

UB PHILOSOPHY GRADUATE STUDENT HANDBOOK

Revised Summer 2023

Welcome to graduate studies in philosophy at the University at Buffalo (UB)!

This handbook presents the philosophy department's rules and requirements, and offers advice to help graduate students succeed in UB's graduate philosophy program. The handbook is divided into two parts. Part 1 states the rules and requirements; Part 2 offers advice regarding the rules and requirements and strategies to promote graduate student success.

Students are responsible for being familiar with department and university rules; the latter are available from the graduate school web page: <http://www.grad.buffalo.edu/policies/index.php>. In case of conflict, University rules trump those of the department.

This document will be updated periodically. The department reserves the right to change these rules during the time the student is in the program, but continuing students are governed by the rules that were in place at the time they entered the department.

Rules regarding updates to this document: changes to rules in sections 3, 5, 6, 7, 8, and 10 must be voted on by the philosophy faculty. Minor amendments to those sections designed to clarify meaning, and changes made to the other sections, can be made by the Chair or DGS without a departmental vote. Please contact the department chair or DGS with corrections or suggestions for improvements with this handbook, or if there are any links that are not working.

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PART 1: RULES & REQUIREMENTS

1. APPLYING TO THE PROGRAM

1.1 Philosophical Background:

Ph.D. Program: Applicants to the Ph.D. program must have—at least—the equivalent of a minor in philosophy. (A major in philosophy is not required, but is recommended, for application to the Ph.D. program.) Applicants to the Ph.D. program must have maintained at least a 3.0 GPA as an undergraduate. (This condition can be waived in special cases, including: a much higher GPA in philosophy courses only; marked improvement through one's undergraduate career; graduate GPA at or above 3.0.) The department reserves the right to accept applicants to the Ph.D. program into the M.A. program in cases where the applicant's background is deemed insufficient for acceptance into the Ph.D. program.

M.A. Program: There is no formal requirement regarding the number of philosophy courses required for application to the M.A. program. It is recommended, however, that the applicant have taken some philosophy courses prior to applying. Those who have taken very few philosophy courses might consider coming initially as a non-matriculated student (see below). Applicants to the M.A. program must have maintained at least a 3.0 GPA as an undergraduate. (This condition can be waived in special cases, including: a much higher GPA in philosophy courses only; marked improvement through one's undergraduate career; graduate GPA at or above 3.0.) Students in the UB Philosophy M.A. program can apply to the Ph.D. program before completion of the M.A. program.

Non-matriculated Students: Those persons interested in non-matriculated studies (not actively working towards a degree) should submit a Graduate School admissions application with all transcript(s) of previous studies. Letters of recommendation are recommended. Applications are approved or denied by the DGS. The student must obtain permission from the instructor of each course they intend to take. A non-matriculated student can take a maximum of 12 credits (four courses). Such credits can later be applied to department requirements if the student is accepted into the MA or Ph.D. program.

1.2 Application Deadlines: The deadline for applying to the Ph.D. program for entry in Fall 2024 is January 2, 2024. Ph.D. students are only accepted for programs starting in the fall semester.

The deadline for application the M.A. program for entry in Fall 2024 is June 3, 2024.

The deadline for application for non-matriculated students for entry in Fall 2024 is June 3, 2024.

1.3 Application Materials: All applications and supporting materials are to be submitted through UB's online application system.

Applications for the M.A. and Ph.D. programs should include:

- a) A sample of philosophical writing. (Recommended length 12-20 pages)
- b) A brief statement of purpose. (Up to 500 words)
- c) Three letters of recommendation. The letters should provide appraisals of undergraduate work and prospects for success at the graduate level. Letters from philosophy professors are preferred.
- d) Unofficial transcripts of all undergraduate and graduate work. (Official transcripts will be requested if admitted.)
- e) International students must provide proof (in the form of examination scores) of having satisfied the University's minimal criteria for English Proficiency. The University sets the following minimums: TOEFL (IBT): 79; TOEFL (PBT) 550; IELTS: 6.5 (no sub-score below 6.0). This requirement is automatically waived for international students who are already in the US to complete a degree program. For further exceptions see the English Proficiency information at the University at Buffalo's Graduate School site: http://grad.buffalo.edu/Admissions/International_Student_Admissions/english-proficiency.html.

2. ACCEPTANCE TO THE PROGRAM

2.1 Campus Visits: Each spring the department will make arrangements for admitted students to visit the philosophy department. Prospective students are welcome to visit at other times, but the arranged visit is the applicant's best opportunity to meet other accepted students, faculty, and current students. Visits by applicants should be scheduled by contacting the graduate administrator or the DGS. Prospective students are advised to contact current graduate students. See https://www.buffalo.edu/cas/philosophy/grad-study/grad_directory.html for a list of graduate students and their research interests.

2.2. Notification of Intention to Enroll: Students with offers of funding must use UB's application system by April 15 to notify UB and the philosophy department of their decision. They should also notify the DGS directly by email. Students accepted without funding will be put on a wait list for funding. Students who have accepted our offer of admission (funded or unfunded) may delay their start date by at most one semester. After that, they must reapply via the standard process.

2.3 Adviser Assignment and Pre-Registration Consultation

2.3.1 Adviser Assignment: The DGS will assign each new student an adviser before their first semester. Students can change their adviser after completing their second semester in the program. They must obtain the consent of the new adviser and notify the DGS and Graduate Administrator for the change to be official.

2.3.2 Pre-registration Consultation: Students must contact their adviser and discuss their course registration prior to the start of each term. Meetings can be conducted via email, if necessary. Failure to consult one's adviser before classes begin will result in an automatic loss of good standing (see §10). This rule holds for every semester the student is in the department.

2.4 Establishing New York State Residency: The university recommends that funded students who are US citizens obtain New York Residency as soon as possible and requires that they do so by the beginning of their second year. Funded students who fail to do so will be billed by the Graduate School for the difference in cost between in-state and out-of-state tuition.

2.5 TA Orientation: All new students who have been granted departmental assistantships (see §3.1) must attend the graduate School TA orientation in late August, prior to the start of the fall semester.

3. FUNDING

3.1 Department Assistantships: Departmental Assistantships (“funding”) provide students with free tuition, health insurance, and a stipend. (Recent stipends have been in the range of \$23,000). In exchange for this funding students serve as Research Assistants (RA), Teaching Assistants (TA) or Course Instructors. Students provided with department assistantships must maintain a GPA of 3.5 or higher to remain funded (see §10.3.2 for details).

3.1.1 Unfunded Students Considered for Assistantships: Unfunded students will be considered for funding (if and when this is available) each year they are in the program, up to the end of their fourth year. There is no fee, and no application is required. Assistantships, when offered, will be for at most one year at a time.

3.2 Dean and Presidential Incoming Fellowships: The DGS, in consultation with the admissions committee, will nominate applicants offered assistantships for Dean and Presidential Fellowships. These provide additional funds on top of the student’s annual stipend. Recent awards have been in the range of \$4000 (Dean) and \$7500 (Presidential). More information can be found at <http://cas.buffalo.edu/students/graduate/grad-support.php>.

3.3 Arthur A. Schomburg Fellowship Program: The Arthur A. Schomburg Fellowship Program is sponsored by New York State and offers support for historically underrepresented students in graduate programs across the university. The DGS will contact eligible accepted students to determine their interest in applying.

3.4 Dissertation Fellowships: The College of Arts and Sciences provides \$6000 to annual winners of dissertation fellowships. Applicants for the fellowship must provide evidence that they are on track to complete their dissertation in the upcoming award year. Calls for self-nomination (along with application requirements) will be distributed by the DGS in January of each year; funds are distributed late in September.

3.5 Humanities Institute Fellowships: The Humanities Institute provides \$6000 to annual winners of dissertation fellowships. Potential applicants will be contacted by the DGS. Details about the award can be found here:

<http://humanitiesinstitute.buffalo.edu/opportunities/for-graduate-students/advanced-phd-fellowships/>

3.6 Summer and Winter Teaching: Four to six graduate students are typically needed to teach philosophy courses (as full instructor) during the six-week summer and three-week winter sessions. (Most of the courses will be online courses.) Unlike Fall and Spring teaching positions, both funded and unfunded students are permitted to apply for these teaching positions. However (except in unusual circumstances) students must have taken Teaching Philosophy (PHI 604) to be considered. Students applying to teach these summer or winter courses are advised to previously TA or audit the same course when taught by a professor, in order to familiarize themselves with the course subject and an experienced instructor's approach. Students teaching these courses must have their syllabi approved by the DGS well before the term begins. See §9.6.1 for information about appropriate syllabi. Summer and winter classes may be cancelled due to insufficient enrollment.

3.7 Paid Graders, Office Assistants, Work Studies. There are occasionally funds available to pay students to grade for faculty or assist the staff in the office with clerical work. Some students may also qualify for federally funded work study positions. When these opportunities arise the DGS will give unfunded students first priority.

3.8 Adjunct Teaching Jobs at Local Colleges: Students (funded and unfunded) should notify the DGS and Chair if they are interested in adjunct teaching at local schools. Trocaire, Daemen, Niagara, Buffalo State, Canisius College, and Erie Community College frequently need our graduate students to meet their teaching needs. Less frequent requests for teachers come from more distant schools such as SUNY Fredonia and SUNY Geneseo. Some schools will contact students directly or through students they currently employ, but on occasion schools will ask the DGS or Chair to provide names of prospective teachers.

3.9 Sources of External Funding: Students are encouraged to apply for external fellowships. Please see the list of possible sources of external funding in §B3.9.

4. FULL-TIME STATUS AND LEAVES OF ABSENCE

4.1 Full-Time Status: To be considered full time by loan agencies, the U.S. Immigration service, or for tuition award purposes, students must be registered for a minimum of 12 credit hours per semester.

Exceptions:

- (i) Students with a graduate, teaching, or research assistantship, must be registered for a minimum of 9 credit hours per semester to be considered full time.
- (ii) Students who have filed an Application to Candidacy (ATC) form and are working on their theses, dissertations, or MA projects, must be registered for a minimum of 1 credit hour per semester to be considered full time.

- (iii) Students participating in a University approved foreign exchange project must be registered to the extent required by the schedule listed on the chart found on the full-time status form to be considered full time.

4.2 Leaves of Absence: Any period of leave will be counted as part of the funding commitment initially given to an entering student; there can be no guarantee that funding lost through such a leave will be restored. Decisions regarding the loss of funding during the leave will be at the discretion of the DGS. Students who fail to register without the permission of the DGS will be considered on unauthorized leave and may have to reapply for admission to the program.

5. THE FOUNDATIONAL REQUIREMENTS AND THE SYMBOLIC LOGIC REQUIREMENT

5.1 Foundational Requirements

The Foundational Requirements require every MA and PhD student to have some basic background in philosophy, typically by having taken four courses at the undergraduate level that are distributed among the following three areas of philosophy in the following way.

- i) One course in Ethics
- ii) One course in Metaphysics/Epistemology (broadly construed)
- iii) Two courses in the History of Philosophy

There are two ways in which students can satisfy the Foundational Requirements.

