complete a form reporting on their progress in the graduate program during the preceding academic year. Each student must discuss the report with his or her Supervisor and arrange for the Supervisor to comment on and sign the report. The report should then be submitted to the Graduate Assistant. Students whose progress is unsatisfactory will be asked to meet with a member or members of the Board of Graduate Studies to discuss the student’s difficulties and plans to move forward. A written report of the meeting will be compiled and shown to the student, who can comment on it before it is placed in the student’s file. Students who do not show satisfactory progress may be asked to withdraw from the program. Further details of the School of Graduate Studies policy regarding ‘Withdrawal on Academic Grounds’ can be found at www.queensu.ca/sgs/forstudents/policiesprocedures.html

**The Doctoral Thesis**

For details on graduate school regulations, see http://www.queensu.ca/calendars/sgsr/Thesis.html
After the second year of background research, and with a formal proposal approved, Ph.D. students should be well equipped to embark on the research and writing of the doctoral thesis. In addition to the supervisor, a Second Reader should be appointed from the student’s Dissertation Committee. Students should keep in regular contact with their supervisor, and update other members of their Dissertation Committee about the progress of their doctoral research.

Writing a doctoral dissertation can seem a daunting task, but students can avail themselves of a number of resources at Queen’s to help. The School of Graduate Studies runs regular dissertation ‘boot camps’ as well as a wonderful ‘Dissertation by the Lake’ programme in late summer which enables students to spend a few days away from the city to focus on their research. The ‘3-minute thesis competition’ has also been a great catalyst for motivating students.

Once the thesis is completed, the Supervisor is responsible for suggesting an internal-external examiner and an external examiner to the Graduate Coordinator, for proposing a time for the oral exam, and for ensuring that six copies of the thesis are available in final form. The oral exam should take place no fewer than 5 weeks after the submission of the thesis.

The committee that examines the thesis will consist of the three members of the Dissertation Committee, that is, the Supervisor(s), the Second Reader, and the third member of the Committee, as well as an external examiner from within the University, and an external examiner from outside the University. An appointee of the Graduate School chairs the examination.

The Graduate School requires that ‘A thesis be expressed in a satisfactory form consistent with the discipline concerned, and displays a scholarly approach to the subject and a thorough knowledge of it. A critical review of previous work related to the subject should be given.’ In addition, the doctoral thesis ‘must be original and be of such value as to merit publication’ (section 8.6, ‘Thesis, General Remarks,’ from the Graduate Studies Calendar).

**Research Tool Recommendation**

It is strongly recommended that students acquire one of the following research tools, as decided upon their Committee, in relation to their area of research: Reading capacity in a language other than English, expertise in a discipline other than philosophy (e.g. English, biology) or a skill set, such as statistics. Candidates who propose to submit a thesis in an area for which knowledge of a particular language or languages other than English is deemed essential must pass an examination in that language(s). Other students are encouraged to acquire such a research tool, as well as evidence that they have done so, in order to enhance their research capacity and employability.

**Dissertation Research Seminar**

All second- and third-year doctoral students are required to present a paper at the Dissertation Research Seminar (DRS). The DRS meets once during the winter term of each year for every student in the second- year class, and once during the autumn term of each year for every student in the third- year class. The format is colloquium-style, with a thirty- to forty-minute presentation of a paper on some specific topic related to the dissertation project (or prospective project, in the case of second-year students) and about an hour of audience questions. During each semester, the time and place of the DRS will remain constant. All second- and third-year students are expected to attend all DRS meetings, as are members of the student’s dissertation committee. Other students and faculty are also welcome. The DRS will be facilitated by the chair of BOGS or a member of BOGS.

**ACADEMIC INTEGRITY**

All students should familiarize themselves with Queen’s University’s regulations on academic integrity: [http://www.queensu.ca/academicintegrity/index.html](http://www.queensu.ca/academicintegrity/index.html). It is important that you know University policies on academic integrity in your roles as a student and as a Teaching Assistant or Teaching Fellow. The School of Graduate Studies has its own academic integrity policy: [http://www.queensu.ca/sgs/forstudents/policiesprocedures.html](http://www.queensu.ca/sgs/forstudents/policiesprocedures.html)
APPEALS

Graduate Student Appeals against Academic Decisions in Courses

The Department makes every effort to ensure that students’ work is assessed carefully, fairly, and impartially. There may be circumstances, however, in which students would like to appeal a decision on procedural, academic, or other grounds.

