

Gibson's Guidebook for Graduate Studies

**Dept. of Philosophy
Marquette University**

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Personnel

A) **Chairperson:** The Chair oversees the Department. Appointment to this office is made by the Dean of Arts and Sciences on the basis of faculty election. The term is three years.

B) **Assistant Chairperson:** The Assistant Chairperson oversees semester scheduling, teaching workshops and advising the student teaching assistants and lecturers.

C) **Director of Graduate Program:** The Director of the Graduate Program oversees admissions, financial aid, course registration approvals, and other miscellaneous matters concerning graduate students. Appointment for a two-year term is made by the Executive Committee of the Department.

D) **Assistant to the Chair:** He or she handles matters concerning the faculty, financial affair and other matters assigned by the Chair.

E) **Administrative Secretary:** He or she handles most of the paperwork and records of graduate students in the department, as well as a wide variety of other tasks.

F) **Executive Committee:** Executive Committee is responsible for many administrative decisions in the department. It comprises the Chair, ex officio, and four persons elected by the Department. Elected members serve for a two-year term.

Advising, Registration, and Financial Aid

To remain in the program, students **MUST** register each semester. The student cannot register unless she has seen her advisor.

- 1) Make sure you know who your advisor is. Look on Checkmarq if you do not know.
- 2) Make an appointment to come in for advising.
- 3) We have usually chosen as your advisor someone with more or less the same interests as you. You should discuss with your advisor general issues concerning your status and progress in the program, courses that would be good for you to take, gripes or difficulties you are encountering here, etc.

The following are things students might register for:

Course work. PhD students are expected to do 60 credits of course work (Of these, as many as 30 may be transferred from an MA program) MA Students are expected to do 24-30, depending on the program. Though philosophy courses from Marquette are the most obvious choices, courses from other departments or institutions might be appropriate. Students should discuss these possibilities with their advisers.

Foreign Language Courses. The Department does not require foreign language courses; nonetheless, students may find these helpful for passing their foreign language exams. 203 reading courses are 0-credit courses for graduate students. When a particular language is not being offered as a 203, it is usually possible to take a beginning language course as a 203 course. Though the course carries no credit, it costs 2/3 the price of a regular credit. At one time, the price of these courses was covered for all TAs and RAs, but the cost is now taken out of the student's tuition dollars. Students on aid must let the Director of Graduate Studies know that they are taking the course so that funds can be put in their accounts.

Dissertation Credits (Phil 399). Every PhD student is responsible for taking 12 dissertation credits. These may be taken at anytime in

the program. SO, if you are on aid and have credits you will not use for classes, use them to pay for dissertation credits. This is cheaper than paying for them yourself at a later time. Note that the Graduate Bulletin tells you that you cannot take Phil 399 until you have passed Comps, but this is not so.

Continuous Enrollment. Continuous enrollment is a method of keeping track of the fact that students are often engaged in working toward a degree in ways other than course work, e.g., foreign language preparation, writing a proposal or preparing for comps. Continuous enrollment does not earn extra credits; rather it keeps track of your non-credit yielding work. Why keep track of such work? To stay in the program, defer student loans, remain eligible for aid, etc. There are 3 continuous enrollment options. a) Part Time Continuous Enrollment (0-3 credits) keeps a student active in the program and prevents the need to reapply to graduate school; b) Half Time Continuous Enrollment 1002 (4-6 credits): defers student loans; c) Full Time Continuous Enrollment (7 or more credits) keeps a student full-time, and able to receive financial aid like TA, RA, or Fellowship packages. It may also be necessary for some visas, etc.

If you need to enroll in Continuous Enrollment, print out the CE form at http://www.grad.mu.edu/forms/documents/CE_001.pdf and bring it to your advisor at your meeting. Your advisor is responsible for part 2 of the form. This form is a little tricky. Note the section in part 1 called "Status Requested." This, which determines what section of CE the student enrolls in, is determined by how many dummy credits the student needs to have the appropriate status as student. A student taking 6 credits of classes and preparing for a language exam, but who needs to be full-time, can enroll for 1 credit of CE. Now, you might think that this means that the student should be in part time CE, because the amount of hours spent preparing for languages is only 3 (part time). But this is not so. Rather, we look to the final status of the student in determining what to check. Because the student wants to be a full-time student, the student enrolls in full time CE, and does so simply to fill in the one missing credit.

Please note that something needs to be said on the form concerning the reason for CE (language study, comps preparation, etc). Also, please note that although CE hours are not billed as tuition; there is \$100 fee for enrolling in CE.

Continuous Enrollment will be graded on an SU basis. These are courses used to keep track of student work other than coursework. Keeping track of these hours serves two useful functions. First, it certifies to the Graduate School that the student is a full time student, hence eligible for financial aid. Second, it certifies the level of work being done by the student to the federal government; hence it affects students' loans. Given the difference in number of credits being accounted for and the variety of work student might be engaging in, the Graduate Committee recommends that each student submit a report of the work they did during the semester. These reports will be reviewed by the Director of Graduate Studies [DGS]. Based on the report, the DGS will assign a grade of satisfactory or unsatisfactory. Where student progress is barely satisfactory or unsatisfactory, the DGS will lower the number of credits that the Department will vouch for in the coming semester. For example, a student who earns a barely satisfactory pass for Phil 293 should be registered for Phil 292 the following semester. Hence, the Executive Committee of the Philosophy Department recommends the following: "At the end of each semester, each student must submit a report of the work he or she did toward his or her degree. This work should coincide with the planned work recorded on the continuous enrollment form. If the work is self-supervised (e.g., the student is working on a foreign language but not taking a foreign language class), the report should include all relevant details such as hours worked and works read." When it is time to submit the reports, an email will go out to all students to which this applies. The student is expected to return these reports by the indicated due date.

4) If you are a first-year student, there is some special paperwork with which you must deal.

- a) Are you already coming here with some graduate credits? As many as 30 credits of philosophy can go towards the doctorate, as many

as 12 credits in some other subject. But it is up to you to request that these go through.

b) During your first fall semester you need to fill out a doctoral planning form [DPF]. A blank form can be printed out from http://www.grad.mu.edu/forms/documents/DoctoralProgramPlanningForm_001.pdf. This requires consultation with your advisor, and his or her signature. Note that section II should only list the specific classes required for the doctoral degree. Section IV should include classes the student would like to take while here, but it is certainly neither expected nor required for the student to give a complete listing of all the electives to be taken. Although there is not a space for it, Section III should include the dates at which you intend to pass the relevant language exams. After your meeting with your advisor, you will bring the completed and signed DPF to the DGS.

5) If you are not a new student, you should have a look at the most recent DPF on file and see if there are any serious changes to the timetable that are serious enough to impact the anticipated date of the degree. If there are, then you need to fill out an amendment to the DPF, at <http://www.grad.mu.edu/forms/downloads/dppfamend.pdf> and proceed as above.

6) Following your meeting with your advisor, you should plan to meet with the DGS. At this meeting you will finalize paperwork. The DGS will need to give you the permission numbers for classes for which you will be registering. Once you have these numbers, you can register for classes. Please do this in a timely manner.

7) Financial Aid: Students who want financial aid must ask for it each year by filling out the financial aid form available through the Graduate School. *Even Students on “aid lines” must ask for renewal of aid.* Occasionally, there may be some aid available for students not on “aid lines.” So, the prudent student applies for financial aid each year. If you have any questions about the advising and registration process, please don't hesitate to ask

The Foreign Language Requirement

The department of Foreign Languages and Literature administers and grades the exam as a service to those departments with graduate programs requiring foreign language proficiency of their graduate students. They have the professional expertise for this task. FOLL asks us for a passage of around 40 lines. If they think that what we give them is inappropriate, they tell us, and we discuss and/or deal with the issue. Their grading is not a precise quantitative matter. Rather, on the basis of the quantity and quality of what the student translates, they judge whether the student tested has the level of proficiency we have indicated that we would like our Ph.Ds to have.

The taking of the test should not be regarded as part of the process of learning the language. Every time the test is given, a number of students who clearly do not expect to pass the test take it, just to see how they will do. This action is unprofessional, places a burden on FOLL faculty, and threatens the relationship that we have worked out with FOLL. *Do not take the test unless you have a reasonable expectation of passing it.* One way to evaluate competency before the exam is to pick a passage of around 40 lines in the target language, give yourself 80 minutes with a dictionary and a grammar book, and seeing how you do. Perhaps you will find a member of the Philosophy faculty who will look over the results for you.

You may bring to the test only a dictionary and/or grammar. Do not bring supplemental vocabulary lists. Cell phones must be off. Believe it or not, students have accepted calls in the past, and have even stepped into the hallway to talk. This will not be permitted.

It is very difficult for a graduate student to teach herself a language, and it is close to impossible, if the student has not yet mastered any language. The life of a graduate student is insanely busy, and things like language study tend to get put off until later in the program. That is bad idea. FOLL offers special classes, numbered 203 that are expressly designed for graduate student language proficiency. The Philosophy Department regularly runs reading groups in the usual scholarly languages. The 203 classes are graded on an S/U basis and

the reading groups need to be entered into in a focused and committed way. You will not get much out of the group if come after having merely worked on five lines several minutes prior to the meeting. Rather, you need to spend a good chunk of time on the text prior to the meeting, and then to go over the text again, after. At Marquette we do not have graduate classes in which you can read philosophical works in the original, but if you have the right attitude, the reading groups can be a fair substitute.

The last resort for those who repeatedly fail the language exams is to take intensive summer-long classes in the language, at other universities. (The FOLL 203 classes are wonderful and, usually, effective, but are not equivalent to the intensive language classes at some other universities.) This step is a drastic one, expensive and inconvenient. The vast majority of our Ph.D. students do satisfy their language requirements on the basis of the resources offered here at MU, provided they consistently and persistently devote sufficient time and effort to language study.

Grading System

The following letter grades and their achievement equivalents are used by instructors in the Graduate School to evaluate a student's performance in a course. Quality points corresponding to each letter grade determine a student's academic average and eligibility to graduate. Each grade, A through F, has a specific quality point value. The quality points earned in any course equal the quality point value of the grade multiplied by the number of semester hours credited. The grade point average (G.P.A.) is found by dividing the total quality points earned by the total number of semester hours credited in those courses for which quality point grades have been assigned. Note: Credits that are accepted for a Marquette degree, if transferred from another university, will not be included when calculating the student's G.P.A.

All graduate students must maintain a grade point average of at least 3.00 to graduate. (For the effect of BC, C, F, UW and U grades, refer to Academic Review.) Graduate students may not be assigned a CD or

a D grade in any course whatsoever, including undergraduate courses. Normally, graduate courses are not repeated for a higher grade.

