

BOSTON COLLEGE
DEPARTMENT OF PHILOSOPHY
GRADUATE STUDIES HANDBOOK

Introduction

The Department offers a comprehensive program in the history and problems of philosophy, allowing for concentration in the following areas: ancient philosophy; medieval philosophy; early modern philosophy; continental European philosophy from Kant to the present; social and political philosophy; epistemology; and philosophy of science. A significant feature of the program is the extensive and diverse range of courses available to graduate students every semester.

The department offers an M.A. program and a Ph.D. program as well as a 5th year BA/MA. The graduate director and the graduate committee administer these programs. The graduate committee is composed of the chair person (or the assistant chair), the graduate program director, the M.A. coordinator, the placement director, the teaching seminar instructor and the graduate program assistant. The admissions committee is composed of the graduate committee plus additional faculty members as needed.

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THE M.A. PROGRAM

1. In a nutshell

- In normally two years (full-time), the students earn a Master of Arts degree while following a large variety of courses and acquiring experience as members of an academic community through their participation in workshops, conferences, and seminars.
- An M.A. coordinator, member of the graduate committee, particularly oversees the program and organizes specific activities for the whole cohort of M.A. students (for instance, preparation to Ph.D. programs application). In addition, each student is personally advised by a faculty member (see paragraph 3, below).
- The program may be taken on a full-time basis or on a part-time basis. The time limit is five years (see paragraph 6, below).
- Funding and tuition remission from the Morrissey Graduate School or Arts and Sciences are not normally available for students in the M.A. program. For other forms of financial aid, see the section “Resources for the M.A. and Ph.D. Students,” below.

2. Requirements for the degree

- 30 credits (10 philosophy courses, or 8 philosophy courses and an M.A. thesis)
- Proficiency in one foreign language
- Getting the grade “passed” or higher for a qualifying paper.

2.1. Course Work

- The department offers courses intended exclusively for graduate students (course number between 7000 and 9999) as well as courses intended both for undergraduate and graduate students (number between 5000 and 6999). Both sorts of courses may be applied to the fulfillment of the course work requirement (30 credits). Some courses in other departments are cross-listed. See “2. Course Selection” and “4. Registration” in the “Other Procedures and Regulations” section, below.
- Students who have completed one full semester of graduate work may apply for transfer credit for up to two (2) graduate courses (6 credits) taken prior to entrance to the program and not applied to another degree program, subject to approval by the Graduate Committee. Only courses in which a student has received a grade of B or better, and which have not been applied to a prior degree, will be accepted. See also “7. Transfer of Credit” in the “Other Procedures and Regulations” section, below.
- Students may ask faculty to offer Reading and Research Courses (PHIL7799). See “3. Reading and Research” in the “Other Procedures and Regulations” section, below.
- After approval by the program director, students may cross-register for (not cross-listed) philosophy-relevant courses offered in other departments at BC or in some other universities. See “5. Cross-Registration” in the “Other Procedures and Regulations” section, below.

2.2. M.A. Thesis

- A student may write an M.A. thesis on two consecutive semesters in place of two courses (6 credits).
- It is the responsibility of the student to secure a thesis supervisor and second reader and to prepare a thesis proposal.
- A copy of the proposal and the names of the supervisor and second reader must be presented to the program director prior to registering for the thesis.
- Students writing a thesis must register for two semesters of PHIL888801 Master's Thesis.
- The typescript of the thesis must be prepared according to a recognized manual of style (e.g., the MLA) and to the formal specifications of the Morrissey Graduate School. See the thesis checklist page (<https://www.bc.edu/content/bc-web/schools/mcas/graduate/current-graduate-students/thesis-checklist.html> - *elements_of_your_thesis*) and use the template downloadable on that page.
- For the validation of the thesis ("Signature Page" to be filled at the end of the defense), the online submission of the thesis, and the debriefing form, see again the thesis link (above). The student should get the Signature Page from that web page or ask the program assistant. It has to be signed either with "wet ink" (i.e. a printed, hard copy is signed with a pen) or with certified digital signatures (such as the ones that can be created in Acrobat), to the exclusion of any other method. Complete regulations and instructions for electronic and "wet ink" signatures can be found on the MCAS Graduate Website: <https://www.bc.edu/content/bc-web/schools/mcas/graduate/current-graduate-students/thesis-checklist.html> - *thesis_checklist*.

2.3. Language Proficiency

- M.A. candidates must demonstrate proficiency in one foreign language of their choice. This foreign, non-English language can be the native language of a student. However, students are encouraged to take advantage of the possibility of courses at BC (see below) to acquire a new language. They should talk with their advisor about which language is most suitable for their study plans.
- Proficiency may be demonstrated by 1. having received a grade of "B" or better in two semesters of a language class at the elementary college level or one semester at the intermediate college level, or 2. receiving the grade of "B" or better in a language class for graduate students at Boston College, or 3. depending on the language, by passing the department's own language examination (for further information on this exam, please consult the program assistant), or 4. in the case of a native foreign language, by documentation showing that the student has formally studied in this language at high school level or higher.
- To establish satisfaction of the requirement, please use the form in Attachment 7 of this handbook.
- Students may take a language course at Boston College at a reduced rate of tuition (Credit Variation Form: <https://drive.google.com/file/d/1Px4SzWFWODI4-i8BxgFRhvVYNPOC1hcL/view?usp=sharing>) which should be filled out and sent to Sarah Dustin Smith. Please see "Support for Language Study" in the "Other Resources" section, below, and consult the program administrative assistant. Language courses do not count towards the philosophy coursework requirement.

2.4. M.A. Qualifying Paper

- In addition to their course work, the students must write and submit a research paper, called “qualifying paper,” on a topic of their choice. The students must work with a *qualifying paper mentor* (of their choosing) on this paper. It may (but does not have to) be derived from a term paper (but it must be different from the M.A. thesis if the student has undertaken one). **See the detailed guidelines and criteria in Attachment 3 of the present handbook.**
- The maximum length of the paper is 7,000 words, abstract and bibliography included. The minimum length is to be determined with the mentor, depending on the topic, the approach, etc. The standard for the grading is a good research paper that demonstrates clarity of writing, solid argumentation, and familiarity with primary and secondary sources when applicable.
- The paper must be submitted via the online form <https://forms.gle/aL8J59nvFazuqQe56> by **November 1** in the semester before the last in the program. The qualifying paper mentor must approve the paper prior to submission. Students applying to Ph.D. programs will have their graded paper in time for possible use as a writing sample.
- The student may also submit up to three faculty names (from the department only) as preferred graders, excluding the mentor under whose guidance the paper has been prepared. As this is a blind referee process, students should not ask the referee in advance. When the paper is derived from a term paper, the course instructor may be included, except if he/she was also the mentor for the paper.
- The program director chooses two faculty members. While trying to find the most suitable graders, he/she is not bound by the names submitted by the students, as he/she will spread out equally the work across the faculty, with a cap of three papers per faculty member.
- The two graders will each turn in a minimum one-page (approximately 300-word) report with their remarks and advice for improvement (especially in view of making the paper a good writing sample for future applications), and the final grade they have determined after consulting with each other (see below). Additionally, the paper can be annotated in electronic form.
- The grade and the reports, together with the names of the graders, are made available to the student so that the student can request a meeting with the graders in order to get more feedback if needed.
- The grades are Passed with Distinction, Passed, Revise and Resubmit, and Failed.
- If after consulting with each other the two graders do not settle on the same grade, the lower grade is adopted. For example, “Distinction” from one grader and “Passed” from the other results in the final grade “Passed.” Similarly, “Failed” from one grader results in the final grade “Failed.” If, however one of the graders disagrees with this outcome of “Failed,” the program director asks a third faculty member to grade the paper. If the third grader concurs with the grade of “Failed,” the grade is “Failed.” Otherwise, the grade is “Revise and Resubmit.”
- The qualifying paper must receive at least “Passed” for a student to graduate. Students who receive a “Revise and Resubmit” do not have to wait until the next semester's deadline to

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resubmit. A “Fail” does require waiting until the next official deadline. Please refer to Attachment 3 for complete details.

3. Advisement

- Each student will be assigned a faculty member as academic advisor. To help in making the assignment as well adjusted as possible, incoming students should complete by August 15 the online Advisement Questionnaire <https://forms.gle/S8J5AG9jNbxH5Vq5A>.
- Check the Advising Guidelines in Attachment 1 of this handbook. Students are encouraged to be proactive. They should be in touch with their advisor early and often. Their advisor will help them design a sound course of studies, navigate the program requirements, prepare the qualifying paper, assess their progress toward the degree, resolve difficulties, and elaborate plans for the future. In addition, students should not hesitate to talk to the M.A. coordinator or the graduate program director.

