

**DEPAUL DEPARTMENT OF PHILOSOPHY**  
**DOCTORAL PROGRAM**  
**REQUIREMENTS, GUIDELINES, & POLICIES**

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The Doctoral (Ph.D.) Program in Philosophy at DePaul is composed of the following requirements:

1. COURSEWORK
2. TEACHING
3. ANNUAL REVIEWS
4. FOREIGN LANGUAGES
5. DISSERTATION PROPOSAL
6. DISSERTATION
7. RESIDENCY
8. TIME LIMITATIONS

## 1. COURSEWORK

A minimum of 112 quarter hours of graduate level course work (28 courses) is required for the Ph.D. This includes 104 quarter hours of course work (26 courses), 4 quarter hours of PHL 697 (Graduate Teaching Practicum), and 4 quarter hours of PHL 699 (Dissertation Research).<sup>1</sup>

### *a. Course Distribution Requirement*

Of the 112 quarter hours (28 courses) required for the Ph.D., 32 quarter hours (8 courses) must be taken in accordance with the following distribution requirements:

- Four History of Western Philosophy Courses
  - Two in Ancient or Medieval: 8 quarter hours
  - Two in Modern or Nineteenth Century: 8 quarter hours
- Two Contemporary European Philosophy Courses: 8 quarter hours
- Two Normative Philosophy Courses: 8 quarter hours

For a list of graduate courses and their distributions, see Appendix 1: Course Distribution List.

### *b. Independent Studies*

After the first year of course work is complete, of the 112 quarter hours (28 courses) required for the Ph.D., students are allowed to enroll for up to 3 independent studies of any kind toward their degree. These courses can be any combination of language courses, independent studies in the department or in other departments at DePaul, and/or courses in other doctoral programs at other local universities.

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<sup>1</sup> Students entering the Doctoral Program in Philosophy at DePaul from the Fall of 2019 onward are required to take the doctoral program in its entirety (28 courses), whether they are entering with a BA or an MA.

## **2. TEACHING**

### *a. Teaching Assistant: Years One & Two*

In their first two years in the program, each student is assigned to be a Teaching Assistant (or in some rare cases, some other assisting position for a conference or some other specific project) for two of the three quarters each academic year.

Although the responsibilities necessarily vary, depending on the instructor and what they may assign the Teaching Assistant to do for a particular class, the responsibilities of the Teaching Assistant are generally as follows:

- Attend each class session of the course or as many as the instructor deems necessary;
- Assist the instructor with grading (never, however, being asked to do more than 50% of the total grading for the quarter);
- Teach, when necessary or mutually desirable, one or, at most, two sessions of the class;
- Hold weekly open office hours.

Although in some cases it may not be possible, the Graduate Affairs Committee recommends that instructors try to front-load the duties of the Teaching Assistant in the quarter's schedule so that they ask more of the Teaching Assistant at the beginning of the quarter and less of them at the end (when graduate students are working on final seminar papers).

Should the Teaching Assistant or the instructor have any questions or concerns regarding these responsibilities that they are unable to resolve between them, then they should contact either the Director of Graduate Studies or the Chair of the department.

### *b. Teaching Fellow: Years Three through Six*

In their third through sixth year in the doctoral program, students will serve as a Teaching Fellow. In this role, teaching fellows who are in good standing in the program are expected to teach up to a maximum of four courses per academic year. However, these students may teach no more than two courses in a single quarter during the course of an academic year.

## **3. ANNUAL REVIEWS**

The Graduate Affairs Committee conducts annual formal reviews of each student's progress toward the doctoral degree. The purpose of the review session is to discuss the student's experience in the program thus far, address any questions or concerns that they might have, and assess how well they are meeting the expectations relevant to their year in the program.

As part of the review process, students are required to submit a self-evaluation of their progress in the program, teaching evaluations (when serving as a Teaching Fellow) and, until all their

course work is completed (typically, through their fourth year in the program), students are also required to submit two file papers for review. These papers are blind-reviewed by a second member of the faculty who assesses whether the papers meet relevant standards of graduate level work and thus indicate appropriate progress in the program for each student. The faculty member is also tasked with assessing the form (writing and organization) and, to the extent possible given the subject matter, the content of the paper.

Students deemed not to be making satisfactory progress may be placed on probation or, where the circumstances in the judgment of the Graduate Affairs Committee warrant, the student may be required to leave the doctoral program. In these cases, students may petition the Graduate Affairs Committee for readmission to the program.

#### **4. FOREIGN LANGUAGES**

The Philosophy Department places a very high priority on working with texts in original languages, rather than translations. For doctoral students, competence in *two* languages of research is thus required. Typically, these are Greek, Latin, French, German, and Spanish. Competence in other languages may be used to fulfill the language requirements if it is deemed appropriate to the research undertaken by the student. In the latter case, prior to beginning preparation to pass a language requirement (by either of the two paths outlined below), the student must submit a short paragraph to the Director of Graduate Studies, to be reviewed by the Graduate Affairs Committee, outlining why the language in question will be important to the student's future research.

Each student must complete the requirement for *one* language *before scheduling* a Dissertation Proposal Defense, and they must complete the requirement for a *second* language *before scheduling* a Dissertation Defense.

There are *two* ways in which students can complete the Foreign Languages requirement:

1. They can pass a departmentally administered Language Competency Exam. Exams are offered just before the start of every quarter. This usually involves asking the student to translate a page or two from a philosophical text in the original language. Past exams can be obtained by asking the Director of Graduate Studies.
2. Students can also meet their language requirements by completing a certain number of classes in the Modern Languages Department, maintaining at least a B+ average each quarter. For ancient languages, students must take through the first year (GRK 103/LAT 103) and for modern languages students must take through year two (FCH 106/GER 106/SPN 106/ITA 106).