- The graduate student should request a review and reconsideration of a decision by his/her instructor. Should the student not be satisfied following the review by the instructor, a grievance may be presented to the Board of Graduate Studies.
- In the event of dissatisfaction with the ruling of the Board, an appeal may then be made to the Head of the Department.
- Should the Head of Department decide a further review is required, he/she will appoint an ad hoc committee consisting of three members of the Department, none of whom are members of the Board of Graduate Studies or the instructor involved in the issue. In addition, a senior graduate student (i.e., one who has already passed the comprehensives) will be a member. The graduate student will not cast a vote concerning the academic standing of the appealing student.

Graduate Student Appeals against Academic Decisions on Comprehensive Examinations

If a student wishes to appeal the composition of the committee responsible for setting his/her examination questions, approving his/her Area Research Proposals, evaluating his/her papers, or conducting his/her oral examination, such appeal must be made in the first instance to the Graduate Coordinator immediately on learning of the committee’s composition. The Graduate Coordinator will consider the appeal and decide whether it requires reconstituting the committee. Any further appeal must be made in writing to the Department Head. In either case the candidate must state the basis of the appeal in writing.

If a student wishes to appeal the outcome of any part of the examination process on procedural, academic or other grounds, he/she must do so in writing to the Department Head within a period of one month after being informed of the result. The appeal must include a statement of the candidate’s reasons for thinking that the outcome should be reconsidered. The Department Head will consider the appeal and decide whether it requires reconstituting the examining committee. If the appeal is allowed, the Head will convene a new examining committee of two members of the Department, one of whom shall have been a member of the original committee. The decision of this new committee shall be final. In the event of conflicting assessments, the Head shall appoint a third member of the Department, not on the original committee, to serve on the new committee. The decision of the new committee shall be final.

It should not be assumed that procedures governing comprehensive appeals have any bearing on appeals relating to coursework or vice-versa.

MEDICAL LEAVE

Without prejudice to their academic standing, graduate students may apply for a leave of absence on medical grounds, for one term (4 months) and up to a maximum of three terms (12 months). Students are required to send a request for a medical leave of absence in writing to the Director, Admissions and Students Services, School of Graduate Studies, and must provide documentation from a doctor or health care practitioner to support a medical leave of absence for the duration requested. For details please contact the Coordinator of Graduate Studies. See the SGS website: http://www.queensu.ca/calendars/sgsr/Medical_Leave_for_Graduate_Students.html
AWARDS

A.R.C. Duncan Award for Excellence in Teaching

The A.R.C. Duncan Award for Excellence in Tutoring was established in honour of a former head of this department and one of the country’s most distinguished teachers of philosophy. It is awarded annually to a teaching assistant whose contribution has been particularly outstanding. The Board of Graduate Studies receives nominations from faculty at the end of every academic year. It is a significant honour to receive the award.

Dr. H. Martyn Estall Award in Philosophy

The Dr. H. Martyn Estall Graduate Award in Philosophy was established to assist one student each year in the M.A. or Ph.D. program in the department of Philosophy to attend a major conference. Preference will be given to students who wish to present a paper at, or just attend, the annual meeting of the Canadian Philosophical Association. If there are no applications for attendance of the Canadian Philosophical Association meeting, applications for other important conferences will be considered. Applications must be made in writing to the Graduate Coordinator who, with the Board of Graduate Studies, will make a recommendation based upon academic achievement.