4. Standing

- A student will be deemed to be making poor progress toward completion of the degree when accumulating two (2) or more Incompletes turned into F for course work (see “Incompletes” in the “Other Procedures and Regulations” section, below), and/or two (2) or more grades of C or less.
- Any student in this situation must meet immediately with the M.A. coordinator or the program director, who will give specific directions for what must be accomplished to return to good standing.
- Students can be removed from the program after being in bad standing for two years.
- Students with three or more F’s are barred from registration for further courses.
- By Graduate School policy, students are expected to maintain a minimum cumulative GPA of 3.00.

5. Graduation

- In order to graduate, the students must have satisfied all the requirements to the degree and must fill the online graduation preparation form: <https://forms.gle/TmSpYayJ2ov1sf1U7>.
- There are three possible graduation months: May, August, and December. See in paragraph 8, below, recommendations regarding the different deadlines.

6. Time Limit

- The M.A. candidates must complete all the requirements for the Master’s degree within five consecutive years from the date of acceptance into the program.
- Extensions are permitted only with the approval of the graduate committee and of the dean of the Morrissey Graduate School of Arts and Sciences. Use the petition form on bc.edu/content/dam/bc1/schools/mcas/gsas/pdf/Petition%20For%20Extension%20of%20Time.pdf.

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- By university policy, graduate students in degree programs must register each semester until they graduate. If, temporarily, they cannot attend the program, they have to apply for a leave of absence with the dean of the Morrissey Graduate School. See the form in Attachment 2 of this handbook and the *Leaves of Absence* tab on the Graduate School webpage: <https://www.bc.edu/content/bc-web/schools/mcas/graduate/current-graduate-students/policies-and-procedures.html>.

7. Morrissey Graduate School Regulations

- In addition to the regulations above, please familiarize yourself with the policies and procedures of the Graduate School by visiting its web site: <https://www.bc.edu/content/bc-web/schools/mcas/graduate/current-graduate-students.html>.

8. Important Deadlines

Students should make sure to check BC academic calendar [www.bc.edu/bc-web/offices/student-services/registrar/academic-calendar.html], or to consult the program assistant, for these deadlines:

Fall semester	Last day for grad students to drop or add classes online Last day for submitting a qualifying paper Last day for filling and submitting the graduation preparation questionnaire for a December graduation Last day for filing online with the grad school for a December graduation Last day for submitting signed and approved copies of M.A. theses for a December graduation
Spring semester	Last day for grad students to drop or add classes online Last day for submitting a qualifying paper Last day for filling and submitting the graduation preparation questionnaire for a May or August graduation Last day for filing online with the grad school for a May or August graduation Last day for submitting signed and approved copies of M.A. theses for May or August graduation

A Quick Guide to Your First Year in the M.A. Program

What should you do *before* school starts?

- **Respond to the online Advising Questionnaire by August 15** <https://forms.gle/ZjYtLZpXzWvcN7AL7>. It is on this basis that you will be assigned an academic advisor in the department.
- **Check the Graduate School web page** (bc.edu/bc-web/schools/mcas/graduate/admission/admitted-students.html), **and the Student Services pages** (<https://www.bc.edu/bc-web/offices/student-services.html>) on BC's website.
- If you are an international student, you must register with the **Office of International Students and Scholars** (bc.edu/offices/oiss/).
- **Medical Insurance:** Massachusetts law requires all full-time students to be covered by a health insurance plan. Please check the relevant Students Services information pages and the University Health Services pages on BC website: <https://www.bc.edu/bc-web/offices/student-affairs/sites/university-health-services/forms.html>.
- **Look over the courses offered** on Course Information and Schedule (bc.edu/bc-web/offices/student-services/registrar/course-info-schedule.html). See also "2. Course Selection" in the section "Other Regulations and Policies" of this handbook. Graduate courses are those that are coded 5000 or above. Classes that meet 3 times a week are 50 minutes, classes that meet 2 times a week are 75 minutes, and courses that meet once a week are generally 140 to 150 minutes.
- For a full-time, 2-year program, it is recommended to take 5 courses each year; so, one probably should register for 2 or 3 courses for the fall semester; and for 3 or 2 next spring.
- **Register for Classes** (see "4. Registration" and "5. Cross-Registration" in the "Other Procedures and Regulations" section, below).
- **Come to Campus:** As soon as possible, come to campus to get an Eagle One ID card.
- **Stop by the Philosophy Department:** The graduate program assistant works on an academic year schedule from mid-August to mid-June on the third floor of the north wing of Stokes Hall.
- **Make sure to attend the orientation meeting** organized at the beginning of the semester (information regarding the orientation meeting will be sent via email).
- **Get in touch with your academic advisor** as soon as you have been notified to whom you have been assigned.

With whom should you talk if you have any questions?

Don't hesitate to ask even the most basic questions. There are several people whom you can get in touch with as you get ready for your first year:

- The graduate program assistant can usually answer questions about registering for classes or any administrative problem. Even if he/she can't answer your question, he/she usually knows who can.
- The graduate program director or the M.A. coordinator can answer questions about coursework content, requirements, exams, or the program in general.
- The student organizations: the M.A. Council, and the Philosophy Graduate Student Association (which federates both M.A. students and Ph.D. students). The program assistant will tell you who the representatives are.
- Your fellow students: If you want to talk to your fellow students about living in Boston, advice for choosing courses, or even coffee shop recommendations, they are all happy to help. You will be sent information on who the student liaisons are. You can email them with questions, and they can also direct you to other students who might share your philosophical interests or have experience that might be valuable to you.

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1. In a nutshell

- Students will choose from a large variety of courses, will research, write, and defend both a qualifying paper and a dissertation, will receive professional development training, gain invaluable teaching experience that will serve them well as they look for faculty positions, and will become active members of the academic community through participation in workshops, seminars, and conferences.
- Admitted students are fully funded by the Morrissey Graduate School of Arts and Sciences.
- Doctoral students are expected to pursue the degree on a full-time basis.
- Students entering the program without an M.A. earn that degree on their way to the Ph.D.

2. Funding

- Doctoral students are admitted with financial aid from the Morrissey College of Arts and Sciences Graduate School for a total of 5 years (4 years for students who already have a philosophy M.A. when they enter the program¹), in the form of: 1. Remission of tuition for required courses; 2. A stipend in return for working as research assistant and teaching assistant/fellow; 3. A University Fellowship in the last year for dissertation work; 4. Fully covered medical insurance (please note that after their final year of funding until the time they graduate, students are responsible for the cost of their health insurance). No self-funded student can be admitted.
- Graduate students who receive these fellowships or assistantships may not be employed full-time elsewhere without the dean's approval. By Graduate School policy, graduate students may not receive university financial aid (stipends and/or tuition scholarships) from two schools or departments simultaneously. On the limits to graduate student's additional work hours, see the *Graduate Student Hours* tab: <https://www.bc.edu/content/bc-web/schools/mcas/graduate/current-graduate-students/policies-and-procedures.html>

2.1. Research Assistantship

- In their first year, doctoral students work as research assistants to earn a stipend.
- Research assistants are responsible for a total of up to 20 hours per week of service to faculty members of the Philosophy Department. This responsibility begins on the first day of classes for each semester, and ends on the last day of classes for each semester.
- The assignment may change from the fall semester to the spring semester. The required 20 hours are usually divided among two or more faculty members. All the persons involved should establish together a schedule for the student's service. The time spent for this is work time for the student. In case of difficulties, the student may request the graduate program director's mediation.
- Students are exempt from working over the Christmas, spring, and Easter breaks, unless, by agreement with a particular faculty member, his/her hours are redistributed from the expected

¹ The years for the students who already have an M.A. will hereafter be preceded by an asterisk (for instance: *4 or *4th, *3 or *3rd, etc.), as opposed to those for the students who enter the program without an M.A.

amount during the semester so as to extend into a break period. This arrangement should be agreed upon at least 3 weeks before the break. Any prior travel plans that the student has already made for the break ought to be respected. In case of difficulties, the student may request the graduate program director's mediation.

- Each student is to maintain a careful record of time committed each week, to each faculty member. On a monthly basis, faculty members should sign this record, whereupon the student will deliver it to the graduate program director. Every sort of required activity should be recorded, whether it is research, editing, organizational support, or mandatory attendance at the faculty member's courses (i.e., attendance at courses the student is not already taking for credit as part of his/her own program of studies). Research assistants cannot be asked to grade. In case of difficulties, the student may request the graduate program director's mediation.