For further important details regarding this policy, see Appendix 2.

## **5. DISSERTATION PROPOSAL**

Each student must constitute a dissertation committee and submit and defend a dissertation proposal before that committee.

The proposal has two basic aims. On the one hand, it should clearly convey to the dissertation committee: the basic issue or question to be addressed in the dissertation; the method that will be employed to address the issue; the scope that will be covered by the project; the current state of the question in relevant scholarly discussion; and, most importantly, the precise contribution the project will make to that discussion.

On the other hand, the dissertation proposal will also serve the vital, orienting function of directing the student in his or her execution of the project. It will thus necessarily lay out the original intention and structure of the project, and it can serve to guide the student as they make alterations, additions, and subtractions to the original project.

For further important details about the Dissertation Proposal, see Appendix 5: Dissertation Policies & Procedures, Sections I-II.

## **6. DISSERTATION**

Each student must submit a dissertation and successfully defend it before their dissertation committee.

The dissertation is a thesis, approximately 200-275 pages (60,000-85,500 words) in length, including scholarly apparatus. The precise topic, structure, and length of the dissertation is to be determined in consultation with the dissertation Director and the other members of the dissertation committee.

For further important details about the Dissertation Proposal, see Appendix 5: Dissertation Policies & Procedures, Section III.

## **7. RESIDENCY**

Each student must complete three consecutive quarters of full-time residence, i.e., registration for at least eight credit hours each quarter.

## **8. TIME LIMITATIONS**

Students are expected to defend their Dissertation Proposals and become ABD by the end of their fourth year, but by no later than the end of their sixth year. Students should submit and successfully defend their dissertations by the end of their sixth year, but by no later than the end of their tenth year after entering the program.

## **GENERAL DOCTORAL PROGRAM TIMELINE**

### **YEAR ONE**

Student enrolls in a minimum of nine courses over the three quarters of the academic year. The student also works as a Teaching Assistant for two of the three quarters, assigned to assist a faculty member with his or her course.

### **YEAR TWO**

Student enrolls in a minimum of nine courses over the three quarters of the academic year. The student also again works as a Teaching Assistant for two of the three quarters.

Student participates in the Teaching Practicum beginning in the Winter, but they actually register for this course (PHL 697: Graduate Teaching Practicum) in the Spring Quarter. For further details on the Teaching Practicum, see Appendix 5: Teaching Practicum.

Students normally spend the Spring Quarter abroad on the Richardson Fellowship (for details about this fellowship, see Appendix 3: Richardson Fellowship).

In the rare cases when a student does not go abroad on the Richardson Fellowship, they will enroll in a full schedule of nine courses (including the Practicum) over the three quarters of the academic year.

Note 1: An M.A. is awarded after 11 courses (44 quarter hours) have been successfully completed. The student must apply for the formal conferral of the M.A. in order for the student to begin teaching in year three.

Note 2: One second-year student participates in the year-long ENS Exchange Program (for details about this program, see Appendix 4: ENS Exchange Program).

### **YEAR THREE**

Student enrolls in six courses and, in addition, teaches four courses over the three quarters of the academic year.

Student continues to participate in the Teaching Practicum in the Autumn and Winter Quarters.

Student prepares application for the Writing Quarters program. For further details about the relevant structure and timeline for Year Three, see Appendix 7: Writing Quarters, Section I: Year Three.

In addition, student begins work on a Dissertation Proposal. For details about the Dissertation Proposal, see Section 5 above and Appendix 6: Dissertation Procedures & Policies, Sections I-II.

## **YEAR FOUR**

Student enrolls in three courses and teaches four courses over the three quarters of the academic year.

Students qualifying for the Writing Quarters program do not teach during the Spring Quarter. For further details about the structure and timeline for Year Four, see Appendix 7: Writing Quarters, Section I: Year Four.

Student continues work on, completes, and defends a Dissertation Proposal. For departmental policies and further details about the Dissertation Proposal, see Section 5 above and Appendix 6: Dissertation Procedures & Policies, Sections I-II.

## **YEAR FIVE**

Student teaches four courses over the three quarters of the academic year.

Student, who has *not* received the fourth year Writing Quarter, enrolls in PHL 699: Dissertation Research.

Student works on their dissertation project.

For departmental policies and further details about the Dissertation, see Section 6 above and Appendix 6: Dissertation Procedures & Policies, Section III.

Student prepares application for the Writing Quarters program. For further details about the relevant structure and timeline of Year Five, see Appendix 7: Writing Quarters, Section II.

In addition, the student is expected to apply for external grants and fellowships to further support their dissertation research.

## **YEAR SIX**

Student enrolls in PHL 701: Candidacy Continuation and teaches four courses over the three quarters of the academic year.

Students qualifying for the Writing Quarters program do not teach during the Autumn Quarter. For further details about the relevant structure and timeline of Year Six, see Appendix 7: Writing Quarters, Section II.

Students concludes dissertation research, submits their thesis, and participates in an oral defense of their dissertation. For departmental policies and further details about the Dissertation, see Section 6 above and Appendix 6: Dissertation Procedures & Policies, Section III.