- (1) Students can show that they have previously taken one course in Ethics, one course in Metaphysics/Epistemology, and two courses in the History of Philosophy that are equivalent to UB's undergraduate courses in those areas, and received a B or better in each course. Typically, the relevant courses will be undergraduate courses. For example, for Ethics, students can show that they have received a B or better in a course that is equivalent to UB's PHI 107 (Ethics).
- (2) Students who have not previously completed such courses with a B or better must take such courses at UB, in the form of independent studies. (See §5.2 below for details.)

The onus is on the student to establish that their previous coursework satisfies the Foundational Requirements. To do so, students must submit proof in the form of transcripts and course syllabi to faculty who have been designated by the DGS as having competence in the relevant field. The student and Graduate Administrator will jointly keep a form for each student indicating which requirements have been satisfied.

Students who are unable to show that they have taken appropriate background courses must remedy their backgrounds by receiving a grade of B+ or better in an Independent Study (599) with a professor who is teaching a suitable undergraduate course, when the relevant undergraduate course is next offered (see §5.1.1 below). A recommended list of equivalent UB philosophy courses follows.

Ethics	PHI 335 Contemporary Ethical Theory PHI 338 Law and Morality
Metaphysics/Epistemology	PHI 320 Philosophy of Mind PHI 321 Philosophy of Science PHI 328 Philosophy of Language PHI 329 Metaphysics PHI 333 Epistemology
History of Philosophy (2 courses)	PHI 360 History of Ancient Philosophy PHI 366 Medieval Philosophy PHI 370 History of Modern Philosophy PHI 380 19 th Century Philosophy PHI 388 20 th Century Philosophy

5.1.1 Satisfying Foundational Requirements with Independent Studies: Students who are unable to demonstrate that they have previously taken philosophy courses that satisfy the Foundational Requirements must satisfy the requirements by signing up for independent studies (PHI 599) with professors who are teaching suitable undergraduate courses. Graduate students who are enrolled in such independent studies are typically required to attend undergraduate course lectures, but may, at the discretion of the instructors, have different course requirements, such as papers, readings, or problem sets not assigned to the undergraduates. A grade of a B+ or better is needed to meet the Foundational requirements. No course taken for S/U can be used to satisfy a Foundational requirement.

5.2 The Symbolic Logic Requirement

Every MA and PhD student must either pass the Symbolic Logic Competency Exam or receive a B+ or better in an Independent Study (PHI 599) with a professor who is teaching PHI 215 (Symbolic Logic). Previous logic courses cannot satisfy the Symbolic Logic Requirement.

The Symbolic Logic Competency Exam will be roughly equivalent to a final exam in UB's PHI 215 (Symbolic Logic). It will be offered four times every academic year: during the week before the fall semester (the "early fall exam"), during finals week in the fall semester (the "late fall exam"), during the week before the spring semester (the "early spring exam"), and during the spring semester's finals week (the "late spring exam").

Every incoming first-year student must take the early fall semester Symbolic Logic Competency Exam. We encourage first-year students who do not pass it to audit PHI 215 or take an Independent Study (PHI 599) on symbolic logic with the instructor of PHI 215 during that Fall Semester. Students who take an Independent Study will typically be required to (i) attend undergraduate lectures in PHI 215 and (ii) complete all homework assignments and exams in the course and (iii) do some extra reading and some extra problems on some homework assignments or exams.

Every first-year student who has neither passed the Exam nor received a B+ or better in an Independent Study in Symbolic Logic must take the Symbolic Logic Competency Exam every time that it is offered. If students who have not yet satisfied the

requirement fail the early fall exam in their second year, then they must enroll in an Independent Study in Symbolic Logic in the fall of their second year.

5.3 Foundational Requirements, the Symbolic Logic Requirement, and Seminar

Distribution Requirements: Courses taken to satisfy the Foundational Requirements do not satisfy the department's Ph.D. Seminar Breadth Requirements (§8.2), but can be used towards satisfaction of the requirements for the M.A. degree.

6. TRANSFER COURSE CREDIT

6.1 Transfer Course Credit: Students with prior graduate work in philosophy can request UB graduate course credit after completing a semester of graduate study at UB. Only course work completed with a grade of B+ or higher will be eligible to be transferred. The university allows students to transfer at most 6 credits for an M.A. and at most 30 for a Ph.D., though the department rarely accepts 30 transfer credits as components of a Ph.D. program. Students should meet with their advisers to decide which credits to propose for transfer. They must submit, along with written approval from their adviser, syllabi and transcripts for each course they wish to transfer. The DGS or Progress and Evaluation committee will rule on the proposal, after which the approved proposal is forwarded to the Graduate school for final approval. Students who transfer 27-30 credits must submit a Qualifying Paper (§8.6) at the start of their second semester.

7. M.A. PROGRAM

7.1 Required Credits: The M.A. student needs 30 credits from seminars or independent studies to obtain the degree. Teaching Philosophy (PHI 604) and Supervised Teaching (PHI 605) are not considered seminars or independent studies, so *cannot* count towards the M.A. degree. Credits from these *can* be counted towards the doctoral degree if the student enters the Ph.D. program.

7.2 Required Courses: M.A. students must satisfy the Foundational Requirements and the Symbolic Logic Requirement (§5). Independent studies taken to satisfy the Foundational Requirements and the Symbolic Logic Requirement can be counted towards the 30 credits needed for the degree.

Other Required Courses: 3 of the 30 credits are to come from an M.A. Guidance (PHI 701) course to work on a Master's Project (see §7.3).

Beyond the Master's Project and the Foundational requirements, there are no further breadth requirements for the M.A. degree.

7.3 Master's Project: The student must complete a one-paper project under the supervision of a member of the philosophy faculty. The paper will be between 5000 and 8000 words and will typically consist of a rewritten version of a seminar paper. The project is to be completed within one term. During that term, the student signs up for 3 credits of M.A. Guidance (PHI 701). Only one instructor is required to approve the M.A. paper project,

namely the faculty supervisor. If the M.A. project is a rewritten version of a seminar paper, then it is advisable that the M.A. project supervisor be the same person who oversaw the writing of the original seminar paper. If the instructor under whom the student wrote the first version of the paper is not available, then the student can ask another professor to be the M.A. Project supervisor. In such cases, the supervisor may ask to see the original instructor's comments and may require the student to follow that instructor's suggestions.

7.4 Courses Taken for S/U Grades and Incompletes

7.4.1 S/U Grades: Students have the option of taking 6 credits' worth of courses for a grade of satisfactory (S) or unsatisfactory (U), rather than the typical A-F letter grade. Students can take at most one S/U course per semester. Students who wish to take a graduate course on an S/U basis must submit a written request to the instructor by the last day of the second week of classes. The instructor's decision will be final and will be transmitted to the student in writing. The course instructor cannot require a final paper if the student is taking the course S/U. Instructors may decline to list their seminars as S/U. M.A. students may count at most six credits of S/U courses towards the M.A. degree. No course taken for S/U shall satisfy the Foundational Requirements or the Symbolic Logic Requirement. (If an M.A. student has taken six credits for S/U grades, then enters the Ph.D. program, they are allowed only ten additional S/U credits, three of which must be used for the Dissertation Seminar (PHI 596), and one for Teaching Philosophy (PHI 604).)

7.4.2 Incompletes: Students can take an incomplete in a course if and only if they receive the permission of the instructor. Every student who wants to receive an incomplete for a course must fill out the Departmental Request for an Incomplete Grade form (available on the Registrar's website). The filled-out form must contain a deadline for completing work and must be signed by the instructor. The instructor must send fully signed copies to the DGS and the graduate administrator. In the absence of an alternate established deadline, the deadline for resolving an incomplete is four weeks from the final day of the term according to the university academic calendar. Alternative deadlines (shorter or longer) may be set by the instructor based on the reason the incomplete is being requested or on individual circumstances. Students should be aware of the potential impact of unresolved incompletes on their grades and standing in the program.

7.5 Independent Studies: M.A. students may take only three credits of independent studies other than those taken to fulfil the Foundational requirements (§5). Exceptions may be made for those in speciality M.A. programs (§7.6) with the approval of their adviser and the DGS.

7.6 Specialty M.A. Programs: In the case of Special M.A. programs, the standard M.A. course requirements (including the Foundational Requirements) may be waived, if approved by both the student's adviser and the DGS.

We presently have one specialty M.A. program, but M.A. students may ask to devise their own specialty M.A. program, in consultation with a faculty member. The student must submit a written proposal (signed by the faculty member, and detailing the nature of the

program, including the relevance of any non-philosophy courses) to the Graduate Affairs Committee for approval.

7.6.1 M.A. with Focus on Applied Ontology: Applied ontologists are needed by private industry, governments, non-profit organizations, and other institutions to develop and manage large databases and directories, to model and analyze complex structures and processes, and to build systems for data and enterprise integration. Students interested in this field who wish to acquire a background in the theory and practice of applied ontology may apply for the M.A. in Philosophy with a specialization in Applied Ontology. This interdisciplinary program, offered by the Department of Philosophy of the University at Buffalo, allows students to work with relevant faculty in Computer Science and Engineering, Geography, Biomedical Informatics, Linguistics, and the Life Sciences.

7.7 Counting Non-Philosophy Courses towards the M.A. Degree: M.A. students need the approval of their advisors and the DGS to take any courses outside the department. M.A. students applying to take courses outside the department must demonstrate the significance of the non-philosophy course to their program of study. Approval of the adviser and DGS must be given before enrolling for courses given by departments other than Philosophy. (Students might also require the approval of the non-philosophy instructor to enroll in non-philosophy courses.)

7.8 Satisfactory Progress in the MA Program

7.8.1 First Year:

—Confirm with the relevant professors at the beginning of the school year that the Foundational breath requirements (§5) have been fulfilled and submit the form to the Graduate Administrator.

—Satisfy all the Foundational requirements not fulfilled as an undergraduate as independent studies (Phi 599) with a B+ or above. (Foundational requirements can take two years to satisfy if the needed course is not offered in the student's first year.)

—Satisfy the Symbolic Logic Requirement.

—Complete 24 credits of course work if full-time.

7.8.2 Second Year:

—Complete the required 30 credits total.

—Register for 3 credits of M.A. Guidance.

—Complete M.A. project.

7.9 Graduate School Forms and Deadlines: As students near completion of the M.A., they must file the application to candidacy (ATC) form *prior* to the degree conferral date (usually six months prior). Forms for filing the ATC are available from the graduate school www.grad.buffalo.edu.

8. PH.D. PROGRAM.

8.1 Required Credits:

72 credits are required for the Ph.D.

45 credits must be obtained in philosophy department seminars or independent studies.

—15 of the 45 credits may be taken S/U.

—The preceding 45 credits cannot include credits taken to satisfy the Foundation Requirements or the Symbolic Logic Requirement. (§5).