Grade Achievement Quality Points

A Excellent 4.00

AB 3.50

B Satisfactory 3.00

BC 2.50

C Minimally acceptable on a 2.00 limited basis for graduate credit

CD Not approved for graduate students

D Not approved for graduate students

F Failure 0

Quality points are not affected by the following grades:

W: Withdrawal (before withdrawal deadline)

UW: Unexcused Withdrawal

S/U: Satisfactory/Unsatisfactory

CR: Completed Requirement of enrollment in a course that carries no credit

AU: Audit

I: Incomplete

X: Missed Examination

IX: Both Incomplete and Missed Examination

Requirements for M.A. Programs

A. Plan A History of Philosophy Specialization

1. 30 hours graduate course work. 18 of these must be in philosophy and must include 201, 202, 217, 232, and one course in ethics. No more than 6 credits (all outside the field of philosophy) may be undergraduate courses taken for graduate credit.
2. M.A. Comprehensive Examination
3. Grade point average of 3.0

B. Plan B History of Philosophy Specialization

1. 24 hours graduate course work. 18 of these must be in philosophy and must include: 201, 202, 217, and 232.
2. A reading knowledge of French, German, Latin, Greek, or a different language approved by the Department.

3. M.A. Comprehensive Examination
4. M.A. Thesis (6 credit hours)
5. Grade point average of 3.0

C. Social and Applied Philosophy Specialization

1. 30 hours graduate course work. These credits must include 266, 302, one of 201, 202, 210 or 217, one of 226,227,231,232, or 233, two philosophy electives, 303 for 6 credits, or 303 for three credits plus one more philosophy course, and two graduate level cognate courses .
2. Grade point average of 3.0.

Explanation of Requirements for MA Programs

A. Foreign Languages (M.A. History B): Proficiency in foreign language is demonstrated by passing a foreign language examination administered by the Department of Foreign Languages and Literature. Each examination is one hour and twenty minutes long. Students are allowed to bring a dictionary and a grammar. Exams take place twice during fall semester and twice during spring semester. German or French may also be given in summer. Only students who have signed up on the Language Sign Up Sheet in the Philosophy Department two weeks or more in advance will be permitted to take the language examinations. For further information, contact the Department of Foreign Languages and Literature or the Department's foreign language liaisons.

B. The MA Thesis (M.A. History B):

1. The Outline must be presented on a printed form, and approved by the thesis committee, the Graduate Director (or Department Chair), and the Dean of the Graduate School.
2. The student is advanced to candidacy when two thirds of the course work is approved, the language requirement is completed, the Comprehensive examination is passed, and the thesis outline is approved.
3. Students must follow the instructions on the Doctoral Dissertation Directives Form available from the Graduate School.
4. Procedure for thesis: register for credit at semester registration, submit the completed copy to the director well before the Bulletin deadline date, make corrections required by the director and readers,

and submit the corrected version (original and two copies) to the dean of the Graduate School by the Graduate School deadline date.

C. Courses outside of Philosophy: Especially appropriate courses for the SOAP major might include: Human Resources Management, Legal Issues in Business, Multicultural Counseling, Human Growth and Development, Dispute Resolution Theory, Jurisprudence, Ethics in Health Care, Research Seminar in Political Philosophy, Urban Policy, Moral Theology, and Clinical Topics in Bioethics. These must have the approval of the Director of Graduate Studies.

D. M.A. Comprehensive Exam (M.A. in History A and B): The exam comprises two parts of four hours each. The first part is historical. The second contains problems questions and a choice of two questions on a contemporary work. Exams take place in January and August.

1. The Structure:

a. Part I—Ancient, Medieval, Modern

Instructions: Answer four questions:

- i. Choose one question from each period and the fourth question from any of the periods.
- ii. You have four hours for Part I, approximately one hour for each question.
- iii. State what you take the question to mean, and make explicit reference to the relevant work(s) of the philosopher you are discussing.

Ancient Philosophy: 4 questions

Medieval Philosophy: 4 questions

Modern Philosophy: 4 questions

b. Part II—Problems and Contemporary Philosophy

- i. You must choose three questions from section D and one question from section E.
- ii. You have four hours for Part II, approximately one hour for each question.

Problems: (answer any 3 of these questions)

Logic

Philosophy of Science

Political Philosophy

Aesthetics

Ethics

Philosophy of Human Nature

Metaphysics

Epistemology

Philosophy of Law

Philosophy of Religion

Contemporary Philosophy: (Work chosen by student from designated reading list) Answer one of these 2 questions.

2. Grading System:

a. The grades to be assigned to each answer by the reader are: A, B, C, D (with or without pluses or minuses (+, or -), or F.

b For purposes of computing an average grade, the graduate committee will then turn the assigned letter grades into numbers: A+=12, A=11, A-=10, B+=9, B=8, B-=7, C+=6, C=5, C-=4, D+=3, D=2, D-=1, F=0. The lowest passing average grade for the entire exam is 6.5, i.e. between C+ (6) and B- (7). If three questions receive an F, then the whole exam fails no matter what the average grade is. If the average grade in one area of the exam is D- (1) or F (0), this area must be taken over again and can be passed with the grade of 6.5.

Program Requirements for Ph.D. Program

A. 60 hours graduate course work plus 12 credits of 399. These credits must include 201, 202, 217, and 232.

B. A reading knowledge of two languages required. The regular choices are two of French, German, or (Latin or Greek). Another foreign language may be substituted, if necessary to the student's course of study and approved by the Department. Note: One of the two languages must be French or German.

C. Doctoral Qualifying Examination and Advancement to Candidacy

D. Doctoral Dissertation Proposal, Doctoral Dissertation, and Oral Defense

E. Grade point average of 3.0

F. Residency

Explanation of Requirements for Ph.D. Program

A. 60 credits of course work—20 classes. They may include up to 30 hours of philosophy credits from an MA degree or up to 12 hours in other fields, as approved by the Department. Phil 399 Dissertation credits. These credits are a way for the University to keep track of the administrative work/costs of overseeing your dissertation. You must take 12 of these before earning your Ph.D. These may be “taken” (paid for) at any point in the program. The increments in which you take them are largely up to you. Phil 399, Section 1001 is one credit; Section 1002 is two credits, etc.

B. Foreign Languages: Proficiency in foreign language is demonstrated by passing a foreign language examination administered by the Department of Foreign Languages and Literature. Each examination is one hour and twenty minutes long. Students are allowed to bring a dictionary. Exams take place twice during fall semester and twice during spring semester. German or French may also be given in summer. Only students who have signed up on the Language Sign Up Sheet in the Philosophy Department two weeks or more in advance will be permitted to take the language examinations. For further information, contact the Department of Foreign Languages and Literature or the Department’s foreign language liaisons.

C. Ph.D. Comprehensive Examination: The Purpose of the Examination: To ascertain whether and to what extent the student (1) has mastered the various areas of the history of philosophy and its problems and (2) has developed a scholarly and integrated stance on some of the main problems in philosophy.

General Structure of the Examination: The exam will consist of five parts, four of which are to be written and the remaining one oral.

a. Written: A three-hour examination on each part according to the following schedule:

1. Problems in Ancient and Medieval Philosophy: five questions in each area (total of ten questions); four questions must be answered, including at least one from each problem area.

2. Problems in Modern and Contemporary Philosophy: Three areas: Modern Philosophy; 19th and 20th Century Continental Phi-

losophy; and 19th and 20th Century Anglo-American Philosophy. Four questions in Modern Philosophy; Three questions in 19th and 20th Century Continental Philosophy; Three questions in 19th and 20th Century Anglo-American Philosophy (total of ten questions). Four questions must be answered, including at least one from each area.

3. Systematic Problems: Metaphysics, Epistemology, Philosophy of Science, Philosophy of Language, and Logic: five questions in metaphysics, four questions in epistemology, and three in philosophy of science/philosophy of language/logic (total of twelve questions). Four questions must be answered, including at least one from metaphysics and at least one from epistemology.

4. Systematic Problems: Ethics, Social and Political Philosophy, and Aesthetics: Five questions in ethics, four in social and political philosophy, and three in aesthetics (total of twelve questions); four questions are to be answered, including at least two from ethics and one from either of the remaining areas.

b. **Oral Exam:** A 50-75 minute examination before a three-person Examining Committee. This is part V of the Comprehensive Exam. The other four parts are written. It will be graded in the same manner as the four written parts, that is, as a single independent component of the Comprehensive Exam.

At the time a candidate signs up for the Ph.D. comprehensive examination, the candidate must consult with the Director of the Graduate Program to receive approval by the Director for his or her choice of area(s) for the oral part [part V] of the exam. The committee for the oral examination will ordinarily be the committee which graded the written part which is within the area of specialization chosen by the candidate for the oral. For example, if a candidate chooses Ancient Philosophy as his or her area to be examined on the oral, then the Problems in Ancient and Medieval Committee [part 1] will conduct the oral examination. The Graduate Director may appoint a separate committee for the oral if the Director believes none of the four committees in place for the written exam is appropriate to question the candidate for the oral given the candidate's approved area(s) of choice. Questions will be restricted to the chosen area(s). During the actual

exam it will be the responsibility of the committee chair to determine the appropriateness of questions.

c. The Examining Committees for parts I and II will construct their respective part of the written examination from the Ph.D. Reading list in the history of philosophy. Note that the history of philosophy reading list is required, the systematic reading list is recommended.

d. Additional Regulations and Guidelines

The examinee must have completed 80% of his/her course work and must have fulfilled both language requirements before attempting the Comprehensive Examination. All Ph.D. students should take the Comprehensive Exam no later than the end of the semester following the completion of their course work and foreign languages.

The Comprehensive Examination will be offered twice a year, usually in September and March. Students who wish to take the exam must notify the Philosophy Department at least one month before the date of the initial part of the exam. Each committee for all five parts will consist of three persons.

The written parts of the examination must be completed within a twelve-day period. Parts I and II will be taken the first week. Parts III and IV will be taken the second week. The time, date, and room for parts I-IV will be posted at least 28 days before the date for part I. Ordinarily, there will be at least a five-day interval between the first two parts of the exam and parts three and four. The fifth (oral) part must be taken no later than 14 days following completion of part four. The results of the oral (part five) will be given to the examinee following its completion.

The examinee must pass all parts to pass the Comprehensive Examination. A mean grade of BC [2.50 on a 4.0 GPA scale] is the passing grade for each part. No more than one grade on each part may be below a BC.

If three parts or fewer are failed, those parts only are required to be retaken, and may be retaken only once. If four or five parts are failed,

then the whole exam must be retaken and may be retaken only once. The candidate may retake the exam at the next scheduled time it is offered. However, the second attempt must occur within one calendar year after the first attempt has occurred. A second failure of a part or parts constitutes a second failure of the whole exam. If this is the case, the person ordinarily will not be allowed to continue in the program.

DGS's unofficial note: All questions on Parts 1 and 2 should be answerable on the basis of the readings for those sections (although it certainly may be both possible and appropriate to bring in other readings with which you are familiar). Accordingly, these readings are required. The readings for Parts 3 and 4 are recommended readings. Basically, you should be familiar with key issues and philosophical strategies for dealing with these issues. You should be able to outline alternative arguments, show their merits and demerits, and to take and defend a philosophical position of your own. The reading list is meant to be an aid in preparing for this, but the readings are not required. You may well find the background you need elsewhere.