## **APPENDIX 1: COURSE DISTRIBUTION LIST**

### **I. History of Western Philosophy: Ancient or Medieval**

PHL 400	SPECIAL TOPICS IN TRADITIONAL PHILOSOPHERS
PHL 410	PLATO I
PHL 411	PLATO II
PHL 415	ARISTOTLE I
PHL 416	ARISTOTLE II
PHL 420	AUGUSTINE
PHL 425	AQUINAS
PHL 500	SPECIAL TOPICS IN THE HISTORY OF PHILOSOPHY

### **II. History of Western Philosophy: Modern or Nineteenth Century**

PHL 400	SPECIAL TOPICS IN TRADITIONAL PHILOSOPHERS
PHL 434	HOBBS
PHL 435	DESCARTES
PHL 437	LOCKE
PHL 438	LEIBNIZ
PHL 440	SPINOZA
PHL 441	ROUSSEAU
PHL 445	HUME
PHL 500	SPECIAL TOPICS IN THE HISTORY OF PHILOSOPHY
PHL 510	KANT I
PHL 511	KANT II
PHL 512	KANT III
PHL 515	HEGEL I
PHL 516	HEGEL II
PHL 517	HOLDERLIN
PHL 518	SCHELLING
PHL 520	MARX I
PHL 521	MARX II
PHL 525	NIETZSCHE

### **III. Contemporary European Philosophy**

PHL 470	PHILOSOPHY OF WITTGENSTEIN
PHL 535	HUSSERL I
PHL 536	HUSSERL II
PHL 550	HEIDEGGER I
PHL 551	HEIDEGGER II
PHL 552	HEIDEGGER III
PHL 557	TOPICS IN CONTINENTAL PHILOSOPHY
PHL 559	FOUCAULT
PHL 560	THE PHILOSOPHY OF GABRIEL MARCEL



PHL 561 LYOTARD  
PHL 565 MERLEAU-PONTY I  
PHL 566 MERLEAU-PONTY II  
PHL 570 SARTRE I  
PHL 571 SARTRE II  
PHL 577 DERRIDA I  
PHL 578 DERRIDA II  
PHL 585 RICOEUR  
PHL 586 METAPHOR AND POETIC LANGUAGE  
PHL 587 READING LEVINAS I  
PHL 588 READING LEVINAS II  
PHL 589 PHILOSOPHY, LITERATURE, COMMUNITY  
PHL 590 TRENDS IN CONTEMPORARY FRENCH PHILOSOPHY

#### **IV. Normative Philosophy**

PHL 443 MEDICAL LEGAL ETHICS  
PHL 522 SOCIAL AND POLITICAL PHILOSOPHY  
PHL 527 PHILOSOPHY, ETHICS, AND ECONOMICS  
PHL 591 CRITICAL RACE THEORY  
PHL 601 SEMINAR ON AESTHETICS  
PHL 629 SEMINAR ON CONTEMPORARY PROBLEMS  
PHL 640 PROBLEMS IN ETHICS  
PHL 641 SEMINAR ON THE CONTINENTAL TRADITION IN ETHICS  
PHL 651 TOPICS IN BUSINESS ETHICS  
PHL 656 SEMINAR ON SOCIAL AND POLITICAL THOUGHT  
PHL 657 TOPICS IN SOCIAL AND POLITICAL THOUGHT  
PHL 660 SEMINAR IN FEMINIST ETHICS  
PHL 661 TOPICS IN FEMINIST THEORY

## **APPENDIX 2: TWO-TRACK COMPLETION OF LANGUAGE REQUIREMENT POLICY**

### **TRACK 1—Traditional Philosophy Department Exam Track**

The student prepares in whatever way he or she deems fit and takes the exams administered by the department. If, in the judgment of the examiner, the student performs on the exam with sufficient proficiency to indicate that he or she will be able to use the language effectively in carrying out his or her future research, the requirement is met.

The exam will be 2 hours long. For ancient languages (Greek, Latin, Chinese), the student can use a hard copy of a dictionary or lexicon (that the student provides) for the entire exam. For modern languages (French, German, Spanish, Italian, etc.), the student can use a hard copy of a dictionary/lexicon (that the student provides) for the final 30 minutes of the exam.

Students may consult the list of previous exam texts on the department network drive (W drive) to get an idea of what kinds of authors or texts have appeared in the past. The text will be marked on the exam itself, indicating the expectation of how much should be translated—although this varies given the language (ancient languages are usually less than other languages), the difficulty of the passage selected, and the page layout, the range is generally between 2-4 pages.

Note that, on the exam, students are *not* expected to exhibit fluency or mastery of the language. The exams are judged on the speed and accuracy of the translation, and the criterion used is simply whether the student can effectively use this language in carrying out his or her future research.

### **TRACK 2—MOL Course Track**

The student can elect to take courses in the Department of Modern Languages in the language of research in which he or she wants to become proficient and thereby fulfill his or her language requirements.

For Greek and Latin, students would take up through GRK/LAT 103 or the first entire year of Greek/Latin and receive a grade of B+ or better every quarter (87% or higher). The students are then *strongly* encouraged to participate regularly in the informal Greek or Latin reading group for a minimum of *one year*.

For French, German, Spanish, Italian, etc., students would take through to FCH/GER/ESP/ITA 106 (second year, third quarter). They would need, on this plan, to receive a grade of B+ or better every quarter (87% or higher). Students beginning from no experience or very little experience of the language in question would then take 6 language courses (FCH/GER/ESP/ITA 101-102-103-104-105-106).

NOTE: If a student has done some study in a language, he or she may pass into a later course in these sequences by passing a MOL Department placement exam. However, in order for this to count toward meeting the student's Graduate Program language requirement, the student must

take *a minimum of one year of course work* (FCH/GER/ESP/ITA 104-105-106) and receive a B+ or higher in each of the three classes.

After this, students are *strongly* encouraged to enroll in the reading classes in FCH or to attend informal reading groups, when they are running, *for a minimum of one year*.

Fulfilling these conditions counts as passing the Graduate Program language requirement.

### **Modifications**

It may be possible, by petition, to have courses outside DePaul's MOL Department count toward meeting the MOL Course Track requirement. If a student takes classes at a reputable institution for language learning (Goethe Institute, Alliance Française, Cervantes, etc.) and passes courses sufficient to receive officially B2 Proficiency, he or she can petition (submitting his or her transcripts and a statement describing the work done in the courses) to the Director of Graduate Studies for approval by the Graduate Affairs Committee to have this count as meeting the Graduate Program language requirement.