2.2. Teaching Fellowship

- After their first year, doctoral students, building on the pedagogical techniques acquired through the teaching seminar (see 5.2.1, below), become teaching fellows or assistants to earn their stipend, while they continue taking classes. Either they begin right away to teach their own class in full responsibility, or they serve first as teaching assistant in year 2, in which case they teach their class in full responsibility from year 3 on.
- The class they teach in full responsibility is the yearlong undergraduate core curriculum course Philosophy of the Person (Philosophy of the Person I in the fall semester, and Philosophy of the Person II in the spring semester). The course description is currently as follows:
“This course introduces undergraduate students to philosophical reflection and to its history through the presentation and discussion of the writings of major thinkers from ancient, medieval, modern, and contemporary periods. The course is designed to show how fundamental and enduring questions about the universe and about human beings recur in different historical contexts and from a range of approaches and methods. Emphasis is given to ethical themes, such as the nature of the human person, the foundation of human rights and corresponding responsibilities, and problems of social justice.”
- The teaching seminar instructor continues to oversee the pedagogical development of the PhD students beyond the initial training in the teaching seminar. In particular, he/she organizes the formative evaluation of the students during all the years they serve as teaching fellows, coordinating the in-class visits and reviewing the reports written by the faculty. He/she also oversees the preparation to academic jobs search regarding the teaching portfolio, making sure that the students' skills are highlighted, especially in recommendation letters. Finally, he/she coordinates the application to the teaching excellence awards.
- Teaching fellows must comply with the policies defined by Boston College and the department regarding class cancellations, grading, students in distress, discriminatory harassment, consensual relationships, students' privacy, students with disabilities. See Attachment 11 at the end of this handbook: “Philosophy Department Teaching Policies and Resources.” You are required to submit your syllabus and office hours each semester that you are teaching via the online form that will be sent to you at the beginning of each semester.

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- A teaching fellowship is guaranteed only during the funded years in the program (5 or *4). After the last funded year (university fellowship; see below), if the students have not yet completed the degree, they are not assured to be able to teach in the department.

2.3. University Fellowship

- The final funded year (5th or *4th) of the students funded by the Morrissey College Graduate School is fully funded without any duty other than concentrated work on the dissertation.
- In order to receive this funding, a student must have completed the two parts of her/his doctoral comprehensive examination in the academic year that precedes the University Fellowship year. By the end of that academic year, the program director must have received the proposal for the dissertation project, the name of the supervisor and the second reader of the dissertation committee, and the completed ballot of the doctoral comprehensive examination (see below, paragraph 5.6.).

3. Advisement

- New doctoral students have the faculty member(s) whom they are assigned to as research assistant for their academic advisor. In the following years, students may request to have one advisor of their choice, until they have found a dissertation supervisor, who will be and remain their academic advisor. Requests will be fulfilled to the extent it is possible; but in any case, each student must have an advisor.
- Check the Advising Guidelines in Attachment 1 of the present handbook. Students are urged to be proactive and get in touch often with their advisor(s) about the courses they should take, their progress in the program, the different exams, their research program, their publication projects, their plans for the future, and any difficulty they encounter. Students should also talk from time to time with the program director.

4. Standing

- The students must be in good standing regarding their assistantship and teaching duties, when applicable, and regarding their progress towards the completion of the degree with respect to the requirements listed below (paragraph 5).
- By graduate school policy, students in degree programs must register each semester until they graduate. If, temporarily, they cannot attend the program, they should apply for a leave of absence with the dean of the Morrissey Graduate School.
- At the end of each year until completion of the degree, each student must turn in a written report on his/her activities and progress. The advisor(s) or dissertation supervisor (and second reader when applicable) adds comments and send the report to the graduate program director. See Attachment 4 at the end of the handbook.
- All teaching fellows will be observed and evaluated in their classroom by a faculty member. The teaching evaluation will be added to their dossier. The visits are organized by the teaching seminar instructor.
- Student progress will be evaluated by the program director in consultation with the department chair based on the following criteria: 1. Progress in the coursework; progress

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toward passing preliminary comprehensive exam or doctoral comprehensive exam, or progress in writing their dissertation. 2. Comments from the advisor(s). 3. Teaching evaluations, when applicable. Upon completion of the review, students will receive either a Satisfactory, Pass with concerns, or Unsatisfactory notification.

- Any student who accumulates in his/her course work two (2) or more Incompletes that have converted to F (see “Incompletes” in the “Other Procedures and Regulations” section, below), and/or two (2) or more grades of C or less, will automatically be regarded as making unsatisfactory progress.
- By Graduate School policy, students are expected to maintain a minimum cumulative average of 3.0.
- Any student whose evaluation is “Unsatisfactory” or “Pass with concerns” must meet immediately with the program director to assess the situation.
- A student who has received the evaluation “Unsatisfactory” for two years will be removed from the program.
- By Graduate School policy, funding “may be discontinued by the department or the Graduate School at any time during an academic year if either the academic performance or the in-service assistance is of an unsatisfactory character”
- By university policy, graduate students in degree programs must register each semester until they graduate. If, temporarily, a student cannot attend the program, he/she to apply for a leave of absence (see paragraph 7, below).

5. Requirements for the Ph.D. degree

- 48 credits of philosophy course work (16 courses)
- Professional development curriculum
- Proficiency in logic
- Proficiency in two foreign languages
- Preliminary comprehensive examination
- Doctoral comprehensive examination
- Dissertation and oral defense of the dissertation.

5.1. Course Work

- The total course work required for the Ph.D. is 16 philosophy graduate courses (48 credits). The department offers courses intended exclusively for graduate students (course number between 7000 and 9999) as well as courses intended both for undergraduate and graduate students (number between 5000 and 6999). Both sorts of courses may be applied to the fulfillment of the course work requirement, but doctoral students are encouraged to take as many upper-level courses as possible.
- Students entering the program with an M.A. in philosophy may be given 6 credits, and can receive a waiver for up to 6 philosophy graduate courses, but must take a minimum of 10

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courses (30 credits) in the program. See also “7. Transfer of Credit,” in the “Other Procedures and Regulations” section, below.

- Students may ask faculty to offer Reading and Research Courses (PHIL7799). See “3. Reading and Research” in the “Other Procedures and Regulations” section, below.
- After approval by the graduate program director, students may cross-register for (not cross-listed) philosophy-relevant courses offered in other departments at BC or in some other universities. See “5. Cross-Registration” in the “Other Procedures and Regulations” section, below.

5.2. Professional Development Curriculum

- In addition to the course work, doctoral students must take the Professional Development Curriculum, which is comprised of the Teaching Seminar, the Introduction to Graduate Studies and to Research module, the Writing Seminar, and the Job Search Preparation module. None of these components counts toward the course work requirement.

5.2.1. Teaching Seminar

- To prepare the Ph.D. students to teaching, the department requires first-year and second-year Ph.D. students who will become or are teaching fellows or assistants to participate for four semesters in the teaching seminar. This seminar should be taken during the academic year before the first year of teaching and during the first year of teaching (i.e., generally the first two years of the program).
- This seminar addresses such issues as preparation of syllabi and exam schedules, fundamentals of the art of teaching, grading, and advising. Each student presents a sample syllabus, which is discussed by the group. The seminar also serves as preparation to the preliminary doctoral comprehensive exam (see 5.5, below).
- The pedagogical supervision of the students continues during all their years of teaching fellowship (see 2.2., above). Students can also earn a complementary certificate by participating in the activities of the university Center for Teaching Excellence.

5.2.2. Introduction to Graduate Studies and to Research

- From their first year on and until they have passed the doctoral comprehensive exam, students participate in various workshops for this module. Their content and the students who are concerned by each of them are announced at the beginning of each semester.
- The topics include, on a rolling basis: How to survive grad school, Presentation of the library resources and of writing tools, How to plan a research project, Clear writing practices, Introduction to the publishing process, Directions in research, How to write a dissertation proposal, etc.
- By graduate school policy, students must also attend a few meetings for a Research and Scholarship Integrity Program organized by the university.

5.2.3. Writing Seminar

- From their 2nd to their 4th (*3rd) year, students are required to participate in the Writing Seminar. (Students in their 1st year and after the 4th [*3rd] year are welcome to attend, too.)

- The seminar aims at providing help for the writing of a qualifying paper in view of the doctoral comprehensive examination (see below), for the improvement of papers in view of publication in a journal or other venues, and for the preparation of writing samples in view of future applications. The seminar is convened as needed, i.e. when materials are submitted.

