



UCD School of Philosophy

**GRADUATE STUDIES HANDBOOK
2025/2026**



**The MA in General Philosophy
The MA in Contemporary European Philosophy
The MA in Philosophy of Mind & Embodied Cognition
The MA in Philosophy and Literature
The MA in Philosophy and Public Affairs
The MA in Ethics: Theory and Practice**

**The MLitt Programme
The PhD Programme**

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If you would like to have a Zoom Call or Google Hangouts, please click on the following link [UCD School of Philosophy Form](#)

Important Dates for 2025-26

Teaching Begins	Monday 8 th September 2025
Welcome and Induction meeting for all incoming Philosophy graduate students. Skills sessions will be held over the year. The schedule will be sent to all graduates.	Friday 5 th September 2025 – D520 Agnes Cumming Seminar Room - All Students (face-to-face) at 13:00
UCD Research Graduate Students Induction Dean's Welcome for all incoming Graduate students – 10:00 until 13:00	Wednesday 25 th September 2025 – Venue Sutherland School of Law A&L Goodbody Theatre (L023)
Graduate Taught Students Induction - 4.00 pm	Monday 23 rd September 2025 - Venue O'Reilly Hall
Reading Week – No Lectures	Monday 27 th October to Friday 31 st October 2025
First Visiting Speaker	Thursday 18 th September 2025
Trinity teaching begins	Monday 15 th September 2025 (TCD)
Final module registration deadline	Friday 19 th September 2025
World Philosophy Day	Thursday 20 th November 2025
Autumn Trimester teaching ends	Friday 28 th November 2025
Final deadline for Autumn Trimester work (unless otherwise stated)	Friday 5 th December 2025
Spring Trimester/ Teaching Begins	Monday 19 th January 2026 (UCD)
Trinity Teaching Begins	Monday 19 th January 2026 (TCD)
MA Dissertation proposal deadline	Friday 20 th February 2026
Final module registration deadline	Late January / Early February
March Break (UCD)	Saturday 9 th March – Sunday 22 nd March 2026 (UCD)
MA Thesis First Section deadline to supervisor via Brightspace	Friday 27 th March 2026
Research progress meetings – all graduate students	Month of April for students registered January 2025 or before. Month of March for students registered September 2025 or later.
Second Semester/Teaching ends	Friday 24 th April 2026
Final deadline for Semester Two work (unless otherwise stated)	Friday 1 st May 2026
Dublin Graduate Philosophy Conference	Date TBC
MA Dissertation Submission	Monday 14 th August 2026
Fees Office Dissertation Deadline	Friday 21 st August 2026 (TBC)

Some of the above dates are subject to change and students will be notified accordingly.

Lines of communication

Email: Please note that important messages are sent out to students via UCD Connect e-mail. So please, check your account regularly.

Queries can be made by filling out the form below.

UCD School of Philosophy Form

The Graduate Administrator is contactable at philosophy@ucd.ie The Graduate Administrator can help with many things; so don't hesitate to contact them.

Change of address: It is important that the School has an up-to-date record of your email address, postal address and phone number, so please remember to update any changes on your SIS student record.

Staff Office Hours: Each member of staff holds two office hours per week, during which they are available to meet with students. These hours apply to all students collectively, not to each student individually. You may also contact staff by e-mail with questions or to arrange a meeting outside of scheduled office hours. Please note that staff members are not available to the same extent in the summer months (June, July, August), and therefore students should make explicit arrangements for online or in person communication with their dissertation supervisors before that period.

Staff members aim to respond to student e-mails within 3–5 working days during term time. Please bear in mind that response times may be longer outside of term or during periods of leave.

The PhD and MLitt Co-ordinator is Dr Tatjana von Solodkoff

E-mail : tatjana.vonsolodkoff@ucd.ie Office D514 Newman Building

The Taught MA Co-ordinator is Dr Elmar Unnsteinsson

E-mail: elmar.unnsteinsson@ucd.ie Office D505 Newman Building

Any academic problems that cannot be dealt with by the student's module lecturer or dissertation supervisor should be addressed to the PhD and MLitt Co-ordinator or MA Co-Ordinator.

The Taught MA Programmes

Note: the following applies to all the taught MA programmes with the exception of the MA/MSc in Cognitive Science, which has its own handbook. For details of the extracurricular aspects of the MA programmes, see the section later in this Handbook.

Modules and Assessment

The School offers a number of MA programmes. Every MA programme comprises six taught modules (worth 60 credits in total or two thirds of the final degree) and a dissertation (worth 30 credits). The dissertation is submitted in mid-August.

A. Pure philosophy programmes:

- General Philosophy programme, comprising any six modules on offer;
- Contemporary European Philosophy programme with particular emphasis on phenomenology, hermeneutics and critical theory;

B. Interdisciplinary programmes

- Philosophy of Mind & Cognition programme, with the School of Psychology and the School of Computer Science;
- Philosophy and Literature programme ('Phil Lit'), combining modules from Philosophy with modules from the School of English, Drama and Film and School of Languages, Cultures and Linguistics and the School of Classics - Students must contact Dr Lisa Foran before choosing any of these modules;
- Philosophy and Public Affairs programme ('PPA'), combining modules from Philosophy with modules from the School of Social Work, Social Policy and Social Justice, the Equality Studies Centre and the School of Politics and International Relations.
- Ethics: Theory and Practice programme (Ethics), combining modules from philosophy with a module from another discipline as specified in the programme details on page 7.

Enrolment for Modules

Registration for modules takes place online. Registration for MA students will take place from Friday 15th August 2025. Students will need to have their UCD Connect email addresses active and access to the UCD SISWeb system to register. You will be allocated a time to begin registration. Please note these are start times and you may begin module registration at any time after your allocated time. As class numbers are restricted, students should register online as soon as they can. There is a 'change of mind' window in both Autumn Trimester and Spring Trimester for students to finalise their choices for each trimester: it closes at 5.00 pm on Friday 3rd October 2025 and a shorter time in early February). While we would hope to have sufficient places available to enable all students to take their first six choices, this cannot be guaranteed. Students enrolled on a particular MA programme will have priority in modules designated as 'core' to that programme.

Please note the modules will run subject to minimum numbers of students.

In addition to modules chosen for assessment, students have the opportunity to audit modules, subject to the module co-ordinator's permission. Enrolment is also required when auditing a module (please email gillian.johnston@ucd.ie with the module code). It should be noted that a level of commitment is expected from students who are auditing modules and it is not simply a matter of sitting in on an occasional seminar: i.e. all, or at least most, seminars should be attended, the requisite preparation must be done and, where requested by the lecturer, a presentation given. The auditing student is not, however, expected to submit course work.

Module Selection

The descriptions of the modules are available later in this Handbook. A full-time student will normally complete three MA modules in the Autumn trimester and three in the Spring, however they are also permitted to sign up for other combinations at their own risk. Students in each programme should be aware of the restrictions on what they can choose.

A. Pure Philosophy MA Programmes

1. General Programme. (Programme co-ordinator: Elmar Unnsteinsson)

Students choose ANY six MA modules offered by the School of Philosophy.

Autumn Trimester	Spring Trimester
PHIL 40250 Merleau-Ponty's Phenomenology of Perception PHIL 40410 Philosophy & Literature PHIL 40970 Topics in Mind & Cognition PHIL 41240 Newman – a Philosophical Perspective PHIL 41280 Feminist & Gender Theory PHIL 41320 Topics in Continental Philosophy PHIL 41510 Ethics in Public Life PHIL 41530 Reading & Research PHIL 41890 Authenticity & Attitudes	PHIL 40420 The Good Society PHIL 40960 The Cultural Mind PHIL 41350 Metaphysics PHIL 41530 Reading & Research PHIL 41810 Critique & Destruction PHIL 41880 Reading Nietzsche PHIL 41920 Love & Friendship in Early Modern Philosophy PHIL 41930 Political Philosophy

2. Contemporary European. (Programme co-ordinator: Joseph Cohen)

(i) Students must choose four MA modules from the list below:

Autumn Trimester	Spring Trimester
PHIL 40250 Merleau-Ponty PHIL 41280 Feminist & Gender Theory PHIL 41320 Topics in Continental Philosophy PHIL 41420 Newman – a Philosophical Perspective	PHIL 41820 Critique & Destruction PHIL 41880 Reading Nietzsche PHIL 41930 Political Philosophy

(ii) They then must choose any other two modules offered by the School of Philosophy from that list as well as the list shown below.

Autumn Trimester	Spring Trimester
PHIL 40250 Merleau-Ponty's Phenomenology of Perception PHIL 40410 Philosophy & Literature PHIL 40970 Topics in Mind & Cognition PHIL 41240 Newman – a Philosophical Perspective PHIL 41280 Feminist & Gender Theory PHIL 41320 Topics in Continental Philosophy PHIL 41510 Ethics in Public Life PHIL 41530 Reading & Research PHIL 41890 Authenticity & Attitudes	PHIL 40420 The Good Society PHIL 40960 The Cultural Mind PHIL 41350 Metaphysics PHIL 41530 Reading & Research PHIL 41810 Critique & Destruction PHIL 41880 Reading Nietzsche PHIL 41920 Love & Friendship in Early Modern Philosophy PHIL 41930 Political Philosophy

B: Interdisciplinary MA Programmes

3. Philosophy of Mind & Cognition. (Programme co-ordinator: Keith Wilson)

Students must take any six of the following modules, though they may only take one of the two Cognitive Science modules on offer:

Autumn Trimester	Spring Trimester
PHIL 30130 Perception & the Senses PHIL 40250 Merleau-Ponty PHIL 40410 Philosophy & Literature PHIL 40970 Topics in Mind & Cognition PHIL 40980 Guided Reading (5 credits) PHIL 40990 Guided Reading (2.5 credits) PHIL 41240 Newman: Philosophical Perspectives PHIL 41280 Feminist & Gender Theory PHIL 41510 Ethics in Public Life PHIL 41530 Reading and Research PHIL 41890 Authenticity & Attitudes	PHIL 40420 The Good Society PHIL 40960 The Cultural Mind PHIL 40980 Guided Reading (5 credits) PHIL 40990 Guided Reading (2.5 credits) PHIL 41350 Metaphysics PHIL 41530 Reading and Research PHIL 41810 Critique & Destruction PHIL 41880 Reading Nietzsche PHIL 41920 Love & Friendship in Early Modern Philosophy PHIL 41930 Political Philosophy PSY 40550 Readings in Visual and Social Cognition (7.5 credits)
COMP 40250 Cognitive Psychology COMP 47230 Introduction to Cognitive Science PSY 40820 Fundamentals of Neuropsych	COMP 20330 Functional Programming II COMP 40260 Connectionism COMP 40280 Embod & Enactv Appr to Cog Sci COMP 47980 Generative AI: Language Models SOC 41130 AI and Society

Students may take up to 3 options in this group in conjunction with one or both Guided Reading modules above to make up the required number of credits. Please note: the School of Philosophy is not responsible for modules in other schools. Some modules may not be accessible to students on this MA programme because of (i) cancellation, (ii) oversubscription, (iii) under-enrolment or (iv) a timetable clash. If you have any questions about the content of these modules, please contact the School in question: COMP modules are offered by the School of Computer Science and Informatics; and PSY modules are offered by the School of Psychology.

4. Philosophy and Literature. (Programme co-ordinator: Lisa Foran)

(i) Students must take the following core module:

Autumn Trimester
PHIL 40410 Philosophy & Literature

(ii) They must then choose two of the following philosophy modules:

Autumn Trimester	Spring Trimester
PHIL 40250 Merleau-Ponty's Phenomenology of Perception PHIL 40970 Topics in Mind & Cognition PHIL 41240 Newman – a Philosophical Perspective PHIL 41280 Feminist & Gender Theory PHIL 41320 Topics in Continental Philosophy PHIL 41510 Ethics in Public Life PHIL 41530 Reading & Research PHIL 41890 Authenticity & Attitudes	PHIL 40420 The Good Society PHIL 40960 The Cultural Mind PHIL 41350 Metaphysics PHIL 41530 Reading & Research PHIL 41810 Critique & Destruction PHIL 41880 Reading Nietzsche PHIL 41920 Love & Friendship in Early Modern Philosophy PHIL 41930 Political Philosophy

(iii) They must choose three of the following literature modules from other schools:

Autumn Trimester	Spring Trimester
ENG 41650 Expressions of Modernity - ENG40940 Theory of Gender & Sexuality* - ENG41570 World-Systems, World-Literature* - ENG 41840 US Experimental Poetry - GRC40330 Exploring New Worlds - IRFL40170 The Narrative Art* - SPAN40360 Historical Memory in Spain*/**	*EDF 40060 Digital Methods - EDF30060 Digital Methods - ENG 41640 Joyce, Ulysses* - ENG41840 American Lyric* - ENG41860 Queer Fictions* - ENG40280 Un/Settling Global Literatures* - GRC40290 The Plays of Euripides - HUM40040 Creative Approaches

*Limited places – students may only take one ENG module and must confirm with Assistant Professor Lisa Foran before registration

**Students require competency in Spanish – teaching and texts in Spanish language only.

Please note: the School of Philosophy is not responsible for modules in other Schools. Some of these modules may not be accessible to students on this MA programme because of (i) cancellation, (ii) oversubscription, or (iii) a timetable clash.