### **APPENDIX 3: RICHARDSON FELLOWSHIP**

The Richardson Fellowship is a departmental program that supports language acquisition, foreign academic study, and the forging of foreign professional relations. The program allows students to spend the entirety of the Spring Quarter of their second year in the program doing immersive (in-country) study of a research language, auditing seminars at local universities, and establishing long-term academic relationships with foreign faculty.

The students receive their full stipend for the quarter and, in addition to the Teaching Practicum, they enroll in two DePaul doctoral program courses for this quarter. In consultation with the students, the instructors of these courses assign alternate means for the student to satisfy the requirements for the course while they are abroad.

To apply for the fellowship, students entering their second year in the program are required to submit a letter to the Graduate Affairs Committee setting out their specific plans for making use of the fellowship.

In addition, to take advantage of the fellowship, students must have *no outstanding incompletes* by the beginning of the Spring Quarter of their second year in the program.

Note: The department is unable to offer funds in addition to the stipend to support the student's travel during this period.

### **APPENDIX 4: ÉCOLE NORMALE SUPÉRIEURE (ENS) EXCHANGE PROGRAM**

Each year, the department sends a second-year doctoral student to study for the entire academic year at the prestigious École Normale Supérieure in Paris. The courses taken at the ENS are credited to the student's progress toward degree completion at DePaul. The department, in exchange, hosts an ENS student for year-long study in the doctoral program.

## APPENDIX 5: TEACHING PRACTICUM

The Teaching Practicum in the Department of Philosophy is a multi-faceted program of seminars, workshops, in-class observation or review, and one-on-one meetings with the Teaching Practicum Director. It is designed to help Teaching Fellows prepare to enter the classroom over their second year and then further to support them once they are in the classroom in their third year (and beyond).

### I. TEACHING PRACTICUM SCHEDULE

#### YEAR 2

##### *Winter Quarter*

Meeting 1: Assignments, Readings, and Grading c. Week 3

Writing Assignments, Exams, Reading Questions/Response Papers

Types of Readings/Page Totals per Meeting or Week

Assessment of Student Work/Grading Rubrics

Begin Initial Work on Syllabus for PHL 100 (Due Meeting 3)

Meeting 2: Diversity/Inclusivity Issues c. Week 5

Selecting Readings/Expanding on the Canon

Creating Welcoming Classroom Atmosphere

Articulating Policies on Classroom Conduct in Syllabus

Preparing Minority Instructors for the Classroom

Meeting 3: Syllabus Workshop c. Week 7

PHL 100 Syllabus (Bring finished Syllabus to discuss with Director and other students)

##### *Spring Quarter*

Students Officially Enroll in Teaching Practicum (PHL 697)

#### YEAR 3

##### *Autumn Quarter*

Optional Mentoring Opportunity Orientation Day

Teaching Practicum Director holds office hours to discuss any last-minute issues before third year Teaching Fellows enter the classroom.

Meeting 4: Managing Classroom Dynamics c. Week 3

Strategies for Encouraging Discussion (before and during class)

Tools to Help Students Get the Most out of Lecture

Group Work

Begin Initial Work on Teaching Statement (Due Meeting 6)

Meeting 5: Business Ethics/Multiculturalism/Issues in Sex and Gender c. Week 5

Review of Example Syllabi

Challenges and Strategies Specific to these Courses

Meeting 6: Pedagogy/Teaching Philosophy/Teaching Statement Workshop c. Week 7  
Teaching Statement (Bring finished Teaching Statement to discuss with Director and other students)

*Winter Quarter*

Review of Teaching by Teaching Practicum Director

By appointment

**II. DEPAUL CENTER FOR TEACHING AND LEARNING PEDAGOGY  
CERTIFICATE**

The final element of the Teaching Practicum requires that students attend 5 Teaching and Learning Workshops over the course of their second and third years.

In addition to being necessary to pass the Practicum, attendance at these Workshops will result in the student receiving a Pedagogy Certificate from the DePaul Center for Teaching and Learning. The Center will monitor attendance at the Workshops and grant the certificate once it has been earned.

Attendant Policies

1. Failure to attend all sessions of the Teaching Practicum, unless an absence has been cleared by the Teaching Practicum Director, and failure to complete the Teaching Certificate by the end of the Spring Quarter will result in the student being *ineligible* for the Fourth Year Proposal Writing Quarter

## **APPENDIX 6: DISSERTATION POLICIES & PROCEDURES**

The following presents the various steps involved in arriving at a finished dissertation, from forming a committee, to writing and defending the proposal, to making changes (if necessary) to the dissertation's contents and to the constitution of the committee, all the way to composing and defending the dissertation.

### **I. COMMITTEE**

#### **A. General**

By the end of the Autumn Quarter of his or her fourth year in the graduate program, a student is to assemble a dissertation committee.

The student is to constitute a committee with expertise appropriate to the chosen field of study and, in so doing, he or she should solicit advice from a broad range of faculty.

In particular, students should consider and consult with faculty members who have published or taught seminars devoted to topics or figures that are central to a student's selected field of study regarding the composition of an appropriate dissertation committee.

In addition, students should also consider and commit to developing an ongoing rapport with the members of the committee that is founded on substantive constructive critique and development.

The formation of the committee is to be the result of a consensus of all those involved.

#### **B. Composition**

The dissertation committee is to be comprised of a Director (where appropriate, there may be Co-Directors) and no less than two and no more than three Readers.

At least one of the Director(s) of the committee must be a tenured (Associate Professor or Professor) member of the Department of Philosophy. However, where the subject matter of the dissertation project warrants an untenured faculty member serving as the Director, the student may petition the Graduate Affairs Committee for an exception to this requirement.