5.2.4. Job Search Preparation

- The professionalization workshop is held regularly throughout the academic year and is intended to prepare graduate students for understanding and practicing the professional aspects of being an academic, including preparation for applying for jobs in academia. The workshop is organized by the DGS and placement director, and run with the assistance of other faculty members who bring their expertise to bear. Topics of the workshop include: developing a cv, cover letter, and other materials; where and how to publish; networking and mentoring; diversity and the profession

5.3. Proficiency in Logic

- The Ph.D. students must demonstrate proficiency in logic by passing PHIL5577 Symbolic Logic with a grade of “B” or better, or by attaining a score of 80% or better on the Logic Proficiency Examination. Contact Prof. Richard Atkins if you have any questions. See Attachment 6, “Logic Requirement Guidelines,” at the end of the handbook. The requirement must have been satisfied by the end of the second year in the program.
- PL5577 may count towards the requirement of 16 courses.

5.4. Language Proficiency

- The Ph.D. students must demonstrate proficiency in two foreign languages of their choice. These languages should be relevant to their research work (qualifying paper and/or dissertation). Their choice is to be discussed, well ahead of the doctoral comprehensive examination year, with the (potential) dissertation supervisor and/or (potential) qualifying paper supervisor, or the academic advisor.
- If two languages other than English are necessary for reading primary sources, no other language is required. If only one language other than English is necessary for the primary sources, then one additional language other than English, in which relevant scholarship is published, is required. If all the primary sources are originally written in English, then any two languages other than English, in which relevant scholarship is published, are required.
- In all these cases, a required language other than English may be a student’s native language, provided that the student can prove that he/she has formally studied in this language at high school level or higher. Students are however encouraged to take advantage of the possibility of free courses at BC (see below) to acquire new languages.
- Proficiency in the required languages can be demonstrated by: 1. having received a grade of “B” or better in two semesters of a language class at the elementary college level or one semester at the intermediate college level, or 2. receiving the grade of “B” or better in a language class for graduate students at Boston College, or 3. depending on the language, passing the department’s own language examination. If a required language is a native

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language for the student, no class or test is necessary, after validation by the program director.

- The requirement of the first language should be fulfilled before beginning the 3rd (*2nd) year of study at Boston College. Both language requirements must be fulfilled before completing the Doctoral Comprehensive Examination in the 4th (3rd year).
- To establish how you have satisfied the requirements, please use the form in Attachment 7 of this handbook.
- Students can take language courses at Boston College for free. Please see “Support for Language Study” in the “Other Resources” section, below. *You must contact the graduate program administrator to secure tuition credits for foreign language coursework **prior** to registration.* Language courses do not count towards the philosophy coursework requirement.

5.5. Preliminary Comprehensive Examination

- Ph.D. students take the Preliminary Comprehensive Examination at the end of their first year in the program.
- The purpose of this oral examination is to check the students’ competence on the materials they will teach in their Philosophy of the Person class. As a consequence, the exam is based on the syllabus the students prepare in the teaching seminar. The students are primarily examined on the works that are in the mandatory list for Philosophy of the Person, and on two 19th-21st century works and two “diversity” works that the students will have chosen in a pre-established list (see Attachment 5 in the present handbook). Time permitting, the board may also ask about their overall conception of the course (the goals they are trying to achieve, the means they choose, etc.) and on how additional texts the students may have included fit within this conception. Please use this form to select your readings:
<https://forms.gle/w2yL2bDuW8mAetnLA>.
- On the grounds that instructors should know more than what they actually teach, the students will not necessarily be examined only on the exact selection of readings in their syllabus. In case they choose to teach excerpts of a given work (for instance book I of Plato's *Republic*), they should be knowledgeable, and will be examined, about the whole work, as well as about the general background of the work and the main ideas of the author’s philosophy. For the same reason, preference is given in the list to the expanded presentation of a philosophy over its abridgment (for instance, Descartes’ *Meditations* over his *Discourse on Method*).
- A failed examination may be retaken only once.

5.6. Doctoral Comprehensive Examination

- The Doctoral Comprehensive Examination is to be taken in the 4th (*3rd) year. Before taking the final part of this exam, the students must have completed all the course work requirements, and demonstrated proficiency in two languages and in logic. After passing it, students are promoted to Doctoral Candidacy. If any of these conditions is not met before June of that year, the student cannot receive the final year of funding, aka university fellowship.

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- If they take no course, students should register for Doctoral Comprehensives (998.01). No credit is granted by this registration.
- It is the responsibility of the students to ask the registrar to send a final transcript of grades to the program administrative assistant, in view of being admitted to Doctoral Candidacy.
- The exam comprises two parts: 1. A qualifying paper, 2. A dissertation proposal.
- Forms and links can be found in Attachment 8.

5.6.1. Qualifying Paper

- The qualifying paper is a paper of publishable quality on a systematic question or on an author(s). Ideally, it should correspond to what will become an Area of Competence for the candidate (i.e., it is not directly related to the topic of the dissertation, which will become the Area of Specialization of the candidate). It may be a course paper that has been improved with the feedback of the instructor. In any case, it must meet the usual standards for academic publications with respect to both the form and the content. See the detailed criteria in Attachment 8.
- It should be written at the end of year 3 (*2) and over the summer, under the supervision of a faculty member of the department (who is not necessarily the future dissertation supervisor), and normally defended in the fall semester of year 4 (*3).
- Students are responsible for finding, in consultation with their advisor, the faculty member who will supervise their paper, and for working with him/her to set up the defense (including the list of authors and/or texts – see below.)
- The defense is oral, with a board of three members composed of the paper supervisor, the future supervisor of the dissertation, and another faculty member (or two members if the same person is the paper supervisor and the future dissertation supervisor). All board members must belong to the department faculty.
- The defense is based on the paper and on a reading list of 6 to 10 authors and/or texts (primary sources) from the history of philosophy (as broadly as possible) that raise significant questions or challenges for the thesis of the paper.
- The reading list is to be established ahead of the defense with the paper supervisor, and sent in due time (at least two weeks before the defense), with the paper, to the other board members. The paper, the list, the date of the exam, and the composition of the board, must also be given to the graduate program director.
- The students must pass the examination on the qualifying paper before they can advance to the examination of the dissertation proposal. The first part of the result form must be given to the graduate program director. See the result form in Attachment 9 at the end of the handbook.
- In case the examination of the paper is failed, the paper may be resubmitted after improvement and defended again, only once, and (by Graduate School policy) not sooner than the following semester. The board decides when exactly the paper can be resubmitted and defended again.

5.6.2. Dissertation Proposal

- Students, in consultation with their advisor, are responsible for finding a tenured/tenure-track faculty member of the department who will direct their dissertation, and for working with him/her to write a dissertation proposal first.
- See in Attachment 8 some advice on what should go into a proposal.
- The dissertation proposal is to be orally examined normally in the spring semester of the 4th (*3rd) year in the program at the latest, no later than May 31st.
- The oral examination board is composed of 3 tenured/tenure-track faculty members, including the dissertation supervisor. Except for the dissertation supervisor, they do not have to be the same persons as for the qualifying paper. The dissertation supervisor must be a tenured/tenure-track member of the department faculty. After approval by the Graduate Committee, one other member may be a tenured/tenure-track faculty member of another department, either within Boston College or outside. The second reader of the dissertation should normally be appointed at that time and be a member of the proposal examination board (see below about the composition of dissertation committees).
- The proposal, the composition of the board, and the date must be given ahead to the graduate program director.
- A failed examination may be retaken only once (by Graduate School policy) not sooner than the following semester.

5.6.3. Final Result

- At the end of the examination of the dissertation proposal, the second part of the result form *and* the synthesis for the registrar must be signed and given to the graduate program assistant. See the result form in Attachment 9.
- In the synthesis for the registrar, the decision “Passed with distinction” shall result from “Passed with distinction” in each of the two parts of the examination; “Passed” shall result from “Passed” in one of the parts and “Passed with distinction” in the other, or from “Passed” in both; “Failed” shall result from “Failed” in one or both of the parts.
- A student attains the status of a doctoral candidate by passing the doctoral comprehensive exam. By Graduate School policy, doctoral candidates are required to register for Doctoral Continuation, Phil999901, every semester until completion of the dissertation.

5.7. Dissertation Writing

- The Ph.D. students are expected to complete a dissertation which embodies original and independent research and which demonstrates advanced scholarly achievement. The research must be carried out and the dissertation written under the direction of a tenured/tenure-track faculty from the Philosophy Department. The dissertation must correspond to the proposal that constituted part of the doctoral comprehensive examination. The students must have passed that examination in order to submit a dissertation.
- With the approval of the dissertation supervisor, chapters or parts of the dissertation, as and when they are completed, should be given for supplementary feedback to the second reader,

who has been appointed at the time of the doctoral comprehensive examination (see also below about the composition of dissertation committees).