The remaining 27 credits can be credits from:

—Further seminars in philosophy

—Independent studies, including those taken to satisfy Foundational Requirements and the Symbolic Logic Requirement

—Dissertation guidance

—Supervised Teaching (PHI 605) (see §9.5)

—Teaching Philosophy (PHI 604)

—Classes outside the department, with permission of the DGS and the student's advisor (§8.1.1 below)

Undergraduate foreign language courses needed for dissertations do not count towards the 72 credits.

8.1.1 Counting Non-Philosophy Courses towards the PhD Degree

PhD students need the approval of their advisors and the DGS to take any courses outside the philosophy department. PhD students applying to take courses outside the department must demonstrate the significance of the non-philosophy course to their program of study. Approval of the adviser and DGS must be given before enrolling for courses given by departments other than Philosophy. (Students might also require the approval of the non-philosophy instructor to enroll in non-philosophy courses.)

8.2 Seminar Breadth Requirements: PhD students must satisfy **seven** seminar breadth requirements as described below.

i) One Seminar in Formal Methods: All PhD students are required to receive a grade of B or better in a philosophy graduate seminar in formal methods.

ii) Two Seminars in History of Philosophy: All PhD students are required to receive a grade of B or better in two graduate seminars in history of philosophy.

iii) Three Seminars in either (a) Metaphysics and Epistemology or (b) Value Theory: More specifically, every PhD student must

either

- (a) Receive a B or better in two graduate seminars in metaphysics and epistemology and one graduate seminar in value theory,

or

- (b) Receive a B or better in one graduate seminar in metaphysics and epistemology and two graduate seminars in value theory.

iv) One Additional Seminar in any Area of Philosophy: All PhD students must receive a grade of B or better in an additional graduate seminar, distinct from the seminars they take to satisfy requirements (i)-(iii) above; this seminar may be in any area of philosophy.

For the purposes of this requirement, seminars in formal methods include seminars in modal logic, meta-logic, logic for applied ontology, formal semantics, decision theory, game theory, probability, statistics, experimental design, formal epistemology, computational modelling, and other formal courses in philosophy.

Metaphysics and epistemology are broadly construed so as to include philosophy of language, philosophy of mind, and philosophy of science.

Value theory is broadly construed so as to include ethics, aesthetics, philosophy of law, social philosophy, and political philosophy.

The DGS or Progress and Evaluation committee will decide which philosophy seminars count towards which breadth requirement. (If you are unsure, please consult with the DGS or the Progress & Evaluation committee prior to registration.)

No independent study (PHI 599) can be used to satisfy a seminar breadth requirement. No seminar taken for S/U can be used to satisfy a seminar breadth requirement.

8.2.1 Waiving or Substitution of Seminar Breadth Requirements:

i) A student may have, in lieu of one or more courses, an examination (oral or written) set by faculty working in that area in consultation with the Chairperson of the student's committee.

ii) Students may substitute a graduate-level course from outside of the philosophy department (e.g., statistics) for the formal methods seminar requirement in philosophy, with the approval of their advisors and the DGS.

iii) Students engaged in specialized programs requiring a large number of courses taken outside the Philosophy Department may petition to substitute four or more graduate courses taken outside of the Department for up to two of the required breadth courses, if such extra-

Departmental courses are essential to the student's program. Students who wish to study mathematical logic, philosophy of law, comparative philosophy (where extensive language preparation is required) and other programs of interdisciplinary nature, may wish to exercise this option. The only courses which may be waived by this procedure are one course in the history of philosophy and one course in the category of metaphysics/epistemology or value theory—however, each student must take at least one M&E seminar and at least one value seminar.

8.3 Other Required Courses

8.3.1 Intensive Writing Seminar for First-Year Students This course is required of all first-year Ph.D. students and is usually taken in the Fall of their first year. It is often, but not always, designated “PHI 637”. This course has more assigned writing than the typical seminar. The faculty will rotate as the instructor. The course topic will be the faculty member's choice, but should be a course that satisfies one of the seven breadth requirements. Students in the M.A. program are not required to take the course but can enroll with the instructor's permission. The course may not be taken for an S/U grade.

8.3.2 Teaching Philosophy (PHI 604). All PhD students must take the Teaching Philosophy Seminar (Phi 604), preferably in their first year. PHI 604 is typically offered in the Spring.

8.4 Language Requirement: If it is determined by the student's adviser that a student needs one or more languages to become qualified in his or her area of specialization, then the student may take courses from one of the language departments, study independently, etc. When the student feels ready, he or she is given a passage from an appropriate philosophical text to translate with a dictionary within a set time-period (1-3 hours, usually). Undergraduate foreign language courses needed for dissertations do not count towards the 72 required credits.

8.5 Courses taken for S/U Grades and Incompletes

8.5.1 S/U Grades: PhD students have the option of taking 15 credits worth of courses for a grade of satisfactory (S) or unsatisfactory (U), rather than the typical A-F letter grade. Students can take at most one three-credit S/U course per semester. Students who wish to take a graduate course on an S/U basis must submit a written request to the instructor by the last day of the second week of classes. The instructor's decision will be final and will be transmitted to the student in writing. The course instructor cannot require a final paper if the student is taking the course S/U. Instructors may decline to list their seminars as S/U. No course taken for S/U shall satisfy any of the Foundational Requirements or the Symbolic Logic Requirement or Seminar Breadth Requirements.

8.5.2 Incompletes: Students can take an incomplete for a course with the permission of the instructor. Every student who wants to receive an incomplete for a course must fill out the Departmental Request for an Incomplete Grade form (available on the Registrar's website). The filled-out form must contain a deadline for completing work and must be signed by the

instructor. The instructor must send fully signed copies to the DGS and the graduate administrator. In the absence of an alternate established deadline, the deadline for resolving an incomplete is four weeks from the final day of the term according to the university academic calendar. Alternative deadlines (shorter or longer) may be set based on the reason the incomplete is being requested or on individual circumstances. Students are advised to be aware of the potential impact of unresolved incompletes on their grades and standing in the program (see particularly §10.2).

8.6 Qualifying Paper (QP)

8.6.1 Submission Guidelines: All Ph.D. students are required to submit a Qualifying Paper by Friday of the first week of their fourth semester.

Each QP must:

- Be 4500 to 6250 words (including the abstract, footnotes, and references)
- Include an abstract of no more than 250 words that appears on the first page of the QP
- Be prepared for anonymous review (no references to the author anywhere in the QP)
- Be submitted electronically to the DGS by the Friday of the first week of their fourth semester

QPs should be revised versions of seminar papers that were written at UB. (Students who wish to submit any other kind of QP must obtain written permission from the DGS.) Students are strongly encouraged to consult with at least two faculty members about the seminar paper they should revise and submit as a QP. Students should be sure to consult with the faculty members for whom the candidate papers were originally written. (See section B8.6.1 below.)

8.6.2 Evaluating the Qualifying Paper: Each QP will be evaluated by the faculty for signs of the author's potential for completing a dissertation. Each QP will be read by at least half of the faculty and graded on the following scale.

- A: shows philosophical potential sufficient to continue in the Ph.D. program.
- B: shows philosophical potential sufficient to complete an M.A. degree, but insufficient to continue in the Ph.D. program.
- C: shows philosophical potential insufficient to complete the M.A. degree.

The highest grade that half of the evaluators bestow determines the grade of the QP. For example, if one third of the voting faculty bestows each of the three grades on a student, the student receives a B.

Students who receive an A may continue in the PhD program.

Students who receive either a B or a C have the option of submitting a second QP later in the semester. For details, see §8.6.3 below.

Students who receive a B, and do not choose to submit a second QP, will be dismissed from the PhD program at the end of the semester in which they submitted their

QP. However, such students may stay in the graduate program to complete the requirements for the MA degree, if they have not done so already.

Students who receive a C, and do not choose to submit a second QP, will be dismissed from the PhD program at the end of the semester in which they submitted their QP, and must leave the graduate program without receiving a degree.

8.6.3 Second-Try Qualifying Paper: Any student whose initial QP receives a grade of either B or C has the option to submit a second QP. The “second-try” QP must be submitted by the last day of scheduled classes of that semester. The second-try QP may be a revised and resubmitted version of the initial QP, or an entirely new paper. (See section B8.6.1 below.)

The second-try QP will be graded by the entire faculty using the scale in §8.6.2. The new grade, if higher, will replace the grade for the initial QP, and will count as the student’s grade for the Qualifying Paper requirement. If the new grade is not higher than the initial grade, the initial grade will stand.

Students whose initial submission received a grade of either B or C will have comments sent to them suggesting improvements. If the faculty decides that the paper cannot be satisfactorily revised, few or no comments will be sent. The student receiving few or no comments is advised to submit a different QP later that semester. The DGS may appoint a faculty member to relay advice in person to the student whose initial submission failed.

Students whose grade on the “second-try” QP is a B will be dismissed from the PhD program, but may remain in the graduate program to complete the MA degree. Students whose grade is a C will be dismissed from the department and will not be allowed to complete a graduate degree.

8.7 Optional Mid-Program M.A. Degree: Ph.D. students may apply for an M.A. degree along the way to the Ph.D. degree. 30 credits and a Master’s Project are required for the M.A. degree. The Ph.D. program student can rewrite any seminar paper to serve as the Master’s Project. Alternatively, a QP that was given an A grade by the faculty as part of the QP assessment can be used (as is) as an M.A. project.

8.8. Dissertations

8.8.1 Dissertation Committee Makeup: A committee consists of **at least three** members. The chair of the committee must be a UB philosophy department faculty member. The remaining two members must come from UB, but can be from outside the philosophy department. Including non-philosophy faculty on one’s committee requires approval of the committee chair. (Students interested in having an outside reviewer are advised to cultivate a relationship with the professor in question long before making the request.) Requests for outside readers must be approved ahead of time by the committee chair and DGS.

No faculty member is required to serve on any student’s committee. A student who cannot get three members to serve on the committee will no longer be in good standing (see §10). Faculty members are often averse to being on a committee of a student whom they have never had in a class, so it is wise to cultivate relationships with professors in anticipation of including them on dissertations committees.

8.8.2 The Topical: Before officially beginning to write a dissertation, students must submit a Topical (sometimes known as a Topical Paper), and pass a Topical Defense. The Topical is a written proposal of the dissertation project, typically in the range of 5000 words, and may consist of a proposed table of contents, a general overview of the project, brief sketches of the chapters to be written, and an extensive bibliography for the dissertation.

8.8.3 Topical Preparation Independent Study: It is strongly recommended (but not required) that third year students conduct an independent study with their dissertation committee chair to prepare for the topical. This course should involve reading widely in the subject matter to develop an area of expertise and bibliography for the dissertation. A decent draft of the topical, though not necessarily the final draft, should ideally result from the course.

8.8.4 The Topical Defense: The committee chair will inform the student when the topical is ready to be defended. After receiving permission to defend the topical, the student will supply copies of Topical to the rest of the committee, and two hard copies to the graduate administrator which will be made available to interested parties. The student and the committee will agree on a time to schedule the defense, and the department will be notified of the defense at least two weeks in advance of the scheduled Topical defense date.