The Readers may be tenured or untenured members of the Department of Philosophy.

Where the subject matter of the dissertation project warrants, and with the approval of the dissertation Director, the third Reader may be a faculty member from another department or from another institution.

#### **C. Committee Responsibilities**

The responsibilities of the dissertation committee are to advise the student on the formulation of an appropriate research topic and plan, assess the student's relevant skills (e.g., language

preparation, current knowledge of the field, etc.), and review the progress of the student's ongoing research.

In pursuit of these obligations, the committee, under the guidance of the dissertation Director, shall assist the student in preparing a Dissertation Proposal and, when agreed, shall conduct an oral defense of the proposal (see section entitled Proposal for all requirements concerning the proposal).

Once the proposal has been successfully defended, the student is to prepare and submit a brief report of research progress to the entire dissertation committee once a year, corresponding with the Graduate Student Reviews (and the document should be included with the review documents). This report is to be between 300 and 900 words and it is to describe both the work accomplished since the preceding submission and that which is projected to be completed in the foreseeable future. It may also include any issues or problems that have arisen in the course of conducting research or in writing.

When the student and the committee agree that the project is complete, the dissertation committee shall conduct a public, oral defense of the dissertation (see Dissertation Policies and Procedures, Section III. Dissertation for requirements concerning the dissertation).

Throughout the entire process, the committee shall have the authority, under the guidance of the dissertation Director, to require supplemental research as well as the revision or rewriting of any portion or of all of the Dissertation Proposal or of the dissertation itself.

#### **D. Constitution**

Once the dissertation committee has been agreed upon, the student is to submit a Dissertation Committee Constitution Form to the Director of Graduate Studies for review and possible comment by the Graduate Affairs Committee. A student making reasonable progress through the program will have defended his or her proposal by the end of his or her fourth year, and by the very latest by the end of his or her fifth year.

The Dissertation Committee Constitution Form should be submitted, with the signatures of all committee members, at least two weeks prior to the projected date of the proposal defense. As stated on the form, the student should also submit at this time an approx. 200 word précis of the dissertation project (a short summary of the projected dissertation's main thesis and argument, including the central figures and texts it will cover), as well as a brief chapter outline. Once it has been submitted, the Director of Graduate Studies will distribute the materials to the Graduate Affairs Committee, solicit its feedback, and communicate to the student and his or her dissertation Director any suggestions or advice about the committee or about the execution of the project that the Graduate Affairs Committee may have.

The Graduate Affairs Committee will then register the dissertation committee and finalized form and, upon the completion of this process, the dissertation committee will be officially constituted.



## **E. Changes to a Constituted Committee**

In unusual and rare circumstances, the composition of the dissertation committee may be changed:

### *a. Changes in Readers*

Should either a student or a Director come to believe that a Reader serving on a duly constituted dissertation committee is no longer participating in the work of the committee in a constructive critical fashion or that the focus of the project has changed such that the Reader is no longer deemed, by the student or a Director, to be best suited for the project, then the Director, in consultation with the student, is to seek to mediate and resolve any differences.

If a genuine effort has been made to affect this result, but to no avail, then the dissertation Director is to notify the Director of Graduate Studies in writing that a change in the composition of the dissertation committee is desired, providing an explanation for this action, and submitting a replacement candidate.

Should a Reader serving on a duly constituted dissertation committee come to believe that he or she is no longer able to participate in the work of the committee in a constructive critical fashion or that the focus of the project has changed such that he or she is no longer best suited for the project, then the Director, in consultation with the student, is to seek to mediate and resolve any differences.

If a genuine effort has been made to affect this result, but to no avail, then the dissertation Director is to notify the Director of Graduate Studies in writing that a change in the composition of the dissertation committee is desired, providing an explanation for this action, and submitting a replacement candidate.

The Director of Graduate Studies is to report any of these changes to the Graduate Affairs Committee for review and, where the Committee deems appropriate, any advice about the change will be communicated to the Director and the student.

In those cases where the committee member in question is also a member of the Graduate Affairs Committee, the faculty member must recuse him- or herself from the discussions of the Committee as it reviews the notice.

After any desired consultation by the Graduate Affairs Committee with the dissertation Director, the new composition of the committee will be registered and considered official.

In this situation, the student and the committee may continue his or her work from where it had been suspended.

*b. Changes in Director*

i. Student Initiated

Should a student change the focus of their research or come to believe that the Director is not participating in the work of the committee in a constructive critical fashion or that the relationship between the student and the Director has become unworkable, then the student may request that the Director of Graduate Studies and the Chair of the Department seek to mediate and resolve any differences.

If the dissertation Director is also the Director of Graduate Studies or the Chair of the Department, then the Director must recuse him- or herself from this process. The other administrative officer is then solely in charge of the mediation process.

If a genuine effort has been made to affect this result, but to no avail, then the student is to notify the Director of Graduate Studies in writing that a change of Director is desired, providing an explanation for this action, and submitting a replacement candidate.

The Director of Graduate Studies is to report this change to the Graduate Affairs Committee for review and, where the Committee deems appropriate, any advice about the change will be communicated to the Director and the student.

In those cases where the dissertation Director in question is also a member of the Graduate Affairs Committee, the faculty member must recuse him- or herself from the deliberations of the Committee as it reviews the notice.

After any desired consultation by the Graduate Affairs Committee with the student, the new composition of the committee will be registered and considered official.

In this situation, the previously constituted committee is considered dissolved and the student must begin the process of assembling a new committee again, including preparing and defending a Dissertation Proposal under the guidance of the new Director and the newly constituted committee.

ii. Director Initiated

Should a Director come to believe that he or she cannot participate in the work of the committee in a constructive critical fashion or that the relationship with the student or other committee members has become unworkable or that the focus of the project has shifted so significantly that he or she believes that he or she is no longer the best faculty member suited to direct the project, then the Director may request that the Director of Graduate Studies and the Chair of the Department seek to mediate and resolve any differences.