D. Advancement to Candidacy: Students are advanced to candidacy on the recommendation of the Department. They must have completed all course work, language requirements, residency requirements, and passed the Comprehensive Exam. A student cannot advance to candidacy until all requirements, as listed on the Doctoral Planning Form have been completed

E. The Dissertation: From Proposal to Defense

1. The Proposal

- a. The student finds a faculty member willing to work with him or her on a dissertation in a given area.
- b. The student and director delimit the topic to a precise problem. They discuss provisional names of second readers and other members of the committee. The student may at this point discuss his or her provisional plans with the provisional committee members
- c. The student reviews the published results of work already done on the topic.

- d. The student and the Director agree on the sources, primary and secondary, to be used.
- e. The student writes a proposal.
- f. Once the proposal is acceptable to the director, the student talks to the Graduate director to see what faculty members are available to sit on the committee. Committees now have four members, including the readers.
- g. The student asks faculty members to sit on the committee. The faculty members read the proposal, and if they are still willing to work on the project, a defense of the proposal is set up.
- h. At the meeting, faculty members may ask for revisions of the proposal. Note this is an important meeting, since all parties involved with the dissertation are signing an agreement concerning the contents of the dissertation. Among the issues to be considered are: whether the student is prepared to read the primary texts in the original languages, any deficiencies in the bibliography, the extent to which the student will be expected to consult the works in the bibliography, whether the thesis to be defended is clearly stated in the proposal, whether the methodology for defending the thesis is clearly stated in the proposal, whether a page limit should be established for the dissertation, whether the dissertation, as proposed can be completed in a reasonable time period.
- i. Once all members agree to sign off, the proposal is given to the DGS. He or she reviews the document, asks for any necessary revisions, signs off on the proposal and forwards the proposal to the Graduate School. It is the Graduate School which ultimately accepts the proposal.

2. *Writing the Dissertation:* The Dissertation is then written under the direction of the director and the second reader.

3. *The Defense:* Once the director and second reader agree that the dissertation is defensible, the dissertation is ready to go to the full committee, and the 60 day clock may be started. The departmental procedure that the student follows is:

- a. Submit 4 copies of the dissertation to the Director. He or she will attach a form which he or she and the second reader sign. This form lets the

- other committee members know that the dissertation is, in their opinions, ready for defense. The form has a projected defense date. The committee members have 30 days to read the dissertation.
- b. During the 30 days (preferably near the beginning), the director and student set up a projected defense date which is within the 60 day time line and which fits the teaching and research schedules of the committee members. The information is given to the office staff. The departmental secretary schedules a room, preferably in the AMU.
 - c. Once the date and time are approved, the Assistant to the Chair prepares the “Announcement for the Public Defense of the Dissertation.” This form must contain the EXACT title of the dissertation and the precise time and date of the defense. All committee members must sign the form at least 30 days prior to the defense.
 - d. The student must deliver the dissertation defense program (outlined in the Grad School Guidelines) to the department at least 30 days prior to the defense. The student requests that the Office staff deliver it and the “Public Announcement” to the Graduate School.
 - e. After a successful defense (and the incorporation of any necessary changes to the dissertation), the student provides the copies of the dissertation to the Graduate School and one copy to the Department.

Academic Review

Every academic unit evaluates the academic performance of its graduate students at the close of each term. Graduate students must maintain a grade point average of at least 3.00 in all course work, including prerequisites and other course work that does not apply to the degree. Satisfactory academic work is not, however, determined exclusively by course grades. All degree graduate students, including those registered in Continuous Enrollment courses, must make substantial and visible progress toward their degrees. All students in professional or clinical settings must maintain fully professional behavior at all times. If, in the judgment of the academic unit, a student is not doing satisfactory work, either a warning letter will be issued by the department to the student or a recommendation will be made to the vice provost for research and dean of the Graduate School that the student be dropped from the graduate program. Examples of unsatisfactory work include, but are not limited to: 1) any difficulty maintaining the required 3.00 grade point average, such as a weak first or second term, multiple incompletes, accumulating three Cs (nine hours) or a combination

of four BCs and Cs (12 hours), or one grade of F or U; 2) a term without substantial and visible progress toward completion of program requirements, such as a language examination, a comprehensive or qualifying examination, a thesis or dissertation outline, the thesis or dissertation itself, and so on; 3) unprofessional behavior in laboratory or clinical settings.

Within every 18 month period, the student must be enrolled in 9 credits of course work or its equivalent per semester for two semesters or for summer sessions. See Graduate School Bulletin for further detailed information.

Time Limits and Extensions

The Graduate School policy is that all work for a Ph.D. must be completed within 6 years. This is a serious deadline. If six years have passed and you have not been granted an extension you may be dropped from the program. Under special circumstances you may apply for one 18 month extension to allow all work to be done. See the DGS about this, if you think your situation warrants an extension.

More Dissertation Information and Practical Guidelines

A dissertation and its defense are the final requirements for the Ph.D. degree. Conventionally understood to be an original and substantive contribution to the student's field, a dissertation is the result of sustained thought, research, consultation, and writing. As such, it can take many months, even years, of effort. The dissertation stage, however, requires timely progress from initial stages to successful completion. These guidelines should assist you in planning and executing this important project.

In the Philosophy Department, students are encouraged to begin to think about their dissertations as early as possible, even while they are completing course work. Classes and paper topics might be selected in part as ways to explore potential topics. Faculty members, who might assist with the preparation of the dissertation, including the advisor, could be consulted as well. Since the dissertation is to be the student's original contribution to the scholarly community, at every

stage in the dissertation process the student is ultimately responsible for the dissertation's topic, writing, and submission.

The initial stage in this process will be for the student, in consultation with the DGS, to secure a dissertation director. This may be the same individual who was the student's advisor, but it need not be. In any case, a director should be someone who is knowledgeable in the field in which the student proposes to work and with whom the student can have a comfortable and productive working relationship. The director, in consultation with the student, sets up a dissertation committee consisting of the director, a second reader, and two additional readers. The role of the second reader and the roles of the remaining committee members in the preparation of the dissertation are flexible and will be determined after consultation among the student, the director and the committee members. All four committee members will read the final version of the dissertation and will participate in the oral defense, but the director and second reader are to be most closely involved with the preparation of the thesis.

While setting up the committee, the student needs to prepare a Dissertation Outline, guidelines for which are available from the Graduate School. Some students do this while studying for their Doctoral Qualifying Examination. Outlines, which frequently undergo several revisions as they circulate among the student, director, second reader and potential committee members, should be submitted no more than 3-4 months after the Comps Exam has been taken and passed. The student is encouraged to submit an Outline and obtain approval for it even earlier. The earlier that an Outline is approved, the sooner the student can begin to work in earnest. Dissertations should not diverge substantially from the Outline so it is important to begin with a clear statement of purpose and procedure that can serve as a reference for all subsequent efforts on the dissertation. The Outline has the formal character of a contract and should not be considered easily revisable.

Since dissertations are such individual undertakings, their preparation will vary from student to student, but successful and timely completion

of a dissertation always depends on sustained work. The best way for students to sustain their work is for them to keep in close consultation with their directors. At least one formal communication each month is thus strongly recommended, and more frequent meetings, phone calls, and emailing exchanges are common. In these communications, the director and the student discuss the student's reading, writing, and general progress. Directors may suggest or require certain avenues of inquiry; they may set deadlines; and they will read the initial drafts of the dissertation's chapters. These are drafts in the sense that they represent the student's best current efforts but are not yet approved by the dissertation committee; they are not hasty, casual rough copies but crafted pieces of writing with complete citation conventions.

Directors will read these drafts in a timely fashion and return them to students with suggested alterations. At this stage of the process, some directors may draw on the second reader by circulating early drafts to her or him; others may wait until these drafts have been reworked. The second reader typically communicates a formal response to the student through the director, though students should feel free to call on the expertise and advice of the second reader at any time.

Both students and readers, thus, have clear responsibilities in the preparation of a dissertation. Directors will read, comment, advise, and encourage; but students, ultimately, must write their dissertations, and so primary responsibility rests with them. Students should be aware that faculty members have many responsibilities and cannot be expected to read chapters, much less entire dissertations, on short notice. Students also should be aware that they are expected to complete all work including the dissertation in 4-5 years although formally they have six years beyond the M.A. in which to complete their course work and their dissertations.

Many students require three years before they are admitted to candidacy and therefore have less than three years in which to complete their dissertations. Consequently, students cannot allow months to pass without verifiable progress, and those who do so risk not getting their Ph.D., which is never guaranteed to them. In such situations,

or at any time when a dissertation does not seem to be progressing adequately, the Director of Graduate Studies or the Chair of the Department may be called upon for consultation.

Students should ensure that they are fully aware of dissertation guidelines, timetables and associated departmental and Graduate School policies expediting progress through this last stage of the Ph.D. program. The successful completion of the dissertation is a most challenging and rewarding project in which both students and the department takes great pride.

Some Advice about Developing, Writing, and Completing a Ph.D. Dissertation

The starting point is at the beginning of your last semester of courses. You are now finishing course work. You have passed your two foreign language exams. Of course, you put some thought into which 2 languages you chose to study so they will be of use, perhaps absolutely essential, to your dissertation. Of course, you chose your courses with some thought to the area(s) you intend to be an expert and do research and publish.

- Last semester courses: If it can be worked out, consider having one of your courses be an independent study. The subject of the independent study can be your dissertation outline proposal. Here's the idea. Say you think you're going to write a dissertation on Aquinas on the soul. See if someone on the faculty—perhaps your future director, will do an independent study with you on Aquinas on the soul. This can give you a nice start into the post comp phase of your career.

- Comprehensive Exam study time: If you complete courses in the spring semester, take the comps the next fall semester. If you complete courses in the fall, take the comps in the spring. If you complete course work in the summer, take the comps in the fall. In short, you should take comps the semester after the completion of course work. After all, part of your course work is preparation for comps. You are not starting from the beginning; you are fine tuning what you already know. Make sure you have a copy of the reading list as you prepare for

the exam. Remember, unlike the systematic reading list, the history reading consists of required texts.

- Part V of comps, the oral: This is yet another way to jump start your Ph.D. dissertation. Your area for your oral exam ideally will be in the area of your dissertation. This again allows you to do preparation work for your dissertation as you prepare for comps. So, if you are going to do a dissertation on the divine command theory of morality, then choose either philosophy of religion or ethics as your area for part V. Sometimes students choose an area for part V that has nothing to do with their dissertation, which results in an opportunity lost for a smooth transition into the dissertation and wastes valuable time.