At the defense, the student will typically give a brief presentation of the general topic, motivation, and approach of the proposed dissertation. The length of the presentation will be determined by the dissertation chair. This will be followed by a series of questions from the committee and any other faculty present, then from the audience. The purpose of the defense is to ascertain that a) the topic is professionally acceptable and that the proposed essay if completed would be an acceptable dissertation and b) that the student is fully qualified to complete the proposed work. The student's topical must be unanimously passed by the committee to count as having passed.

If the subject matter of the student's doctoral thesis changes dramatically, a new topical defense may be required by the dissertation chair. A change in dissertation chairs may require a new topical defense, at the discretion of the new chair.

8.8.5 Dissertation Guidance Credits: Each student may receive up to 12 credit-hours of Dissertation Guidance. See the Graduate School web page for calculating dissertation hours.

8.8.6 Topical and Dissertation Deadlines: Students who have not passed their Topical defenses by the end of their fourth year will automatically lose their good standing. There must be a one-year minimum interval between a successful topical defense and the scheduled dissertation defense. There must be a minimum six-week interval between the submission of the intended penultimate draft of the dissertation and the scheduled defense.

8.8.7 The Dissertation Defense: Each student must complete and defend a dissertation before receiving a Ph.D. Steps taken towards defending:

—The student will write the dissertation under the advisement of his/her Dissertation Committee Chair.

—Once the Chair of the Dissertation Committee is satisfied with the dissertation, the student will submit the dissertation to the remaining members of the Committee. (Defenses can be scheduled no sooner than 6 weeks after the draft of the dissertation is distributed to the rest of the committee.)

—The remaining members of the committee will make comments on the dissertation. The student is likely to be required to revise the dissertation to satisfy the remaining members of the committee. Students should budget four weeks minimum for committee members to read and comment on the dissertation. The length of time required to revise the dissertation can vary greatly, depending on the sort of changes the committee members may require.

—After all members of the committee approve the dissertation, the student may proceed to a public defense of the dissertation. The student and the committee will agree on a time to schedule the defense, and the department will be notified of the defense at least two weeks in advance of the scheduled dissertation defense date. After scheduling the dissertation defense, the student will supply an electronic copy of the dissertation to the graduate administrator, who will make either it, or hard copies of it, available to interested parties.

At the defense, the student will typically give a brief presentation of the general argument, motivation, claims, and original contribution to the literature, that the dissertation makes. (The length of the presentation will be determined by the dissertation chair.) This is followed by an examination of the content of the dissertation, in the form of a series of questions from the committee and any other faculty present, then from the audience. The student passes the defense if and only if every member of the Dissertation Committee judges that both the dissertation and the public examination are acceptable. The Committee may require revisions in the dissertation before it is accepted. These revisions must be completed and approved by the committee, or a member designated by the committee, before the student receives a Ph.D.

Most of the philosophy faculty are 10-month employees, and many are unavailable during the summer months for defenses. Students should aim to have all defenses scheduled during the school year.

8.9 Satisfactory Progress in the Ph.D. Program: All Ph.D. students must maintain a 3.2 GPA or higher to remain in the program; funded students must maintain a 3.5 GPA or higher or may lose their funding. (See §10.3 below for details). Making satisfactory progress through the program requires meeting the following benchmarks during or before the year for which they are listed.

8.9.1 First Year:

—Confirm with the relevant professors at the beginning of the school year that the Foundational Requirements (§5) have been fulfilled and submit the form to the Graduate Administrator.

—Satisfy all the Foundational Requirements not fulfilled as an undergraduate as independent studies (PHI 599) with a B+ or above. (Foundational Requirements can take two years to satisfy if the needed course is not offered in the student's first year.)

—Satisfy the Symbolic Logic Requirement.

—Complete some of the seminar breadth requirements.

- Obtain a B or better in the intensive writing Seminar (PHI 637).
- Pass Teaching Philosophy (604), if offered.
- Complete 18 credits of work if full-time and funded (24 if full-time and unfunded).

8.9.2 Second Year:

- Aim to complete seminar breadth requirements with a B or above.
- Pass the Qualifying Paper requirement (§8.6).

8.9.3 Third Year:

- Finish remaining seminar breadth and course requirements.
- Complete 45 philosophy seminar credits.
- Pass the Topical Preparation Independent Study with Dissertation Adviser

8.9.4 Fourth Year:

- Assemble the remainder of the dissertation committee.
- Defend the Topical.

8.9.5 Fifth Year:

- Provide Dissertation Committee with at least half the chapters of the dissertation.

8.9.6 Sixth Year:

- Defend dissertation.

8.10 University Dissertation Guidelines, Deadlines and Forms: The student is expected to file for candidacy at the end of six semesters (three years). Filing earlier is desirable, if possible. Two weeks are needed to obtain the required signatures and for the administration to process the forms.

9. GRADUATE INSTRUCTORS, TEACHING ASSISTANTS, AND RESEARCH ASSISTANTS

9.1 TA/RA Assignments: The DGS will assign students on departmental assistantships to serve as TAs or RAs a few weeks before classes begin.

9.2 TA Duties

9.2.1 Preparing for the semester

- All new TAs must attend the Graduate School TA Orientation in late August, prior to the start of the fall semester.
- All TAs and RAs must contact the instructor that they will be assisting in the upcoming term, soon after being notified by the DGS of their TA or RA assignments, and well before the first day of class. It is not the instructor's job to contact the TA or RA. Failure to contact the instructor well before the first day of class will put the student in danger of being replaced, losing funding, and being placed on probation for the following semester.

9.2.2 Regarding course meetings

- All TAs must attend all class meetings, unless the instructor excuses them from doing so. In case of illness, emergency, or other good reasons to miss class, TAs must notify the instructor as far in advance as possible.
- All TAs should arrive a few minutes before class begins, so as to be available to help instructors with pre-class tasks, and to set a good example to undergraduate students. TAs should never arrive late.
- During class, TAs must assist with classroom activities and management, both during and immediately after class periods. Examples of such help include picking up homework assignments and exams, distributing handouts, monitoring small group discussions, helping to erase the board after class, and fielding students' questions after class.
- TAs should discuss expectations about their in-class contributions to class sessions with their instructor. For example, TAs should ask the instructor whether they should offer comments or examples during class that they think may be helpful.
- TAs must lead review sessions, or question and answer sessions, outside of regular class hours, if their instructors wish them to do so.
- TAs must guest lecture, if the instructor wishes them to do so. Instructors may require TAs to take over class if they are ill or traveling to out-of-town meetings.
- If a TA would like to lecture or lead a discussion during the semester, the TA should let the instructor know. Such opportunities are not guaranteed, but they are common. Lecturing or leading a class can be an important opportunity for TAs to receive feedback on their current teaching skills and may help them to prepare for the job market.

9.2.3 Regarding grading

- TAs must complete all grading in a timely manner. TAs should ask instructors for deadlines to complete grading of particular assignments.
- TAs must provide comments on tests, papers, and other relevant assessments, if the instructor wishes them to do so. TAs should discuss the types of feedback their instructors wish them to give to students. For example, some instructors may wish TAs to avoid negative comments and some may wish to emphasize the use of explanatory and constructive feedback.
- TAs must follow all rubrics and other guides to grading (such as rules for point assignments) given to them by the instructor. If the instructor does not provide such guidance, the TA should ask the instructor for guidance.
- TAs should not “leave town” before the instructor has submitted grades for the course, unless the instructor gives the TA permission to do so.
- TAs must leave contact information with the instructor and the graduate administrator, in case they need to be contacted between semesters to deal with grading issues.
- TAs must be available after the semester ends to grade any assessments needed to resolve incompletes.
- TAs must keep give all unreturned assessments (e.g., papers and exams) to the instructor or retain them for one year.

9.2.4 Regarding office hours

- TAs must schedule office hours for two hours per week. They should coordinate their office hours with those of the instructor and the other TAs (if any), if the instructor wishes it.
- TAs should make reasonable efforts to make special appointments to meet students who cannot attend their office hours.
- TAs should be available during all of their scheduled office hours, unless (a) they are ill or have an emergency or (b) they have the instructor's permission to change their office hours for that day or week.

9.2.5 Regarding email

- TAs must reply to (or at least acknowledge receipt of) all student emails within 24 hours. They should discuss with their instructors whether they wish to be copied on all emails with students, or to be copied only on grade-related emails, or only on emails that require their direct attention or response.
- TAs must respond to all emails from their instructors within 24 hours.

9.2.6 Regarding the importance of meeting these expectations

TA performance issues (including, but not limited to, arriving late for lectures or exams, writing insufficient comments on papers, unexcused absences, etc.) may lead to loss of TA-ships and funding.

9.3 Make-Up Exam Policy It is the TA's responsibility to schedule and proctor make-up exams for their students. This duty falls within the 20 hours per week on average that can be imposed on TAs. In the case of an emergency, where the TA cannot proctor the exam, the TA should arrange for a fellow graduate student to proctor the exam. Exams must be printed out by the TA with detailed instructions, including the student's name, instructor's name, course number, length of exam, and whether it is an open or closed book.

9.4 Classroom Visits. The teaching quality committee will visit classes once a semester to observe graduate student teaching. The teaching committee will give the students notice when he or she will be observed in the classroom. The faculty will provide the student instructor with recommendations for improvement and will prepare a written assessment that will be given to both the student and the DGS.

9.5 Supervised Teaching (PHI 605) Students may receive up to 6 credit hours for Supervised Teaching. These credit hours may be awarded only when a student is teaching a course new to him/her and only for a maximum of two 3-credit courses graded S/U. Students may not use the supervised teaching credit to teach a course at UB that they have taught elsewhere.

9.6 Graduate Students as Full Instructors Graduate students sometimes serve as full instructors (not as mere TA's) in courses offered at UB in the Fall and Spring semesters. The DGS will notify students which classes are available for teaching as full instructor and invite applications from students on assistantships. Applicants must have taken Teaching

Philosophy (PHI 604) before they will be eligible to teach such a course. (When necessary the DGS may waive this requirement.) Students applying for instructor positions are to supply a proposed syllabus for the courses they are applying to teach, plus an up-to-date CV. Courses that most often require Graduate student instructors are: Introduction to Philosophy (PHI 101); Contemporary Moral Problems (PHI 105); Ethics (PHI 107); Critical Thinking (PHI 115); and Medical Ethics (PHI 237). Priority for teaching positions is given to Ph.D. students in their third and fourth years of the program.

See section 3.6 for information about graduate students' teaching their own courses during the Winter and Summer sessions.