- The typescript of the dissertation must be prepared according to a recognized manual of style (e.g., the MLA) and to the formal specifications of the Morrissey Graduate School (see the dissertation checklist page -- <https://www.bc.edu/content/bc-web/schools/mcas/graduate/current-graduate-students/dissertation-checklist.html>).

5.8. Dissertation Defense

- The dissertations are defended in a public oral examination. A defense committee should include at a minimum: 1. The dissertation supervisor, who must be a tenured or tenure-track member of the department; 2. The second reader, who has been appointed for the Doctoral Comprehensive Examination and involved in the writing of the dissertation, and who may be external to the department; 3. A third reader, who must be a tenured or tenure-track member of the department if the second reader is not, and may be external if the second reader is a tenured or tenure-track member of the department; 4. The department chair person, who serves *ex officio* as chair of the defense committee in view of moderating the debate (exception is made when the department chair also is supervisor, second reader or third reader.) The department strongly encourages the enlistment of one person from outside the university, selected with the approval of the dissertation supervisor and the graduate committee.
- Well ahead of the defense date, the candidate must complete the form “Ph.D. Dissertation Defense Preparation” (see Attachment 10) and have it signed step by step, in the order indicated. The composition of the committee (first page of the form) must be approved and filed with the dean’s office by the program director.
- The defense may not take place earlier than 30 days after a copy of the completed dissertation, approved by the supervisor and the second reader (second page of the form), has been given to the program administrative assistant and made available to anybody in the department. The date of the defense must be approved by the program director.
- The candidate must also give the graduate program assistant an abstract of the dissertation with the names of the dissertation supervisor and the readers (if a reader is outside the department, identify other Boston College department or the reader’s university). The administrative assistant will send it to everybody in the department with the date, time, and place of the defense.
- The committee members must sign the “Signature Page” after the dissertation has been successfully defended. The graduate program assistant will provide the form to the dissertation director prior to the defense.
(bc.edu/content/dam/bc1/schools/mcas/gsas/pdf/BostonCollegeSignaturePage.pdf).
Instructions for signing electronically can be found at this link:
https://docs.google.com/document/d/1JKdOgtiqaxsyLAL_VXY9QTmvBPImNNqNF-4XQOAe5xw/edit. For an in-person defense, please see the graduate program assistant for paper forms and instructions.
- After the defense, and after making corrections if the examiners asked for any, a definitive *printed* copy of the dissertation must be left with the Graduate program assistant.

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- It is also the responsibility of the candidate to comply with the other regulations of the Morrissey Graduate School and with the requirements of the University registrar, including the electronic submission of the dissertation (after correcting it if asked by the defense board), <https://libguides.bc.edu/graduate-etd>.

6. Time Limit

- By Graduate School policy, all requirements for the doctorate must be completed within 8 consecutive years from the beginning of doctoral studies (whether the student entered with an M.A. or not).
- After the final year of funding (year 5 or *4), students who have not finished their dissertation are said to be on “doctoral continuation.” They must register each semester as such.
- Extensions beyond the limit of 8 years may be granted only on departmental recommendation and approval of the dean of the Morrissey Graduate School of Arts and Sciences. Use the petition form on bc.edu/content/dam/bc1/schools/mcas/gsas/pdf/Petition%20For%20Extension%20of%20Time.pdf.
- Students may be granted a leave of absence, subjected to certain conditions. See the form in Attachment 2 of this handbook and the Graduate School relevant webpage: https://bc.teamdynamix.com/TDClient/2035/Portal/Requests/TicketRequests/NewForm?ID=HLBp~bAzfF4_
- When a student has left the program without completing the degree and asks to be readmitted to defend a Ph.D. dissertation, the graduate committee must examine the request on the basis of a statement of the dissertation supervisor certifying that he/she has been advising informally the student on the dissertation for at least one year before the date of the request. Before the defense is definitively authorized, the second reader must read and approve the dissertation. The defense committee will be constituted as specified above.

7. Morrissey Graduate School Regulations

- In addition, please visit the Graduate School website and review the general academic policies and procedures and the specific regulations for the doctoral programs: <https://www.bc.edu/content/bc-web/schools/mcas/graduate/current-graduate-students.html>.

8. Important deadlines

Make sure to check BC academic calendar: www.bc.edu/bc-web/offices/student-services/registrar/academic-calendar.html, or consult the program assistant, for these deadlines:

Ph.D. Program Timetable

Year 1

Coursework

- Remember that you have 16 courses to take in the total (10 if you enter with an M.A.). As you will be teaching next year, it is advisable to take three courses each semester this year.
- It will be useful to choose courses that will help you prepare for your preliminary comprehensive examination at the end of the year.
- In addition to your courses, you must register for the Teaching Seminar each semester and participate in various other meetings for the Professional Development Curriculum.

Research Assistantship

- If you are funded by the Graduate School, you will be assigned to faculty members (generally two each semester), for whom you will work up to 20 hours per week from the beginning of the term until the beginning of exam week.

Preliminary Comprehensive Examination

- It is a good idea to begin studying as early in the year as possible.
- You may wish to form a study group.
- The examination takes place in mid-May .
- You must pass the exam prior to teaching in your second year.

Languages

- If you do not already have your language requirements fulfilled, you should begin taking a language course(s) during your first year or during the summer between years 1 and 2. The requirement of the first language should be fulfilled before the beginning of year 3 (*2). You must notify the graduate program administrator if you intend to take a language at BC.

Year 2²

Coursework

- It is advisable to take on average at least two courses each semester. If you came into the program with an M.A., you should finish your course work this year.
- Continue attending the Teaching Seminar each semester and participate in various other meetings for the Professional Development Curriculum.
- If you haven't yet met the logic requirement, you should take Symbolic Logic during this year, or study for the departmental exam.

Teaching Fellowship

- If you are funded by the Graduate School, you will serve as teaching assistant, or teach one unit of Philosophy of the Person I in the Fall and one unit of Philosophy of the Person II in the Spring.

Languages

- If you haven't fulfilled your language requirements, think about taking a language course during the year or in the summer between your second and third year. The requirement for one language should be completed before beginning 3rd (*2nd) year.

Year 3 (*2)

Coursework

- You should finish your coursework this year. Students who entered the program without an M.A. will generally need to take 3 courses each semester. Students who came with an M.A. will generally take 2 courses each semester, if they have taken 6 in year 1 and have received credit for 6 courses in their M.A.
- Consider taking courses the papers for which may help you narrow in on a qualifying paper topic and a dissertation topic.
- If you have not met your logic requirement, you must either take Symbolic Logic or study for and take the department's logic examination Symbolic Logic this year.

Teaching

- If you are funded by the Graduate School, you will teach one unit of Philosophy of the Person I in the Fall and one unit of Philosophy of the Person II in the Spring.

Languages

- If you have not met your second language requirement, you should do so this year or during the summer after.

² If you came into the program with an M.A. in philosophy, skip to Year 3, which corresponds to your second year, and so on for the remainder of the years (an asterisk will precede the number).

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Doctoral Comprehensive Examination

- You should start thinking about your doctoral comprehensive exam next year. In the first semester, talk with your advisor about finding a qualifying paper topic and supervisor, and a dissertation topic and supervisor. Both supervisors must be chosen within the department faculty (the dissertation supervisor must be a tenured/tenure-track member).
- By the end of the second semester, you should have a dissertation supervisor, and you should start talking with her/him about your dissertation proposal.
- By the end of the second semester, you should have a qualifying paper supervisor and you should start preparing the paper and the reading list, and talk look for a date and examiners for the defense next fall.

Year 4 (*3)

Teaching

- If you are funded by the Graduate School, you will teach one unit of Philosophy of the Person I in the Fall and one unit of Philosophy of the Person II in the Spring.

Languages

- If you have not met all your language requirements, you must do so prior to taking your doctoral comprehensive examination, in the summer before the fall semester starts.

Doctoral Comprehensive Examination

- Before the beginning of the fall semester, you should finalize your qualifying paper and study of the reading list, and should have your board and your examination date (early fall) all set up. Send the paper and the reading list to the board members and to the graduate program director well in advance (at least 2 weeks).
- During the rest of the fall semester, you should write your dissertation proposal and schedule its defense in the spring semester.

Towards the dissertation

- In order to have your final year free of teaching duties, you must have finished all your course work, language, and logic requirements, and pass your doctoral comprehensive examinations, which include your dissertation proposal, no later than May 1st.

Year 5 (*4), a.k.a. University Fellowship if you are funded by the Graduate School

- Nothing left to do but write your dissertation, and begin participating in Job Search Preparation.
- *Keep in mind that it is not 100% certain that you will get adjunct teaching after your final year of funding. In general, the department is able to offer at least the teaching of one course per semester to students in good standing. But there is no absolute guarantee, and, anyway, it is better to finish your dissertation during your last funded year.*

A Quick Guide to Your First Year in the Ph.D. Program

What should you do *before* school begins?