*Students may only choose one module

Students wishing to register for modules in the School of English, Drama and Film (ENG) MUST get the module coordinator's permission in advance. Students who fail to do so will be un-registered from these modules.

Even when a module is available to philosophy students, places may be limited, and will be allocated on a first-come, first-served basis. If you have any questions about the content of these modules, please contact the School in question: ENG modules are offered by the School of English, Drama and Film; HUM modules are offered by the UCD Humanities Institute; IRFL modules are offered by the UCD School of Irish, Celtic Studies and Folklore; GRC modules are run by the UCD School of Classics.

5. Philosophy and Public Affairs. (Programme co-ordinator: Brian O'Connor)

(i) They must choose three of the following philosophy modules:

Autumn Trimester	Spring Trimester
• PHIL 40250 Merleau-Ponty's Phenomenology of Perception • PHIL 40410 Philosophy & Literature • PHIL 40970 Topics in Mind & Cognition • PHIL 41240 Newman – a Philosophical Perspective • PHIL 41280 Feminist & Gender Theory • PHIL 41320 Topics in Continental Philosophy • PHIL 41510 Ethics in Public Life • PHIL 41530 Reading & Research • PHIL 41890 Authenticity & Attitudes	• PHIL 40420 The Good Society • PHIL 40960 The Cultural Mind • PHIL 41350 Metaphysics • PHIL 41530 Reading & Research • PHIL 41810 Critique & Destruction • PHIL 41880 Reading Nietzsche • PHIL 41920 Love & Friendship in Early Modern Philosophy • PHIL 41930 Political Philosophy

(ii) They must choose one of the following theory modules from other schools:

Autumn Trimester	Spring Trimester
• EQU40070 Human Rights Law & Equality • EQU40310 Masculinities, Gender & Equality • PHIL41510 Ethics in Public Life • POL40050 Theories of International Relations	• POL40140 Global Justice • POL41030 Theory of Human Rights

(iii) They must choose their two remaining modules from the list in (ii) above and the following modules offered by other Schools:

Autumn Trimester	Spring Trimester
• EQU40310 Masculinities & Equality • GEOG40970 Critical Geographies • POL41020 Politics of Human Rights • POL40100 Politics of Development • POL40140 Global Justice	• POL40160 Comparative Public Policy • POL40370 International Political Economy

• POL41980 Peace & Conflict Studies	• PHIL40540 Comparative European Politics
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Please note: the School of Philosophy is not responsible for modules in other schools. Some of these modules may not be accessible to students on this MA programme because of (i) cancellation, (ii) oversubscription, or (iii) a timetable clash. If you have any questions about the content of these modules, please contact the School in question: POL modules are offered by the School of Politics and International Relations; EQU modules are offered by the School of Social Policy, Social Work and Social Justice.

6. Ethics: Theory and Practice (Programme co-ordinator: Dr Danielle Petherbridge)

(i) Students must take the following core module:

Autumn Trimester
PHIL 41510 Ethics in Public Life

(ii) They must then choose three of the following philosophy ethics modules:

Autumn Trimester	Spring Trimester
• PHIL41280 Feminist & Gender Theory • PHIL40320 Topics in Continental Philosophy • PHIL40970 Topics in Mind & Cognition • PHIL41890 Authenticity & Attitudes	• PHIL40420 The Good Society • PHIL41810 Critique & Destruction • PHIL41930 Political Philosophy

(iii) They must choose one of the following modules from other schools or two of the 5 credit modules

Autumn Trimester	Spring Trimester
• EDUC 41520 Children's Rights & Participation • GEOG 40970 Critical Geographies • MKT 30150 Responsible Marketing (5 credits) • PSY 40270 Ethics in Psychology (5 credits)	• EQU 40070 Human Rights Law and Equality • IS 41020 Information Ethics (5 credits) • POL 41030 Theory of Human Rights

(iv) They must choose one of the following philosophy modules in the General programme above not already chosen.

Autumn Trimester	Spring Trimester
• PHIL 40250 Merleau-Ponty's Phenomenology of Perception • PHIL 40970 Topics in Mind & Cognition • PHIL 41240 Newman – a Philosophical Perspective • PHIL 41280 Feminist & Gender Theory • PHIL 41320 Topics in Continental Philosophy • PHIL 41890 Authenticity & Attitudes	• PHIL 40420 The Good Society • PHIL 40960 The Cultural Mind • PHIL 41350 Metaphysics • PHIL 41530 Reading & Research • PHIL 41810 Critique & Destruction • PHIL 41880 Reading Nietzsche • PHIL 41920 Love & Friendship in Early Modern Philosophy • PHIL 41930 Political Philosophy

Auditing Modules

Students enrolled in any graduate programme at University College Dublin have the opportunity to enrol to a module for Audit from within the list of modules offered by the University. A student may audit a module if they wish to attend the module but not gain any credits for the module. This means that they do not receive a grade for the module, but the module will appear on the student's transcript as having been audited.

Students must seek the permission of the relevant Module Co-ordinator in order to do this, as well as the Programme Co-ordinator for the programme in which the student is enrolled. To enrol in the module for audit please email the Graduate Administrator (gillian.johnston@ucd.ie) with the Module Code.

Submission of Course Work:

Most modules will require the submission of one or two essays and possibly a presentation. The first essay will be due at some point in the middle of the semester, and the second will be due after the last week of teaching. Please check the specific module requirements, since each module may have different assessment requirements and submission deadlines; students should note these carefully.

Modules in other Schools may set their own assessment lengths and methods, so please pay attention to the assessment strategies in each module. There is a tolerance of 10% in the length of essays, so that an essay of 4,000 words may be between 3,600 and 4,400 words. Students should write more only if they have the lecturer's permission – one reason for the word count is to encourage students to express themselves succinctly; another reason concerns principles of fairness in relation to fellow students.

The following should be submitted on or before each submission deadline:

- one hard copy if the Module Co-Ordinator requests, one electronic copy to be submitted through Brightspace, the 'Assignment' section, where it will be automatically scanned by the anti-plagiarism software.

Students taking modules from Schools other than Philosophy should be careful to follow their submission requirements, which may be different.

Essay Penalties:

Essays will be given a preliminary letter grade (see the assessment guidelines later in this Handbook). This letter grade may however be reduced by a certain number of grade points, i.e. a B- grade reduced by 2 grade points will result in a C. The following penalties apply:

- *Lateness*: Students should note the University policy on penalties for late submission: 1 grade point deducted for essays submitted up to a week late; 2 grade points deducted for essays submitted between 1 and 2 weeks late. The School is not obliged to accept or grade any essays submitted more than 2 weeks late without approved extenuating circumstances. Essays that are not accepted or graded will be awarded a zero ('NG').
- *Poor grammar, syntax and spelling* may result in grade points being deducted, unless there is a good reason for excuse. And so may *poor referencing*; every mention of another person's ideas, as well as direct quotations, must be fully and properly and consistently referenced in one of the standard bibliographic conventions. (See the essay guidelines later in this Handbook.)
- *Plagiarism*: Anti-plagiarism software automatically scans all submitted work. If there is clear evidence that the essay contains the ideas or work of others without appropriate attribution and citation, then the matter will be referred to the School's Plagiarism Committee for further action. More serious cases of plagiarism will be referred to the Registrar. You can find some examples of Plagiarism later in this Handbook. Please also consult the School's Plagiarism Procedures at <https://tinyurl.com/mu82dpvz>

Requests for extensions to deadlines should be made to the module co-ordinator in advance. Normally the *only* reasons for granting an extension are serious illness (in which case a medical certificate will be required) or a family bereavement. Please note that external employment pressures and technical problems (computer troubles, forgotten USB sticks) do *not* constitute grounds for an extension.

If MA students are unhappy with the mark they receive for a paper, they should first discuss it with the lecturer in question. If they are still unhappy, they should contact the MA Co-ordinator (Elmar Unnsteinsson), who will arrange for another member of staff to read the paper. Finally, and only after completion of the above two steps, a formal appeal route is available (see Assessment Appeals Office www.ucd.ie/appeals).

Research Skills Workshops:

A series of seminars will be organised for MA and new PhD students. They will generally take place in the first two semesters on some Wednesday afternoons, from 4pm to 5 pm. Please note these seminars are not held every week and dates will be indicated in the schedule emailed to all students. A full timetable with topics will be circulated at the beginning of the semester. These workshops are compulsory for all MA students. Even if you think you know all about the topic in question, you can share your knowledge with other students. These seminars also have a social and pastoral function, allowing students to meet each other and to discuss any aspect of the programme with the lecturer.

MA Dissertation

In addition to module assessments all MA students are required to submit a dissertation of 12-15,000 words in mid-August. The word count does not include the bibliography but does include footnotes.

We encourage students to start thinking about possible dissertation topics and supervisors right from the start of the academic year.

Submission of Dissertation Proposal:

Students are encouraged to think about a possible dissertation topic and supervisor as early as possible. They should contact members of staff directly to see if they are willing and able to supervise their dissertation. Otherwise, the MA co-ordinators will endeavour to find a suitable supervisor. There may be some elements of negotiation required from both the student and the potential supervisor before a final agreement on the dissertation topic is reached. It is advisable that you approach a potential supervisor sooner rather than later, ideally before the Christmas break.

You may submit a dissertation proposal at any time during the Autumn Trimester. The final deadline for the compulsory submission of the proposal is Friday 20th February 2026. The proposal should be submitted to Brightspace and include the following:

- working title of the dissertation
- a 500-word summary
- a table of contents
- a bibliography of 5-10 items
- the name(s) of possible supervisor(s)

Initial search for an MA topic

As when writing module essays, a good place to begin is by running keywords and names through the following reference works:

- The Stanford Encyclopedia of Philosophy: <http://plato.stanford.edu>
- The Routledge Encyclopedia of Philosophy: you have to go through the UCD Library website to get access to this: www.ucd.ie/library. Select 'Databases'. You will need to log in using your UCD Connect username and password. (Permalink)
- The Philosopher's Index: you have to go through the UCD Library website to get access to this: www.ucd.ie/library. Select 'Databases'. You will need to log in using your UCD Connect username and password. (Permalink)
- Philpapers: <https://philpapers.org/>

Students are welcome to contact the MA co-ordinator (Elmar Unnsteinsson) at any time to discuss possible topics and supervisors.

The role of the MA supervisor is one of guidance and it must be understood from the outset that the topic, structure and actual writing of the dissertation are exclusively the responsibility of the student. It is up to students to take the initiative in contacting their supervisor whenever they need assistance while bearing in mind that supervisors have many other duties.

Furthermore, supervisors will only have limited availability over the summer period (June, July, and August) and students are encouraged to be well advanced with dissertation preparation by the end of May.

Supervisors

Staying in regular contact with your supervisor is an important part of the dissertation process. It is your responsibility to keep your supervisor updated on your progress and to arrange meetings as needed. E-mail is the best way to stay in touch.

You are entitled to three formal meetings with your supervisor. Ideally, the first will take place before the Christmas break, when supervisors will normally suggest initial reading. Many supervisors will also set a timetable of work and may offer additional meetings where appropriate. To make the most of this support, you should follow the guidance and requirements set by your supervisor.

If you would like your supervisor to read written work (other than the full draft of your thesis), please allow them at least two weeks to get back to you with comments. This gives your supervisor time to read and respond thoughtfully.

Any change of topic will have to be approved by the supervisor, and any change of supervisor will depend on another supervisor having the necessary expertise and capacity to take on the student.

The Research Progress Meeting and Thesis Submission:

In the Spring Trimester, each student will be required to attend formal Research Progress meetings with their supervisor and, occasionally, one other member of staff. Annotated Table of Contents and 2000 word section of writing deadline: Friday 29th March 2026.

. The purpose of the meeting is to promote discussion of ongoing research and to facilitate the timely completion of dissertations.

A full draft of the thesis must be submitted to the supervisor no less than 3 weeks prior to the submission deadline. Students who fail to regularly communicate and provide drafts to their supervisors will have difficulty writing a successful thesis.

The submission deadline for the dissertation is Friday 14th August 2026. An earlier submission date is possible. The Graduate Administrator (Gillian Johnston) should receive one PDF copy by email and one soft-bound copy of the dissertation. The dissertation should also be submitted via Brightspace and another soft-bound copy should be provided for the dissertation advisor (either directly or via the Graduate Administrator).

Please note that penalties for late submission may come into effect after the submission deadline of 14th August 2026. Dissertations submitted after 28th August 2026 may also incur additional fees as well as late penalties.

Miscellaneous

Conversion to a Graduate Diploma:

A Graduate Diploma in Philosophy may be achieved by successfully completing six graduate modules, with no dissertation component. This option may be attractive to students enrolled on the MA who discover during the year that they are no longer interested in writing the dissertation. In such cases, students may apply to transfer to a Graduate Diploma, and their studies will end upon the successful completion of their Spring Trimester module assessments. Any student who is considering transferring to the Graduate Diploma programme should first come and discuss the matter with one of the MA co-ordinators.