The C.G. Prado Thesis Prize

This prize was established by faculty and friends in honour of Professor Emeritus Carlos G. Prado. During his distinguished career at Queen’s Prof. Prado published more than a dozen books and supervised over thirty Ph.D. and M.A. theses. Prof. Prado continues to inspire many students. The prize will provide an annual award to a graduate student in the Department of Philosophy who submits an outstanding doctoral thesis. To be eligible, a Doctoral student’s thesis must be submitted within 7 years of the candidate’s first registration in the Ph.D. program in the Department of Philosophy (with accommodation being made for official leaves, etc.). Ordinarily, nominations are made by Supervisors to BOGS, which makes a recommendation to the Head of the Department.

Travel Awards

The Graduate School makes funds available for graduate students to travel to and present at conferences, symposia, and other academic occasions. If you wish to apply for conference funding, you must submit a request for funding to the Graduate Coordinator well prior to the conference (see Judy Vanhooser for the appropriate form). Students can normally expect no more than $300.00 in support, though sometimes more is available.

JOBS: PROFESSIONAL DEVELOPMENT, CURRICULUM VITAE, REFERENCES, ETC.

The School of Graduate Studies runs an impressive array of workshops in its Expanding Horizons series to prepare you for the job market, on matters ranging from CV writing to job interview tips. Students are strongly encouraged to avail themselves of these opportunities. In response to a request from the Graduate Student Committee, the department will, from time to time, offer professional development workshops for all graduate students in the Philosophy department on such topics as grant applications and research and writing theses.
Before you apply for a job or scholarship (anything from a SSHRC fellowship to a tenure-track position) you should seek advice. In the present employment climate a badly prepared curriculum vitae or CV will be the first and last piece of your work seen by an employer or hiring committee. As well as the Graduate School workshops, Career Services offers one or two workshops a year on how to prepare a CV.

There is a folder of written advice, sample vitae, and sample post-doctoral proposals, available from Judy Vanhooser, the Departmental Assistant. There is also a dossier service available for all graduate students in this department. Ms. Vanhooser will keep your materials on file and assemble them in a package and send them out upon request. The dossier will typically contain confidential letters of reference and post-secondary school transcripts; students are expected to send other materials out themselves. When you wish to apply for a position, provide Ms. Vanhooser with the necessary details and the dossier will be prepared and mailed. Along with the documents, a note will be enclosed which will explain that letters of reference, unless otherwise specified, have been submitted to us by the candidate’s referee on the mutual understanding that the letter is confidential and has never been seen by the candidate. A request will also be made that the file be destroyed when it has served its purpose. All students will have free access to this service for two years. After that, an administrative fee of $5.00 per mailing will be charged.

**FELLOWSHIPS**

Continuing students should keep in touch with the Coordinator of Graduate Studies regarding fellowship applications and deadlines, and also review the departmental bulletin board on a regular basis. To qualify for Queen’s awards, candidates must show that they have applied for external awards as well.

Students are responsible for checking from time to time with the Departmental Assistant regarding the status of their fellowship applications in order to determine whether any required items, such as letters of recommendation, are missing. It is up to you to ensure these items are received on time.

**MISCELLANEOUS**

A guide to finding philosophy research tools in Douglas and Stauffer Libraries may be had from the library’s reference department. Tours of the library will be set up at the beginning of the Fall Term.

The School of Graduate Studies offers courses of potential interest to all graduate students. In particular, SGS 901* is designed to assist senior Ph.D. students with professional development, especially teaching. See: [http://www.queensu.ca/ctl/ps/programs/sgs901.html](http://www.queensu.ca/ctl/ps/programs/sgs901.html)

Dates and deadlines of importance to graduate students are listed in the *Graduate Calendar*. Students should familiarize themselves with this information.

Students experiencing financial problems should let the Graduate Coordinator know. Although the Department has very limited funds available for additional support for graduate students, the Graduate Coordinator may be aware of possible opportunities for research assistantships, etc.

Each graduate student has a mail tray located in Room 310. Students are requested to check regularly for mail. Outgoing and incoming mail are exchanged at approximately 2:00 p.m. and the incoming mail is usually sorted shortly after that.

In keeping with the University’s non-smoking policy, the Department affirms that there shall be no smoking in graduate student offices, or in the corridors, departmental offices, lounge, classrooms, elevator area, or washrooms.