- **Check the Graduate School web page** (bc.edu/bc-web/schools/mcas/graduate/admission/admitted-students.html), **and the Student Services** pages on BC website.
- If you are an **international student**, you must register with the Office of International Students and Scholars (bc.edu/offices/oiss/).
- **Medical Insurance:** Massachusetts law requires all full-time students to be covered by a health insurance plan. Please check the relevant Students Services information pages and the University Health Services pages on BC website.
- **Look over the courses offered** on Course Information and Schedule (bc.edu/bc-web/offices/student-services/registrar/course-info-schedule.html). See also “2. Course Selection” under the “Other Regulations and Policies” section, below. Graduate courses are those that are Level 5000 or above. Classes that meet 3 times a week are 50 minutes, classes that meet 2 times a week are 75 minutes, and courses that meet once a week are generally 140 to 150 minutes.
- Think about which courses might help you supplement any areas in preparation for the preliminary comprehensive examination at the end of the year.
- **Register for 3 Classes** at least two weeks before classes start to ensure that your funding and financial aid are processed quickly (see “4. Registration” and “5. Cross-Registration” in the “Other Procedures and Regulations” section, below).
- **Register for the mandatory Teaching Seminar** along with your regular courses.
- **Come to campus** as soon as you can to get your Eagle One ID card.
- **Stop by the Philosophy Department** to check in with the Graduate program assistant on the second floor of the north wing of Stokes Hall. He/she will show you your cubicle, the department mailboxes, and how to use the photocopiers.
- **Get in touch with** the faculty member(s) for whom you are **research assistants** and who also are **your academic advisor(s)**.
- **Make sure to attend the orientation meeting** in the first week of class (to be announced).

What will you be doing your first year in the department?

- Take 6 courses, three each semester.
- Take the Teaching Seminar and attend some of the Professional Development meetings.
- Serve as research assistant if you receive funding from BC.
- Study for and take the Preliminary Comprehensive Exam.

Whom should you talk to if you have any questions?

Don't hesitate to ask even the most basic questions. There are several people whom you can get in touch with as you get ready for your first year.

- The program administrative assistant can usually answer questions about registering for classes or any administrative problem. Even if he/she can't answer your question, he/she usually knows who can.
- The graduate program director can answer questions about coursework content, requirements, exams, or the program in general.
- The student organizations: the Ph.D. Council and the Philosophy Graduate Student Association (which federates both M.A. students and Ph.D. students). The Graduate program assistant will tell you who the representatives are.
- Your fellow students: If you want to talk to your fellow Ph.D. students about living in Boston, advice for choosing courses, or even coffee shop recommendations, they are all happy to help. You will be sent information on who are the student liaisons. You can email them with questions, and they can also direct you to other students who might share your philosophical interests or have experience that might be valuable to you.

OTHER PROCEDURES AND REGULATIONS OF THE M.A. AND THE PH.D. PROGRAMS

1. Morrissey Graduate School of Arts and Sciences

- Students would do well to familiarize themselves with the General Regulations of the Graduate School, which are found in the Boston College Catalog or on <https://www.bc.edu/content/bc-web/schools/mcas/graduate/current-graduate-students/policies-and-procedures.html>.
- The Morrissey Graduate School Office is located in Gasson 108C. Associate Dean Candace Hetzner is ready to be of assistance to graduate students.

2. Course Selection

- Near-final listings of course offerings are available from the department in April (for the following fall) and November (for the following spring). Students can find full course listings on Course Information and Schedule ([bc.edu/bc-web/offices/student-services/registrar/course-info-schedule.html](https://www.bc.edu/content/bc-web/offices/student-services/registrar/course-info-schedule.html)).
- If you can, consult with a faculty advisor before finalizing your selection. Graduate courses outside the department and not cross-listed must be approved by the graduate program director.
- Students should register two weeks before the classes begin to ensure financial aid processing. However, students are encouraged to attend initial meetings of any number of courses in which they might be interested before making a final determination. Graduate students generally have two weeks to change courses.

3. Reading and Research Courses

- Graduate students may ask faculty to offer Reading and Research Courses (PHIL7799) on an individual or small group basis on topics not covered in current course offerings. Such requests are more likely to elicit positive responses if they are made well in advance and if they advance the faculty member's own research interests.
- The student should begin by securing the agreement of the faculty member in question, and then talk to the program administrative assistant, who will create a section number and an index number for the course.

4. Registration

- Graduate students in degree programs must register each semester until they graduate. If, temporarily, they cannot attend the program, they should apply for a leave of absence with the dean of the Morrissey Graduate School. See the form in Attachment 2 of this handbook

Other Procedures and Regulations

and the Graduate School relevant webpage (<https://www.bc.edu/content/bc-web/schools/mcas/graduate/current-graduate-students/policies-and-procedures.html>) for the policy.

- When possible, the department may approve overrides for graduate students who desire to register for courses marked “Closed.”
- Regular graduate student registration continues through the seventh day of classes; after that date, students have to follow the procedures for late registration.
- It is the responsibility of students to identify and correct any errors in their registrations.

5. Cross-Registration

- If similar courses are not offered at Boston College at any time during the academic year, students may cross-register for one course each fall and spring semester in the philosophy departments of Boston University, Brandeis University, and Tufts University, with which BC has a consortium agreement.
- With permission of the program director, students may also take graduate courses relevant to philosophy offered 1. As “UNAS” graduate courses (#5000 and above) or in other departments at Boston College, e.g., Political Science, Theology; 2. By application, in The Graduate Consortium in Women's Studies (web.mit.edu/GCWS/index.html) and in the Boston Theological Institute if similar courses are not offered at Boston College at any time during the academic year.
- The necessary forms for cross-registration can be picked up from the Office of Student Services in Lyons Hall.

6. Tuition Remission

- All students may take language courses at Boston College at a reduced rate of tuition, either during the academic year or during summers. Please see “Support for Language Study” in the “Other Resources” section, below, and consult the program administrative assistant.
- Students who receive a tuition remission are expected to notify the department and the graduate school immediately if they drop a course for which they have applied tuition remission.

7. Transfer of Credit

- Credits received for courses completed more than ten years prior to a student's admission to his or her current degree program are not acceptable for transfer.
- Transfer of Credit forms, which are available in the department office, should be submitted to the graduate program director for approval, together with an official transcript.

8. Grading

- In each course in which a student is registered for graduate credit, the student will receive one of the following grades: A, A-, B+, B, B-, C, F, W, J, U, P, or I.

Other Procedures and Regulations

- The high passing grade of A is awarded for superior work. The passing grade of B is awarded for work that clearly is satisfactory at the graduate level. The low passing grade of C is awarded for work that is minimally acceptable at the graduate level. The failing grade of F is given for work that is unsatisfactory.
- A student who has not completed the research or written assignment for a course taken in the fall or spring semester, or is absent from the course examination in either semester, may, with adequate reason and at the discretion of the instructor, receive a temporary grade of Incomplete (I) (see paragraph 10, below).
- The grade J is recorded when the grade is deferred. A faculty member may assign this grade only for courses that continue beyond the normal semester period. Such courses may include Internship, Dissertation Direction, and Student Teaching.
- The letter U is recorded for ungraded courses such as doctoral continuation.
- Graduate students who withdraw from a course after the drop/add period will have a “W” recorded in the grade column of their academic record.

9. Incompletes

- All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for a course may, with adequate reason and at the discretion of the faculty member, receive an Incomplete (I).
- Incomplete courses are expected to be completed by the sixth week of the following semester.
- By the decision of the Educational Policy Committee of the Morrissey Graduate School of Arts and Sciences, an Incomplete that is not completed by the sixth week of the following semester (March 1 for the fall, August 1 for the spring, and October 1 for the summer) will be automatically changed to an F, unless the faculty member involved assigns another grade.
- Students with three or more F’s will be barred from registration for further courses.
- Delay in the completion of Incompletes may be taken as an indication that a student is not maintaining satisfactory progress in the graduate program and may jeopardize a student's financial aid and standing in the program.

10. M.A. Degree for the Doctoral Students

- The doctoral students who entered the program without an M.A. and have fulfilled all the requirements for the Master’s degree, **must** apply to the Morrissey Graduate School and Student Services for their Master’s degree to be registered with the university.

11. Graduation

- To graduate, a student has to sign up on line through Student Services.

RESOURCES FOR THE M.A. AND THE Ph.D. STUDENTS

1. FINANCIAL ASSISTANCE

1.1. Financial Aid

The Financial Aid Office is located in Lyons Hall.

