

**HANDBOOK
FOR GRADUATE STUDENTS IN PHILOSOPHY**

QUEEN'S UNIVERSITY

2022-23

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Table of Contents

Introduction	... 3
Resources for Students	... 4
Committees and Positions	... 5
Colloquium	... 6
Reading Groups	... 6
Library	... 7
Graduate Student Teaching	... 7
Teaching Assistants	... 7
Teaching Fellows	... 9
M.A. and Ph.D. Degree Requirements	... 10
Completion of Course Work	... 10
Procedure for Reviewing Unsatisfactory Grades	... 10
The M.A. Programme	... 11
Course Requirements	... 11
The Master's Thesis/Major Research paper	... 11
Sample M.A. Thesis/MRP Proposal	... 13
The Ph.D. Programme	... 15
Course Requirements	... 15
Ph.D. Year 2	... 15
Ph.D. Progress Reports	... 17
The Doctoral Dissertation	... 17
Research Tool Recommendation	... 18
Dissertation Research Seminar	... 18
Academic Integrity	... 18
Appeals	... 18
Medical Leave	... 19
Awards	... 19
Jobs: Professional Development, Curriculum Vitae, Letters of Reference, etc.	... 20
Fellowships	... 20
Miscellaneous	... 21

INTRODUCTION

Welcome, new graduate students, and welcome back, continuing graduate 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 best to profit from your studies at Queen's. The handbook should be read in conjunction with the Calendar of the School of Graduate Studies at <https://www.queensu.ca/sgs/graduate-calendar>, the Graduate School Regulations at <https://www.queensu.ca/sgs/graduate-calendar/general-regulations>, as well as the PSAC Collective Agreement at <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,

Rahul Kumar
Coordinator of Graduate Studies
kumar@queensu.ca

August 2022

RESOURCES FOR STUDENTS

School of Graduate Studies and Postdoctoral Affairs: Resources for graduate students and supervisors can be found at: <http://www.queensu.ca/sgs/>.

Expanding Horizons: Workshops for Graduate and Professional Students: The Graduate School runs workshops on applying for grants, preparing resumes, intellectual property, and other issues important to professional development. <http://www.queensu.ca/exp/>

Student Wellness Services: 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/campuslife/health>.

Student Academic Success Services: 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. 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>.

Society of Graduate and Professional Students (SGPS): John Deutsch Centre. 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), services (e.g. student advisors) and social and recreational activities. 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. <https://sgps.ca>

The Queen's University International Centre: John Deutsch Centre. 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>

Harassment: Queen's University is committed to a working environment that is free from harassment and discrimination. Please see the following: [Information for Graduate Students about Harassment and Harassment Protocols at Queen's University](#) and the [Response protocol](#).

Queer Positive resources: This page provides links to the various resources available to the Queen's community <https://www.queensu.ca/positivespace/resources>

Indigenous Student Centre: The Four Directions Indigenous Student Centre is the best starting point for resources available on campus to Indigenous students.

COMMITTEES AND POSITIONS

Graduate Coordinator

In 2022-23, the Graduate Coordinator and the Chair of the Board of Graduate Studies is Rahul Kumar. The Graduate Coordinator has the following responsibilities:

- In conjunction with the School of Graduate Studies and the Graduate 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 graduate students find Supervisors for their theses and dissertations.
- Facilitate the examination of M.A. theses and Ph.D. dissertations, as well as defenses of Ph.D. dissertation proposals.
- Provide assistance to graduate students applying for fellowships.
- Offer advice and support to graduate students regarding any concerns they may have about their studies, financial situation, or matters pertaining to their wellbeing more generally.

Graduate Assistant

The Graduate Assistant handles all administrative matters concerning graduate students, maintaining student files, including admission files, and managing paperwork concerning coursework, student programmes and TA contracts.

Board of Graduate Studies

The Board of Graduate Studies (BOGS) is a faculty committee consisting of the Graduate Coordinator and two other faculty members. In 2022-23 its members are Rahul Kumar (Chair), Kerah Gordon-Solmon (Fall), Deborah Knight (Winter), and Udo Schuklenk. 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 consult with BOGS on 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.