Support and Advice:

The MA Co-ordinator (Elmar Unnsteinsson) will be available during his office hours and by appointment to offer help and advice about choosing modules, choosing an MA dissertation topic, and future academic or career options. We would like to stress the importance of staying in contact: with module lecturers, the dissertation supervisor, the Graduate Administrator. Whatever academic or personal problems a student encounters will be much easier to deal with, and to make allowance for, if we know about them as soon as possible.

For more serious personal problems, students might wish to contact the Student Health Centre (<http://www.ucd.ie/stuhealth> or <http://www.ucd.ie/studentcounselling>), which includes a counselling service, or the Student Advisers (<http://www.ucd.ie/advisers>). There is also Niteline (<http://www.niteline.ie>) at 1800 793 793 (a confidential and anonymous listening service that is run by and for students).

Applications to a PhD Programme:

During the year, some MA students may start thinking about applying to a PhD programme for the following academic year, whether at UCD or elsewhere. Students should be careful to note the deadlines for application, both to universities and funding bodies, as these can be as early as December.

Each year, the UCD School of Philosophy has a limited number of PhD scholarships under the College of Social Science and Law Research Scholarship scheme, available to applicants for the full-time PhD programme in the School of Philosophy. All applicants for full-time admission to the PhD made the 30th of May are automatically considered for these awards. Applications received after this date will not be eligible for internal scholarships and will only be considered for admission in exceptional cases.

While the main entry point for the PhD programme is September, we also offer a January start with a scholarship deadline of the 31st of October. Please note, however, that a January entry is less common, and scholarships may not be available if all awards have already been allocated for the September intake.

With these deadlines in mind, students are advised to start work on their applications as soon as possible during the academic year. They have to seek all relevant information and advice, prepare a research proposal and secure the consent of members of UCD staff to act as referees.

Some students find that it makes sense to wait a year between the MA and the PhD. That allows time to complete the MA modules and to write the dissertation without distraction.

Any MA students interested in pursuing PhD studies in philosophy may contact the Research Degree Co-ordinator, Dr Tatjana von Solodkoff (tatjana.vonsolodkoff@ucd.ie).

The Research Programs

Ucd Philosophy offers two research degrees: the PhD and the MLitt. The Research Degree Co-ordinator is Dr Tatjana von Solodkoff (tatjana.vonsolodkoff@ucd.ie), who is responsible for the academic needs of research graduate students and is a point of contact for pastoral issues.

The MLitt in Philosophy

The MLitt (Master of Letters) is a research degree that allows students to pursue a substantial project in philosophy under close supervision. It is shorter and less demanding in scope than the PhD, but still requires sustained independent work and a clear contribution to scholarship.

The MLitt dissertation is normally about half the length of a PhD thesis and does not require the same degree of originality. It may be undertaken as a stand-alone degree, or in some cases as an exit award where a student initially registered for the PhD completes instead at the MLitt level.

Students on the MLitt are full members of the graduate research community in Philosophy at UCD. They are expected to participate in seminars, workshops, and the academic life of the School, and will receive regular supervision and feedback to support the successful completion of their dissertation.

Since most research graduate students are PhD students, the following will mainly concern them; any differences for MLitt students will be noted where appropriate.

The PhD in Philosophy

The PhD research degree is an opportunity for prolonged and intense study on a fascinating topic. The UCD School of Philosophy cultivates a thriving graduate community to support its PhD students during the process. This section of the Handbook will describe some of the rules and procedures covering the academic side of the PhD process. The subsequent section will describe some of the additional learning activities (academic and social) available for graduate students, both within and outside the School.

Students need to familiarise themselves with the guidelines for MLitt / PhD students on the UCD Graduate Studies website (see <https://www.ucd.ie/graduatestudies/>).

The School of Philosophy at UCD and the Department of Philosophy at Trinity College Dublin collaborate closely in their doctoral programmes. While the two institutions remain formally independent - and each student is registered at the university where their supervisor is based - the programme includes shared elements. During the first stage of their studies, students have the opportunity to complete coursework at *both* institutions, as explained below. PhD students from both universities also take part in work-in-progress graduate seminars and jointly organise an annual graduate conference. Many of the informal and social activities will involve students from both institutions.

The UCD PhD programme is divided into Stage 1 and Stage 2. Students enter the programme in Stage 1, which begins immediately upon registration. During this stage, they take a set of taught modules and begin preparing the material required for the Stage Transfer Assessment (STA).

Supervision:

New PhD students are assigned a primary supervisor. Students will also be allocated to a Research Studies Panel (RSP, sometimes also referred to as “DSP”), which will include the supervisor. The RSP will include two other members of staff. Panel members are usually from the UCD School of Philosophy. However, if relevant to the content of the student’s research, one member may also be from the Trinity Department of Philosophy or from another School within UCD. Although in each case only one member of staff is principally responsible for supervision, students are encouraged to discuss aspects of their work with the members of their RSP and other lecturers, including with those who have different areas of specialisation and competence.

Responsibilities of MLitt/PhD Supervisors

Supervisors are responsible for:

- offering guidance in determining the dissertation topic and identifying relevant literature
- establishing a framework for supervision through regular meetings with the student
- advising the student on scholarly standards and formal requirements relating to research
- providing punctual and constructive feedback on submitted work

In addition to one-to-one supervision, supervisors will encourage students to participate in seminars, attend academic conferences, apply for research funding, and, in the later stages of research, they may encourage students to submit parts of their work to refereed journals.

Responsibilities of MLitt/PhD Students

Students are responsible for:

- arranging and attending regular meetings with their supervisor and their RSP
- completing agreed assignments punctually and to a good standard
- participating actively in seminars and contributing to discussions where appropriate
- submitting their own work in good faith as sole author
- informing their supervisor promptly of any issues that may affect their performance (such as illness, personal difficulties, or writer's block)

It is important to understand that the term *supervisor* can be misleading: the supervisor's role is primarily advisory and supportive. The student must take ownership of their project, drive it forward, and take the lead in becoming an expert on their chosen topic. Supervisors will guide and advise, but it is the student's responsibility to identify what they need, to prepare for meetings, and to seek out the support and resources necessary for successful research.

Stage 1: the Taught Component:

In their first year of study all PhD students must successfully complete any three modules (30 Credits), chosen from among the graduate modules on offer in both institutions.

- Students must discuss their module selection with their supervisor, and have the supervisor's approval before they register their choices.
- September-start PhD students can register directly to a curated selection of modules delivered by their School via SISWeb (note: you can check your start date on your SISWeb account). Details on registration to modules in other schools can be found using the following link
<https://www.ucd.ie/graduatestudies/researchstudenthub/trainingdevelopment/taughtmodulesforresearchstudents/>
- Students must submit all assignments, and obtain at least a B average, to remain in good standing. A mark of less than a B may impede the transfer process to Stage 2. (Note that the grades will not form part of the calculations for the final MLitt/PhD award.)
- UCD PhD students may enrol in no more than one Trinity PhD module.
- In addition to modules taken for credit, students may be able to audit other modules. This also requires registration using the same website. Auditing means attending all the sessions, doing the preparatory reading and taking active part in the discussions, and preparing and delivering an oral

presentation if asked to do so by the module co-ordinator. Auditing students are not, however, expected to submit any written module coursework.

- In the unlikely event of module oversubscription MA students will be given priority over MLitt and PhD students.
- Students may not take a module that they have previously taken as part of another degree, i.e. a module taken as part of an MA at UCD may not also be taken as a PhD student.

MLitt students are not required to take any taught modules. However, many MLitt students plan to transfer to the PhD after completing their initial phase of research. In this case, you must have fulfilled the taught component. Therefore, it is recommended that MLitt students complete the taught component in their first year of study if they are hoping to transfer to the PhD program.

The Research Skill Workshops:

Research students are expected to attend the graduate research skills workshops. These are a series of seminars organised for MA and new PhD students. They will generally take place in the first two semesters on some Wednesday afternoons, from 4pm to 5pm. Please note these seminars are not held every week and dates will be indicated in the schedule emailed to all students. A full timetable with topics will be circulated at the beginning of the semester. Even if you think you know all about the topic in question, you can share your knowledge with other students. These seminars also have a social and pastoral function, allowing students to meet each other and to discuss any aspect of the programme with the lecturer.

In addition, there may be a number of workshops targeted specifically at PhD students. Possible topics include: the academic career path; submission to journals; attendance at conferences; post-doctoral scholarships. More information about these targeted workshops will be available in the first weeks of the Autumn Trimester. Dates and times are to be confirmed. Please contact the MA Co-ordinator for any information about the Research Skill Workshops.

In addition, the UCD College of Social Sciences and Law organizes workshops for all graduate students in the College. Interested students should check the College graduate website at the beginning of the semester for topics and dates. Although philosophy students might initially feel that some of the workshops are not appropriate for them because of the empirical methodological content, this often turns out not to be the case and they find them helpful. Furthermore, the workshops are a good opportunity to meet students from other disciplines.

WIP Graduate Research Seminars:

A central aspect of the PhD/MLitt Programme is the Graduate Research Seminar, which is usually held on Tuesdays at 6pm. At each seminar, a graduate research student (PhD/MLitt) is given the opportunity to present a work-in-progress paper on a topic of their research.

Please note that all research students enrolled on the PhD/MLitt Programme are *required* to attend all of the seminars, regardless of location and topic. It is expected that every research student enrolled in the PhD/MLitt Programme will give at least one paper per annum. These meetings are informal and friendly and often continue in a social setting.

Venue for seminars at each university (UCD or TCD) is to be advised.

The main purpose of the seminar is to provide an opportunity for research students to develop their presentation skills and to get feedback on their work. Students should discuss their work with their respective supervisor prior to the presentation.

Format: Papers should be no longer than 45 minutes. The paper should reflect the research the student is undertaking. It can either be based on a chapter of written work or it may discuss a particular article or problem. Guidelines on how to present a paper will be provided at the beginning of the academic year. The important thing is to make it *accessible* to other students who may not have the same background knowledge of the topic being presented. Contact Philipp Wagenhals (philipp.wagenhals@ucdconnect.ie)

Leave of Absence

If a student needs to be absent from Dublin for an extended period for academic or personal reasons, they must inform their supervisor in good time and obtain permission for a leave of absence from the University: please see the Graduate Administrator for details of when and how to do this. It is not possible to apply for a retrospective leave of absence.

Changing Supervisor:

Where a principal supervisor for any reason is unable to supervise the research, the Head of School shall make every effort to secure alternative arrangements for the supervision of the student with minimal delay, including, where required, recommending the appointment of a new principal supervisor to the relevant Governing Board. Where alternative arrangements cannot be secured, the Head of School will submit a report with their recommended course of action to the relevant Governing Board.

If a student wishes to request a change of supervisor, they should normally discuss this first with their current supervisor. If a student does not feel comfortable doing so, they may instead raise the matter directly with the PhD and MLitt Co-ordinator. A change of supervisor can only be approved if another member of staff both has the necessary expertise in the research area and the capacity to take on new supervision. The Head of School will oversee the process.

The Transfer to Stage 2 (PhD)

Stage 1 of the PhD programme is completed with a Stage Transfer Assessment (STA). If you pass the STA, you may move to Stage 2 of the PhD programme. The STA is an important milestone in your PhD. It is not automatic: you must demonstrate that you have made substantial progress on your project, that your research is viable, and that you are capable of completing a PhD within the required timeframe.

According to UCD's Academic Regulations, you *must* complete Stage 1 of your PhD within five trimesters (20 months) if you are a full-time student, or within seven trimesters (about 28 months) if you are a part-time student. This means that your STA must be successfully completed within these time limits.

To ensure this can happen, the first attempt at the STA must happen by month 14. This allows for enough time to conduct a second STA, if the first one recommended a resubmission after 6 months. For students who started in September 2025, the School of Philosophy has a dedicated STA month in November 2026. For students who started in January 2026, the School of Philosophy has a dedicated STA month in March 2027.

Students who started before September 2025 fall into a transition phase. For them, the School of Philosophy has a dedicated STA month in April for students who began in September, and July for students who began in January. It is strongly advised, however, that students undertake their STA earlier than the designated month.

A Stage Transfer Assessment Panel (STAP) will be appointed by the Head of School and will normally consist of three academics but not include the supervisor. Membership of the student's RSP and STAP must not overlap. Panel members may not be specialists in the candidate's research area, but as experienced philosophers they are well placed to evaluate the student's progress and to judge the overall feasibility of the project.

The transfer application package (6000 words minimum) contains the following elements:

- An abstract of the main argument of the dissertation.
- A draft table of contents for the dissertation, detailing the main content and argument of each chapter and showing how each chapter contributes to the overall aims of the project.
- At least one substantial draft chapter. Note: if a chapter, this does not need to be the *first* chapter.
- A preliminary bibliography.