9.6.1 Syllabi Graduate students who are teaching their own courses must clear their syllabi with the DGS well before the relevant term begins and make it available to all students on the first day of the term (at the latest). A syllabus ought to contain all elements required by UB. These elements include:

- (a) your name,
- (b) office location (if teaching in-person),
- (c) email address,
- (d) regular office hours,
- (e) name of text(s) and additional textual materials, whether to be bought at the bookstore or available elsewhere (e.g., on reserve in the library, at bookstore, or distributed in class),
- (f) reading assignments for particular days (e.g. September 28: "The Apology") or periods (e.g. weeks 3 and 4: Copi, Chap. 5),
- (g) dates for major tests and other deadlines (e.g. for papers) so that students can schedule study time,
- (h) a clear statement of the basis on which the student will be graded (e.g., tests 20%, paper 30%, final 50%),
- (i) special policies on attendance, cheating, make-up tests, late papers, class participation, etc.,
- (j) a statement regarding accessibility
- (k) Course learning outcomes and learning assessments

10. GOOD STANDING AND STUDENT REVIEWS

10.1 Semi-Annual Student Reviews The Progress and Evaluation committee will meet twice a year to perform reviews of all graduate students. Each Spring semester there will be a faculty meeting to discuss student progress and status. Letters of warning will be sent after each semester to students placed on probation, informing them of what measures must be taken in order to restore their good standing.

10.2 Good Standing and Probation A loss of good standing means that the student no longer has a right to any of the privileges of being a member of the department. This could mean anything from the most severe measure of being dropped from the program, or losing funding, to receiving a probationary letter from the Progress and Evaluation Committee outlining what the student needs to do to be restored to good standing. In some egregious cases, for example plagiarism, students will lose good standing and be expelled without being

put on probation. Most cases involving the loss of good standing will result in a letter the following semester from the Progress and Evaluation Committee informing the student what must be done to restore good standing. **Students can lose their good standing without having received a letter.**

Some of the common causes for the loss of good standing are listed below:

(i) Failing to Maintain Minimum GPA All students must have a cumulative GPA of 3.2 or above to remain in the program. Any student who drops below the minimum GPA will automatically lose good standing and be on probation, prior to the Progress and Evaluation Committee sending a probationary letter. (See §10.3 for further details.)

(Funded students must maintain a 3.5 GPA each semester to retain funding; see §10.3.2.)

(ii) 3 Incompletes Students automatically lose their good standing if they have three incompletes. In that case, they are automatically on probation prior to the Progress and Evaluation Committee sending a probationary letter.

Students on probation for having 3 incompletes will be dismissed from the program if they accumulate additional incompletes while on probation (unless the Progress and Evaluation Committee rules that there are extenuating circumstances). The letter from the Progress and Evaluation Committee may include an upper limit on any future incompletes after the probationary semester.

(iii) U Grade for Incompletes Unresolved incompletes convert to U grades after one year. Any student with such a U grade automatically loses good standing and is on probation prior to the Progress and Evaluation Committee sending a probationary letter. Any student with a U for an incomplete will be dismissed from the program if they receive another U in the following semester (unless the Progress and Evaluation Committee rules that there are extenuating circumstances). U grades for incompletes in later semesters constitute adequate grounds for dismissal from the program, at the discretion of the Progress and Evaluation Committee.

(iv) Failure to Perform TA/RA Duties TA and RA Duties are specified in §9.2. Failure to fulfill these duties will result in a loss of good standing. (In such cases, measures taken may include: reassignment; loss of opportunity to teach a course; suspension or revocation of an assistantship; or dismissal from the Ph.D. program. If the failing is egregious, penalties will be immediately enacted.)

(v) Failure to Make Satisfactory Progress Students who fail to make satisfactory progress through their graduate program will be considered in bad standing and will be sent a probationary letter. For what counts as satisfactory progress, see §7.8 for M.A. and §8.9 for Ph.D.

(vi) Failure to Consult with Advisor Prior to Registration All students must contact their adviser and discuss their course registration prior to the start of each term. Meetings can be conducted via email, if necessary. This rule holds for every semester the student is in the department.

(vii) Failure to Pass Topical Defense by End of Fourth Year All Ph.D. students are expected to have passed their Topical Defense by the end of their fourth year (sooner for students transferring credit) to be making satisfactory progress.

10.3. Academic Probation Due to Low Grades

10.3.1 Probation for Failure to Maintain Minimum Department GPA Students who fail to maintain a minimum cumulative GPA of 3.2 will automatically be on probation without prior notification from the Progress and Evaluation committee.

When on probation for falling below the required minimum GPA:

- (a) When a student's cumulative GPA is below a 3.2, it must be restored to a 3.2 or above by the end of the following semester. If this is mathematically impossible or close to impossible, then one must obtain a *semester only* GPA of 3.2 or above. That is, a minimum 3 courses taken when on probation must receive grades that average 3.2 or above. The Progress and Evaluation committee will determine what counts as 'close to impossible.'
- (b) Students may not take any courses outside the philosophy department without permission of the DGS.
- (c) Students are prohibited from requesting or receiving incompletes. (Exceptions can be made with the approval of the both the course instructor and the DGS.) The department expects funded students to raise their GPA without relying upon a reduced work load and additional time to complete seminar papers.
- (d) Students must take three seminar courses for letter grades, unless given permission by the DGS.
- (e) Students are not allowed to take any independent studies without the permission of the DGS.

10.3.2 Failure to Maintain Minimum GPA to Retain Funding Students on department assistantships must maintain a 3.5 minimum GPA each semester to remain funded. If the GPA of any funded students falls below a semester-only 3.5, they will automatically be placed on probation without prior notification from the Progress and Evaluation Committee. The student is given one semester to improve their grades in order to retain their funding.

- (i) Any student with two consecutive semesters with a semester-only GPA below 3.5 in each will automatically lose their funding.
- (ii) Any student with two non-consecutive semesters with a semester-only GPA below 3.5 in each will retain their funding only at the discretion of the Progress and Evaluation committee.

When on probation for falling below the required minimum GPA for funding:

(a) Students are prohibited from requesting or receiving incompletes. (Exceptions can only be made with the approval of the course instructor and the DGS.) The department expects funded students to raise their GPA without relying upon a reduced work load and additional time to complete seminar papers.

(b) Students may not take any courses outside the philosophy department without permission of the DGS.

(c) Students are prohibited from requesting or receiving incompletes. (Exceptions can be made with the approval of the both the course instructor and the DGS.) The department expects funded students to raise their GPA without relying upon a reduced work load and additional time to complete seminar papers.

(d) Students must take three seminar courses for letter grades, unless given permission by the DGS.

(e) Students are not allowed to take any independent studies without the permission of the DGS.

10.4 Grievance Procedures: Grievance procedures are outlined in the Graduate School Policies and Procedures manual available at www.grad@buffalo.edu.

11. DEPARTMENTAL CITIZENSHIP

11.1 Attendance at Colloquia and UB Conferences Students should attend all department colloquia and conferences. Attendance at these events is an important part of graduate education. It allows students to see how to give talks, get some practice asking questions about talks, discover what are the cutting edge issues which would make good dissertation topics, meet prominent philosophers who could be outside dissertation readers, and to support the department by helping to make invited speakers feel welcome.

11.2 Department Citizenship The Chair and DGS will consider department citizenship when considering the provision of funding for conference and workshop travel, assigning instructors to courses, providing an extra year of funding and when making recommendations for adjunct positions at local schools. Being a good department citizen involves attending colloquia, conferences, meetings and other department events.

12. DEPARTMENTAL AWARDS

12.1 Peter Hare Award for Best Overall Paper A cash prize is awarded to the best Graduate Paper in any field but Ethics.

Any paper or “stand alone” dissertation chapter written by a UB philosophy graduate student and completed during the previous academic year is eligible for nomination. Nominations are made by Faculty. Papers co-authored by UB graduate students are eligible, but the prize money will be split rather than doubled. Papers co-authored with a faculty member are not eligible. The department reserves the right not to bestow an award some years and to provide less prize money when funding is limited.

Peter H. Hare, Ph.D., was a UB Distinguished Service Professor. One could say he is still serving the department posthumously through his generosity towards the department. Through his writings and teachings, Hare left an indelible impact upon the history of American philosophy, having helped to draw the works of Charles Peirce, George H. Mead, William James, Alfred North Whitehead and John Dewey into central positions in international philosophy. Hare was the former president of several professional associations, including the New York State Chapter of the American Philosophical Association (1975-77), the Charles Sanders Peirce Society (1976), the William James Society (2006) and, from 1988-90, the Society for the Advancement of American Philosophy). He served as the editor of the journal of the Charles Sanders Peirce Society starting in 1974. He was very active in the American Philosophical Association where he held several positions, including member of the Board of Officers (1996-99) and ombudsman (1996-99). Colleagues called him “a man of inextinguishable pragmatism, optimism, kindness, enthusiasm, generosity and energy” and say that he will be remembered “with great affection and respect by students, fellow philosophers and people of every walk of life, from Poland and Russia, to South America to Buffalo.” Hare was born in 1935 in New York City, the son of the late Jane Perry and Michael Meredith. He and began his life-long relationship with philosophy while an undergraduate at Yale University. His master’s degree thesis on Whitehead remains an exemplar of multi-disciplinary integration. He earned a doctorate in philosophy at Columbia University where he specialized in Mead’s metaphysics. He joined the UB Philosophy department in 1965, was appointed full professor in 1971, and served as chair from 1971-75 and again from 1985-94. He passed away in 2008.

12.2 Peter Hare Department Citizenship Award. A cash prize is awarded to the Graduate Student deemed the best department citizen. Nominations are made by Faculty and Staff. An outstanding departmental citizen is someone who:

- Attends and participates in: the Baumer colloquium series; Hourani lectures; Hourani and Kurtz lecture working lunches, Hourani reading groups; and other (non-colloquium) faculty organized conferences and talks.
- Assists in the organization of graduate or faculty department conferences.
- Participates as a graduate representative on faculty committees.
- Gives and attends lunchtime philosophy talks.
- Volunteers to help out with undergraduate education by participating in the undergraduate philosophy club, the ethics bowl, and mentoring undergraduates.
- Regularly attends and actively participates in the graduate student meetings held each semester with the Chair and DGS
- Participates in DGS led activities to instruct new graduate instructors and assist fellow grads with their studies.
- Suggests ways to improve life in the department to faculty or staff
- Aids the staff in their duties.
- Volunteers to meet with or communicate with prospective grad students.
- Goes above and beyond contractual duties as a TA or RA by proctoring exams or lectured for the faculty when absent.
- Actively participates in a classes as a non-credit student and makes those classes more successful than they would otherwise have been.

- Promotes the department to prospective undergraduate majors and grad students.
- Serves the greater university in some capacity as a philosophy department representative.
- Is active as a representative of the philosophy department in interdisciplinary programs and attends related talks (for example in ontology, humanities, IGERT, cognitive science, and so on).

12.3 George Hourani Award for Best Paper in Ethics A cash prize is awarded to the best Graduate Paper in Ethics.

Any paper or stand-alone dissertation chapter written by a UB philosophy graduate student and completed during the past academic year is eligible for nomination. Nominations are made by Faculty. Papers co-authored by UB graduate students are eligible, but the prize money will be divided among the authors. Papers co-authored with a faculty member are not eligible. The department reserves the right not to bestow an award some years and to provide less prize money when funding is limited.