- Comps Completion to Dissertation Outline: This time frame has been a disaster for a large number of Marquette Philosophy Ph.D students. You should have your dissertation proposal finished in the semester after passing comps. It was suggested above that practical ways to avoid this predicament include an independent study at the end of course work on your proposed dissertation area or topic, and choosing an area for Part V of the comps which will be your area for your dissertation. Perhaps more importantly, by your second year in grad school, you should be thinking about your dissertation topic. Pin down an area, e.g., philosophy of religion. The test is something like this: What is important to me? To what sorts of issues do I wish to devote my professional career? Constantly ask yourself these questions throughout the course work stage. By candidly considering these questions, you are likely to arrive at an area for your dissertation. As you get closer to completion of comps, start fine tuning your interests. Now you're starting to develop a thesis topic.

Note, too, that there is no reason a fine dissertation outline proposal needs to be more than 10 pages. On the proper form (attached), simply follow the steps from A-I while working with your director. After you have written the outline proposal (following the grad school form to the letter), submit it to your director. If he or she approves it, and the second reader does so as well, then it should be submitted to the rest of the committee for approval. Once this is done, you are on your way

to writing the dissertation. This process should not take more than 90 days from the time you complete comps and should never take more than 120 days short of emergency personal factors.

- Picking Your Dissertation Director, 2nd Reader, and Committee:

It is essential to pick a director who is (a) an expert in your area, if not your specific topic, and (b) someone with whom you have a good professional relationship. Your first step after identifying a potential director is to consult with the DGS. The DGS can let you know if the faculty member is available to work with you. There can be several reasons why a director is not approved by the DGS. For example, a faculty member may be preparing to go on leave or sabbatical to focus on their own research. In that case, faculty are normally not asked to be members of dissertation committees. Also, various faculty members have extra-departmental administrative duties that can restrict their availability. In short, the DGS must give you the 'green light' to ask someone to direct a dissertation.

It is highly desirable to have a detailed conversation with the proposed director before you write the outline to be sure that the director is willing to direct and is on the same page with you about your dissertation. After the director accepts, you and the director should then discuss candidates for the position of 2nd reader. The 2nd reader may or may not read the dissertation chapter by chapter and work with you and the director as you progress. The 2nd reader may or may not read first drafts. The precise details and preferred procedures will need to be worked out between you, the director, and 2nd reader. The 2nd reader should have some expertise in the area of your dissertation, perhaps very considerable expertise.

After the 2nd reader has accepted, you should choose the other 2 members of your committee in consultation with your director, get their acceptance, and ascertain what their role will be in the project. While perhaps desirable, it is not absolutely required that all the other members of your committee be experts in the area of your dissertation.

After the outline has been read by all members and tentatively approved, you are required to have a meeting with all committee members to have the outline formally approved. This way all members know what is expected. Such strategy will likely reduce the chances of problems down the road. Tip: If you are uncomfortable with a faculty member or have a personality conflict with a faculty member, do not have that faculty member be a member of your committee. This is an accident waiting to happen; life is too short to have such tension if it can be avoided. Finally, remember that the committee and the final version of the Dissertation Proposal must be formally approved by the Graduate Director acting in behalf of the Department. Only then is it submitted to the Graduate School for its approval, the final step.

- Picking your topic; writing your dissertation

1. Pick a manageable topic. That is, choose a topic that can legitimately be written in a 12-18 month time frame.
2. There is generally no good reason to choose a topic that requires you to write more than 200 pages. Your dissertation is the start of a career, not a career in itself.
3. Have a game plan as laid out in your tentative timetable (item I on your dissertation proposal form) and stick with it.
4. Work regularly with your director and perhaps your 2nd reader. Setting up a regular time (say 3:00 every other Monday) to discuss your progress is most helpful and keeps you on track.
5. You should expect to stay in Milwaukee while you're writing your dissertation. The chances that you will finish and finish in a reasonable time frame go up dramatically if you stay part of the Marquette community. They go down dramatically if you leave the area. The Department strongly discourages students from leaving the Milwaukee area before the dissertation is complete.
6. We expect you to write a dissertation of high quality. You are attempting to earn the highest academic degree in the land. This point should be remembered.
7. Take your mental health seriously. There will be highs and lows. Recognize this and make a real effort to keep things in perspective when you discover bumps in the road.

Being a philosophy professor is a noble career. Being a professional graduate student is an ignoble dead end. Please remember this throughout your graduate career. If you do your part, the philosophy department will do whatever we can to assist you in finding a full time position in a university philosophy department. Finishing your dissertation in a timely manner is impressive, “working on it” forever is most unimpressive.

Model Timetables for Ph.D. Students on Aid Lines

Two model timetables, for students entering with the B.A. and for students entering with the M.A., were approved by the Philosophy Department (3/5/99) as recommended courses of study for students who seek to obtain the Ph.D. in four years (when entering the program with the M.A.) and in five years (when entering the program with the B.A.).

Three key elements in the Model Timetables are: (1) Students are considered active in summers taking courses and studying foreign languages; (2) Students are expected to take three courses in any semester when they do not have a new teaching preparation; and (3) Students are expected to choose finite dissertation topics which can move from the stage of Proposal Preparation to the final stage of defense of the dissertation in a period of approximately 1 3/4 years or less. *All students should note that the financial aid available for the Department makes it almost impossible to provide regular financial aid in the form of RAs or TAs to students after the completion of the fourth year.*

While Lectureships are sometimes available, these are not guaranteed. Moreover, students who take five or more years to complete their work for the Ph.D. often find it all the more difficult to complete dissertations and take much longer than expected due to their need to work outside Philosophy to cover their living expenses while writing their dissertations.

In addition to the quality of a student’s work, the model timetables are to be taken into account as guidelines for awarding aid to students continuing on financial aid (from the Executive Committee minutes

of 2/15/99 as amended by the Philosophy Department 3/5/99): "The Executive Committee recommends that these timetables be used as guidelines in evaluating students' progress in the Ph.D. program for the purposes of continuing financial aid. The timetables should be used by the Director of Graduate Studies as flexible guidelines, and not as hard and fast, absolute rules, in evaluating student's progress through the Ph.D. program. The Department expects the student with financial aid to make reasonable progress through the program in accordance with the timetables. This presumption can be rebutted by students. For example, serious illness or family difficulties can legitimately slow a student's progress toward completion of the Ph.D. degree. If the student departs from the timetable, the student must justify these departures to the satisfaction of the Director of Graduate Studies."

Entering with an M.A. Seeking to Obtain the Ph.D. in Four Years

Student with M.A., not teaching at entry

Year 1 semester 1

Phil 201, Phil 202, Elective (9 cr. tot.)

Foreign Language #1 Study

RA work

Year 1 semester 2

Phil 217, Phil 232, Elective (18 cr. tot.)

Foreign Language #1 Study

RA work

Year 1 Summer Sessions 1 & 2

(Phil) Elective (21 cr. tot.)

Foreign Language # 1 or #2 Study

Year 2 semester 1

Phil Elective x 2 (27 cr. tot.)

Foreign Language #2 Study

Teaching 2 courses

Year 2 semester 2

Phil Elective x 1 or 2 (30-33 cr. tot.)

Foreign Language #2 Study

Teaching 2 courses

Year 2 Summer Sessions 1 & 2

Comps Prep (and Foreign Language Study if necessary)

Year 3 semesters 1 & 2

Teaching 2 courses

Comps Exams September 15

Dissertation Proposal Draft December 15

Final Version of Dissertation Proposal February 1

Dissertation: e.g., 6 chapters x 35 pp=210 pp. + bibliog.; 6 chapters,
1 chapter every 6 weeks.

April 1: ch. 1

Year 3 Summer Sessions

May 15: ch. 2

July 1: ch. 3

Year 4 semesters 1 & 2

Teaching 2 courses

August 15: ch. 4

October 1: ch. 5

December 15: ch. 6 (Final Chapter).

Revisions are done continuously.

Final Copy Distributed: February 15

Dissertation Program Approved: March 15

Dissertation Defense: April 15.

Student with M.A., teaching at entry*Year 1 semester 1*

Phil 201, Phil 202 (6 cr. tot.)

Foreign Language #1 Study

Teaching 2 courses

Year 1 semester 2

Phil 217, Phil 232 (12 cr. tot.)

Foreign Language #1 Study

Teaching 2 courses

Year 1 Summer Sessions 1 & 2

(Phil) Elective (2) (18 cr. tot.)

Foreign Language # 1 or #2 Study

Year 2 semester 1

Phil Elective x 2 (24 cr. tot.)

Foreign Language #2 Study
Teaching 2 courses

Year 2 semester 2

Phil Elective x 2 (33 cr. tot.)
Foreign Language # 2 Study
Teaching 2 courses

Year 2 Summer Sessions 1 & 2

Comps Prep (and Foreign Language Study if necessary)

Year 3 semesters 1 & 2

Teaching 2 courses

Comps Exams September 15

Dissertation Proposal Draft December 15

Final Version of Dissertation Proposal February 1

Dissertation: e.g., 6 chapters x 35 pp=210 pp. + bibliog.; 6 chapters,
1 chapter every 6 weeks.

April 1: ch. 1

Year 3 Summer Sessions

May 15: ch. 2

July 1: ch. 3

Year 4 semesters 1 & 2

Teaching 2 courses

August 15: ch. 4

October 1: ch. 5

December 15: ch. 6 (Final Chapter).

Revisions are done continuously.

Final Copy Distributed: February 15

Dissertation Program Approved: March 15

Dissertation Defense: April 15.

Entering with a B.A. Seeking to Obtain the Ph.D. in Five Years

Year 1 semester 1

Phil 201, Phil 202, Elective (9 cr. tot.)

Foreign Language #1 Study

RA work

Year 1 semester 2

Phil 217, Phil 232, Elective (18 cr. tot.)

Foreign Language #1 Study

RA work

Year 1 Summer Sessions 1 & 2

Phil Elective x 1 (21 cr. tot.)

Foreign Language #1 or #2 Study

Year 2 semester 1

Phil Elective x 3 (30 cr. tot.)

Foreign Language #2 Study

RA work

Year 2 semester 2

Phil Elective x 3 (39 cr. tot.)

Foreign Language #2 Study

RA work

Year 2 Summer Sessions 1 & 2

Phil Elective x 1 (42 cr. tot.)

Foreign Language #2 Study

Year 3 semester 1

Phil Elective x 2 (48 cr. tot.)

Foreign Language #2 Study (if necessary)

Teaching 2 courses

Year 3 semester 2

Phil Elective x 3 (57 cr. tot.)

Foreign Language #2 Study (if necessary)

Teaching 2 courses

Year 3 Summer Sessions 1 & 2

Phil Elective x 2 (60 cr. tot.)

Comps Prep

Year 4 semesters 1 & 2

Teaching 2 courses

Comps Exams September 15

Dissertation Proposal Draft December 15

Final Version of Dissertation Proposal February 1

Dissertation: e.g., 6 chapters x 35 pp=210 pp. + bibliog.; 6 chapters,
1 chapter every 6 weeks.