- A preliminary work plan, with a rough description of what you plan to achieve by which date over the 2-3 years remaining of enrolment on the PhD programme.
- A Research and Professional Development Plan (RPDP) for Social Sciences and Law (see below)
- A Formal record of completion of Research Integrity Training (UCD's online Research Integrity Training module)

In order to progress, students must, at the minimum:

- Completed at least 20 credits of their overall 30 credits of taught modules by the time of assessment.
- Achieved a B average grade across the modules they have taken. If students do not meet this requirement and the RSP agrees that this should not be an impediment to transfer, the RSP must provide written notification to the STAP providing justification for this. It is up to the STAP to decide whether this justification is accepted or not.
- Completed the transfer application package as described above.
- Completed an interview with the STA on the basis of the submitted documents.

Supervisors are also required to produce a typewritten short report (one page) outlining the student progress and whether they recommend that the students should be transferred from Stage 1 to Stage 2 of the PhD programme. The STAP makes a recommendation based on their assessment of student progress.

What the STAP Assesses

The STAP will assess your written submission and interview performance against the following broad criteria:

- Clarity and viability of the project, feasibility of the work plan
- Quality of written work (in particular, strong understanding of the relevant literature, proof that you can produce novel arguments/approaches to the topic)
- Evidence of progress (evidence that you have moved beyond initial planning and are actively developing the dissertation)

How to Prepare for a Strong STA

- Start preparing early, draft your table of contents and work plan well before the submission deadline
- Meet with your RSP at least two months before the STA
- Treat the submitted chapter as a showcase of your best work. It does not have to be the first chapter, but it should demonstrate your ability to carry out original research in philosophy.
- Take the interview seriously, be ready to explain your project clearly, to respond to questions, and to show how you are developing into an independent researcher.

STA Outcomes

After reviewing your submission and interview, the STAP will make one of the following recommendations to the Governing Board:

a) Progression

- That the student should progress to Stage 2 of the PhD programme.

b) No immediate progression

- That the student should not yet progress to Stage 2. In this case, the STAP must recommend one of the following:
 - i. Resubmission: the student resubmits the Stage Transfer package within six months for a new assessment.

Normally, only one resubmission is permitted. A second resubmission (a third overall attempt) may be allowed only in exceptional cases.

ii. Transfer to another programme (usually to the MLitt)

iii. Discontinuation of registration (ending the student's place in the programme)

If the recommendation is that you do not progress and this is your first STA attempt, it is most likely that you will be offered resubmission.

If a transfer application is rejected, a detailed report will be issued to students. Students have the right to appeal a decision of the STA. For more information on the appeals process, go to www.ucd.ie/appeals

If a student transfers to an MLitt, this normally means that they would then aim to submit an MLitt dissertation by the end of their third year of studies (starting from their first registration as a PhD Stage 1 or MLitt student). PhD Stage 2 students may also apply to transfer to the MLitt programme if they decide against completing a PhD degree.

If transfer is approved, the full-time student will have until the end of their fourth academic year (i.e. from their first enrolment as a Stage 1 student) to complete and submit the dissertation.

The Research Studies Panel and the RPDP

Once a general work plan has been formulated, it is the student's responsibility to maintain regular contact with their supervisor and to arrange meetings to discuss progress. Supervisors will offer guidance and feedback, but it is you who must drive the project forward. Bearing in mind the time limits for completing the MLitt or PhD, it is essential to narrow both the topic and the relevant literature early on, and to maintain a clear guiding thread throughout the research. Research may develop in unforeseen ways, but steady progress depends on students preparing thoroughly for meetings, submitting work in advance, and following up on agreed tasks.

In addition to supervisory meetings, students also meet with their Research Studies Panel:

- Stage 1: Students meet their RSP twice. The first meeting is arranged by the supervisor; the second must be arranged by the student.
- Stage 2: Students meet their RSP once, and the student is responsible for arranging this meeting.

This review provides structured feedback on progress to date and an opportunity to discuss next steps. These reviews do not contribute to the overall grading of the degree, but students benefit from preparing carefully and treating them as checkpoints in their development as independent researchers. Any written work that you expect your RSP to read and discuss must be submitted at least two weeks before the meeting.

Students are also required to complete a Research and Professional Development Plan (RPDP) after each RSP meeting:

<https://www.ucd.ie/graduatestudies/researchstudenthub/trainingdevelopment/researchprofessionaldevelopmentplanning/>

*Note: RPDP forms are now online and accessed through your SISWeb account. The path is SISWeb/Registration Fees & Assessment/My Thesis & Supervisors.

RPDP forms are online and accessed through your SISWeb account. The path is SISWeb/Registration Fees & Assessment/My Thesis & Supervisors. At this location, there is the Research & Professional Development Section where you can initiate a new RPDP form or revise an existing one; previous RPDP forms are stored here, too. The RPDP form is in two Parts: Part 1 is completed by you prior to the RSP meeting; Part 2 is completed by the Chair of the RSP after each meeting.

Part 1 asks you to outline your research plan, your research progress, plans for the future, credits awarded to date and any professional development activities undertaken. When completing Part 1 of the form you can save your work using the 'Save' button and return as often as is required. Once Part 1 is complete you can then submit the form online using the 'Submit' button. When Part 1 is submitted, it will be visible to the members of your Research Studies Panel and they will receive an email alert that it has been uploaded.

An RSP meeting will be held to provide advice, monitor your progress and make recommendations on your research trajectory.

Part 2 is completed by the Chair of the RSP and outlines the consensus of the RSP on your progress to that point as well as their recommendations going forward. It is signed off by the Chair of the RSP on behalf of the RSP members. You will receive an email prompting you as the final signatory to sign off on the content.

There are three main components to the RPDP:

1. The Research Plan – This provides the student with a clear research focus and a coherent research plan.
2. The Professional Development Plan – This enables the student to identify the skills important to their research and career.
3. The Research Studies Panel Meeting Record – A mandatory outcome of the RSP meetings will be a formal record of the student's research and professional plans, and progress to date. This will also inform the transfer assessment panel.

Research and professional development planning is an integral part of the Structured PhD programme at UCD. The purpose of such planning is to ensure that student work is clearly focused on achieving the set research and professional development goals. This will play a part in informing the trajectory of the PhD research and in the student's training and development as a researcher. The plan will also be a useful resource when it comes to writing up and it will help to develop key skills, which will be invaluable for both current research and future career prospects. To assist students in this, a series of guidelines on preparing research and professional development plans have been developed. For more information:

www.ucd.ie/graduatestudies/researchstudenthub/trainingdevelopment/researchprofessionaldevelopmentplanning

Submission of Dissertations

Submitting your dissertation is the final stage of your degree and requires planning in advance. Normally, students submit only with the approval of their supervisor. Your supervisor will guide you on readiness for submission, but ultimately it is your responsibility to ensure the dissertation meets the required standard and is submitted on time.

About three months before submission, your supervisor will begin the process of arranging an external examiner. You may discuss possible examiners with your supervisor, but the final decision rests with the supervisor and the Head of School and must be approved by the College Graduate Examination Board.

If you and your supervisor disagree about whether your dissertation is ready for submission, you should contact the PhD and MLitt Co-ordinator in the first instance to seek advice and support.

Dissertations are submitted electronically using the UCD eThesis system. Consult the guide here:

<https://www.ucd.ie/registry/staff/registryservices/assessment/ethesisexaminationsystem/>

The whole process is managed through SISweb, where you should follow the link marked "My thesis and supervisors". Assuming that you have satisfied the University's conditions for thesis submission, your supervisor will have to confirm that you are ready to submit, and after you have submitted your thesis online they will have to confirm that this is indeed the right version of your thesis.

Students must be registered, have paid the appropriate fees, and achieved the appropriate credits before they will be allowed to submit. It is the student's responsibility to ensure that they are fully registered and fees compliant.

The Fees Office deadline for a given academic year is normally the end of August or the beginning of September; submitting after that date might have implications for fees due.

Please see the submission dates set by the Fees Office here: <https://www.ucd.ie/students/fees/thesis/>

Students should familiarise themselves with UCD's *Graduate Studies Handbook*, which is available from the web: <https://www.ucd.ie/graduatestudies/researchstudenthub/researchstudenthandbook/>

Viva Voce Examination

For PhD candidates, the viva voce (oral examination) is a compulsory part of the degree.

The viva is conducted by an Examination Committee that consists of a chair, an internal examiner (usually from the School), and an external examiner. All aspects of the viva are treated as confidential. With the agreement of both the Committee and the candidate, a supervisor may attend as a silent observer, but will not take part in the proceedings.

The purpose of the viva is to assess the candidate's command of the subject matter. It gives the examiners an opportunity to clarify issues raised in their preliminary reading of the dissertation and to hear the candidate defend the arguments and choices made in scope and interpretation of the discussed literature. Examiners prepare preliminary reports in advance, and the external examiner will normally lead the questioning.

A viva is usually held on campus, in person. The discussion typically lasts between one and three hours, with short breaks if needed. In exceptional circumstances, the viva can be conducted remotely or hybridly, however, prior approval by the GRB needs to be sought prior to the viva.

At the end of the examination, the candidate will be asked to step out while the Committee deliberates. The candidate is then invited back to hear the outcome. Possible recommendations include immediate award of the degree, award subject to minor or major revisions (usually to be checked by the internal examiner), revise and resubmit for further examination, transfer to another award where appropriate, or no award. Where revisions are required, the examiners will give clear written guidance on the scope of the changes and the timeframe for completion.

Even if your dissertation is deemed excellent, the most common outcome is an *award subject to minor revisions*, usually involving typos, formatting problems, missing references, or small clarifications of wording and argument. MLitt dissertations are normally examined without a viva, though one may be arranged in specific cases, for example at the request of the Head of School or the examiners. Where an MLitt viva is held, it follows the same procedure as for a PhD.

Funding Possibilities:

Graduate research can bring with it considerable financial pressures. Students may see the need to continue earning money during the course of their studies. Although this may seem unproblematic in the early stages of research, students should bear in mind that the final 'write-up' phase requires more or less exclusive concentration on research.

Please note that the School's internal scholarships are awarded only to new applicants at the point of entry, and are not available to students who are already enrolled in the PhD programme.

Grants for fees for graduate programmes are available from Student Universal Support Ireland (SUSI). These are means-tested and subject to Irish residency. Please see www.studentfinance.ie for more information about this and other government funding schemes.

The main source of funding for new PhD students and PhD students in their first year of their PhD is the Government of Ireland Postgraduate Scholarship, now administered by *Research Ireland*. This competitive scheme supports full-time research degrees with a stipend, fee contribution, and research expenses. It is available only to new applicants at the point of entry or PhD students in their first year and not to students beyond their first year of their PhD. Full details, including eligibility and deadlines, are available on the Research Ireland Website.

The UCD Humanities Institute (<http://www.ucd.ie/humanities>) also funds PhD dissertations on selected specialized topics. The National University of Ireland awards a number of travelling scholarships every year, but only to NUI graduates (<https://www.nui.ie/awards/GraduateScholarships/>).

Graduate Modules on offer for 2025-26

PLEASE NOTE: ALL DESCRIPTIONS, DATES AND TIMES SUBJECT TO CONFIRMATION

Autumn Trimester

- PHIL 40250 Merleau-Ponty's Phenomenology of Perception (Tim Mooney)

This module comprises a close reading of Phenomenology of Perception, one of the most significant treatments of philosophy of perception in the European tradition. Merleau-Ponty offers a sustained critique of the portrait view of perception and argues that the embodied perceiver must actively appropriate and organise the perceptible environment as a condition of having a world. We begin with his initial adaptation of phenomenology, and proceed to outline his arguments against objectivism as found in the empiricist and intellectualist approaches to perception. Merleau-Ponty's proposed alternative founded on phenomenological description will then be explicated in detail. Topics to be covered include perceptual synthesis, the body as objectified, as lived and as anonymous, the role of kinaesthetic awareness, proprioceptive awareness and the body-schema, the motor-intentional projection of action and the perceptual field.

- PHIL 40410 Philosophy & Literature (Lisa Foran)

In this course we will approach the relationship between philosophy and literature through a phenomenological framework by asking: 'what is the experience of reading philosophy and what is the experience of reading literature?' The aim is to discover the manner in which each genre of text reveals something of the human experience but to precisely question the extent to which that revelation actually impacts upon the reader's experience of being human. Philosophical texts will be drawn from the continental tradition broadly construed to include phenomenology, critical phenomenology, feminism, post/decolonial studies and critical theory. A range of literary texts--novels, short stories, poems, and plays-- will be read in conjunction with these philosophical texts. Students will be encouraged to engage with these texts through the prism of their own research interests.

- PHIL 40970 Topics in Mind & Cognition (Keith Wilson)

This Masters-level module examines one or more topics arising from recent empirically-informed philosophy of mind, action, perception and/or cognition. Through guided reading, critical argument and classroom discussion, students will develop an understanding of some key philosophical issues in the philosophy of mind and how these relate to broader questions in the study of the mind and cognition.

Note: While the module assumes some basic familiarity with some of the methods of philosophy and/or cognitive science, such as might be gained from an introductory undergraduate course, no prior knowledge of the philosophy of mind is required or assumed.