If the dissertation Director is also the Director of Graduate Studies or the Chair of the Department, then the Director must recuse him- or herself from this process. The other administrative officer is then solely in charge of the mediation process.

If a genuine effort has been made to affect this result, but to no avail, then the Director may notify the Director of Graduate Studies in writing that a change of Director is desired, providing an explanation for this action.

The Director of Graduate Studies is to report this change to the Graduate Affairs Committee for review and, where the Committee deems appropriate, any advice about the change will be communicated to the Director and the student.

In those cases where the dissertation Director in question is also a member of the Graduate Affairs Committee, the faculty member must recuse him- or herself from the deliberations of the Committee as it reviews the notice.

After any desired consultation by the Graduate Affairs Committee with the Director, the committee will be considered officially dissolved.

In this situation, the student must begin the process of assembling a new committee, including preparing and defending a Dissertation Proposal under the guidance of the new Director and the newly constituted committee.

### *c. Departure of Faculty Member from the Department*

In the event that either the Director or a Reader leaves the department, he or she may, if willing and able, continue to serve on a duly constituted dissertation committee for up to one year after the end of his or her employment at DePaul. After which time, he or she may serve as an outside reader only. According to the already articulated policies regarding a change in director, this requires another official proposal and official defense. However, this requirement can be waived at the discretion of the new director.

## **II. PROPOSAL**

The student should speak with his or her Director concerning the aims, format, and length of the proposal. Different Directors will ask for different elements in the proposal, and there may even be requirements that are specific to a given project or student.

That being said, the following are some general guidelines concerning dissertation proposals.

### **A. The Aims of the Proposal**

The dissertation proposal has two basic aims, as it relates to its two audiences—i.e., the student's committee members and the student him- or herself during the subsequent research and writing of the thesis.

On the one hand, from the proposal, the committee should come to understand very clearly the following five things:

- (1) the basic issue or question to be addressed in the dissertation;
- (2) the method that will be employed to address the issue;
- (3) a table of contents or chapter outline, presenting in some detail the contents of each chapter;
- (4) the scope that will be covered by the project;
- (5) the current state of the question in relevant scholarly discussion; and
- (6) the precise contribution the project will make to that discussion.

On the basis of these six pieces of information, the committee will be able to evaluate the intellectual merit, the viability, and the marketability of the proposed dissertation project.

On the other hand, the successful dissertation proposal will also serve to direct the student in his or her execution of the project. Because of the length of time over which this project must be carried out, this is an extremely important function of the proposal. The student will likely return to the proposal again and again, both to touch base with the original intention and structure of the project, as well as to make self-conscious alterations, additions, and subtractions to that project. The student should, thus, construct the proposal accordingly, keeping in mind that it will have to serve this vital, orienting function during the writing process.

## **B. Elements and Format of the Proposal**

Although, as mentioned above, the elements required in a proposal may well differ to some extent according to the Director, the student, and even the project itself, a typical dissertation proposal will accomplish the above-stated purposes by including the following elements:

- Brief Abstract

The abstract should be approximately 200-350 words. It should summarize the thesis and main argument of the project.

- Outline

The outline should include all of the main steps of the argument, though not every single step. It should be clear from this what each chapter accomplishes as a unit, what it contributes to the argument, and why it contains the subsections it does.

- Summary Presentation

The summary of the entire project should be approximately 4500-6000 words. It should lay out, in clear terms, the single, unifying claim that the dissertation will make, situating that claim both in the broader philosophical discussion and clarifying the argument, chapter by chapter, that will be set out in support of it.

As stated above, the proposal should be sure to make perfectly clear, (1) the basic issue or question to be addressed in the dissertation; (2) the method that will be employed to address the issue; (3) the scope that will be covered by the project; (4) the current state of the question in relevant scholarly discussion; and (5) the precise contribution that this project will make to that discussion.

- **Bibliography**

The bibliography should include full bibliographic data for all primary and main secondary sources that the student anticipates using in the course of his or her research on the project.

As with the basic plan of the dissertation, this initial bibliography will surely change during the researching and writing according to the specific exigencies and interests of the student's project. However, at this point, the student must show that he or she is familiar with all the most important and central works pertaining to this subject.

### **C. The Proposal Defense**

Once the proposal has been written, it should be reviewed by the Director and by all members of the committee.

Once the members have had the opportunity to request any changes or clarifications, a defense is to be scheduled in which the committee and the student will come together to assess the merit and viability of the project.

The student is to submit the final draft of the proposal to all members of his or her committee at least 2 weeks prior to the meeting, unless otherwise directed.

At the defense, the student will generally give a 10-minute summary presentation of the project, reviewing its central aim, argument, and contribution to the scholarly discussion.

The members of the committee will then ask questions and raise issues that they believe remain outstanding concerning the project. The student is required to address these concerns to the full satisfaction of the committee.

The proposal defense will typically last between 1.5 and 2 hours.

At its conclusion, the committee will determine whether or not the project is defined sufficiently to begin work on it, whether it is worthy of pursuing, and whether it can be completed in an acceptable time-span (between 2-5 years).

If the judgment is positive, the committee will sign off on the project using the official form for recording a successful proposal defense and the student may begin work.

If outstanding issues remain in the judgment of the committee, then the student will be required to revise the proposal before the committee signs the required forms, and if the committee decides that there are serious reservations about the project or the student's ability to complete it, the student will be required to propose again and would then undergo another proposal defense.