April 1: ch. 1

Year 4 Summer Sessions

May 15: ch. 2; July 1: ch. 3;

Year 5 semesters 1 & 2

Teaching 2 courses

August 15: ch. 4

October 1: ch. 5

December 15: ch. 6

Revisions are done continuously.

Final Copy Distributed: February 15

Dissertation Program

Signed and to Grad School: March 15

Dissertation Defense: April 15.

Reading List for M.A. Comprehensive Exam

Historical Section

Aristotle—*Posterior Analytics* -Books I, II, nos. 1, 2, and 19; *Physics* - Books 1, 2, 3; *Metaphysics*- Books 1 and 12; *De Anima* - Book I, ch. 1, Books II and III

Plato—*Protagoras*, *Sophist*, *Meno*, *Gorgias*, *Republic*- Books I-VII (incl.), *Phaedo*, *Symposium*

Augustine—*De Trinitate*- Book 8-15 (incl.); *De Libero Arbitrio*

St. Thomas Aquinas—*Summa Theologiae* - I,1-26; 75 and 76; *Quaestiones de Anima*, qq. 1, 2, 3, 8, 9; *De Spiritualibus Creaturis*, a.1-11 (incl.)

Descartes—*Discourse on Method*; *Meditations*

Spinoza—*Ethics* - Book I (W.H. White translation, contained also in J. Wild, *Spinoza Selections*)

Leibniz—*Discourse on Metaphysics* (trans. P. Weiner); *Monadology* (H.W. Carr edition)

Locke—*An Essay on Human Understanding* - Book II, sec. 1-VIII and XXI-XXVI Book IV, sec. 1-VI (Yolton edition)

Berkeley—*Principles*

Hume—*Treatise* - Book I, part 1, 3, 4

Kant—*Critique of Pure Reason* (up to distinction of noumenon and phenomenon and last section of about 30 pages); *Fundamentals of Metaphysics of Morals*

Hegel—*Encyclopedia of Sciences* (Part I, Logic)

For Section E, the student must chose in advance one of the following works from which two questions will be drawn. Only one must be answered.

Ayer—*Language, Truth and Logic*

Bergson—*Creative Evolution*

Heidegger—*Introduction to Metaphysics*

Husserl—*Cartesian Meditations*

James—*Pragmatism*
 Marcel—*Mystery of Being* (Vol. I)
 Maritain—*Degrees of Knowledge*, Part I (Phelan translation)
 Ryle—*Concept of Mind*
 Sartre—*Transcendence of the Ego*
 Whitehead—*Adventures in Ideas*

A List of Readings on Problems in Systematic Philosophy

The following readings are suggestions offered by individual faculty members of the department of philosophy that a student might use in preparing to take the comprehensive Ph.D. examination on problems in systematic philosophy. They are not required readings. The student should consult with his or her advisor and/or chair of the examination committee about which readings, if any, would be helpful in preparation for the comprehensive examination. A student preparing for the MA. comprehensive examination might also find the list of help, if prudentially used with the guidance of his or her advisor.

Metaphysics

Richard Taylor, *Metaphysics*
 Bruce Aune, *Metaphysics*
 Michael Loux, ed., *Universals and Particulars*
 Thomas Nagel, *The View from Nowhere*
 Joseph Owens, *An Interpretation of Existence*

Epistemology

Roderick Chisholm, *Theory of Knowledge*
 Robert Henle, *Theory of Knowledge*
 John Pollock, *Contemporary Theories of Knowledge*
 Etienne Gilson, *Thomistic Realism and the Critique of Knowledge*
 Nelson Goodman, *The Structure of Appearance*

Ethics

William Frankena, *Ethics*
 Alasdair Macintyre, *After Virtue*
 Alasdair Macintyre, *Whose Justice? Which Rationality?*
 Ralph McInerny, *Ethica Thomistica*
 Josef Pieper, *The Four Cardinal Virtues*

Philosophy of Law

Daniel Lyons, *Ethics and the Rule of Law*

Martin Golding, *Philosophy of Law*

Thomas A. Davitt, *The Elements of Law*

Political Philosophy

Neal Riemer, *A Revival of Political Theory*

Howard Kainz, *Democracy East and West*

John Rawls, *A Theory of Justice*

Yves Simon, *The Nature and Functions of Authority*

Paul Sigmund, *The Political Thought of St. Thomas Aquinas*

Philosophy of Language

William Alston, *The Philosophy of Language*

John Searle, *Speech Acts*

Jay Rosenberg and Charles Travis, eds., *Readings in the Philosophy of Language*

Michael Devitt, *Language and Reality*

Jacques Derrida, *Speech and Phenomena*

Aesthetics

Monroe Beardsley, *Aesthetics: Problems in the Philosophy of Criticism*

Nelson Goodman, *Languages of Art*

William Kennick, ed., *Art and Philosophy*

Arthur Danto, *The Transfiguration of the Commonplace*

Brian Wallis, ed., *Rethinking Representation*

Philosophy of Science

Carl Hempel, *The Philosophy of Natural Science*

Nelson Goodman, *Fact, Fiction and Forecast*

Baruch Brody, ed., *Readings in the Philosophy of Science*

Thomas Kuhn, *The Structure of Scientific Revolutions*

Michel Foucault, *The Order of Things: An Archaeology of the Human Sciences*

Ph.D. Comprehensive Exam Reading List

Part I: Ancient & Medieval

A. Required Selections in Ancient Philosophy

Pre-Socratics: G.S. Kirk and J.E. Raven, *The Presocratic Philosophers*: the chapters, "Heraclitus of Ephesus" and "Parmenides of Elea."

Plato (recommended edition: *The Collected Dialogues of Plato*. Edited by Edith Hamilton and Huntington Cairns, New York : Pantheon Books, c1961): *Euthyphro*, *Phaedo*, *Parmenides* (to 135B), *Crito*, *Republic*, 1-7, *Sophist*, *Meno*, *Theatetus*, *Timaeus* (to 56A).

Aristotle (recommended edition: *The Complete Works of Aristotle* : The Revised Oxford Translation. Edited by Jonathan Barnes, Princeton, N.J. : Princeton University Press, c1984): *Categories* 1-5; *Posterior Analytics* 1.1-10, 13; 2.1-2,19; *Physics* 1.1, 1.7-9; 2.1-3. 3, 3.6; 4.11; 5.1; 8.1-6, 10; *De Anima* 1.1; 2.1-7,11-12; 3.1-10; *Metaphysics* 1.1-3.1; 4.1-3, 5.7, 12; 6.1; 7.1-8.6, 9.8; 12.1, 6-10; *Nicomachean Ethics* 1-2.7; 3.1-5; 6-7.5; 8.1-3; 10.4-9; *Politics* 1.1-2.5; 7.1-3

Plotinus: *Enneads* IV.8 and V.1-2 (recommended edition: the A. H. Armstrong translation in the Loeb Classical Library, Harvard U.P., vols. IV-V

Stoics: *Hellenistic Philosophy: Introductory Readings*; translated, with introduction and notes, by Brad Inwood and L.P. Gerson, 2nd ed., pp. 132-155; 175-191, 197-206

B. Required Selections in Medieval Philosophy*

Augustine: (1) *On Free Will* 2 (recommended edition: *On Free Choice of the Will*; trans. Anna S. Benjamin and L.H. Hackstaff, New York: Macmillan Publishing Co., c1985; (2) *Confessions* 6-12 (recommended: *The Confessions of St. Augustine*, trans. John K. Ryan, New York: Doubleday, 1960 and the translation by Maria Boulding, in John E. Rotelle (ed.), *The Works of Saint Augustine: A Translation For the 21st Century*, Brooklyn, N.Y. : New City Press, c1990-, vol.1); (3) *City of God* 19 (recommended edition: *Concerning the City of God Against the Pagans*; trans. Henry Bettenson; Harmondsworth, Middlesex, England:

- Penguin Books, 1984.
- Anselm: *Proslogion* 1-4. (A recommended edition is *St. Anselm's Proslogion With a Reply On Behalf of the Fool by Gaunilo*; trans. M. J. Charlesworth.)
- Avicenna: (1) *The Healing, Metaphysics* 1.6-7; 6.1-2 (Hyman & Walsh, pp.241-255); (2) "On the Rational Soul." In: Dimitri Gutas, *Avicenna and the Aristotelian Tradition. Introduction to Reading Avicenna's Philosophical Works*, Leiden: E.J. Brill, 1988, pp. 72-87. (3) Michael E. Marmura, "Avicenna's 'Flying Man' in Context," *The Monist*, 69 (1986) pp. 383-395.
- Averroes: *The Decisive Treatise*; Selections from *A Treatise Concerning the Substance of the Celestial Sphere (De substantia orbis)* and from the *Long Commentary on the De Anima*. All three pieces in Hyman & Walsh pp. 297-334; Al-Farabi: "Intentions of Aristotle's Metaphysics." In: Dimitri Gutas, *Avicenna and the Aristotelian Tradition. Introduction to Reading Avicenna's Philosophical Works*, Leiden: E.J. Brill, 1988, pp. 240-242.
- Al-Ghazali: Selections from *Deliverance from Error*, Hyman & Walsh pp. 267-283.
- Maimonides: *Guide of the Perplexed*, I, chaps. 52-60 (trans. Shlomo Pines).
- Thomas Aquinas: (1) *Summa theologiae* 1.1-16, 19, 25, 44-46, 75-87, 104-105; 1-2.1-20, 58-60, 90-97. (A recommended edition is *Summa theologiae*; translated by Fathers of the English Dominican Province, Westminster, Md. : Christian Classics, 1981, c1948). 2); *On Being and Essence*. (A recommended edition is *On Being and Essence*; translated by Armand Maurer, 2nd rev. ed, Toronto: Pontifical Institute of Mediaeval Studies, 1968)
- Duns Scotus: Selections from *The Oxford Commentary on the Four Books of the Sentences*, Hyman & Walsh, pp. 602-646.
- William of Ockham: All the selections assembled in Hyman & Walsh, pp. 653- 700.
- *"Hyman & Walsh" refers to Arthur Hyman & James J. Walsh, *Philosophy in the Middle Ages. The Christian, Islamic, and Jewish Traditions*, 2nd edition, Hackett.

Recommended Secondary Literature: Ancient and Medieval

- Guthrie, W. K. C., *A History of Greek Philosophy*. Cambridge, University Press, 1962-1981.
- Long, A. A., *Hellenistic Philosophy: Stoics, Epicureans, Sceptics*. 2nd ed. Berkeley: University of California Press, 1986.
- Wallis, R.T. *Neoplatonism*. 2nd ed. London: Duckworth; Indianapolis, Ind.: Hackett, 1995.
- Maurer, Armand. *Medieval Philosophy*. 2nd ed., Toronto: Pontifical Institute

- of Mediaeval Studies, 1982.
- S. Nasr & O. Leaman (eds.), *History of Islamic Philosophy*. London-New York: Routledge, 1996.
- Gilson, Etienne. *The Christian Philosophy of St. Thomas Aquinas*. 5th ed., rev., New York: Random House, 1956.
- Adams, Marilyn McCord. *William Ockham*. Notre Dame, Ind.: University of Notre Dame Press, 1987.
- Wolter, Allan Bernard, *The Philosophical Theology of John Duns Scotus*. Ithaca: Cornell University Press, 1990.