Philosophy Graduate Student Association

The Philosophy Graduate Student 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; serves a medium of communication between its members, other members of the department and organizations within the University; and from time to time organizes academic, social and recreational activities for its members. Elections for executive positions (including the student members of COGS) are held in the Fall.

COLLOQUIUM

The department has an excellent speaker programme. The Colloquium meets most Thursday afternoon during term (4:00–6:00 pm, Watson 517), and in addition, the department sometimes hosts special University lectures.

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 engage in discussion on a wide range of issues. Masters and Doctoral students are amongst our most regular and enthusiastic participants.

Senior PhD students are also welcome to speak to the Colloquium Coordinator, Prof. Jon Miller, about presenting a paper as part of the colloquium series. 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/study groups over the years, focusing on a range of topics, including metaphysics, philosophy of education, animal rights, feminism, cognitive science or political philosophy. Such 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. It is an interdisciplinary group with participants from Philosophy, Political Studies, Law, History, Sociology and Economics. It meets in the Winter term. The Faculty of Law, in conjunction with the Departments of Philosophy and Political Studies, runs a Colloquium in Legal, Political and Moral Philosophy with an impressive group of guest speakers in the Fall 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 to 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.

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://queensu.ca/facultyrelations/teaching-assistants-and-fellows/collective-agreement> 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 TAs 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 TAs, 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 TAs 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.

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, as part of their duties, to attend lectures, grade papers and tests, hold office hours and in some cases, 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 adopted 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 = 20 minutes; 6–8 pages = 35 minutes; 8-10 pages = 45 minutes*

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

*these are *very* rough estimates. TAs should discuss with their course employer what the expectations are for grading and how much time it is reasonable to spend grading an assignment.

Sample Calculation of TA duties

For a 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 (6 page paper) 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 mandatory workshop on teaching for all incoming graduate students held early in Fall term. In addition, students must complete mandatory online disability training sessions in accord with Ontario government legislation.

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. If a TA is unable to resolve problems with the instructor, the Graduate Coordinator should be consulted for further assistance.

Queen's Centre for Teaching and Learning runs a number of workshops on teaching throughout the year. Students are encouraged to make use of the Centre's facilities and the opportunities it provides. See www.queensu.ca/ctl.

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 personnel 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.

For 2022-23, Prof. Kerah Gordon-Solmon is the Chair of Undergraduate Studies and is responsible for advice on teaching matters. Teaching Fellows should seek advice from the Undergraduate Chair about the production of a syllabus for the course they will be teaching, and about other aspects of designing and running the course. The syllabus should conform to the [Faculty of Arts and Science template](#). 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 Undergraduate Chair before the course begins. Teaching Fellows should raise with the Undergraduate Chair 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, breaches of academic integrity by a member or members of the class, etc.) should raise the matter with the Undergraduate Chair or the Graduate Coordinator as soon as possible.

M.A. AND Ph.D. DEGREE REQUIREMENTS

Please see the SGS *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' (IN) 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 can have, both in terms 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. If there are mitigating circumstances, it is important that students should talk to the Graduate Coordinator as soon as possible so appropriate adjustments to their 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: <https://www.queensu.ca/sgs/graduate-calendar/general-regulations> .

Procedure for Reviewing Unsatisfactory Grades

In the case of an unsatisfactory grade in a course (below B+), 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

The 12-month Master's in Philosophy is offered with two options.

Option One: M.A. in Philosophy

For students beginning the program in 2022, who hold an Honours degree in philosophy, a Medal 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 at least one course falling under the heading of Metaphysics and Epistemology, and at least one course 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 programme – consult the Coordinator of Graduate Studies.

Option Two: M.A. in Philosophy with Specialization in Political and Legal Thought

For students beginning the program in 2022, who hold an Honours degree in philosophy, a Medal in philosophy and another subject, or an equivalent to either: 6 one-term courses (or equivalent), at least 4 of which must be chosen from a list of designated courses in the field of Political and Legal Thought (this is a collaborative, interdisciplinary programme, so the list includes courses in Philosophy, Political Studies and Law), a major research essay (ideally, no more than 50 pages). PLT students do not have to fulfil the distribution requirement outlined in Option One. By special arrangement, appropriate graduate courses in other departments that are not on the list of designated courses may be taken for credit – consult the Coordinator of Graduate Studies.