### **III. DISSERTATION**

#### **A. The Completed Dissertation**

The dissertation should be approximately 200-275 pages (60,000-85,000 words), including scholarly apparatus, in length. The topic, structure, and length of the dissertation will depend on the demands of the topic and should be determined in discussion with the dissertation Director and the other members of the dissertation committee.

#### **B. The Dissertation Defense**

Ideally the defense should take place at the end of the 6<sup>th</sup> year, but no later than the end of the 9<sup>th</sup> year. Exceptions may be granted on a case-by-case basis.

##### *a. Planning of the Defense*

Once the dissertation has been written, it should be submitted to the Director, whose approval is necessary for the setting of a defense date. This approval does not guarantee that the Director will vote for the dissertation's passing at the defense, but it does imply that the Director deems the dissertation ready to be judged by the entire committee. The dissertation Director might call for revisions prior to the setting of a dissertation defense. All other degree requirements (course work, language exams, etc.) must be met prior to the setting of the defense date.

Before setting a date, either the Director or the graduate student in consultation with the Director should consult with the other members of the committee, ensuring that they are available to read the dissertation and participate in the defense (this participation can be electronic although it is not recommended that more than one committee member participate electronically). If a committee member can participate neither in person nor electronically, comments can be sent to the Chair ahead of time (only one such absent member is permitted).

The committee should be given at least a month to read the dissertation. The graduate student must submit the dissertation electronically to the committee members by the agreed upon date.

##### *b. Format of the Defense*

The defense is typically 2 -2.5 hours long. It is a public event and should be announced to the entire philosophy department.

The defense begins with a 10-15 minute statement from the graduate student, offering a brief summary of the project and, typically, some comments about future research that will follow from it. This statement has a dual audience, both the committee and other attendees who may not have read the dissertation. The defense will then proceed with each committee member asking questions of the graduate student. The order of the speakers will be decided by the Director, with the Director typically going last. The Director will also decide whether committee members can ask follow up questions to each other's questions or whether they should complete their comments before another member joins in. Once all committee members have completed their remarks, the floor should be opened for other defense attendees to ask questions.

Once all questions have been asked or the time limits have been reached, the Director will conclude the discussion and the committee members will begin their private deliberations.

The committee then votes, with a majority needed for any outcome (see below for possible outcomes). If there are 4 committee members a tie is not sufficient to determine any given outcome, so a majority vote must be negotiated. If a committee member is unable to participate, and so has sent in comments, a vote should be submitted ahead of time to the Director.

i. Possible Outcomes

There are five possible outcomes:

- a. the dissertation can be passed
- b. it can be passed with honors
- c. it can be passed with the need for revisions
- d. the committee can ask for revisions needed for further review, prior to a decision being made on whether it will be passed
- e. it can be failed without the possibility of revisions

Once the committee's deliberations are completed, the members sign the Dissertation Defense Form, and then they announce the result to the graduate student.

If the committee has either passed the dissertation or a passed it with honors (a or b), the student should follow the procedures outlined by the LAS Graduate Office for its electronic submission, and graduation This includes submitting a dissertation abstract. The dissertation Director should change the student's PHL 699, Dissertation Research course grade from an incomplete to an A.

If the dissertation has been passed with revisions required (c), the revisions should be completed within a year and the revised dissertation submitted to the Director, whose approval is required before it can be submitted to the college. If revisions are required prior to a decision being made on whether the dissertation passes (d), the revised dissertation should be submitted to the Director and the other members of the committee within a year. The committee will review the revised dissertation and will, in a timely fashion, meet and judge the work (all 5 outcomes are once again possible). Only one

attempt at a revision is allowed. If the attempted revision is rejected by the committee, this entails option (e) above.

If the dissertation is failed (e), and it should be noted that this is a rare occurrence, the student should meet with his or her Director in order to decide whether further work on the dissertation can bring it into line with the committee's expectations. This would require a further dissertation defense. Only one further defense is allowed.

While the decision of the committee is made independently, any concerns that the graduate student might have should be brought to the Director of Graduate Studies (or to the Department Chair if the Director of Graduate Studies is on the committee; if both are on the committee such concerns can be brought to any other member of the Graduate Affairs Committee) who can relay them to the Graduate Affairs Committee.

ii. Celebrations

The department recommends that all successful dissertation defenses be appropriately celebrated, although, unfortunately, there are no department funds available.



## APPENDIX 7: WRITING QUARTERS

All students, provided they have made satisfactory progress through the doctoral program, will receive Writing Quarter support in Year 4 and Year 6. This means that these students will be paid as though they are teaching one course that quarter and will not teach, but will focus entirely on completing their dissertation proposal (in Spring of Year 4) and then completing their dissertations (in Fall of Year 6). In order to receive this support, however, students must proceed through the program on the timeline laid out below.

### I. Timeline for Dissertation Proposal Writing Quarter in Year Four

#### YEAR THREE

##### Winter Quarter

Have preliminary discussions with faculty toward the writing of the proposal

Attend Dissertation Proposal Writing Meeting for 3<sup>rd</sup> Year Students **c. Week 8**

##### Spring Quarter

Submit Preliminary Dissertation Plan to DGS (150 words or less), indicating basic area/question/figure and identifying Dissertation Director **May 1<sup>st</sup>**

GAC grants or denies the Quarter for Proposal Writing **June 1<sup>st</sup>**

#### YEAR FOUR

##### Autumn and Winter Quarters—Teaching Quarters

Meet with Dissertation Director to Discuss Bibliography and to Begin Identifying Committee Members **Autumn**

Set Proposal defense date for end of Spring Quarter **Winter**

##### Spring Quarter—No Teaching

Set *15-30 Books or Articles* for Dissertation Proposal Reading List **Early Spring**