- PHIL 41240 Newman: A philosophical perspective (Angelo Bottone)

This course will provide an overview of the relationship between John Henry Newman and philosophy. After having considered the two main philosophical sources of his formation, namely Aristotle and Cicero, his contribution to the 19th century intellectual debates will be examined. Themes to be covered include the understanding of the historical development of ideas, the relation between education and morality, the justification of religious beliefs, the personal conquest of the truth, the tension between conscience and civic duties. Newman's ideas will be compared with those philosophers whom he overtly confronted and criticised: John Locke, David Hume, Jeremy Bentham and John Stuart Mill.

Finally the course will focus on his legacy and influence on later philosophers, particularly Ludwig Wittgenstein.

- PHIL 41280 Feminist & Gender Theory (Katherine O'Donnell)

This seminar will introduce students to key contemporary feminist philosophers and debates between feminist philosophers with a view to understanding how their work draws from and challenges dominant philosophical traditions in the creation of new philosophical understandings of knowledge, ethics, self and politics.

We begin with an exploration of what is feminist philosophy? Feminism has a much more recent history than Philosophy. Feminism can be characterised as a popular (or unpopular) social movement that seeks to change the status quo to enable equal participation by girls and women in the public to that of boys and men, and to create a cultural parity of esteem for both masculinity and femininity. Besides this egalitarian project feminism has another impulse which is to seek to deconstruct the meaning of what it is to be male or female and to inscribe new signification for these terms and for the relationship between them. The ambivalence of these goals might be seen to excite many of the debates among feminists. The initial seminar will seek to collectively arrive at definitions for what Philosophy is and does which will begin a discussion that will continue for the remaining weeks: how might we define feminist philosophy?

Feminist philosophy is vibrant with debate and revision and the topics that will be addressed in our reading and discussion will offer a variety of contestations among feminists. These topics will include:

- (i) What is Gender and its significance?
- (ii) Feminist epistemology and feminist philosophies of ignorance;
- (iii) Feminist conceptions of what is a Self?;
- (iv) Feminist Ethics;
- (v) Feminist Political Philosophy.

- PHIL 41320 Topics in Continental Philosophy (Danielle Petherbridge)

How do we understand encounters between self and other? What is the relation between subjectivity and intersubjective life? This module examines different philosophical perspectives for analyzing encounters between self and other, and investigates alternative theories of recognition and intersubjectivity in the tradition of continental philosophy. Themes covered will include the subject, intersubjectivity, recognition, difference, power, domination, and self/other relations.

In order to address these questions, we generally begin by tracing major theories of intersubjectivity and recognition in the German philosophical tradition, such as those developed by Fichte and Hegel. We contrast these to phenomenological accounts such as those offered by Husserl, or the existential-phenomenological accounts of Merleau-Ponty and Sartre. We also consider accounts of recognition and relationality offered by contemporary philosophers such as Honneth and Foucault, as well as postcolonial and feminist philosophers. We therefore consider not only face-to-face encounters but the way in which intersubjective relations are constitutive of subjects. We also examine the way in which patterns of interaction form a background of norms and meanings that constitute the lifeworld, as well as the ways in which recognition is employed as a means to understand forms of human relationality and sociality.

- PHIL 41510 Ethics in Public Life (Leda Berio)

Should we be permitted to say whatever we want, whenever we want on social media? Or should our freedom of expression be restricted? Are interference with other people's decisions regarding their well-being or careers ever justified? Which responsibilities do scientific experts have towards society? This module will introduce students to contemporary ethical challenges concerning freedom of speech, freedom of action, and ethics of expertise. In the first part of the module, we will analyse challenges concerning freedom of speech and freedom of action. Topics covered will include the moral dimension of trust, the role of respect and toleration in public debates, and the tension between freedom of action and paternalism. We will discuss these topics through specific case studies, such as mandatory vaccinations and sex work. In the second part of the module, we will focus on the ethics of expertise. We will explore what it means to be an expert in the current society, and we will discuss a range of issues, such as the social responsibility of scientists, ethical decision-making in the face of uncertainty, and the ethics of technology.

- PHIL 41530 Reading & Research (Katherine O'Donnell)

Individual supervision on a chosen topic.

May be taken on its own or in conjunction with an existing Level 2 or 3 undergraduate module by agreement with the relevant Module Co-ordinator.

- PHIL 41890 Authenticity & Attitudes (Elmar Unnsteinsson)

What does it mean to be authentic? Are some desires more authentically ours than others? What is the difference between faking or lying and being sincere or true to oneself? In this module, students are introduced to new developments in the philosophy of language, philosophy of mind, and cognitive science, with the goal of answering these questions. To this end, we will explore the nature of propositional attitudes (especially desires), sincere or authentic expression, and many ways in which our own inner life might be opaque to us. Thus we will also cover self-deception, implicit attitudes, and inner speech. Students will have the freedom to pursue their own projects and interests within this fairly large range of topics and questions.

Spring Trimester

- PHIL 40420 The Good Society (Maeve Cooke)

Our specific topic is "Human Agency in the Anthropocene". Ecological catastrophe has happened and continues apace. Many disastrous processes are irreversible, much has been irretrievably lost. 'The Anthropocene' has gained currency as a way of describing this unprecedented moment in the history of our species: Human activity, amplified by the rapid development of capitalist industrialization and the unchecked pursuit of affluence, has unleashed uncontrollable natural forces that leave modern humans as vulnerable to the devastating power of nature as their earliest ancestors.

In this module we will consider the implications of The Anthropocene for individual and collective agency. Within democracies in the Global North, the Enlightenment promise of freedom faces an uncertain future amidst the growing push for autocratic and/or technocratic climate 'solutions.' Within the Global South, the urgent need for de-carbonisation has compounded the challenges of decolonisation: for example, fossil fuel technologies helped end of the global slave trade and facilitate postcolonial independence. Our readings in this class are drawn from a wide range of sources, encompassing early philosophical critiques of technology to the latest debates in social theory and climate science.

- PHIL 40960 The Cultural Mind (Meredith Plug)

This course will look at recent research on the interdependence between culture and mind. Two aspects of culture that the course will particularly focus on are language and moral norms. One of the broad themes that we will explore is relativity. So called 'linguistic relativity' is the view that (a) languages affect our thinking as well as our experiences of the world and (b) vastly different languages will give rise to very different, possibly incommensurable, ways of thinking about the world. We will look at recent empirical evidence for this view, and its philosophical implications. We will also look at empirical evidence for and philosophical discussion of variance in moral norms across different cultures. An opposing thought is that language or moral norms are to some extent universal. We'll examine empirical evidence that bears on and philosophical discussion of this hypothesis.

- **PHIL 41350 Metaphysics (Level 4) (Elena Gordon)**

This seminar will discuss a fundamental topic or topics in Metaphysics through the close analysis of texts and arguments, either from the history of philosophy or in more recent philosophy or both. Specific topics to be explored for this coming year will be updated closer to the beginning of the semester. UPDATE: This year this module explores whether metaphysical questions and methods can be meaningfully applied to the social world. We will critically examine the nature and status of social metaphysics, addressing whether it qualifies as genuine metaphysics and how it accounts for socially constructed phenomena. Key topics include the metaphysics of social categories, race, gender, intersectionality, pregnancy, and sexual orientation. Drawing on feminist and anti-racist philosophy, analytic metaphysics, and contemporary social ontology, we will investigate the conceptual challenges and practical implications of theorising about social kinds to illuminate, critique, and deepen our understanding of the social structures that shape lived experience.

- **PHIL 41530 Reading & Research (Katherine O'Donnell)**

Individual supervision on a chosen topic.

May be taken on its own or in conjunction with an existing Level 2 or 3 undergraduate module by agreement with the relevant Module Co-ordinator.

- **PHIL 41880 Reading Nietzsche (Brian O'Connor)**

This module will engage closely with several major works by Friedrich Nietzsche. Each year students work through two of his books from cover to cover. This year's texts will be:

The Birth of Tragedy (1872)

On the Genealogy of Morality (1887)

- **PHIL 41920 Love & Friendship in Early Modern Philosophy (Christian Henkel)**

What is love? Is there just one type of love or are there different types of love? Do, can, or should we love ourselves in the same way as we love other fellow human beings? Do, can, or should we love God in the same way as we love fellow human beings? Can or should love be explained in terms of pleasure or passionate desire? Does love create a union between individuals that love each other? If so, what type of union is it? Is love a matter of caring for oneself or others? Does self-love entail selfishness? Can we love others and focus on their good without expecting anything in return? What is friendship? Can friendships be cultivated and, if so, how? What, if any, role do friends play in one's personal and moral development? Is it possible to have many friends or can one only have a small number of genuine friends? What distinguishes friendship from other social interactions that we have with others? Does friendship involve mutual care or concern for each other?

Questions like these will be the main focus of the seminar. We will begin by considering ancient Greek debates on this topic and will then primarily focus on philosophical debates that took place during the seventeenth and eighteenth-centuries. We will discuss selected texts by Plato, Aristotle, Mary Astell, John Norris, Damaris Masham, Mary Lee Chudleigh, Bernard Mandeville, Francis Hutcheson, David Hume, Adam Smith, Sophie de Grouchy, and others. Through a close study of their writings we will examine issues concerning love and friendship that continue to be relevant in philosophical debates in ethics, social philosophy, moral psychology, social ontology, and related areas.

- **PHIL 41930 Political Philosophy (Quan Ngyuen & Xintong Wei)**

Political Philosophy is classically an inquiry about justice and liberty, and how the state can or should act within and around them. However, there have been important critiques of the 'liberal' approach that has been shaped by philosophers like Rawls, criticising the methods, scope and content of political philosophy in recent decades. This course provides an overview over topics beyond classical liberal political philosophy, departing from Rawls to examine questions of nationalism and political legitimacy.

In the first half, the course will examine nations and nationalisms, communities and identities, violence and borders, fascism and the far right, as well as considerations about repairing past wrongs. In the second half, the course will cover questions of political legitimacy, including deep political disagreement, deliberative democracy, public reason, epistemic democracy, as well as the right to revolution and anarchism. The course will provide students with the ability to engage with contemporary political philosophy and to trace political discourse to its philosophical roots

LITERATURE MODULES

MA PHILOSOPHY AND LITERATURE 2025/26

All students on the MA in Philosophy and Literature must take three philosophy modules (including the core Philosophy and Literature module PHIL40410 in Autumn) and three literature modules from external schools such as the School of Languages, School of English, or the School of Classics. The literature modules are listed below.

These modules are not run by the School of Philosophy and as such places on these modules are subject to availability in the home school and may have previous learning requirements. Students may only choose one module marked *. Descriptions are accurate as of September 2025 but are subject to change and students should check up-to-date module descriptors at the time of registering.

Students MUST NOT register for these modules without first confirming with the programme coordinator, Dr Lisa Foran.

AUTUMN TRIMESTER:

- IRFL40170 The Narrative Art (Kelly Fitzgerald)

Note: Many texts will be in the Irish language, but the working language will be English, and translations will (usually) be available.

Students will need a laptop and Wifi connection to participate fully in this module.

In this module the different genres of oral narrative will be described, and their traits discussed. An emphasis on Folktales and Oral Legends will be given. Irish examples of folk narrative will be analysed individually and on a regional basis, and then will be set within the framework of international folklore. Similarities and differences between oral and literary narrative will be illustrated, and the influences of folklore on the literature of Ireland will also be discussed.

- ENG 40940 Theory of Gender (Anne Mulhall)*

This course offers an advanced grounding in theories of gender and sexuality and their relation to literary and cultural production as well as to historical and contemporary global social movements and socio-political issues. Drawing on the rich diversity of gender and critical sexuality studies as well as gender, feminist, queer, and trans theories, we will explore the ways in which such ideas, frameworks and concepts can enrich our understanding of the complex intersections of culture and identity, our analyses of literary and visual texts, and our analysis and capacity to act in relation to crucial social justice issues. Areas for particular focus might include: the histories of gender & sexuality; Black feminist thought; postcolonial feminist thought; marxist feminisms & social reproduction theory; queer diaspora; the gaze; trans theories; hetero/homo/cisnormativities and anti-normativity; queer temporalities; sex, gender, and migration; neoliberalism & carceral feminism; biopolitics & necropolitics.

Theorists we will explore will include some of the following: Audre Lorde; Patricia Hill-Collins; bell hooks; Saidiya Hartmann; Chandra Mohanty; Gloria Anzaldua; Julia Kristeva; Laura Mulvey; Lauren Berlant; Sara Ahmed; Lisa Duggan; Jack Halberstam; Jose Munoz; Michel Foucault; Achille Mbembe; Jasbir Puar; Hil Malatino; Jay Prosser; Viviane Namaste; Juliana Huxtable.

- ENG 41570 World Systems, World Literature - Online (Sharae Deckard)*

Throughout the last decade, materialist theories of literary criticism have adopted world-systems frameworks in order to generate new modes of comparative socio-historical analysis of world literature. These modes of critique might be collectively designated “world-literary criticism,” indicating methods of literary analysis that are comparative in their thrust and attuned to the ways in which literature mediates the structural and geographical divisions of the modern capitalist world-system and the intersections of hierarchies of race, class, gender, and sexuality. Using critical frameworks that draw on world-systems theory, world-ecological criticism, globalization, this module will explore “global” novels and literary forms (including speculative fiction and experimental poetry) that attempt to map the local experiences of globalization and combined and uneven development in relation to the larger world-system and world-ecology of capitalist modernity. In particular, we will attempt to define “world-literature” and ask what kinds of new forms and aesthetics are invented in the attempt to represent ecological and economic crises at planetary scales. We will read novels, short fiction, and poetry alongside extracts of theory from the fields of world-literary criticism, resource criticism and the energy humanities.