Part II: Modern and 19th & 20th Century Philosophy

A. Required Selections in Modern Philosophy

- Descartes: *Meditations* (recommended edition: trans. John Cottingham, either in *The Philosophical Writings of Descartes* or in *Meditations on First Philosophy with Selections from the Objections and Replies*. Also dependable is the translation by Donald A. Cress in Hackett).
- Hobbes: *Leviathan* I and II.
- Leibniz: *Monadology* (recommended translation in: *Philosophical Essays*, trans. Ariew & Barber in Hackett.)
- Spinoza: *Ethics* I and II (recommended edition: *Ethics, Treatise on the Emendation of the Intellect, and Selected Letters*, trans. Samuel Shirley, in Hackett.)
- Locke: *An Essay Concerning Human Understanding* (Hackett abridged edition by K. Winkler)
- Berkeley: *Principles of Human Knowledge*, including the Introduction.
- Hume: *Treatise of Human Nature*, Introduction and Book I.
- Kant: (1) *Critique of Pure Reason*, (through the Transcendental Dialectic) (recommended edition: trans. Paul Guyer & Allen W. Wood; the translations by N. Kemp Smith and by W. Pluhar are also acceptable); (2) *Foundations of the Metaphysics of Morals*, Preface, I - III. (Trans. Lewis White Beck)
- Hegel: *Phenomenology*: Preface, Introduction, Sense-Certainty, Lordship and Bondage, The Unhappy Consciousness, and Absolute Knowledge. (A recommended translation with commentary (without the Preface) is: *Hegel's Phenomenology of Spirit: Selections*, translated and annotated by Howard P. Kainz. A recommended translation with commentary of the preface is found in W. Kaufmann, *Hegel: Reinterpretation, Texts, and Commentary*. A recommended translation of the whole work is the one by J.B. Baillie, *The Phenomenology of Mind*. An online version, in a translation by A.V.

Miller, is also available.

Mill: *Utilitarianism; On Liberty*, chaps 1, 2, 4.

B. Required Selections in 19th and 20th Century Continental

Nietzsche: *Genealogy of Morals* (recommended: trans. W. Kaufmann & Hollingdale)

Kierkegaard: *Fear and Trembling* (all available translations are acceptable).

Husserl: *Cartesian Meditations* (trans. D. Cairns)

Habermas: *Postmetaphysical Thinking: Philosophical Essays*, trans. William M. Hohengarten, sections 1, 3, 6.

Heidegger: *Being and Time*, sections 1-4, 18, 25-27, 29, 31-34, 38, 40, 44, 50-53, 57, 60, 62. (In the translation either of Macquarrie or Stambaugh)

Merleau-Ponty: *The Phenomenology of Perception*, (trans. Colin Smith), Preface, and Part II, sections 1, 3, 4.

Sartre: *Being and Nothingness* (trans. Hazel E. Barnes): Part I, chap. 1, pp.3-29; Part III, chap. 1, sect. IV, pp. 252-271; Part IV, chap. 1, sec. I, pp. 433-444, 476-481. (The page numbers correspond to the hard-bound edition in the Philosophical Library)

Foucault: *The Order of Things*, Preface, chapters 1 (“Las Meninas”), 2 (“The Prose of the World”), and 10 (“The Human Sciences”).

Levinas: (1) *Totality and Infinity. An Essay On Exteriority*, (trans. A. Lingis): section 1A4 (“Metaphysics Precedes Ontology”), and IIIB (“Infinity and the Face”); (2) *Otherwise Than Being*, (trans. A. Lingis): chap.IV (“Substitution”)

C. Required Selections in 19th and 20th Century Anglo-American

Peirce: (1) “The Fixation of Belief”; (2) “How to Make Our Ideas Clear”
Both In: Ch. S.Peirce, *Collected Papers*, Cambridge, MA: Harvard UP, 1960, vol 5

James: *Pragmatism*

Dewey: (1) “The Need for a Recovery of Philosophy,” in *The Middle Works*, 1899-1924, v. 10; (2) “The Pattern of Inquiry,” in *Logic: The Theory of Inquiry* (Also in *The Later Works*, 1925-1953, vol. 12.) (Both essays are also found in *On Experience, Nature, and Freedom*, in the Library of Liberal Arts)

Ayer: *Language, Truth, and Logic* (2nd ed.). (Introduction, Chapters 1 and 2)

Frege: “On Sense and Reference.” In: *Translations From the Philosophical Writings of Gottlob Frege*, ed. by Peter Geach and Max Black, Oxford, Eng.: Blackwell, 1980

Moore: "A Defense of Common Sense," in *Philosophical Papers*, New York: Macmillan, 1959.

Russell: *The Problems of Philosophy*.

Wittgenstein: *Philosophical Investigations*, paragraphs 1-315. (trans. G.E.M. Anscombe)

Quine: (1) "Two Dogmas of Empiricism." In: *From a Logical Point of View*; (2) *Word and Object*, Chap. 2

Recommended Secondary Literature: Modern

Cambridge Companions (one for each philosopher on the list); Descartes, Hobbes, Leibniz, Spinoza, Locke, Hume, Kant, Hegel, Mill
F. C. Copleston, *A History of Philosophy*, vols. 4, 5, 6, 7(1)

Recommended Secondary Literature: 19th and 20th Century Continental

Cambridge Companions for Marx, Nietzsche, Husserl, Habermas, Heidegger, Sartre, Foucault, Kierkegaard.

F.C. Copleston, *A History of Philosophy*, Vol. 7 (2) (Kierkegaard, Nietzsche).

Vincent Descombes, *Modern French Philosophy* (Merleau-Ponty, Foucault, Derrida).

Hubert Dreyfus, *Being-in-the World: A Commentary on Heidegger's Being and Time*.

Recommended Secondary Literature: 19th and 20th Century Anglo-American

Cambridge Companions for Wittgenstein, William James

John Smith, *The Spirit of American Philosophy* (Peirce, James, Dewey)

John Passmore, *A Hundred Years of Philosophy* (Russell, Moore, Ayer, Austin, Wittgenstein)

Suggested Reading Lists for Ph.D. Comprehensive Examination, Parts III & IV

Part III: Systematic Problems: Metaphysics, Epistemology, and Philosophy of Science; Philosophy of Language, and Logic

(Please Note: All readings for Parts III and IV are suggested, not required.)

A. Metaphysics

Richard Taylor, *Metaphysics* (4th ed.)

Martin Heidegger, *An Introduction to Metaphysics* (trans. Fried and Polt)
 Michael Loux, *Metaphysics: A Contemporary Introduction*
 Jaegwon Kim, *Philosophy of Mind*
 Louis Pojman, ed., *Philosophy of Religion. An Anthology*, sections 1-5
 Robert Sokolowski, *The God of Faith and Reason; Foundations of Christian Theology*

B. Epistemology

Jean-François Lyotard, *The Postmodern Condition: A Report on Knowledge*
 (trans. Bennington & Massumi)
 Keith Lehrer, *Theory of Knowledge*
 Paul Moser, and Arnold Vander Nat, eds., *Human Knowledge: Classic and Contemporary Approaches*
 Louis Marie Regis, *Epistemology* (trans. Imelda Choquette Byrne in Christian Wisdom Series [MacMillan])
Articles on memory, introspection, perception, and induction: 1. Memory: entry in *Encyclopedia of Philosophy* (P. Edwards, ed.); 2. Introspection: Sidney Shoemaker, A First-person Access, in *Philosophical Perspectives*, vol. 4, 1990 (Online Journal; download and print from MARQCAT); 3. Perception: entry in *Encyclopedia of Philosophy* (P. Edwards, ed.); 4. Induction: entry in *Encyclopedia of Philosophy* (P. Edwards, ed.)

C. Philosophy of Science, Philosophy of Language, and Logic

Karel Lambert and Gordon Brittan, *Introduction to the Philosophy of Science*, 4th ed.
 Robert Hollinger, A. David Kline, E. D. Klemke (Eds), *Introductory Readings in the Philosophy of Science* (3rd ed.)
 A. P. Martinich, ed., *The Philosophy of Language*, 3rd ed.
 Karl-Otto Apel, *Selected Essays*, (ed. by E. Mendieta), vol. I, essays 1-5
 R.I.G. Hughes, *A Philosophical Companion to First Order Logic*
 Ernest Nagel and James R. Newman, *Gödel's Proof*
 Any good standard logic text of the sort used in Phil 001 such as Hurley, *Logic*; Kelly, *Art of Reasoning*; or Copi, *Introduction to Logic*.

Part IV. Systematic Problems: Ethics, Political Philosophy, and Aesthetics

A. Ethics

Alasdair MacIntyre, *After Virtue*, 2nd edition
 J.J.C. Smart and Bernard Williams, *Utilitarianism. For and Against*
 Alan Donagan, *The Theory of Morality*.

John Finnis, *Natural Law and Natural Rights*, Part II

Joseph P. DeMarco and Richard M. Fox, eds., *New Directions in Ethics. The Challenge of Applied Ethics*.

Peter Singer, ed., *A Companion to Ethics*

Anthony J. Lisska, *Aquinas's Theory of Natural Law. An Analytic Reconstruction*

B. Political Philosophy

John Rawls, *A Theory of Justice*, part I (complete) and sec. 82

Robert Nozick, *Anarchy, State, and Utopia*, chapters 1-7

Iris Marion Young, *Justice and the Politics of Difference*, chapters 1, 5, 6

Michael Sandel, *Liberalism and the Limits of Justice*

Alan Gewirth, "The Basis and Content of Human Rights," in *Human Rights: Essays on Justification and Applications*

Ronald Dworkin, "Taking Rights Seriously," in *Taking Rights Seriously*

Charles W. Mills, *Blackness Visible: Essays on Philosophy and Race*, chapters 2 ("Alternative Epistemologies") and 3 ("But What Are You Really?")