Enroll in PHL 699—Dissertation Research (Reading List)  
Note: At the discretion of the Dissertation Director, this will often involve the student submitting, by the end of the quarter, an Annotated Bibliography of the sources on the agreed upon Reading List

Write Proposal **Spring**  
Defend Proposal **Weeks 8-10**

## II. Timeline for Dissertation Completion Writing Quarter in Year Six

### YEAR FIVE

#### Autumn Quarter

Begin Dissertation Writing

#### Spring Quarter

Meet with Dissertation Director to determine the status of the project and the likelihood of finishing by the end of Year Six. If completion within one year is likely, then submit timeline for dissertation completion to DGS (150 words or less), with letter of endorsement from Dissertation Director. **May 1<sup>st</sup>**

GAC grants or denies the Quarter for Dissertation Completion **June 1<sup>st</sup>**

### YEAR SIX

#### Autumn Quarter— No Teaching

Meet regularly with Dissertation Director  
Work toward completing dissertation **Winter**

#### Winter Quarter— Teaching Quarter

Meet regularly with Dissertation Director **Winter**

#### Spring Quarter—Teaching Quarter

Set defense date **Early Spring**  
Distribute completed Dissertation 30 days prior to defense date  
Defend dissertation **Week 8-10**  
**(or Early Autumn at latest)**

#### Attendant Policies

1. Students cannot be teaching at all during their Writing Quarters, neither another course at DePaul nor a course at another institution.
2. Students must complete all previous requirements in order to be considered eligible for Writing Quarters. They can have *no outstanding incompletes* in any course and they must have *at least one* of their language requirements met to be considered by the GAC in the Spring Quarter of the year prior to when the Writing Quarter is to be granted.

## **APPENDIX 8: CERTIFICATES**

### **I. Graduate Certificate in Bioethics**

The Graduate Certificate in Bioethics is an option for doctoral candidates in Philosophy who want (a) to cultivate their ability to engage in critical analysis of bioethical issues, and (b) to train to teach bioethics, biomedical ethics, or medical ethics to a variety of different kinds of students.

The Certificate requirements are as follows:

#### **i. Course Requirements**

A minimum of 16 quarter hours including:

PHL 529 THE PHILOSOPHICAL FOUNDATIONS OF BIOETHICS

Select three other approved elective courses within the DePaul Philosophy Department's graduate offerings. The electives can be selected from the following courses:

PHL 416 ARISTOTLE II

PHL 425 AQUINAS

PHL 511 KANT II

PHL 520 MARX I

or PHL 521 MARX II

PHL 641 SEMINAR ON THE CONTINENTAL TRADITION IN ETHICS

PHL 656 SEMINAR ON SOCIAL AND POLITICAL THOUGHT

PHL 660 SEMINAR IN FEMINIST ETHICS

PHL 661 TOPICS IN FEMINIST THEORY

#### **ii. Training/Teaching Requirements**

1. Students must participate in the Biomedical Ethics Training Program (which includes observing a section of PHL 229: Biomedical Ethics for an entire quarter and participating in several concurrent pedagogical sessions) or serve as a Teaching Assistant for PHL 229 BIOMEDICAL ETHICS with a tenured or tenure-line faculty member.
2. Upon completion of the training program or assistantship, students must teach at least two sections of Biomedical Ethics (PHL 229).

Applicants apply for the Certificate by sending a letter of intent to the Director of Graduate Studies. Applicants agree to make the above required courses part of their program of study for the Ph.D. and must maintain a B average in all Certificate courses.

## II. Graduate Certificate in Business Ethics

The Graduate Certificate in Business Ethics is an option for doctoral students in Philosophy who want to gain a competency in business ethics, qualifying them to teach undergraduate and MBA courses in that subject. This Certificate does not require a dissertation in applied ethics. Rather it is designed to give students, regardless of their area of specialization, a strong background in business ethics so that they will be competent and competitive in the academic market, as well as comfortable teaching business ethics both at DePaul and in their academic careers.

A minimum of 16 quarter hours including:

PHL 527 PHILOSOPHY, ETHICS, AND ECONOMICS  
or PHL 640 PROBLEMS IN ETHICS

MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL  
BEHAVIOR (or another graduate level course in Commerce approved by the Certificate Chair)

PHL 641 SEMINAR ON THE CONTINENTAL TRADITION IN ETHICS

Select one other approved elective course within the DePaul Philosophy Department's graduate offerings. The elective can be selected from the following courses:

PHL 437 LOCKE  
PHL 441 ROUSSEAU  
PHL 520 MARX I  
or PHL 521 MARX II  
PHL 559 FOUCAULT  
PHL 651 TOPICS IN BUSINESS ETHICS  
PHL 656 SEMINAR ON SOCIAL AND POLITICAL THOUGHT

### Additional Requirements

1. Students will be required to teach two Business Ethics courses as part of their regular yearly teaching assignments while in the doctoral program.
2. Students must attend and participate in at least one professional conference or complete an internship in applied ethics.

Applicants can apply by sending a letter of intent to the Certificate Chair and the Director of Graduate Studies. Applicants must have at least a B average and will agree to take the above required courses as part of their program of study for the Ph.D.

### **III. Certificate in Women's and Gender Studies**

The Women's and Gender Studies Graduate Certificate Program at DePaul University is available both to non-degree seeking students and to students in other DePaul graduate degree programs.

The Program's requirements are:

- WGS 400 FEMINIST THEORIES (offered Fall Quarter only): 4 credits
- Select three graduate-level elective courses: 12 credits

It is highly recommended that students take the foundational course, WGS 400, prior to the other required three WGS electives. The elective courses may be taken from the Women's and Gender Studies offerings and/or from courses in other departments and programs in the College of Liberal Arts and Social Sciences that have been approved by the Department of Women's and Gender Studies. All three elective courses must not be from the same department or program.