Literature from countries including India, Australia, Africa and the Americas will be positioned alongside extracts of theory from Jason W. Moore, Immanuel Wallerstein, Giovanni Arrighi, Lerom Medovoi, Michael Niblett, Benita Parry, Imre Szeman and others.

- ENG 41810 US Experimental Poetry* (Nerys Williams)

This module considers how ideas of the lyric poem have been adapted and reconfigured by American Poets since the 1960s. It proposes that 21st Century experiments with ideas of document and memoir can be traced to a second generation of American Modernist experimentation. The module begins with Lorine Niedecker's innovative sequences of lyric writing, which combines personal memoir with a representation of region. We will examine how subsequent generations of poets consider the relationship between the personal and the public, language and politics, in tandem with ethical responsibilities.

Focusing primarily on the key ideas of document and memoir, the module considers the representation of war, race and the everyday through a diversity of lyric forms. We will reflect upon the term 'docupoetics' as well as the influence of digital technologies upon ideas of form and reception. Finally, the module examines how the interpretation and manipulation of data and found web material (particularly conceptual writing procedures) challenges more established ideas of knowledge and poetic originality.

SPRING TRIMESTER:

- EDF30060 Digital Methods (Maria Mulveny)

This module offers a unique opportunity for students to enhance their digital competence and build their capacity to interpret data. It will familiarize students with basic machine reading techniques in subject areas that do not traditionally offer technical expertise. It will also enhance the career prospects of students across a broad range of disciplines by equipping them with transferable digital skills and the capacity to work with data relevant to their academic discipline and beyond. Students will benefit from a range of online lectures and workshops by experts in humanities and computer science.

- ENG41640 James Joyce: *Ulysses* (Luca Crispi)

This module will explore the various ways in which the individual styles of selected episodes mediate the presentation and understanding of traditional novelistic functions such as plot, characterization and storytelling (as well as the book's symbolic and thematic signification). Some critics made the narratological issues posed by the stylistic experimentation in *Ulysses* a central concern in Joyce studies in the 1980s. While other issues came to the

fore with the advent of theory in the 1990s and thereafter, more recently historical and textual studies have refocused critical attention on the fundamental issues posed by the mediation of the book's manifold styles.

- ENG41860 Queer Fictions*

In this module we will examine the representation of LGBTQ lives, communities and conflicts in contemporary literature, performance, and film. We will also consider 'queer' in its broader political meaning as a critical stance against the regimes of the 'normal'. The module will take a cultural studies approach: focusing on key contemporary developments and debates, we will explore queer, feminist and trans theories and histories as well as, for instance, media texts, digital culture, documentary, social movements, NGO and policy documents and campaigns, analysing such texts symbiotically with literary, film and other cultural texts. We will focus on flashpoints in contemporary queer and trans politics and identities, situating these in historical, global/transnational and intersectional political contexts. Key topics will include the representational politics of HIV/AIDs; queer migration and diasporic identities; intersectionality and identity politics; trans and genderqueer movements and cultural production; technology, gender and the body; race, class and homonationalism; queering biocapitalism/biocolonialism; queer ecology and world literature. This module will draw on expertise from across the School of English, Drama and Film, and is suitable for students from a range of the School's MA programmes

- ENG40280 Un/Settling Global Literatures*

This module will introduce students to the interdisciplinary field of settler colonial studies. It will examine texts produced by settler societies and Indigenous peoples in Anglophone settler colonies such as Australia, Aotearoa/New Zealand, Canada and South Africa. The various genres that may be explored include: travel narratives and emigration literature, shipboard periodicals, the farm novel, the colonial and post-colonial gothic, and decolonial poetry. We will use theoretical frameworks from ecocriticism, decolonial methodologies, Indigenous studies, and settler colonial studies to consider how literature can be used as an agent of imperial expansion and to create modes of resistance and worlding that 'unsettle' and decolonise settler narratives of land possession and nationhood.

- GRC40330 Exploring New Worlds (Helen Dixon)

Note: All texts will be studied in English translation, no language competency required.

At the centre of the Graeco-Roman world lay the Mediterranean Sea (or *mare nostrum*, 'our sea', as the Romans came to call it) and the inhabited regions around its periphery. From Antiquity until the discovery of the New World (the Americas), Western Europeans continued to regard Europe and the Mediterranean as the centre of the known world. Why did this Graeco-Roman-centred perspective endure despite the spread of knowledge of and ideas about many other worlds during Antiquity and afterwards? To answer this question we will first examine geographical and ethnographical accounts in Herodotus' *Histories*; Ctesias' *Persica*; and Eratosthenes', Ptolemy's, and Strabo's *Geographies*. Next we will consider Alexander the Great's travels to India in Arrian and Quintus Curtius Rufus, and Roman forays into Britain, Africa and the East in Tacitus, Strabo and Pliny the Elder. After Antiquity biblical, classical, and Islamic ideas informed medieval maps of the 'Old World', until the returning explorers Marco Polo (1254-1324) and Ibn Battuta (1304-1368/9) shocked traditional mindsets with at times fantastical but largely observation-based accounts of Kublai Khan's Mongol Empire, Indonesia, India, and Africa. Following in their footsteps, Renaissance missionaries and merchants such as Niccolò de' Conti (c.1395-1469) travelled to India, Sumatra, Vietnam and China and returned with utopian tales of Timur, Vijayanagar and the kings of India. Amerigo Vespucci (1454-1512) gave his name to the Americas and reports from one of his sailors led Sir Thomas More to write his *Utopia* (1512). We will examine how the ancient writers influenced medieval and Renaissance explorers' accounts, using a plurality of perspectives to explore how the horizons of the known world changed over time, how different cultures were presented to non-travellers through the prism of Antiquity, and how this 'new' knowledge influenced the ideas of the increasingly 'Old World'.

- SPAN40360 Historical Memory in Spain (Mary Farrelly)

Note: Films are available with English subtitles, but classes are conducted in a mix of Spanish and English so some language competency in Spanish is required. Please discuss with Dr Farrelly directly before registration.

This module will explore representations of the past in contemporary Spanish cultural production. Specifically, students will explore how recent literature and film has engaged with the historical events and figures of the Civil War and post-war period, often recuperating pasts that were for many years officially forgotten. Taking into account the ongoing debates around historical memory in the Spanish public sphere, students will examine and problematize the ways in which the selected films, short stories, and novel present the conflict and its aftermath. These texts will be examined through the lens on antagonistic, cosmopolitan, and agonistic modes of memory.

Additional Learning Activities and Information

The Library

As soon as possible, students should make sure to learn how the library works and what it offers. It's not just about books, but also about journals, electronic resources, inter-library loans, training courses, computer workstations, reserved rooms and carrels, printing and photocopying etc. The best place to start is the 'New student' webpage:

<http://libguides.ucd.ie/newstudents>

There is also a Philosophy Subject Guide to searching: <http://libguides.ucd.ie/philosophy>

Students should note that there are no printing or photocopying facilities in the School of Philosophy itself. Neither are there any common work areas or computer workstations. There is a room available to arts and humanities research students, but space is limited and must be applied for. Year 2+ PhD students should enquire with the Graduate Administrator, if interested.

Desks for PhD Students

We provide dedicated work desks (not hot desks) for all PhD students. To find a desk, please visit the rooms listed below, see what is available, and check with the students currently in the room to confirm which desks are free. If you have any difficulty securing a desk, please email the PhD Co-ordinator.

Rooms to check:

- B101, Newman Building
- L104, Library Building
- L105, Library Building
- L552, Library Building

Access codes for these rooms can be requested from the Graduate Administrator (Gillian).

Visiting Speaker Seminars

During the autumn and spring trimester of each academic year, both UCD School of Philosophy and TCD Department of Philosophy independently host a series of seminars led by visiting speakers from other universities, within Ireland and abroad. These seminar series provide an invaluable opportunity for graduate students to experience at first hand the work of leading contemporary philosophers. Attendance at the UCD series is strongly recommended for all UCD graduate students and is considered an essential component of their academic development.

Normally the UCD invited speaker seminars are on Thursday afternoons at 3.15 pm in D520 Agnes Cuming Seminar Room, Newman Building, UCD, and the TCD seminars (the 'Colloquium') are on Wednesday afternoons at 3-5 pm in the philosophy seminar room D520 on the fifth floor of the Trinity Arts building, near the Philosophy Department. The schedules for both seminar series will be distributed by e-mail to all graduate students at the beginning of each trimester, and there will be weekly reminders as well.

At both institutions, normally the presentation of a paper is followed by a general discussion. At the end of the seminar, there is often a more informal conversation, which may be followed by a meal in a restaurant (drinks and meals are on a pay-your-own-way basis, except for speakers). Graduate students are always welcome and encouraged to join the speaker and members of staff for the drink or dinner.

<https://www.tcd.ie/philosophy/news--events-/events/philosophy-colloquium-series-returns-on-sept-24/>

Tutoring for the School

The School may offer research graduate students the opportunity to teach in-person tutorials for undergraduate modules. The tutorials usually follow the lectures of the module.

Graduate tutors are expected to attend enough lectures to be fully familiar with the structure and content of the course. They should complete the same preparatory reading as the students, lead tutorial discussions, and, in the case of first-year undergraduate modules (which are usually large), grade a portion of student assignments. Tutors are also required to provide individual feedback to students on their work.

There will be a training meeting for all tutors, new and continuing by the School Teaching & Learning Committee. All tutors are expected to attend.

UCD Teaching & Learning also run training for tutors

<https://www.ucd.ie/teaching/professionaldevelopment/tutorsanddemonstrators/>

For those intending to pursue an academic career in philosophy such teaching experience is indispensable. Beyond the obvious financial rewards, undergraduate tutoring offers excellent experience in explaining difficult philosophical ideas in accessible ways. Inquiries from research students in at least their second year of study should be addressed in the first instance to the Graduate Administrator. Priority is given to current research students in allocating tutorial hours.

Outside UCD there may be tutoring opportunities in Dublin at St. Patrick's College (DCU) or Mater Dei (DCU). UCD also has an Adult Education Centre, which offers evening courses in many subjects, including philosophy. See their website (<https://www.ucd.ie/all/>) for details of offering a module to teach – they usually start arranging modules in March prior to the new academic year.

Note that the Centre for Teaching and Learning at UCD offers online resources for teaching to small groups. Details of which can be obtained from the website: <http://www.ucd.ie/teaching>.

Reading Groups

Every semester there are a number of informal reading groups organised by students and in both UCD and TCD School of Philosophy and these will be advertised by email. Normally the group meets weekly, and discusses a particular article or book chapter.

Interested in setting up your own reading group? Please contact the Graduate Administrator (Gillian) about the possibility of booking a room.

The Graduate Website and Journals

The School maintains a webpage (<https://www.ucd.ie/philosophy/about/people/>) that lists every research graduate student currently enrolled, together with the name of their supervisor and their official topic area. However, students are invited to expand their entry with a picture of themselves, a private e-mail address, a link to another webpage where they detail their academic work, as well as more details about their philosophical or personal interests. Please contact the Graduate Administrator with further details of what you want published.

The School also maintains a Facebook page (<http://www.facebook.com/UCDPhilosophy>) and Bluesky account @ucdphilosophy.bsky.social where information about the School and its activities are posted. Additionally, news and events are posted on the School's website: <https://www.ucd.ie/philosophy/newsandevents/>

The *International Journal of Philosophical Studies (IJPS)* is edited by Lisa Foran and Dan Deasy, Jim O'Shea is Book Reviews Editor and Clare Moriarty is Editorial Assistant. Advanced graduate students should be aware of the possibility of writing a review for *IJPS* on a recent work of philosophy that relates directly to their research. This is an excellent way of getting a first publication on one's CV. Interested students should read some reviews already published in past issues to get a sense of the length, the style and the focus. Note that the journal receives many articles and reviews every year and the selection process is very competitive. (Normally only one or two reviews from UCD graduate students can be published each year.)

Perspectives: International Postgraduate Journal of Philosophy is a peer-reviewed annual publication, featuring articles, book reviews and interviews encompassing a broad range of current issues in philosophy and its related disciplines, published by UCD Philosophy Society. The editors are PhD students in the School of Philosophy at UCD. The journal invites contributions from all students. See <https://www.ucd.ie/philosophy/research/perspectives/> for further details, including submission guidelines, themes, deadlines and other information. For further information, contact perspectives@ucd.ie or Dr Lisa Foran (lisa.foran@ucd.ie).