George Hourani was a long time UB philosophy professor. Hourani won a fellowship to study classics at Oxford from 1932-1936. He continued his graduate studies in Princeton's Department of Oriental Studies in 1937. Hourani received his Ph.D in 1939. A teaching position as lecturer at the Government Arab College in Jerusalem followed where he began teaching classics, logic, and the history of philosophy. Hourani spent 1948-49 writing the first draft of his book *Ethical Value* under the guidance of the philosopher J.P. Mabbott. The book rejected non-naturalism and intuitionism in ethics and was inspired by utilitarianism. Hourani is responsible for definitive Arabic editions and translations of Ibn Rushid, better known to philosophers as Averroes – an Islamic philosopher renowned for his commentaries on Aristotle. Hourani also translated and wrote the notes for *Harmony of Religion and Philosophy* by Averroes. He joined the Department in 1967 and was the chair of the department from 1976-1979. Oxford University Press published his *Islamic Rationalism: The Ethics of Ab dal Jabbar* in 1971. In 1980 he was promoted to the rank of Distinguished Professor. A festschrift in his honor, *Islamic Theology and Philosophy*, was published in 1984 by SUNY Press. He died in 1984.

12.4 Patrick and Edna Romanell Award for Philosophical Work in Naturalism A cash prize is awarded to the best piece of Graduate Work in Naturalism (broadly construed).

Any paper or dissertation written by a UB philosophy graduate student and completed during the past academic year is eligible for nomination. Nominations are made by Faculty.

Papers co-authored by UB graduate students are eligible, but the prize money will be split rather than doubled. Papers co-authored with a faculty member are not eligible. The department reserves the right not to bestow an award some years and to provide less prize money when funding is limited.

Patrick Romanell was a philosopher and author of several books on critical naturalism. His wife, **Edna**, a former medical social worker, says that she and her husband shared the same thoughts on giving. "If we can afford it, let someone else benefit, too," she says. "You only live so long, and our philosophy was always to let somebody else profit, as well." Patrick

Romanell died of cancer in February 2002, but his generosity continues to benefit the university.

12.5 Thomas Perry Dissertation Award. Awarded to the best dissertation defended in the previous year.

Thomas D. Perry was born in St. Paul, Minnesota in 1924. A graduate of the University at Buffalo's Law School, Dr. Perry served as a legal counselor to Congress and later, Bell Aerospace Corporation. He attended Columbia University, earning a Ph.D. in Philosophy in 1966. Thereafter he taught Philosophy at the University at Buffalo, where he was active in Department affairs, including assisting in the development of the University's Philosophy and Law joint degree program. Dr. Perry was particularly interested in moral reasoning and legal philosophy. He published many works in such distinguished journals as *Ethics*, *The Journal of Philosophy*, and *Analysis*, as well as a book on philosophy, *Moral Autonomy and Reasonableness*. Dr. Perry had two works published posthumously in 1985, *Professional Philosophy: What It Is and Why It Matters*, and the article, "Two Domains of Rights." He died in 1982 at the young age of 58.

12.6 Outstanding TA or RA Award Each year a student is recognized for being an outstanding teaching assistant or research assistant.

12.7 Outstanding Graduate Instructor Award Each year a student is recognized for being the outstanding graduate student instructor.

13. GRADUATE FACULTY WITH RESEARCH SPECIALIZATIONS

James Beebe: *Epistemology and Experimental Philosophy*

John Beverley: *Applied Ontology, Bioethics*

Thomas Bittner: *Bioinformatics, Spatial ontology, Artificial Intelligence*

David Braun: *Philosophy of Language, Philosophy of Mind*

Maureen Donnelly: *Metaphysics, Formal Ontology, Bioinformatics.*

David Gray: *Social and Political Philosophy, Ethics, Philosophy of Decision Theory*

David Hershenov: *Bioethics and Metaphysics*

James Lawler: *Kant, History of Philosophy, Philosophy and Popular culture.*

Duane Long: *Ethics, Ancient Philosophy*

Ryan Muldoon: *Social and Political Philosophy, Philosophy of Science, Epistemology, Ethics*

Lewis Powell: *Early Modern Philosophy, Philosophy of Language*

Barry Smith: *Applied Ontology*

Neil Williams: *Metaphysics, Ontology, Philosophy of Science*

14. GRADUATE STUDENT GROUPS/ACTIVITIES

14.1 Graduate Philosophical Association (GPA): The Graduate Philosophy Association (GPA) is an organization representing the graduate students of the department in the

University community. It receives an annual budget from the University Graduate Student Association (GSA) which is used to promote scholarship and collegiality among students, historically funding various events such as graduate colloquia and conferences (both within the department and in conjunction with other departments), and representing graduate students' interests within the department and the GSA. GPA officers are elected from among the department graduate students annually, including a GSA Senator. Meetings, open to all current graduate philosophy students, are held in 141 Park Hall several times each semester as needed

14.2 Reading Groups: Graduate students in philosophy at UB form a number of reading groups that meet regularly to discuss philosophical work.

14.3 Graduate Representatives on Department Committees: Graduate students will be assigned as members of some departmental committees.

PART 2: ADVICE & RECOMMENDATIONS

This section of the handbook provides advice and strategies designed to aid current graduate students and potential applicants. The numbering in this part of the handbook is structured so as to reflect the relevant portions of Part 1, where appropriate.

B1. APPLYING TO THE PROGRAM

B1.1 Applicant/Department Fit

Potential applicants are advised to peruse faculty interests to see if they are a good fit. See the list of faculty and their interests at the end of handbook (sec. 13), and on the departmental website at

http://www.buffalo.edu/cas/philosophy/faculty/faculty_directory.html. Students are advised to note which professors have halftime appointments: halftime faculty may have reduced philosophy department teaching and this could limit their availability to join dissertation committees.

B3. FUNDING

B3.1 Sources of External Funding: Students are encouraged to apply for external fellowships. Such fellowships often pay significantly more than the standard stipend, free you from teaching duties, and are a prestigious entry on your CV. These typically require a lot of work to prepare a high quality application, and the chances of success are fairly low. Nonetheless, it is worth the effort. Even just the experience of preparing such an application develops grant-writing skills that may be useful later. Normally, any external support you get will either supplement or extend your departmental support (although you should discuss this with the DGS before making any decisions). If you plan on applying, it would be a good idea to develop your application over the summer. Be sure to have a faculty member review

your application materials and make suggestions for improvement. Some of the main possibilities are:

- (1) Andrew W. Mellon Fellowships in Humanities Studies
<http://www.woodrow.org/mellon/>
 - (2) Charlotte W. Newcombe Fellowships (in ethics)
<http://www.woodrow.org/newcombe/>
 - (3) National Science Foundation Fellowships (for philosophy of science)
<http://www.nsf.gov/funding/> [Use search line for philosophy of science or related terms.]
 - (4) Jacob K. Javits Fellowships (for students who have not yet completed their first year of graduate study) <http://www.ed.gov/programs/jacobjavits/index.html>
- Other possibilities include:
- (5) Spencer Foundation Fellowships
http://www.spencer.org/programs/fellows/fellow_awards.htm
 - (6) Fulbright Fellowships for international students
http://www.iie.org//Content/NavigationMenu/Programs_Portal/Browse_Programs/Non-US_Student_Programs.htm
 - (7) Canadian Social Sciences Humanities Research Council (SSHRC) Fellowship for Canadian students
http://www.sshrc.ca/web/apply/program_descriptions/fellowships/doctoral_e.asp
 - (8) DAAD Fellowship for German Students <http://www.daad.org>
 - (9) Institute for Humane Studies Fellowships (for students with interests in freedom, especially libertarian interests) www.thehis.org/hsf
 - (10) Asian Students - <http://www.apiasf.org/>
 - (11) Asian Students - <http://www.collegescholarships.org/scholarships/asian.htm>
 - (12) For Average Students - <http://www.fastweb.com/fastweb/register/start?ref=finaid-27f--http://www.finaid.org/scholarships/average.phtml>
 - (13) General - <http://www.scholarships.com/>
 - (14) UB Sponsored Projects Info - <http://www.research.buffalo.edu/sps/>
 - (15) Unusual Scholarship - <http://www.finaid.org/scholarships/unusual.phtml>

B8. PH.D. PROGRAM.

B8.6.1 Tips for a Successful Qualifying Paper: Students should be wary of initially enrolling in classes outside of the philosophy department or taking too many philosophy classes for S/U credit lest they have too few papers from which to select a promising QP. Students should also keep in mind that an A grade on a seminar paper doesn't guarantee that it will pass muster as a QP for some faculty members may be less demanding graders than others. Students should also keep in mind that half the faculty will be evaluating each paper. Some of these evaluators will not be experts in the topic covered by the QP. Those faculty members ought not to have to struggle to understand what the author is saying. A paper ought to be intelligible to readers in other subfields of philosophy. Any technical jargon must be explained by the author in non-technical terms when first introduced. The QP ought to have a thesis clearly stated at the outset of the paper, the premises must be clearly demarcated, the conclusion must be clearly and thoroughly defended, potential counter-arguments must be clearly stated and refuted. The author of a QP should be wary of disregarding too

many of the comments written by a professor on an earlier version of the paper that ends up as the QP, for that indicates an inability to take advice. The QP ought to describe likely objections to the author's thesis and offer counters to the imagined responses. The QP ought to involve a target that is a live option when viewed in light of the current literature. Students ought to footnote those who have held any view being argued against. The QP should engage the secondary literature. Since demonstrating potential for a Ph.D. means showing the ability to do research, the author of the QP ought to reveal an awareness of the obviously most relevant secondary literature. He or she should avoid the use of quotations from other authors that either fail to explicate the author's point or need themselves to be explicated and aren't. The QP author is responsible for follies of authorities relied upon. The QP ought to be devoid of misspellings, typos, or grammatical errors.

B8.6.2 Faculty Assistance with the Qualifying Paper: Students should consult faculty about which of their papers they should revise and submit as QPs. Students whose initial QP submission failed will have comments sent to them suggesting improvements. If it is believed by faculty members that the paper cannot be satisfactorily revised, few or no comments will be sent. Any student receiving few or no comments is advised to submit a different QP later in the relevant semester. The DGS may appoint a faculty member to relay advice in person to the student whose initial submission failed.

B8.7 Optional Mid-Program M.A. Degree: Getting an M.A. along the way to the Ph.D., is advisable, but not required. One reason to apply for the M.A. is that local colleges who hire UB students to adjunct teaching positions may require that candidates for such positions have an M.A. degree. A second reason is that unforeseen events may force the student to leave the program before completion of the Ph.D. Obtaining an M.A. along the way ensures that students will not leave the program empty-handed.

B8.8.2 The Topical: It is recommended that students write on subjects that faculty members have as areas of specialization or areas of competence to maximize the impact of their letters of recommendation and to ensure that the students do not appear to the outside world as autodidacts. If students insist upon writing on a topic that is not an AOS or AOC of any department member, then obtaining an outside dissertation committee member is highly recommended.

B8.8.4 The Topical Defense: It would be prudent for students to attend someone else's topical before defending their own.

B8.8.7 The Dissertation Defense: It would be prudent for students to attend someone else's dissertation defense before defending their own.