The Master's Thesis and Major Research Paper

For details on graduate school regulations, see: <https://www.queensu.ca/sgs/graduate-calendar/>

See also the helpful document [General Forms of Theses](#)

Guidelines for Thesis/MRP Proposals

M.A. students must submit a Thesis/MRP proposal. The deadline for submission of proposals for 2022-23 is February 27, 2023. Proposals should be submitted to the graduate assistant.

Your proposal must be accompanied by a form from your nominated Supervisor. Please obtain the MA Supervisor Approval Form [online](#) 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.

The 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/MRP 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).

The requirements for the Major Research Paper (MRP) are the same as the Master's Thesis. Students are expected to produce a work of similar form, length and quality as the M.A. thesis. The principal difference is that the MRP is not examined at an oral defense, not submitted on Q-Share, and the student does not receive a bound copy upon completion.

Consistent with the above, a Philosophy M.A. Thesis/MRP should be understood to be a work that is considerably more extensive and deeper than a substantial term essay. The criterion by which the quality of an acceptable thesis/MRP 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

In the case of a Master's thesis, a 'Second Reader' will be appointed in addition to the Supervisor. 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. The Second Reader may carefully review the thesis at the penultimate draft stage; how the Second Reader is involved in the thesis should be discussed and agreed upon by the Student, Supervisor, and Second Reader.

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.

Submission of the Master's Thesis and the Oral Defense

The M.A. Thesis must be submitted at least 10 working days before the oral defense. Students should submit an electronic copy to their committee members and to the Department of Philosophy at adminphil@queensu.ca. They need to ask their committee members if they require a hard copy as well and supply those to the Department office (to be distributed to the committee members by office staff.) The thesis will be assessed as Pass or Fail at the end of the 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. It is the supervisor's responsibility to organize the examining committee, in consultation with the Graduate Coordinator.

Once the thesis has passed and been uploaded to Q-Space, the student must deliver three hard copies to the Department Office for binding.

Submission and Evaluation of the MRP

In contrast to Theses, Major Research Papers are not examined at an oral defense, but are graded by two examiners, one of which is the student's supervisor.

The supervisor will select the second examiner in consultation with the Graduate Coordinator, and give the examiner's name to the Graduate Assistant.

Students should submit an electronic copy of the MRP to their supervisor and second examiner as well as the Department of Philosophy at adminphil@queensu.ca. They must ask whether their supervisor and examiner also require a hard copy and if so to supply those to the Department Office for distribution.

The examiners are expected to evaluate the MRP within two weeks of submission. The possible MRP grades in Philosophy are PASS/FAIL. Both examiners are encouraged to provide the student with written comments on the MRP.

The examiners will grade the MRP independently and inform the Graduate Coordinator of the outcome, copying the Graduate Assistant. The supervisor should submit a brief written assessment of the MRP. If both examiners give passing grades, the Graduate Coordinator will inform the student of the result. If one or both examiners fail the MRP, they should meet with the Graduate Coordinator to consider next steps.

Sample M.A. Thesis/MRP Proposal

Submitted by: Jane Doe, January 15, 20xx
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.

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THE Ph.D. PROGRAMME

Course Requirements

Students must take six courses in total, and fulfill a distribution requirement by taking at least one course falling under the heading of Metaphysics and Epistemology, and at least one course 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, **and 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 July 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.

Reading List

At the first meeting of a candidate’s Ph.D. committee, the student and the Committee members should agree upon a plan for the year. The aim of the PhD 2 work should be to help focus the dissertation topic, acquire the background needed to write on that topic, and prepare a dissertation proposal. What the plan looks like for achieving this goal is at

the discretion of the committee. It should be acceptable to both the student and all members of the committee. The graduate coordinator will be happy to consult, if that might prove helpful.