Nancy Tuana and Rosemarie Tong, eds., *Feminism and Philosophy: Essential Readings in Theory, Reinterpretation, and Application*, chapters 1, 2, 5, and 9

Thomas Gilby, *Between Community and Society. A Philosophy and Theology of the State*

Philosophy of Law

(Following traditional practice, questions in this area may appear either in the section IV.A on Ethics or IV.B on Political Philosophy)

Andrew Altman, *Arguing About Law: An Introduction to Legal Philosophy*

R.A. Duff and David Garland, *A Reader on Punishment* (Oxford Readings in Socio-Legal Studies)

John Arthur and William Shaw, *Readings in the Philosophy of Law*, 2nd Edition

Anthony J. Lisska, *Aquinas's Theory of Natural Law. An Analytic Reconstruction*

C. Aesthetics

Stephen David Ross, ed., *Art and Its Significance*, third edition

Susan L. Feagin and Patrick Maynard, eds., *Aesthetics*

Umberto Eco, *The Aesthetics of Thomas Aquinas* (trans. Hugh Bredin)

Supplement: A List of Typical Topics

For Part III:

A. *Metaphysics*: free will, determinism, fatalism; universals and particulars; God: nature and existence of; causation, first cause, teleology, chance; substance, essence, matter; problem of evil; existence of the external world; the mind/body problem, the soul, immortality; human nature, personhood, personal identity, freedom; identity of physical objects, qualities; space, time, infinity; realism, anti-realism, idealism, materialism, empiricism; nature of the mental; Being vs. beings; History of Being, oblivion of Being; Being and becoming; appearance and reality; being and thinking; Being and the ought

B. *Epistemology*: analysis of knowledge; truth, theories of (correspondence theory, etc.); foundationalism, coherentism, reliabilism; phenomenalism; scepticism; theory of abstraction; social epistemology; memory; testimony; belief; epistemic justification; a priori knowledge; introspection; perception; induction (Hume's problem and the "new riddle"); naturalized epistemology

C. *Philosophy of Science*: explanation and prediction; confirmation; the science/non-science distinction; the observational/theoretical distinction; scientific realism vs. scientific anti-realism; the nature and structure of scientific theories; theoretical reduction; relativism and paradigms; induction; inference to the best explanation; objectivity, values and theory change; science, teleology, and functionalism; the relation of science to metaphysics (e.g., the void, atomism, etc.)

D. *Philosophy of Language*: meaning; intention; convention; reference; speech acts/performatives; proper names; propositional attitudes; private language; fictional discourse; metaphor; intensionality/extensionality; demonstratives and indexicals; analyticity

E. *Logic and Philosophy of Logic*: the laws of contradiction, the excluded middle, and identity; logical paradoxes; the viability of modal and deviant logics; logic and ontology; existential import; Russell's theory of types; Russell's theory of descriptions; Gödel's theorems; logical truth; the justifiability of deduction; the nature of proof; mathematics, logic, and set theory: their relations

For Part IV:

A. Ethics: psychological and rational egoism; realism and relativism; deontology; consequentialism; utilitarianism; natural law theory; virtue theory; issues in business ethics; bioethics; nuclear deterrence theory; abortion; euthanasia; affirmative action; the principle of double effect and various applications of it; environmental ethics; sexual ethics; the ethics of war and peace; methods of justification in ethics, e.g., coherentism and foundationalism.

B. Political Philosophy: social contract theory; anarchism; conservatism; socialism; libertarianism; liberalism; communitarianism, Marxism; feminism; multiculturalism; theories of political obligation; autonomy; democracy; distributive justice; liberty; equality; property; power; theories of rights; welfare; the state; efficiency; totalitarianism; secession and nationalism; federalism; republicanism.

C. Philosophy of Law (Following traditional practice, topics in this area may appear either in the section IV.A on Ethics or IV.B on Political Philosophy): theories of law e.g., natural law theory, legal positivism, law as integrity, critical legal studies, critical race theory, formalism, legal realism, the economic approach to law, feminist jurisprudence; philosophical issues in criminal law, e.g., theories of punishment: retributivism, deterrence theory, rehabilitation; criminal liability; philosophical issues in civil law: e.g., torts, property; philosophical issues in constitutional law, e.g., liberty and its limits: speech and privacy; race, equality, and the constitution.

D. Aesthetics: definition of a work of art; nature and evaluative import of forgery; censorship; metaphor; the logic of fictional discourse; ontology of fictional characters, objects, etc., definition of literature; the role of the author's/artist's intentions in interpretation/evaluation; validity in interpretation; the ontology of art; feminism and art; multiculturalism and art; general canons of aesthetic evaluation; the nature of beauty; the aesthetics of nature; definition of aesthetic experience; the nature of aesthetic properties; aesthetic relativism; the relation of aesthetic judgment to moral judgment; cognitive and affective theories of aesthetic value; the justification of aesthetic interests; the relation of art to the aesthetic; the nature of pictorial representation.

Full Time vs. Part Time Status

A full-time graduate student is one who (1) registers for seven or more credit hours of course work during the fall or spring semester or (2) is enrolled in 293 continuous enrollment at full-time status. Holders of research assistantships, teaching assistantships/fellowships or students receiving tuition scholarship hours normally must be full time students. A part-time graduate student is one who (1) registers for fewer than seven credit hours of course work during the Fall or Spring semester or (2) is enrolled in 292 section 1001 or section 1002 continuous enrollment. Audited courses are not included when computing hours for full-or part-time status. A student who must maintain full-time status should consider this fact before withdrawing from course work or switching from credit to audit.

Regulations Concerning Academic Dishonesty

All students are expected to familiarize themselves with the rules and regulations concerning possible issues of Academic Dishonesty as those are stated in the Graduate School Bulletin for 2006-07 and the College of Arts and Sciences Faculty Handbook of Procedures. Each student has received a copy of the Bulletin and the Handbook of Procedures is available at <http://www.marquette.edu/as/secure/documents/FacultyGuidetoCollegePolicies.pdf>. What follows here are excerpts from the Graduate School Bulletin. Special attention, though, should be given to the Faculty Handbook of Procedures from the College of Arts and Sciences which includes the following among examples of academic dishonesty: "...submitting the same work for more than one course without the consent of the instructors of each course in which the work is submitted....." Students may consult the DGS for any needed clarifications.

From the 2006-07 Graduate School Bulletin:

Academic Conduct and Professional Integrity

To function properly and maintain high standards, academic and professional disciplines expect members to adhere to standards of conduct and professionalism. Marquette expects its graduate students, from the beginning of their work at Marquette, to demonstrate the utmost personal integrity and the highest standards of professionalism, including adherence to any commonly recognized codes of conduct or

professional standards in the graduate student's discipline. In dealing with the public or campus community, in clinics, practica, internships, classrooms or elsewhere, graduate students must adhere to these standards. Violations of these standards may be grounds for dismissal or other penalties.

Academic Dishonesty

It is not feasible to list all conceivable examples of academic dishonesty, but it may be helpful to list a few and to note that they all involve an attempt to deceive, to distort perceptions of reality, or to gain a record of academic accomplishment greater than that earned. All who are parties to the deceit are involved in academic dishonesty. Most acts of academic dishonesty involve cheating on examinations or reports in one way or another, improperly obtaining examination questions, plagiarism, forgery, falsification of records or impersonation of a candidate taking an examination. Students who engage in academic dishonesty, whenever that may be, shall be subject to appropriate university penalties. Penalties ranging up to an F in the course in which the dishonesty occurs can be imposed by the dean of the college or school in which the course is offered. Additional penalties, if they are warranted, ranging up to expulsion from the university, can be imposed by the dean of the college or school in which the affected student is enrolled. If an appeal against the imposition of a penalty for academic dishonesty is taken beyond the college or school in which it was imposed, it should be directed to the Office of the Provost.

If an instructor is satisfied that there is clear evidence of dishonesty, or if the student admits dishonesty, the instructor should follow either Course A or Course B as outlined below.

Course A

1. If the instructor feels a penalty less severe than a grade of F for the course is warranted, the instructor should arrange for the student(s) to meet with him or her together with the department chairperson as soon as possible after the alleged dishonesty.
2. Having heard the student's explanation and taken into account the student's motives, the instructor and the department chairperson together will decide on an

appropriate penalty. The penalty may range up to but not include an F for the course in which the dishonesty occurred. The student will be informed of the decision by a letter from the department chairperson. A copy of this letter should be sent to the college's Associate Dean for Academic Affairs. 3. If, after hearing the student, the department chairperson and instructor decide that the infraction deserves a penalty stricter than they are authorized to impose, the chairperson should send all relevant materials including the evidence of the dishonest act, a clear note of the interview with the student and an explanation of the case, together with a recommendation of penalty to the college's Associate Dean for Academic Affairs. The procedure thereafter will be listed as stated in Course B, 2 through 4 below.

Course B

1. If the instructor considers from the outset that the infraction potentially warrants a failing grade for the course, he or she will discuss the matter with the department chairperson or designee. The chair will provide for a separate, thorough review of the evidence, following established department procedures as appropriate. If after this investigation the chair agrees that a severe penalty is appropriate, the chair will submit to the Associate Dean for Academic Affairs all relevant materials, together with a report of the investigation and the department recommendation, signed jointly by the chair and instructor. At the same time, the chair will inform the student in writing of the department's recommendation.

2. The Associate Dean will review the evidence and the department recommendation, and may investigate the matter further.

3. An appropriate penalty will be imposed by the Associate Dean in keeping with the findings of his or her own investigation.

4. The student will be informed of the Associate Dean's decision by letter, with copies sent to the instructor, department chair, and, as appropriate, the dean of the student's college.

Appeals

A student may appeal a penalty for academic dishonesty (whether reached by Course A or Course B) within fifteen days of the date of the letter communicating the decision. The appeal must be submit-

ted in writing and should be addressed to the Dean of the College of Arts & Sciences. In most cases, a decision on the appeal will be made within ten working days of receipt of the appeal letter; the student will be informed in writing of the disposition of the appeal. Academic Misconduct and Student Records Official communications on cases of academic dishonesty should be considered part of the educational record of a student; however, it is the policy of the College of Arts and Sciences to place all official communications regarding cases of academic dishonesty in a sealed envelope in the student file. This envelope may be opened only on instruction of the Dean of the College of Arts and Sciences or designee. The letter is removed and destroyed at the time of the student's graduation, or six years after the most recent enrollment at Marquette University. A copy of the same communication is filed in the office of the Associate Dean, according to the originating department. The college adheres to university policy on academic dishonesty. Questions should be addressed to the College of Arts and Sciences.

Procedure for Requesting an 'I' Grade in a Graduate Course

The purpose of establishing this procedure is to discourage the taking of 'I' grades in graduate courses. The following procedure should be followed in any request for an 'I' grade. Permission for a grade of "I" must be obtained before the completion of the course from both the Director of the Graduate Program and the professor teaching the course for which the grade is sought. 1. The student must present the request for an 'I' grade to the Director of the Graduate Program who will then consult with the professor involved and give a recommendation pro or con. 2. The student must then receive permission from the professor to take the 'I' grade. The final decision on the 'I' grade remains with the professor.

The graduate school has recently implemented strict time limits on 'I' grades that are being enforced. If you fail to remove an incomplete by the limit imposed by the graduate school, you will forfeit that course, get no credits and have to pay to re-take it. Thus, it is your responsibility to clear any 'I' grades in a timely manner.