B12. DEPARTMENTAL AWARDS

B12.1 Nominations: Students cannot nominate themselves but they can do a number of things to raise the visibility of their papers. Students should notify their adviser and the DGS that they have published a paper or presented it at a conference. Students can also present such papers or other papers such as their QP at the Friday lunchtime philosophy lecture series. Staff as well as faculty can nominate students for the Peter Hare Department Citizenship award.

B12.2 Eligibility: Any paper written by a UB philosophy graduate student during the past academic year is eligible for nomination. Seminar papers, qualifying papers (QPs), papers presented at the lunchtime philosophy series, papers produced for independent studies, and papers submitted to conferences or journals. Only stand-alone dissertation chapters that have been submitted to conferences or journals should be considered for nomination. Papers reworked in the past year and submitted for an MA project are eligible. Papers written in the past year to remove incompletes can be nominated even if they result in a grade for a previous year. Any papers started in a previous year but finished in the present academic year are eligible. Papers co-authored by a graduate student and a faculty member are NOT eligible. Any papers co-authored by UB graduate students are eligible but the prize money will be split rather than doubled. A student may have multiple papers which are nominated for multiple different awards. The department reserves the right not to bestow an award some years and to provide less prize money when funding is limited.

15. PLACEMENT

All Ph.D. students should consult with the Placement Director and their committee chair well before considering going on the market. In this section you will find some general advice, but please note that with the changing structure of the job market, the schedule is now much more flexible.

15.1 When to Go on the Job Market

This varies greatly from case to case, but a reasonable guide is that you have at least 2/3 of your dissertation complete (and the rest well mapped out). A better guide is that you should go on the market in the Fall in the academic year you plan to graduate in the Spring. This is because:

- a) Applying takes a lot of time an effort, and can be quite an exhausting exercise emotionally too, leaving little time for work. Many folks get almost nothing done during the application process. (It's not that it takes up all your time, it's just the only thing you can think about.)
- b) Interviewers will want to talk to you about your dissertation; you cannot speak clearly and with confidence about the views you hold and the arguments you put forth unless you've already written them. A good plan here is no substitute.
- c) Interviewers are looking for colleagues, not students. The more you can appear to be moving beyond your dissertation, the more colleague-like you appear.
- d) If you should get a job, it's a huge amount of work at the beginning; you won't really have time to complete a dissertation then—and that can land you in all sorts of trouble.

e) If you are only part way in to your dissertation you are likely to lose out to someone who is nearly or completely done.

15.2 What you Will Need to Go on the Job Market

* Items with an asterisk may be required by some places, but not all

- (a) Up-to-the-minute CV
- (b) Writing sample (approx. 20-25 pages) – Can be a paper or dissertation chapter
- (c) Letters of recommendation
- (d) Application Cover letter (suited to each job applied for)
- (e) Dissertation Abstract (1-2 pages maximum – State your main point early)
- (f) Statement of teaching philosophy (1-2 pages)
- (g) Proof of Teaching Capabilities – Syllabi, Teaching Evaluations, Progress Reports
- (h*) Research Statement
- (i) APA Membership – To get JFP access and attend APA Meetings
- (j*) Transcripts Graduate (and perhaps even undergraduate) – order them early
- k) Second writing sample – for use as presentation for campus interviews
-- useful for applying to different AOS
- l) Money – this is a costly process

Other useful items:

- m) Teaching List – List of courses you could teach, texts, and general outline
--create mock syllabi (and have actual past syllabi handy)
- n) Website --include your CV, syllabi, and any (good) work you have drafts of or published
--make sure it is a professional site (search committees may view it)

15.3 Academic Year of the Job Application:

Summer:

- a) Contact chair of your dissertation committee to discuss going on the job market
- b) Put together application package
- c) Revise writing sample (again and again—get comments)
- d) Prepare talk for on campus interview
- e) Contact letter writers to request letters of recommendation.
- f) Register with the APA.

Early September:

- a) Follow up Letter Requests (be persistent until they are in!)

Late September:

- a) Complete application package: meet with supervisor to discuss application package
- b) After meeting with supervisor, make appointment with one of the Placement Officers for a preliminary review of application materials.

Early October:

- a) All reference letters should be at INTERFOLIO.
- b) October *Jobs for Philosophers (JFP)* published/on line. Be sure to be registered with the APA to get a copy. See also: The *Chronicle of Higher Education*, departmental websites, *Phil Jobs* and the Jobs Wiki.
- c) Updates to the JFP are posted on the APA website (check back often!)
- d) Submit a ranked list of jobs to which you intend to apply to the Placement Committee. Lists should include: job number from the JFP, name of institution and preference ranking.
- e) Interpret the AOS and AOC on job listings liberally, but don't apply if it will only waste your time and theirs
- f) Make hotel reservations for APA (hotel often fills up—there is usually a student rate

Late October:

- a) All revisions to the dossier should be completed by this time and jobs applied for. Apply as early as possible (committees get tired and look most thoroughly at early applications).

Mid November:

- a) November *JFP* comes out. Be sure to be registered with the APA to get a copy. This contains jobs not listed in October *JFP*; additional applications are expected.

Late November:

- a) Contact Placement Committee with news on any upcoming interviews.
- b) Meet with Placement Committee to discuss interview strategies.

Mid December:

- a) Mock Interviews : Contact Placement Committee to schedule a mock interview; be sure to hand in copies of writing sample, CV, cover letter,
- b) Teaching info and abstract a few days before scheduled interview.

Early January:

- a) Eastern APA. You might be expected to attend for interviews for most of the jobs advertised in the *JFP*. More and more departments will be conducting long distance phone or skype interviews rather than interviewing at the Eastern APA.

Early January:

- a) On campus Interviews.
- b) Meet with Placement Officer to discuss campus interview strategies.
- c) Book hotel for Central APA (unless things are looking very hopeful)

Mid February:

- a) Later *JFP* published/posted on line. This contains jobs not in the Oct/Nov editions of the *JFP*, and typically includes a large number of term positions and post docs; additional applications are expected.

Late February

a) Central APA. You will be expected to attend for interviews for most of the jobs advertised in the February *JFP*.

15.4 Publishing: Students are advised to have published in at least one second or third tier journal before going on the job market. More publication will be needed if the student is to acquire a research job. Students might also consider building up their CV by publishing response pieces to published articles. Students should not submit articles for publication without first consulting with their adviser or the professor for whom they wrote the paper.

Journal Rankings

The rankings given were compiled mainly in 2009 and may be somewhat out of date. Use the following link for a more recent ranking of *general interest* philosophy journals:

<https://leiterreports.typepad.com/blog/2022/07/best-general-philosophy-journals-2022.html> .

Prepared by Department Chair in consultation with UB Faculty in 2009. See other rankings at Leiter blog at <http://leiterreports.typepad.com/blog/2009/03/the-highest-quality-general-philosophy-journals-in-english.html>

and Weatherson's rankings

http://brian.weatherson.org/journals/Journals_Survey.htm

See also European Science Foundation Rankings at

<http://lemmingsblog.blogspot.com/2007/06/best-philosophy-journals.html>

General Analytic Philosophy - 1st Tier: *The Philosophical Review*, *Mind*, *Journal of Philosophy*, *Nous*, *Philosophy and Phenomenological Research*

General Analytic Philosophy – Higher 2nd Tier: *Philosophical Studies*, *Australasian Journal of Philosophy*, *Philosophical Quarterly*, *Pacific Philosophical Quarterly*, *Analysis*

General Analytic Philosophy - Lower 2nd Tier: *Canadian Journal of Philosophy*, *American Philosophical Quarterly*, *Philosophy*, *Ratio*, *European Journal of Philosophy*

General Analytic Philosophy - 3rd Tier: *Philosophia*, *Theoria*, *Metaphilosophy*, *Dialogue*, *Dialectica*, *Southern Journal of Philosophy*, *Philosophical Papers*, *International Philosophical Quarterly*.

Ethics - 1st Tier: *Ethics*, *Philosophy and Public Affairs*

Ethics -2nd Tier: *Journal of Ethics*, *Journal of Value Inquiry*, *Utilitas*, *Social Theory and Practice*, *Journal of Moral Philosophy*, *Journal of Applied Philosophy*, *Journal of Ethics and Social Philosophy*

Ethics - 3rd Tier: *Journal of Applied Ethics*, *Public Affairs Quarterly*

Medieval Philosophy 1st Tier: *Medieval Philosophy and Theology*, *Journal of the History of Philosophy* (not primarily medieval), *Philosophical Review* (not primarily historical)

Medieval Philosophy 2nd Tier: *The Modern Schoolman*, *History of Philosophy Quarterly* (not just medieval), *American Catholic Philosophical Quarterly* (not just medieval)

Ancient Philosophy - 1st Tier: *Oxford Studies in Ancient Philosophy*,

Ancient Philosophy 2nd Tier: *Phronesis*, *Aperion*

Ancient Philosophy - 3rd Tier: *Ancient Philosophy*

Aesthetics – 1st Tier: *Journal of Aesthetics and Art Criticism*, *British Journal of Aesthetics*

Aesthetics – 2nd Tier: *Journal of Aesthetic Education*

Philosophy of Science 1st Tier: *Philosophy of Science, British Journal of the Philosophy of Science, Synthese*

Philosophy of Science 2nd Tier: *Erkenntnis, Biology and Philosophy, International Studies in the Philosophy of Science, European Journal of the Philosophy of Science*

Philosophy of Law – 1st Tier: *Legal Theory, Law & Philosophy, Oxford Journal of Legal Studies,*

Philosophy of Law – 2nd Tier: *Canadian Journal of Law and Jurisprudence, Ratio Juris Journal of Legal Studies, American Journal of Jurisprudence, Law and Social Inquiry, Australasian Journal of Legal Philosophy*

Environmental Ethics - 1st Tier: 1. *Environmental Ethics*, 2. *Environmental Values*

Environment Ethics - 2nd Tier: *Ethics and the Environment, Ethics, Policy, and the Environment, Environmental Philosophy*

Environment Ethics - 3rd Tier: *Environmental Politics*

Bioethics -1st Tier: *Journal of Medicine and Philosophy, American Journal of Bioethics* (if a target article.)