1.2. Graduate Assistantships and Employment Opportunities

There are some employment and assistantship opportunities at Boston College for students without department funding. Positions available are listed on the Graduate School's web pages and on Student Services web pages.

1.3. The Office of Sponsored Programs assists both faculty and graduate students in finding sources of external funding for their projects, and provides advice in the development of proposals. The Office of Sponsored Programs maintains a reference library of publications from both the public sector and the private sector listing funding sources for sponsored projects. The Office of Sponsored Programs is located at 31 Lawrence Avenue. For more information, please contact the Office directly. See also this web page: <https://www.bc.edu/content/bc-web/schools/mcas/graduate/current-graduate-students/research-funding.html>

1.4. Travel to Scholarly Conferences: Funds are available to assist graduate students who deliver papers at scholarly conferences. For further information, please consult the Associate Dean for Academic Affairs of the Morrissey Graduate School of Arts and Sciences, or see the Conference Reimbursement tab on this Graduate School information page: <https://www.bc.edu/content/bc-web/schools/mcas/graduate/current-graduate-students/policies-and-procedures.html>.

1.5. Lonergan Fellowships: In recent years some financial aid and tuition remission has been available to assist graduate students specializing in the thought of Bernard Lonergan. For further information please check bclonergan.org and consult Prof. Patrick Byrne.

1.6. Dissertation Fellowships: A year-long fellowship for Ph.D. students who are finishing their dissertations after their final regular funded year is awarded competitively by the Morrissey Graduate School. The criteria are excellence of the project and the likelihood of completion within one year.

1.7. Teaching Excellence Awards: The Morrissey Graduate School of Arts and Sciences sponsors a program of awards in the amount of \$600 each to recognize and reward excellent teaching on the part of Teaching Fellows.

2. LANGUAGE STUDY

The Morrissey Graduate School of Arts and Sciences helps graduate students (Ph.D. and M.A.) to take languages courses—either regular courses during the academic year (two successive semesters at elementary level or one semester at intermediate level), or intensive summer courses (Greek is not offered during the summer, though). Funded students may take these courses at no cost for up to two languages; other students may do so for the cost of one instead of three credit hours per semester. All students have to file a Credit Variation Form for each session, which can be found here: <https://drive.google.com/file/d/1Px4SzWFWODl4-i8BxgFRhvVYNPOC1hcL/view?usp=sharing>. For details, please consult the Graduate program assistant. Language courses do not count towards the philosophy coursework requirement.

3. PLACEMENT SUPPORT

3.1. For M.A. Students: The department provides assistance to M.A. students seeking admission to Ph.D. programs. The graduate writing seminar in the department is open to the M.A. students in view of improving writing samples. Each year the M.A. coordinator organizes a faculty panel for M.A. students applying to doctoral programs. Drawing upon their personal experiences, each faculty member discusses elements of the application process. In addition, their academic advisors offer specific feedback for each student on their drafts of personal statements, selection of writing samples, etc.

3.2. For Ph.D. Students: The department provides assistance to doctoral students applying for academic positions in several forms. The placement committee works with each student individually to enhance their applications. In addition to offering extensive information about the elements of an academic dossier, the placement director hosts faculty panel sessions on compiling a strong dossier and interview techniques. Students also receive personal feedback on all the elements of their dossier from the placement director and other faculty. The department conducts mock interviews, involving several faculty members, for both video and on-campus interviews.

3.3. For Both M.A. and Ph.D. Students: see the list of *Resources for Graduate Students* on the department web site. Students in their last year of the doctoral program ought to in particular note the list of post-doctoral opportunities available, in addition to posted job listings.

3.4. Career Center: BC Career Center works with graduate students to explore a wide variety of career fields. It helps them to reflect on the types of experiences, skillsets, and strengths they develop, and it connects their skills and interests to careers in a number of industries, well beyond the areas that many humanities graduate students consider “typical.” Beyond this exploration phase, the Career Center actively works with graduate students on the technical aspects of their career development and job search, such as crafting academic and non-academic cover letters, writing CVs and resumes (and translating CVs into resumes), and preparing for interviews. When the offers for jobs start rolling in, it can work with graduate students to evaluate and pursue the best, and most meaningful, opportunity. Students are also encouraged to partake of the Career Center’s program, Trivium, which assists students with assessing and developing skills for the job market, both inside and outside of academia.

All graduate students can make a 30-minute appointment with a career coach. The Career Center also hosts drop-ins every day from 11am to 4pm, where students can get a resume, cover letter, or LinkedIn profile critiqued. Moreover, on EagleLink, graduate students can access job and internship postings for BC students (note: many of these listings value graduate study!) and learn about events and programming on campus, including employer information sessions, workshops, and on-campus interviews (from experience, many of these employers welcome graduate students).

If there are immediate questions or concerns, please reach out to Dr. Sal Cipriano at ciprians@bc.edu.

4. PHILOSOPHY DEPARTMENT OFFICE

4.1. Staff: The Graduate program assistant is ready to help students with information and sound advice. Please note that she is available on an academic year schedule, from August 16 through June 11, but not over the summer.

4.2. Photocopying/FAX/printing facilities: Graduate students have access to photocopy machines and printers for work-related purposes. Large scale copy work should be done at the B.C. Eagle Print. Please email Sarah Dustin Smith for current Covid-19 restrictions.

4.3. Computer Facilities: Most cubicles are equipped with a desktop and additional computers are available in the O'Neill Computing Center. Laser printing is available at either site.

5. LIBRARY RESOURCES

5.1. Boston College Libraries: There are four main libraries on the Chestnut Hill and Brighton campus. On the middle Chestnut Hill campus, the O'Neill library houses the majority of Boston College's holdings and has a lot of study space. The Bapst library houses the art books and has a special study area reserved for graduate students. Its architecture is worth the visit. The Burns library houses the university's special collections (rare and ancient books, etc.). On the Brighton campus, the Theology and Ministry library offers more books and quiet study spaces.

5.2. Boston Library Consortium: The Boston Library Consortium includes the following libraries: Boston College, Boston Public, Boston University, Brandeis, MIT, Northeastern, State Library of Massachusetts, Tufts, University of Massachusetts (Amherst, Boston, Dartmouth, Lowell), and Wellesley College. Students can obtain a consortium library card at the O'Neill reference desk. For User Guide and further information please consult the main reference desk in O'Neill Library.

5.3. Chris Strauber is the philosophy specialist at O'Neill Library. Do not hesitate to contact him (chris.strauber@bc.edu, 617-552-4447, Room 309) for advice about anything related to the libraries, or your research or teaching. He maintains a guide to philosophy resources (<https://libguides.bc.edu/philosophyportal>) with recommended research sources and tools. See also the list of library services for Grad Students (<https://libguides.bc.edu/graduate-students>).

6. CENTERS/INSTITUTES/LECTURES

6.1. The Lonergan Center is dedicated to studies related to the work of Jesuit theologian and philosopher Bernard Lonergan (1904-1984). It is located on the fourth floor of Bapst Library. The Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works. <https://www.bc.edu/bc-web/schools/mcas/departments/philosophy/research/lonergan-institute.html>.

6.2. The Institute of Medieval Philosophy and Theology unites the teaching and research efforts of faculty members in the Philosophy and Theology Departments who specialize in medieval philosophy and theology. The focus of the institute is the relationship between medieval philosophy and theology and contemporary philosophy and theology. The institute sponsors lectures, brown bag lunch discussions related to the study of Medieval philosophy and theology. For further information please consult Prof. Stephen Brown stephen.brown.1@bc.edu (Theology), or Professors Eileen Sweeney eileen.sweeney@bc.edu or Jean-Luc Solère solere@bc.edu (Philosophy).

6.3. The Albert J. Fitzgibbons Lecture Series is an endowed lecture series in the philosophy department inaugurated in spring 2008, featuring distinguished philosophers from the U.S. and abroad.

6.4. The Boston Area Colloquium in Ancient Philosophy (BACAP) is a consortium of colleges and universities in Boston, Manchester, NH, and Worcester, sponsoring seminars and lectures in the field of ancient philosophy. For further information please consult Prof. Gary Gurtler, S.J., and Prof. Marina McCoy.

6.5. The Philosophy Forum sponsors sessions for the reading of papers, social events, and other activities of interest to graduate students. Usually, one student presents a paper or work in progress to the group. The meeting is generally accompanied by a cocktail hour.

6.6. The Annual Graduate Student Conference takes place in March or April, sponsored by the graduate school and the philosophy department. It is organized by graduate students in the philosophy department. All students are encouraged to get involved in the planning and organization.

6.7. Several other conferences or workshops are also organized by the graduate students, such as the Workshop on Contemporary Philosophy.