One way of achieving this goal is to prepare reading lists on different aspects of the topic and write short papers based on that list. The purpose of these short papers is to help master the relevant literature and provide a basis for discussion with the committee about that literature. Reading lists should be discussed in advance with the committee to ensure that the relevant readings are covered and the list is suitably comprehensive.

How many papers are written over the course of the year, and whether the abstracts and reading lists are to be prepared simultaneously or sequentially, is at the discretion of the committee. It is strongly advised that students be writing continuously over the course of the year. This is the best way to master the material needed to prepare a proposal and begin writing on the chosen topic.

A student should meet with his/her Committee *at least* once per semester in order to discuss their written work and progress. More frequent meetings is definitely desirable and strongly encouraged.

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 candidates with the opportunity to defend a detailed thesis proposal and to demonstrate that they possess the necessary focus and knowledge to begin writing the dissertation. In general, the oral examination enables an evaluation of a 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. 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 15-20 pages, though it can be shorter or longer, depending on what the committee deems acceptable. 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 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.

The Supervisor will be responsible for convening the defense of the proposal.

Members of the Committee should provide 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

All Ph.D. students from Year 2 onward will be expected to complete an annual report 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 <https://www.queensu.ca/sgs/graduate-calendar/general-regulations>.

The Doctoral Dissertation

For details on graduate school regulations, see <https://www.queensu.ca/sgs/current-students/degree-completion/thesis-formatting-other-resources>. See also the helpful document [General Forms of Theses](#).

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 PhD dissertation must be submitted at least five full weeks before the oral defense. Students submit an electronic copy to their committee members and to the Department of Philosophy at adminphil@queensu.ca. They need to ask their committee members if they require a hard copy as well and supply those to the department office (to be distributed to the committee members by office staff.) The dissertation will be assessed as Pass or Fail at the end of the oral examination of the thesis. Once the dissertation has passed and been uploaded to Q-Space, the student must deliver three hard copies to the Department Office for binding.

The committee that examines the dissertation 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. It is the supervisor's responsibility to organize the examining committee, in consultation with the Graduate Coordinator.

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 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.

ACADEMIC INTEGRITY

All students should familiarize themselves with Queen's University's regulations on academic integrity: <https://www.queensu.ca/sgs/graduate-calendar/academic-integrity-policy>. 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/academicintegrity/instructors/resources-tas>.

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.

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: <https://www.queensu.ca/sgs/accommodation-and-academic-consideration>.

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 work 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 (you can find the conference funding form online at <https://www.queensu.ca/philosophy/graduate/resources-grad-students>). Students can normally expect up to \$500.00

in support per annum. Where students expect to incur expenses significantly beyond \$500 (e.g. because they plan to travel to conference in Europe, or because they wish to attend more than one conference), they are welcome to apply directly to the Head of Department (cc-ing the Graduate Coordinator) in case funds are available to provide additional support.

Graduate Student Initiatives Fund

The Department has a fund, established in memory of Michael Yang, to support initiatives by its graduate students, including holding of workshops, hosting visiting speakers, and so on. Potential applicants should discuss their proposed application with the Graduate Coordinator before making a formal written submission including a detailed budget. Applications will be evaluated by BOGS which will make a recommendation to the Head of Department. Applications can be made at any time.

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

The Graduate Coordinator runs a series of Professional Development Workshops for Graduate Students throughout the year. The Department's Placement Officers for 2022-23 are Profs. Rahul Kumar and Udo Schuklenk.

The School of Graduate Studies runs an impressive array of workshops, on both academic and non-academic career paths, 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.

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.

FELLOWSHIPS

Continuing students should keep in touch with the Coordinator of Graduate Studies regarding fellowship applications and deadlines. 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 Graduate 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 902* is designed to assist senior Ph.D. students with professional development, especially teaching. See: <https://www.queensu.ca/ctl/programs/courses-and-certificates>.

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.

The department endeavours to provide shared office space for its graduate students in Watson Hall. For 2022-23, if you need office space you should get in touch with the Graduate Assistant. Students are responsible for keeping offices in good order. Any concerns about the condition of offices, or issues about security, should be brought immediately to the Graduate Coordinator or the Graduate Assistant. If students need to book another room for an academic purpose, they may request this through the Graduate Assistant.

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.