Bioethics - 2nd Tier: *Bioethics, Hastings Center Report, Kennedy Institute of Ethics Report Theoretical Medicine and Bioethics*

Bioethics – 3rd Tier: *Journal of Medical Ethics, Monash Bioethics Review, Christian Bioethics, National Catholic Bioethics Quarterly, Linacre Quarterly*

Philosophy of Religion – 1st Tier: *Faith and Philosophy, Religious Studies*

Philosophy of Religion – 2nd Tier: *The Thomist, American Catholic Philosophical Quarterly Philosophical Christi, Heythrop Journal, International Journal for the Philosophy of Religion International Philosophical Quarterly*

Philosophy of Race and Gender: *Philosophy and Social Criticism* (not just race and gender), *Public Affairs Quarterly* (not just race and gender)

Feminist Philosophy: *Hypatia*

Modern Philosophy – 1st Tier: *History of Philosophy Quarterly, Journal of the History of Philosophy*

Modern Philosophy 2nd Tier: *British Journal for the History of Philosophy, European Journal for the History of Philosophy.*

Early Modern Figure specific journals - First Tier: *Kant Studien, Hume Studies*

Early Modern Figure specific journals – Second Tier: *Locke Studies, Journal of Scottish Philosophy*

Asian Philosophy - 1st Tier: *Philosophy of East and West*

Asian Philosophy - 2nd Tier: *Asian Philosophy, Dao: A quarterly in Comparative Philosophy Asian Philosophy*

Political Philosophy – 1st Tier: *Journal of Political Philosophy*

Political Philosophy – 2nd Tier: *Journal of Social Philosophy, Political Theory*

Logic - 1st Tier: *Journal of Symbolic Logic*

Logic - 2nd Tier: *Notre Dame Journal of Formal Logic*

Philosophy of Cognitive Science: *Cognitive Science* (not just philosophy), *Mind and Machines*

Experimental Philosophy 1st Tier *Cognition, Mind and Language*

Experimental Philosophy 2nd Tier *Philosophical Psychology, Review of Philosophy and Psychology* (Some XPhi is published in general philosophical journals. Nous is the top general journal for XPhi.)

15.5 Conference Presentations:

When you go on the job market, you should probably have at least one conference presentation and ideally at least three. Conference presentations are both good CV entries and terrific professional development experiences (e.g., learning how to act like a professional philosopher). One strategy is to start with less significant conferences so that you can build up your experience before submitting to more significant ones. As always, it's wise to get advice from a faculty member familiar with your paper.

There is some funding from the graduate student association for conferences. The department's Peter Hare fund is also intended to finance student travel. Those funds are at the discretion of the chair. Send the chair an email which includes such information as your adviser, competitiveness in selecting conference papers, year in the program, job prospects, contacts that could be made at the conference such as prominent people in your field who will be there, relevance to your dissertation or likely dissertation, previous travel opportunities and anything else you deem relevant to the funding decision. Faculty with endowed chairs may also provide assistance. Students who are not good department citizens (fail to regularly attend colloquium, perform their TA duties etc.) are not eligible for travel assistance funds,

Clearly the most prestigious conferences are the main (as opposed to group) programs of the three (Eastern, Central, and Pacific) division meetings of the American Philosophical Association. Graduate student prizes are given for the best student papers, and it is very prestigious to win one. See <http://www.apa.udel.edu/apa/divisions/schedule.html>. If your paper is selected for the main program, you are virtually guaranteed some department assistance.

Also somewhat prestigious is the annual meeting (end of May) of the Canadian Philosophical Association (<http://www.acpcpa.ca/>) and the Southern Society for Philosophy and Psychology (spring; do Google search)

Less prestigious are various regional associations, such as the upstate NY Creighton Club (upstate New York) Mountain Plains Philosophy Conference (fall), Southwest Philosophical Society (fall), and Central States Philosophical Association (fall). (You can do a Google search to get the latest conference dates.)

There are various special conferences on special topics. These vary a lot in their prestige. The national American Catholic Philosophical Association (ACPA) and the Society for Christian Philosophy have competitive annual conferences. The Local WNY ACPA is a good opportunity to impress local faculty who are frequently looking for adjuncts.

(Please send the Chair or DGS any additional information that would be usefully placed here. Other main conferences and web addresses would be useful.) Students who have not yet completed the M.A. are advised not to worry about presenting papers at conferences. Normally, it only begins to make sense to consider such presentations once one has completed the Master's research project (thesis or papers).

15.6 Dossier service. Interfolio and Vitae are the main services

15.7 Sample CV

SOPHIA SMITH CURRICULUM VITAE

CONTACT & PERSONAL INFORMATION

Email: Sophia@buffalo.edu
Cell Phone: (411) 911-0000
Campus Phone: (716) 314-1592
Campus Fax: (716) 645-6139
Home Address: 889 LeBrun Road, Amherst NY 14226
Campus Address: University at Buffalo
Department of Philosophy
135 Park Hall
Buffalo, NY 14260

EDUCATION

2006-2012: Ph.D., Philosophy, University at Buffalo, expected Summer, 2012.
2004-2006 : M.A. Philosophy. Princeton University
2001-2004: B.A., Philosophy, Harvard University, *Magna Cum Laude* and *Honors*

AREAS OF SPECIALIZATION

Metaphysics, Bioethics

AREAS OF COMPETENCE

History of Philosophy

DISSERTATION

The Metaphysical Foundations of Informed Consent
Dissertation Director: David B. Hershenov
Other Members: Neil Williams, Steve Wear, Jim Delaney (Outside Reader)
Expected date of completion: May 2012.

PUBLISHED PAPERS

- 1) "The Metaphysics of Death" Response to *American Journal of Bioethics* Target Article.
Forthcoming
Available on-line: _____
- 2) "The Criterion for Patient Competency," *Theoretical Medicine and Bioethics*. Forthcoming
- 3) "Response to Johnson's 'Frankfurt- style Higher- Order Endorsement Regress Arguments'" *Analysis*, Forthcoming

PRESENTATIONS & COMMENTS

- 1) "The Metaphysics of Informed Consent. UB Philosophy Department Lecture Series
University at Buffalo, Friday March 12, 2012

- 2) “The Reversibility Condition in the Definition of Death” presented at the WNY ACPA, Canisius College. April 1, 2012
- 3) “Comments on Jason Eberl’s “A Hylomorphic Conception of Death.” American Philosophical Association Central Meeting. New Orleans, La. April 2013.

AWARDS AND ACTIVITIES

- 1) Peter Hare Department Citizenship Award 2010
- 2) George Hourani Award for Best Paper in Ethics 2011
- 3) Co-organizer of the Analytical Feminism Conference at UB, April 2012
- 4) Grievance Committee Graduate Member 2008-2010
- 5) Adviser to Undergraduate Ethics Bowl 2007-2010
- 6) Student Representative to the Department Grievance Committee 2008-2010

TEACHING EXPERIENCE (AS THE SOLE INSTRUCTOR)

For more detailed information regarding my teaching activities, please see my *Teaching Résumé*.

Phi107: Introduction to Ethics: Fall 2009, Fall 2009

Website: http://web.ub.edu/~107/107.__.html

Phi337: Social and Ethical Values in Medicine Summer 2008, Summer 2009, Summer 2010

Website: http://web.ub.edu/~__

TEACHING EXPERIENCE (AS AN ASSISTANT)

Phi107: Introduction to Ethics Spring 2008, Spring 2009

Phi1115: Critical Thinking: Fall 2010, Fall 2011

COURSEWORK

(Note: I have not cross-listed courses that fall into more than one category. Each course is listed only under its primary category.)

Ethics and Political Philosophy

Kant’s Ethics: James Lawler: Sp 2010

Topics in Legal Theory: Ken Ehrenberg: Fall 2009

Philosophy of War: Randall Dipert: Spring 2009

Contemporary Political Theory: Richard Cohen: Spring 2009

Ethical Theories: The Particularist Debate: Ken Shockley: Spring 2009

Emmanuel Levinas’s Ethics: Richard Cohen. Spring 2009

History of Philosophy

Aristotle: Jiyuan Yu: Spring 2009

Medieval Philosophy: Jorge Gracia: Spring 2009

Aristotle: Jiyuan Yu: Spring 2011

Latin American Philosophy: Jorge Gracia: Spring 2011

Topics in the Philosophy of History: Hilary Kochiras: Spring 2010

Platon: Jiyuan Yu: Spring 2009

Language, Logic, Metaphysics, and Philosophy of Science

Time, Tense and Temporal Perspective: Maureen Donnelly: Spring 2011
 Dispositions and Powers: Neil Williams:
 Independent Study in the Work of the Early Williams: Neil Williams: Spring 2009
 History and Philosophy of Logic: John Corcoan: Fall 2011
 Metaphysical Foundations of Bioethics: David Hershenov: Fall 2011
 Philosophy of Existence: Richard Cohen: Fall 2010
 Topics In Logic: Randall Dipert: Spring 2010

Epistemology, and Philosophy of Mind

Contemporary Debates in Epistemology: James Beebe: Spring 2011
 Experimental Philosophy: James Beebe: Spring 2009
 Computational Theories of Consciousness: Bill Rapaport: Spring 2009

REFERENCES (letter of recommendation)

David Hershenov - dh25@buffalo.edu
 Neil Williams - new@buffalo.edu
 Jim Delaney - philojimmy@gmail.com

15.9 Other Resources

<http://www.wikihost.org/w/academe/philosophy>

<http://phylo.info/jobs>

<http://philosophismoker.blogspot.com/2009/10/new-philosophy-jobs-wiki.html>

<http://academicjobs.wikia.com/wiki/PhilosophyPositions>

[Getting a Job in Philosophy](#) and [Getting a Job in the USA](#) from the Australian National University

[On the Philosophy Job Market](#), by Gualtiero Piccinini (with comments by others) (2006)

[More on the Philosophy Job Market](#), by Gualtiero Piccinini (with comments by others) (2006)

[New Comment on the Philosophy Job Market](#), Anonymous (with comments by others) (2006)

[Advice for Academic Job Seekers](#) from Leiter Reports (2010)

[Can a Candidate with a non-English Ph.D. from a Job in the U.S.?](#) by Gualtiero Piccinini (2006)

[...Look at Me, I'm on the Way to the Promised Land](#) by Jon Cogburn (2007)

[Evaluating Teaching Credentials](#) by Michael Cholbi (2007)

[How Do Departments Decide Whom to Interview at the APA?](#) from Leiter Reports (with comments by others) (2007)

[Thinking About Graduate School in Philosophy?](#) from Leiter Reports (with comments by others) (2008)

[Job Seekers Advice](#) by Brian Weatherson (2005)

[Placement Advice](#) from the University of California-Irvine's Logic and Philosophy of Science Department

[Philosophy Publications and Hiring Practices](#) from Leiter Reports (with comments by others) (2004)

[Hiring Practices at Less "Elite" Universities](#) from Leiter Reports (with comments by others) (2005)

[Reasons for Non-Selection of Job Candidates](#) by Berit Brogaard (2007)

Information about the [UK Job Market](#) by Robert Williams (2007)

[Getting a Job in Philosophy: A Guide for Graduate Students](#) by Brian Keeley

[Placement Information That May Be of Interest to Philosophy Students](#) by Scott R. Stroud

[Placement Guide](#) from Duke University's Philosophy Department

[How to Best Prepare for Job Interviews at Schools with a Primary Emphasis on Teaching](#) from Leiter Reports (with comments by others) (2008)

[Placement Information](#) by James Beebe

[Writing Samples in Job Applications: How Long?](#) from Leiter Reports (with comments by others) (2008)

[Academic Job Market Wiki](#)

[Alternative Options and "Back-Up Plans" for Philosophy PhD Students Facing a Very Bad Job Market](#) from Leiter Reports (with comments by others) (2010)