Conferences and Workshops

Whether or not students aspire to become professional academics, the School encourages research graduate students to attend at least one conference or workshop during the course of their studies. Normally the information will comprise a 'call for papers' about six months in advance of the conference or workshop; sometimes the organisers stipulate submission of full papers of a certain length, sometimes they require only abstracts. Usually attendance at the conference or workshop is possible even if one is not giving a paper. However, submitting abstracts/papers is strongly encouraged by the School.

Students are encouraged to sign up to Philos-L, the main professional e-mail circulation list for philosophy. It carries announcements of conferences, workshops, new journal contents, job advertisements, and very occasionally more heated philosophical or political exchanges. To subscribe, send an e-mail from your UCD account to listserv@liv.ac.uk. Leave the subject line blank, and in the body of the message type:

subscribe philos-l YourFirstName YourLastName

(you need to write your actual first name and last name)

You will receive a confirmation and welcome message. Once subscribed, you can expect several e-mails per day. You can switch your subscription so that you receive a single daily digest rather than individual e-mails. To do this, send a further message to listserv@listserv.liv.ac.uk with the text:

SET PHILOS-L DIGEST

Please remember that this is an international professional list: do not post casual messages.

PhilEvents (<http://philevents.org>) and PhilPapers (<http://philpapers.org>) also have information on events that are searchable by area of interest/location and a directory of online philosophical articles and books by academic philosophers, respectively.

Since most conferences are in the summer months, there are usually calls for papers (CFP) all through the winter. Some conferences are broader in their theme than others; when it is a relatively narrow theme, then students should consider 'massaging' one of their existing papers or chapters into something that would be more relevant to that theme. Presenting and defending a paper is always an invaluable experience, but doing so at a conference where everyone is interested in the same area is even more rewarding. In addition, presenting at conferences is an important part of developing your research. Preparing a paper for a fixed deadline sharpens your focus, presenting it aloud helps you communicate your ideas clearly, the feedback you receive (both formal and informal) gives you fresh perspectives, and the experience often motivates you to revise the paper promptly for possible submission to a journal.

Financial Support for Presenting at Conferences

If a research student has a paper accepted to a conference, they may apply for financial support from the College's Graduate Research and Innovation Fund (<https://www.ucd.ie/socscilaw/study/graduateresearch/graduateresearchinnovationfund/>).

Application deadlines are normally in October and April in a given academic year, and details will be circulated when they become available.

If presenting a paper at a conference relevant to their thesis, UCD Philosophy PhD students may apply to the Head of School for a small grant (maximum 50% of vouched costs, up to €200). The student's supervisor must support the

application. Details of the conference, evidence of acceptance of the paper, etc. must support the application. An application is made by e-mail which includes all the relevant documentation. Normally, no retrospective applications will be considered and only one grant per student will be awarded in any academic year.

In the past, PhD students in the School of Philosophy have initiated and organised a number of very successful philosophy conferences. Funding for such events is often obtained by applying to funding bodies such as the Mind Association. The School of Philosophy also offers supplemental funding to a maximum of €200 euro in an academic year. If one or more students are interested in organising a conference or similar event, they should first speak with their supervisor(s) and the Head of School.

Graduate Student Representatives

Nominations for a graduate student representative will take place in September. If more than one person is nominated, an election will take place. The graduate student representative acts as a conduit to the School for student concerns, academic problems that students encounter with particular modules or the programme as a whole, student feedback, student ideas for reading groups and other events. The graduate student representative also sits on the School Staff-Student Committee.

The UCD Students' Union Graduate Education Officer is Kylie McCardle (graduate@ucdsu.ie). She is available to assist students with any difficulties at local or university level.

BPA/SWIP Guidelines

The School has adopted the BPA/SWIP Good Practice Scheme, which seeks to implement ways to avoid gender and other biases and encourages a supportive culture within the philosophical activities of the School for women and minority groups. So far, it is the only academic department in Ireland to have done so.

Adopting the Good Practice Scheme involves commitments in the following areas:

- Gender Bias
- Conferences and seminar series
- Sexual Harassment
- Caregivers
- Staff-student relationships
- Research Projects

<http://bpa.ac.uk/resources/women-in-philosophy/good-practice>

The School is concerned to ensure that female philosophers are visible in promotional material, pictures on the walls, reading lists, conference panels and seminars. Our implementation plan [BPA/SWIP Guidelines UCD Policy] for adopting the Good Practice Scheme is incorporated into all the new handbooks that are being produced by the School, and is monitored by a standing committee for women in philosophy in the School. The School of Philosophy SWIP contact is Prof. Rowland Stout, (rowland.stout@ucd.ie).

Marking scale for Essays and Examinations

The grading system for Philosophy at University College Dublin is as follows:

MODULE GRADES				
HONOURS CLASSIFICATION	TRADITIONAL GRADE	MODULE GRADE	GRADE POINT	DESCRIPTION
1ST CLASS HONOURS (1H)	80+%	A+	4.2	Excellent
	75-79%	A	4.0	
	70-74%	A-	3.8	
2ND CLASS HONOURS GRADE I (2H1)	68-69%	B+	3.6	Very Good
	64-67%	B	3.4	
	60-63%	B-	3.2	
2ND CLASS HONOURS GRADE II (2H2)	58-59%	C+	3.0	Good
	54-57%	C	2.8	
	50-53%	C-	2.6	
3RD CLASS HONOURS (3H)	47-49%	D+	2.4	Acceptable
	45-46%	D	2.2	
PASS	40-44%	D-	2.0	
FAIL	35-39%	E	1.6	Fail (marginal)
	20-34%	F	1.0	Fail (unacceptable)
	1-19%	G	0.4	Fail (wholly unacceptable)
	0%	NM	0	No grade – work submitted did not warrant a grade
		ABS	0	No work was submitted by the student or the student was absent from assessment

More specifically, the grades represent the following achievements:

A+/A/A-

Excellent A comprehensive, well structured, well directed, clear and precise response to the assessment task, demonstrating a mastery of the subject matter, a critical and comprehensive appreciation of the relevant literature including its historical and argumentative structure where appropriate, good presentation (including proper grammar, spelling, punctuation and referencing), incisive developed argument and independence of thought.

B+/B/B-

Very Good / Good A reasonably thorough and organised response to the assessment task, demonstrating good knowledge of the subject matter and of the relevant literature, and the capacity to present clearly a structured and well directed argument.

C+/C/C-

Acceptable / Adequate An adequate and competent response to the assessment task, demonstrating adequate knowledge of the subject matter and the relevant literature, as well as some critical awareness and ability to construct arguments with some level of cogency.

D+

Satisfactory An acceptable response to the assessment task with a basic grasp of subject matter, demonstrating some ability to engage with the issues.

D-

Minimum Satisfactory Pass The minimal acceptable response to the assessment task with a basic grasp of subject matter, demonstrating some ability to engage with the issues. This is the lowest grade that will still result in passing.

PASS

FAIL

E

Marginal Fail A response to the assessment task that fails to meet the minimum acceptable standards yet engages with the question and shows some knowledge.

F

Unacceptable A response to the assessment task which is unacceptable but shows some minimal level of engagement.

G

Wholly unacceptable

NM

No grade – work submitted did not warrant a grade

ABS

No work was submitted by the student or the student was absent from assessment

Writing I: Formatting and Referencing

Formatting

Essays must be typewritten; hand-written work cannot be accepted (medical-certified reasons aside). Use double-spaced or one-and-a-half spacing. The minimum font size is 11. The minimum font size for footnotes is 9. Don't *get fancy with fonts*! Indent the first line of all new paragraphs; alternatively, insert an extra space between paragraphs and begin the new paragraph flush with the left margin.

Quotations of less than 5 lines are enclosed within quotation marks ("Mary had a little lamb") and included within the text of your paper. Quotations longer than 5 lines (block-quotations) should be indented from the left margin, single-spaced, without quotation marks:

I am a sample block-quotation, indented from the margins. Block-quotations may be 10 or 11 font. Do not put quotation marks around block quotations and do not italicise (except where italics are in the original). Always provide a reference, either in parentheses or by footnote or endnote (Billingworth, 1968: p. 104).

Number all pages.

Italicise (or underline) book titles; use quotation marks for articles and chapters. So:

Heidegger's *Being and Time* [or Being and Time] but Quine's 'Two Dogmas of Empiricism'.

Proofread your essay for spelling errors and grammatical mistakes. Use your word processor's spell-checker but don't rely on it exclusively. It is difficult to eliminate errors completely (there may even be some in this document!) but do try.

The word-length for your essay will be specified for your module. *Microsoft Word* has a 'word count' facility. The specified word count normally has a leeway of plus or minus 10%, and these are strict limits. The word count does not include footnotes, endnotes or bibliographic material. Please print the word count at the end of your essay.

A properly presented reference list (sometimes referred to as 'bibliography') is essential. Alphabetise the list by author's last name. Single-space each entry, with a blank line between entries. Leave yourself time to produce a correctly formatted reference list. Generally the list should include all and only those texts that have been referred to in the essay or dissertation. Students are strongly advised to use the Endnote software for their references. The Library offers training sessions in this.

Bibliography and Referencing

Alphabetise your list of references by author's last name. The following are standard formats for the references. (Alternatively, if using the 'Author/Date' reference system (see further below), the date might occur next to the name, e.g. "Merton, Robert K. (1973). [etc.]")

Merton, Robert K. *The Sociology of Science*. Chicago: University of Chicago Press, 1973.

MacIntyre, A., ed. *Hegel: A Collection of Critical Essays*. London: University of Notre Dame Press, 1976.

Dove, Kenley R. 'Hegel's Phenomenological Method', *Review of Metaphysics* 23 No. 1 (Sept., 1969), pp. 615-41.

Adorno, T. 'Skoteinos, or How to read Hegel', in *Hegel: Three Studies* (Cambridge, MA: MIT Press, 1993), pp. 89-148.

Harris, H. S. 'Hegel's intellectual development to 1807', in *The Cambridge Companion to Hegel*, edited by F. C. Beiser (Cambridge University Press, 1993), pp. 25-51.

Any claim you make in your text that is not your own idea must be referred to the relevant source. You may do this by putting the reference in parentheses at the end of the passage or by using a footnote. (Your computer's word processor will have an 'Insert Footnote/Endnote' command that will take care of the numbering and location).

In-Text Referencing

The in-text, end of sentence "(author (date), page #)" method of referencing is in many ways the simplest method. Footnotes or endnotes would then primarily be used only for clarifications and comments, and you would use the in-text author/date method within these footnotes, too. If you use this method your Bibliography should position the date in parentheses after the author's name (e.g., Diamond, John (1983), *The Third Chimpanzee* (London: Routledge Press)). There is further information on the author/date method of referencing here, for example: http://www.chicagomanualofstyle.org/tools_citationguide.html (click on Author/Date tab)

Footnote Referencing

Footnote reference style differs from that used in a reference list. The typical pattern is:

Author first name author last name, title of work, (Place: publisher, year).

Example:

Ellen Meiksins Wood, *Liberty and Property*, (London: Verso, 2012).

In footnotes, the publisher can be omitted, so (London, 2012)

This is used for the first reference. Subsequent references simply use the author's last name and relevant page number. Where an author has more than one entry, use author year, relevant page number. (E.g. Wood, p. 273, or Wood 2012, p. 273.)

An alternative method of subsequent references is to use the author's last name and an abbreviated form of the title, plus page number. (E.g. Wood, *Liberty*, p. 273.)

For a fuller guide to footnote referencing, see

<http://www.oberlin.edu/faculty/svolk/citation.htm>

All Internet references must be cited using the full and accurate address! Cite the author's name (if known), document title in quotation marks, the date visited, and the full HTTP or URL address. For instance:

⁶Diamond, John, 'Interview with Jones' on *Jones's Blog*,

<http://www.ccs.neu.edu/home/1pb/mud-history.html>, accessed 5 Dec. 2008

Writing II: Content and Structure

The Essay Title and your Thesis; the Introduction and the Conclusion

If the assigned essay title is in the form of a question, your essay must answer the question. It is recommended to give your essay your own title, too, and this should reflect the main *thesis* of your essay. Here is a useful strategy for many philosophical essays: before you begin your essay, write down '*Therefore...*' and complete the sentence as what will be the *final sentence of your essay*. This will be the thesis you are defending. (Note: some essay titles may require more exposition and interpretation rather than arguing for a thesis of your own; but even in these cases it is always a good idea to have a clear focus for your essay, for example, an aspect of the topic you will critically examine.)

Suppose the essay title is: "Is Sartre's conception of freedom defensible?" Begin with your hunch that, on balance, it either is or is not plausible. Your essay might end: "Therefore Sartre's conception of freedom, all things considered, is not plausible." That is your thesis.

It is often useful to start the essay with the following elements:

Introduce the topic. Avoid vague generalities and biographical or historical detail. Get right to the main issue.

State your thesis. 'In this essay I will argue [contend, show] that Sartre's conception of freedom is not plausible.' Your thesis statement is crucial.

Outline your strategy. State explicitly how your essay will develop, step by step. (You won't know this precisely until after your next-to-last draft.) So, for example, "First, I clarify Sartre's conception of freedom, focusing on so and so. Secondly, I raise two familiar but mistaken objections to Sartre's view and suggest how Sartre could respond to them. Finally, however, I will raise what I consider to be the strongest objection to Sartre's position: his conception of so and so is inconsistent."