Student Procedures for Contesting Philosophy Grades Considered Unjust

1. Any student may at any time consult the teacher about the grades received for work done. The exercise of this right neither requires a fixed procedure nor is it subject to procedural conditions.
2. Grades that may be contested under these procedures are any final grade in a course, provided this action is initiated before the calendar date fixed for the removal of the X and I grades.
3. The student must first consult the teacher to find out the teacher's reasons for the grade. When there are special circumstances that make this first step inadvisable, the chair of the department (or the chair's delegate) shall be judge of the inadvisability of making this first step.
4. Where the student is not satisfied with the reasons given by the teacher or where the student has acceptable reasons for not seeing the teacher first, the student will present his case in writing to the chair of the department (or delegate). The student should present what graded work he/she has and may request that the final exam be supplied by the teacher.
5. Where the chair (or delegate) and one other faculty member, after consulting with the teacher about the disputed grade, find no ground for the charge of injustice, the chair (or delegate) must inform the student that no further departmental action is possible.
6. Where there is some color of injustice, the chair (or delegate) shall appoint a committee of three regular members of the department not including the teacher who assigned the contested grade. The chair (or delegate) may appoint himself to such a committee, whose membership is privileged information.
7. The committee may proceed from written evidence or may consult the teacher and/or the student according to its judgment of what is necessary in a given case.
8. The committee (through the chair) shall give one of three decisions:
 - a) that the grade given was just and that the grade will stand;
 - b) that the teacher reconsider the grade in the light of what the committee has discovered and that the teacher's reconsidered grade will stand;
 - c) that the committee give a departmental grade that it considers just

and that this be indicated on the official record of the student as a departmental grade.

9. The review and determination of the appeal shall be completed within 3 weeks of the initiation of the appeal.

10. The decision of the committee shall be the final action inside the department and any appeal beyond the department is made to the Dean of the student's college. September 1974.

Racial Abuse and Harassment Policy

Marquette University, as a Christian and Catholic institution, is dedicated to the proposition that all human beings possess an inherent dignity in the eyes of their Creator and equality as children of God. The University entirely and consistently condemns, as a matter of principle, any unlawful or wrongful discrimination against the rights of others. As the University is committed to maintaining an environment in which the dignity and worth of each member of its community is respected, it is the policy of the University that racial abuse or harassment of or by students, faculty, staff, and guests or visitors will not be tolerated. Such behavior of identified individuals or groups will be subject to appropriate action including, but not limited to education, probation, suspension, or expulsion from the institution or the campus, and/or civil or criminal action in some instances. Racial abuse is defined ordinarily as verbal, written, or physical conduct directed at a person or a group based on one's color, race, national origin, or ethnicity where the offensive behavior is intimidating, hostile or demeaning, or which could or does result in mental, emotional, or physical discomfort, embarrassment, ridicule, or harm. Racial harassment differs from abuse only in that it is defined ordinarily as repeated, persistent or continual verbal, written, or physical conduct directed at a person or a group or different individuals on separate occasions. Racial abuse and harassment include not only offensive behavior which interferes with a person's or group's well-being or development, but also such behaviors which interfere with one's employment or educational status or performance, or which create a hostile working, academic, or social environment. It is a violation for a University person—student, faculty, staff, guest or visitor, or anyone else acting at the instigation of a University person—to:

1. Engage in any form of racial abuse or harassment intentionally or unintentionally on the campus, on the immediately adjoining sidewalks or streets, or in the off-campus area.
2. Retaliate against a person who has initiated an inquiry or complaint having to do with racial abuse or harassment.

Information about a concern or a complaint is available from the following offices: Dean of Students, Multi-Cultural Center, Campus International Programs, Academic Deans/Directors, and Affirmative Action. Anyone with a concern or complaint about a student should contact the Dean of Students, the Multi-Cultural Center, or Campus International Programs. Anyone with a complaint about an employee (including a student employee) should contact that person's immediate supervisor. If the complaint is with the immediate supervisor, the employee should contact the supervisor's immediate superior. A complaint about a guest or visitor should be called to the attention of the host or the supervisor of the area or event where the concern has arisen. Any student or employee may also contact the Director of Affirmative Action for counseling and assistance. The right of confidentiality for any party involved in a racial abuse or harassment incident, including the complainant and the accused, will be respected insofar as it does not interfere with the University's obligation to investigate allegations of misconduct and to take corrective action where appropriate.

Sexual Harassment Policy

As Marquette University is committed to maintaining an environment in which the dignity and worth of each member of its community are respected, it is a policy of the University that sexual harassment of students and employees will not be tolerated and will be subject to appropriate disciplinary action. Sexual harassment is a form of sex discrimination. Sexual harassment by or of either sex is prohibited by state and federal antidiscrimination law. It is defined as any unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature. In the University context, it includes instances when such conduct is indicated to be a term or condition of an individual's academic or employment experience, used as a basis for academic and employment decisions, interferes

with an individual's academic or employment performance, or creates an intimidating, hostile, or offensive academic or employment environment. Even consensual relationships may lead to or derive from potentially exploitative circumstances. Any exploitation of the trust inherent in Marquette's institutional context is abhorred. Of course, nonexploitative attachments also can develop in such relationships. But given the potential for exploitation or favoritism by even the well-meaning, the individual faculty or staff person carries the burden to disengage from, or otherwise neutralize, any relationships which hold potential for exploitation or favoritism. This applies whether the relationship involves students or staff colleagues. Anyone finding him/herself in such a situation should seek guidance and assistance as needed from University personnel, with the objective of neutralizing any exploitative potential. It shall be a violation of University policy for anyone, student, faculty or staff, to engage in any form of sexual harassment or to retaliate against a person who has initiated an inquiry or complaint. Any student with a complaint should contact the Dean of Students or his/her academic Dean or Director. Any employee with a complaint concerning students or employees should contact his/her immediate supervisor. If the complaint is with the supervisor, the employee should contact the supervisor's immediate superior. Any student or employee may also contact the Director of Affirmative Action for counseling and assistance. The right to confidentiality of any party involved, including the complainant and the accused, will be respected insofar as it does not interfere with the University's obligation to investigate allegations of misconduct and to take corrective action where appropriate.

Opportunities to Enrich the Program

PGSA

The Philosophy Graduate Student Association (PGSA) is simply the society of all current Graduate Students of Philosophy at Marquette University. The purpose of the PGSA is to provide its members with opportunities to enhance their preparation for their vocations within the field of academic philosophy. To this end, the PGSA holds regular Graduate Student-only colloquia and also hosts an annual conference. It

has also enjoyed a close relationship with the Preparing Future Faculty (PFF) program at Marquette, which is another avenue for graduate students to develop themselves professionally and academically. The PGSA is led and directed entirely by graduate students, and thus exists as a platform from which Marquette University graduate students can enrich their education and preparation for an academic career.

Membership in the PGSA is open to all philosophy graduate students and there are no dues. The current heads of PGSA are Lorrelle Lamasus and David Leichter.

Inter-University Visitation

The consortium of Midwest Catholic Graduate Schools (MCGS), which includes Loyola University, Chicago, Ill.; Marquette University, Milwaukee, Wis.; University of Notre Dame, South Bend, Ind.; and St. Louis University, St. Louis, Mo.; has established the protocol whereby a degree-seeking student at one university may take course work at any of the other three universities to apply toward degree requirements at the home institution. With prior approvals, the student enrolls at the home institution and makes financial arrangements there, but attends classes, on a short-term basis, as a visiting student at the host university. Final grades are forwarded from the host to the home university for listing on the student's permanent record. The following restrictions apply:

- 1.) Participation is restricted to those fields of study which are under the academic jurisdiction of the graduate deans at both the home and the host institutions.
- 2.) Non-degree or temporary students may not participate.
- 3.) The degree-seeking student must have completed at least the equivalent of one full term at the home university before visiting one of the other institutions.
- 4.) A student may gain approval for more than one visitation at more than one host institution, but no more than nine credit semester hours of courses from host institutions can become part of a degree program at the home institution. To participate, a student must complete, for each course to be taken at a host institution, an Interuniversity Visita-

tion Enrollment Form and must obtain required signatures of approval. Because of the paperwork involved and the number of approvals that must be obtained, the student must begin the interuniversity visitation application process no later than June 1 for a fall term visitation, October 1 for the spring term, or March 1 for summer sessions. Interested students should contact the Graduate School Office for additional information and enrollment forms.

Coursework at the Medical College of Wisconsin

Under a special arrangement by the Graduate Schools of Marquette University and the Medical College of Wisconsin (MCW), students at each institution are eligible to enroll in courses at each institution. Philosophy Department students interested in enrolling in a course at MCW should consult with their advisors and then request permission to enroll from the Philosophy Department Director of Graduate Studies. This permission ensures that the students will receive graduate level credit at Marquette for that coursework at MCW. Enrollment also requires permission of the Director of Graduate Studies at MCW. For information on the MCW Program and Courses see: <http://www.mcw.edu/bioethics/> for a complete list of course offerings at MCW see: <http://www.mcw.edu/bioethics/programs.html>

Coursework at UWM

Marquette and the University of Wisconsin--Milwaukee will allow their graduate students to enroll in certain courses at either university under a new agreement. Students from one university may take a course at the other institution as long as the course is not offered at the student's primary school. Students also may enroll in a course if completing it would allow a student to graduate at the end of the term at the home university. Initial exchange ideas include Marquette philosophy students taking Arabic courses at UWM while UWM students may take courses in genetics at Marquette. Prior approval from both graduate schools is required before enrolling in a course. Prior approval must be given by the Marquette University Philosophy Department Graduate Program Director or Department Chair. For Course listings at the University of Wisconsin - Milwaukee, see <http://www.uwm.edu/Dept/Philosophy/blurpage.html>

Other Opportunities

We are a very active department. We sponsor a colloquium series, foreign language reading groups, The Marquette University Midwest Seminar in Ancient and Medieval Philosophy, the Seminar in Phenomenology and Hermeneutics, the annual graduate student conference, and other departments also sponsor events of philosophical interest. If you do not participate in these events you are robbing yourself of much of what our department has to offer, and you are not contributing of the greater intellectual life of the department. There is too much good stuff for us to do, but you should consider these events like a Kantian imperfect duty – you need not be involved in each and every one, but you ought to be involved in many. We expect this of you.

From the Philosophy Department Mission Statement

The Philosophy Department inquires in the most comprehensive manner available to human reason into the meaning of existence in all its aspects. The Department's emphasis, however, is on human existence, especially as it relates to the overall objectives of Marquette as a Jesuit, Catholic university. Accordingly, a significant portion of the philosophical inquiry undertaken by the faculty in their teaching and research concentrates on questions of morality and value, of the nature of human life, of God and of the human being's relation to God. Since the Department believes that there is much wisdom in the history of philosophy and that it is extremely important for students to understand their intellectual heritage, the Department makes its philosophical inquiry within the context of the history of philosophical reflection. In doing so, it attempts to strike an appropriate balance between the historical and the systematic, between the classical and the modern-contemporary.

SOME FORMS RELEVANT TO GRADUATE STUDIES AT MARQUETTE UNIVERSITY

(Regularly check the Graduate School Website (<http://www.grad.mu.edu/forms/index.shtml>) for Updated Versions of these Forms)