Even if your essay is largely expository (e.g., if the essay title was: '*What* is Sartre's conception of freedom?'), you should still have a thesis: a particular slant, or focus or strategy. For example, "In this essay I shall highlight the underlying role of so and so in Sartre's analysis."

Some module instructors will leave the selection of specific essay topics for the module to the students, and in such cases one should clear one's topic with the lecturer. One helpful way of finding a thesis topic is to find a matter of controversy in the secondary literature on a topic relevant to the module. One can then take a particular stand on that debate in a way that is well-informed by both the primary and secondary literature. Be sure to keep one's thesis topic as narrow and clear as possible.

Content and Philosophical Arguments

Philosophical essays of all kinds consist largely in providing arguments for accepting your thesis or interpretation. It's about reasons for conclusions. Why, for example, is Sartre's conception of freedom supposedly implausible (or plausible)?

You should consider ways to argue both for and against the thesis you are defending. You will find arguments in primary sources, secondary sources, the lectures, and in your own reflections. Even if your essay is largely *expository* (explaining a philosopher's view, for instance), you will still be presenting evidence—analysing passages, for instance—for your particular interpretations.

Here is an invaluable strategy for good philosophical essay writing: whenever your essay makes a claim, reflect on how an opponent might object to that claim. If you raise an objection to Sartre's view, devote a paragraph to how he might attempt to respond to your objection; and then evaluate whether and why such a response succeeds or fails.

Other Tips and Strategies

You need to go beyond simply reporting or paraphrasing what a philosopher said. If you assert that a philosopher holds a specified view, establish your claim on the basis of evidence (detailed analysis of passages is useful). And you need to go beyond simply reporting how you yourself feel about the matter: back up your claims with reasons and evidence, and fend off possible objections. Finally, you need to go beyond simply displaying what various commentators think about the topic. Do use secondary sources, of course, but ultimately your lecturer is interested in *your* best reasons for adopting your conclusion.

If you quote be careful to use the *exact* words and punctuation of the original text! Give the appropriate page references. If you add italics that are not in the quote itself, insert 'emphasis [or italics] added' after your page reference; for example: "... (Putnam, 1985a, p. 17; italics added). If you insert a clarifying phrase in a quote, use square brackets: '[clarifying phrase]' to indicate that the addition is not in the original. Use ellipses for omissions: '...' (3 dots only, not '.....'; however, use 4 dots if the omitted material includes a full stop). Whenever you use a quotation from an author, always explain, analyse, or comment upon the claims made in the quote. Better still, put the philosopher's ideas into your own words and then relate the ideas to your wider argument.

Features That Make a Good Paper

- (i) **Clarity.** Assume that the reader of your papers knows less than you. Take pains to make your meaning as clear as possible. It is helpful to provide relevant examples that illustrate your points. Use your own words; avoid artificial, technical or convoluted language.
- (ii) **Accuracy.** Be sure that you know and render the precise claim or argument or view that a philosopher intends or is committed to before you go on to evaluate it.
- (iii) **Reflection.** Your writing should manifest careful, reflective thinking carried on in an imaginative and critical frame of mind. Probe the issue at hand so as to stretch yourself intellectually. It is better to delve deeply into one aspect of a problem than to address several aspects superficially.
- (iv) **Organisation.** Try to order the expression of your thoughts in such a way that they build upon what comes before and support what comes after so that nothing irrelevant to the matter at hand remains to interrupt the flow. Ensure that it always is clear to the reader just what the current point is and how it relates to what you've done and are about to do.
- (v) **Argument.** This is the most central feature of a philosophy paper. Try to satisfy yourself that you have succeeded in showing that everyone ought to believe what you in fact do believe (and where you do not feel satisfied, say so, and try to indicate why). To accomplish this, always establish your points by providing good reasons—the most relevant and persuasive ones you can think of, structured as rigorously and incisively as you can—in support of your views.

Your grade will reflect the lecturer's estimate of your success in thinking philosophically. A properly formatted essay with generally correct grammar, spelling and punctuation, and with generally concise, clear writing, expressing a genuine effort to grasp the relevant ideas is the minimum necessary for the award of a Pass grade. To achieve a C your essay must additionally have a well-organised structure, include generally correct interpretations of philosophical positions and arguments, and make a good attempt to argue your case. An essay of B quality will exemplify these characteristics very well and also include some interesting insights, research, or interpretations. An essay of A quality is one that succeeds in providing a particularly strong and insightful defence of an interesting thesis.

Plagiarism

All work submitted to the School must be yours. Attempting to obtain credit for another's intellectual work, whether via books, articles, Internet, is plagiarism. When you submit a piece of written work, you will be required to sign a statement confirming that all the work is your own. Confirmed instances of plagiarism will be punished (normally resulting in a mark of zero for that assignment). Plagiarism at PhD level is an extremely serious matter.

Examples

(The following is based on a series of examples used in the University College London "A Guide to Study". You can work out for yourselves whether we have plagiarised it!)

Suppose you write the following in your essay:

Virtue, as we have seen, consists of two kinds, intellectual virtue and moral virtue. Intellectual virtue or excellence owes its origin and development chiefly to teaching, and for that reason requires experience and time. Moral virtue, on the other hand, is formed by habit, ethos, and its name, ethike, is therefore derived by a slight variation, from ethos. This shows, too, that none of the moral virtues is implanted in us by nature, for nothing which exists by nature can be changed by habit.

This is plagiarism. These are the actual words that appear in a published English translation of Aristotle) but there is nothing to let the reader know that this is the case. Suppose you were to write:

Aristotle said that virtue consisted of two kinds, intellectual virtue and moral virtue. Intellectual virtue or excellence owed its origin and development chiefly to teaching, and for that reason required experience and time. Moral virtue, on the other hand, was formed by habit, ethos, and its name, ethike, was therefore derived by a slight variation, from ethos. This showed, too, that none of the moral virtues was implanted in us by nature, for nothing which existed by nature could be changed by habit.

This too is plagiarism. Even though the ideas are attributed to Aristotle, there is nothing to indicate that the words you used are Aristotle's (in translation) with the tense changed from present to past.

In the Nicomachean Ethics Aristotle said that "virtue consisted of two kinds, intellectual virtue and moral virtue." [Book II, chapter 1] He noted that "Intellectual virtue or excellence owed its origin and development chiefly to teaching, and for that reason required experience and time." [Book II, chapter 1] By contrast he pointed out that "moral virtue...was formed by habit, ethos, and its name, ethike, was therefore derived by a slight variation, from ethos." [Book II, chapter 1] He believed that "this showed, too, that none of the moral virtues was implanted in us by nature, for nothing which existed by nature could be changed by habit." [Book II, chapter 1].

This is not plagiarism. On the other hand it is not very impressive simply to crochet citations from an author with a few words of your own sprinkled in. So, while this is not plagiarism, it is not likely to impress an examiner.

In the first chapter of the second book of his Nicomachean Ethics Aristotle drew a distinction between two kinds of virtues; moral virtues and intellectual virtues. These virtues, Aristotle believes, are acquired in very different ways. Intellectual virtues are acquired by teaching or instruction; moral virtues, on the other hand, are caught rather than taught; that is, they are acquired through the development of habitual modes of behaviour rather than by means of direct instruction. Aristotle believed that "this showed, too, that none of the moral virtues was implanted in us by nature, for nothing which existed by nature could be changed by habit." [Book II, chapter 1].

This is not plagiarism. It's not brilliant, either, but it's better than the intellectual crochet of the last example.

Please read the UCD School of Philosophy's plagiarism policy carefully.
(<http://www.ucd.ie/philosophy/study/undergraduateprogrammes/guidesandforms/>)

Writing III: Grammar and spelling

A Few Common Mistakes

A run-on sentence is one in which two or more independent clauses are improperly joined, this is usually done with a comma fault. This sentence is a run-on sentence, the first sentence was as well. Break the passage up into separate, shorter sentences; the use of semi-colons can help too.

A sentence fragment is an incomplete sentence. Like this one. Something to be avoided. As a rule. Make sure each sentence has a subject and predicate (with a finite verb).

Mistakes in the use of apostrophes have become quite widespread in students' writings, and such mistakes distract the person marking your essay from properly considering your ideas. When something belongs to someone or something, or is their possession, you must use an apostrophe. When the possessor is single, the 's' follows the apostrophe: *The man's coat*. When the possessors are plural, the apostrophe follows the 's': *The girls' books*. (Compare: The men's coats) When names end with 's', either position is acceptable: *James' dog*, or *James's dog*. Do not use apostrophes with possessive pronouns: *his, hers, its, ours, yours, theirs*. 'It's' is a contraction: it is. 'Its' is the possessive ("It's easy to teach this dog its tricks"). Whenever you write 'it's', say 'it is' to yourself and you will catch many mistakes.

'e.g.' means for example: follow with a comma and one or more examples. 'i.e.' means 'that is': follow with a comma and a restatement or clarification. It is often better style to avoid such abbreviations and to write out 'for example' and 'that is' in full.

Some common confusions:

accept/except	passed/past
advice/advise	patience/patients
affect/effect	peace/piece
allusion/illusion	personal/personnel
breath/breathe	plain/plane
choose/chose	precede/proceed
cite/sight/site	presence/presents
complement/compliment	principal/principle
council/counsel	quiet/quite
descent/dissent	rain/reign/rein
device/devise	raise/raze
Elicit/illicit	respectfully/respectively
eminent/immanent/imminent	right/rite/write/wright
every day/everyday	stationary/stationery
fair/fare	their/they're/there
formally/formerly	weather/whether
its/it's	whose/who's
Loose/lose	your/you're

Guidelines for Submission of Dissertations

The recommended length of the MA dissertation is 12-15,000 words.

Please follow the following format:

- The dissertation should be soft bound. The Final printed dissertation can be soft bound with a black or red spine and a transparent front cover. Copi-Print in Newman currently do this for under €5.00.
- The outside board must bear the title of the work with capital letters being at least 24pt (8mm) type; the names (and initials, if relevant) of the candidate; the qualification for which the work is submitted; and the year of submission.
- Your name, the year of submission, and the degree for which the work is submitted should be printed on the spine (hard binding).
- A4 size paper should be used. Paper used should be good quality (80-100g).
- Print on one side of the paper.
- Margins should be 30mm on the binding edge and other margins should be not less than 20mm.
- One-and-a-half spacing shall be used, except for indented quotations and footnotes, where single spacing may be used.
- Pages shall be numbered consecutively throughout the substantive text of the thesis, including appendices.
- Prefacing pages shall also be numbered consecutively, but utilising the Roman numeral format (i., ii., iii., iv., v., etc.).
- Page numbers shall be right justified at the bottom of the page.

Preliminary Pages

Page One (Unnumbered) is the title page. We have provided a sample title page overleaf.

Page Two (Numbered i)

The table of contents shall immediately follow the title page. It should list the title of each chapter and the main sections in each chapter together with the relevant starting page numbers including Introduction (if there is one), each chapter (including titles if used), Conclusion (if there is one), and a list of References ("Works Cited").

Page Three (Numbered ii)

Abstract (a one-page approximately 300 words) chapter-by-chapter summary of your argument)

Page Four (only required for PhD and MLitt theses – Numbered iii)

Statement of Original Authorship - The following statement of original authorship shall immediately follow the abstract page, "I hereby certify that the submitted work is my own work, was completed while registered as a candidate for the degree stated on the Title Page, and I have not obtained a degree elsewhere on the basis of the research presented in this submitted work".

Page Five

Introduction or Chapter One (Numbered Page 1)

(See following page as an example of the different title pages for MA and MLitt/PhD students)

****MA students – Please submit two copies of the minor dissertation along with two copies of the Graduate Minor Thesis Submission Form to the UCD School of Philosophy Office (D501). Please also submit one electronic version of the dissertation via Brightspace. All copies/versions must be submitted before the dissertation is deemed "submitted".**

****MLitt and PhD students – Please submit online using the eThesis system in SISweb. You will have to submit a hard bound copy of the thesis after you have been awarded the degree, and it is often appreciated by the supervisor if you give them a copy too .**

Submission forms for all degrees: http://www.ucd.ie/students/assessment/thesis_forms.html

**The Study of Philosophy:
Is it worthwhile?**

**By
Peter Plato**

**This thesis is submitted to University College Dublin in part fulfilment of the requirements for the degree of Master
of Arts in [Philosophy / Philosophy and Literature / Philosophy and Public Affairs / Consciousness and
Embodiment]./Ethics**

UCD School of Philosophy

Supervisor: Dr X

August 2026

**The Study of Philosophy:
Is it worthwhile?**

**By
Peter Plato**

UCD Student Number: 12345678

The thesis is submitted to University College Dublin in fulfillment of the requirements for the degree of [Research Masters / Doctor of Philosophy] in Philosophy.

UCD School of Philosophy

Head of School: Prof. Rowland Stout

Principal Supervisor: Dr X

**[Research Masters / Doctoral Studies] Panel Membership:
Dr Y
Dr Z**

August 2026