7. SCHOLARLY JOURNALS

Lonergan Workshop

Edited by Prof. Frederick Lawrence (Theology)

Method: Journal of Lonergan Studies

Edited by Prof. Patrick Byrne

Philosophy and Social Criticism (formerly Cultural Hermeneutics)
Edited by Prof. David Rasmussen

Proceedings of the Boston Area Colloquium in Ancient Philosophy
Edited by Prof. Gary Gurtler, S.J. and Prof. Daniel Maher

Research in Phenomenology
Edited by Prof. John Sallis

8. GRADUATE LIFE

8.1. The Office of Graduate Student Life (bc.edu/offices/gsc.html) lists a number of resources. The Office offers several signature programs of interest, such as a “Dissertation Bootcamp.”

8.2. The Graduate Student Association (GSA) is a college wide organization that sponsors several theme parties throughout the academic year including a barbecue party at the beginning of the year. GSA is located in Murray House (see below).

8.3. The Philosophy Graduate Student Association (PGSA), which includes representatives from the M.A. students along with the Ph.D. Student Council (PSC; see below), is primarily responsible for managing department events and distributing the funds allotted to the students of the department from the Boston College GSA. The treasurer is a member of the PSC (see below). This funding goes towards the Graduate Student Conference, the Contemporary Philosophy Workshop, the Philosophy Forum, and other events and activities.

8.4. The Ph.D. Student Council (PSC) is a group of elected representatives that exists to present the concerns and interests of the doctoral students to the graduate program director and faculty. This council also acts as part of the Philosophy Graduate Student Association. There are six members of the PSC, one representative from each year in addition to a non-voting representative, who also acts as treasurer for the PGSA and may be from any year of the program. Elections are held at the mandatory Ph.D. student meeting during the first few weeks of each Fall term.

8.5. The John Courtney Murray, S. J., Graduate Center is a space exclusively for graduate students, as well as through a wide range of programming developed, implemented, and promoted specifically for and by graduate students. The center is a great place for graduate students from all departments to study, offering several private study rooms, as well as a small computer lab for graduate student use. There is also a kitchen and a lunchroom, as well as a pool table, television room, and a deck with tables and chairs. Graduate students and graduate student organizations—along with BC employees, offices, and departments—are welcome to reserve various areas of the Murray Graduate Student Center as long as their purpose for gathering is graduate student related and/or includes graduate students. The Murray Center is located on Hammond Street across from Carney Hall. <https://www.bc.edu/content/bc-web/offices/student-affairs/sites/graduate-student-life/about/murray-house.html>

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Covid-19 Addendum – All below information reflects. 2020-2021 policies and will be updated for the 2021-2022 academic year.

As the federal, state and local guidelines for Covid 19 response evolves, Boston College will be updating campus Covid 19 protocols. Please check the Reopening Boston College website for current information about Covid 19 and campus policies:

<https://www.bc.edu/content/bc-web/sites/reopening-boston-college/.html>

Use of Common Space

- Students, faculty and staff who are using any university or department facilities or public areas are required to wear a face covering unless they are in a private office or eating a meal in an area designated for dining.
- Graduate students who have been assigned a department cubicle must wear a face covering in their cubicle.
- Teaching Fellows are not allowed to hold office hours or meet with undergraduate students in their cubicles.
- All cubicles are to be used by only one person at a time. Graduate Students with shared cubicles must determine a schedule for individual usage.
- The Graduate Lounge is closed except for meetings which must be reserved in advance. Please do not use the lounge without an appointment. Lounge capacity is 3 people.
- MA students may reserve cubicle and workstation space in the department through Sarah Dustin Smith, sarah.smith.13@bc.edu.

Forms and Meetings

- Many of the forms we use regularly are now available online and can be signed electronically. Commonly used forms (such as Reading and Research and Cross Registration) can be obtained from the Sarah Dustin Smith, dustins@bc.edu or within the Graduate Studies handbook.
- Most scheduled meetings will be held online via Zoom or Google Meet. Walk in meetings are possible if approved meeting space is available.
- If you need to request a meeting room or have a concern, please contact Sarah Dustin Smith.

GRADUATE ADVISING GUIDELINES FOR STUDENTS AND FACULTY

Closely mentoring the graduate students is an essential factor of their successful progression through the M.A. and Ph.D. programs. This document presents departmental guidelines in view of implementing the best practices in the student-advisor relationship.

First, two general principles:

– Regular contact between students and advisors is indispensable.

- Both students and advisors should take a pro-active role in ensuring that communication is established and maintained.
- They should agree on a schedule of meetings at the beginning of each.

– As meeting reports will help the advisee capture and remember important advice and decisions, all advising relationships should involve a formal documentation of the meetings.

- The advisee writes a short summary of the meeting so as to record what has been discussed and agreed.
- The advisee submits this summary to their advisor.
- The advisor approves or adds comments, and uploads the report in the Canvas student's advising folder.

The rest of the present document spells out the respective roles and responsibilities of the advisee and advisor, and specifies the steps to be taken at the different stages in the program. The intention is to ensure that the expectations of all parties are established clearly at the outset and are followed up throughout the student's time in the program.

A. Student's Role

The department expects that advisees will:

- Take responsibility for their research activity and learning.
- Become familiar with the program requirements and milestones, and with departmental and university regulations and policies.
- Request in due time an advisor (for the doctoral students: look in due time for a dissertation supervisor and a qualifying paper supervisor).
- Contact their advisors as soon as they know them, and keep in touch regularly for the whole time of the advising relationship.
- Expect an answer only within work days and hours.
- Attend the schedule of meetings established at the beginning of the semester, and discuss progress and objectives with the advisor regularly.
- Notify their advisor when they cannot come to a scheduled meeting, and reschedule it.

Attachment 2: Advising Guidelines

- Send written work well ahead of the meeting so that the advisor has sufficient time to read it; allow for a reasonable amount of time for getting recommendation letters, feedback on documents, etc.
- Contribute a summary of the meetings.
- Carefully consider the advice they receive and make every effort to implement it.
- Strive to achieve in a timely manner the course assignments, the goals and milestones defined in the graduate studies handbook, and the particular goals agreed upon with the advisor.
- Adapt their research to the resources the department can offer and avoid projects on topics for which they cannot be supervised competently.
- Report in a timely fashion any difficulty that may arise, to their advisor, the program director, or the chairperson.
- Contribute to the program community, for example by attending other students' presentations, providing feedback and generally being supportive of other students' research activities and efforts.
- In doctoral students' case, attend the activities organized in the professional development curriculum, where they can also receive advice.

B. Advisors Role

Students may expect to receive quality mentoring throughout their program of study. General responsibilities of the advisors, applicable in all advising relationships, are presented in the next paragraph. Specific responsibilities relative to the different categories of students are detailed farther down.

1. General Responsibilities

In all advising relationships, advisors will:

- Make themselves available at the request of the advisee, during work periods and within reasonable limits; expect similarly a response of the advisee during work days and hours.
- Get in touch with their advisee and make sure that regular communication is maintained.
- Establish a schedule of the meetings at the beginning of each semester.
- Check the meeting reports sent by the student and upload them in the Canvas advising folder.
- Inform the advisee and the graduate program director about any extended period of absence.
- Monitor the advisee's attainment of the milestones defined in the graduate studies handbook, and provide all the necessary guidance in view of the timely completion of the program.
- Check whether the advisee is aware of the university and departmental regulations and policies, regarding such topics as degree requirements, academic integrity, teaching responsibilities when applicable.
- Pay special attention to international students, who have stringent time limits because of their visa (the advisor should be familiar with the requirements implemented by the Office of International Students and Scholars – see Appendix 1), and who might struggle with language or cultural differences.

- Provide guidance regarding research methodologies and resources, and best practice in studying and learning.
- Suggest any useful additional resource (e.g. seminars, workshops, and conferences in or outside the department, Career Center, counseling, etc.)
- Motivate the student.
- Check on the student's general well-being.
- Alert the graduate program director or the chairperson as soon as an academic problem is detected, a worry arises, or when the advisee does not attend the advising meetings.
- Alert the relevant BC services when non-academic problems are detected (such as psychological crisis, harassment, sexual assault – see the resources in Appendix 2).

2. Specific Responsibilities

2.1. Advisors of MA Students

Best practices recommend that students should meet with their advisor frequently and **at a minimum twice in each semester** (e.g. beginning and last third). The first meeting in the year will take place in the first week of the first semester. The final meetings in each semester are to review the student's progress against the objectives of the program.

In addition to the general responsibilities of an advisor presented above, the mentor of an MA student will typically:

- Advise the student on which courses to take.
- Check whether the student is falling behind regarding coursework and grades.
- Discuss with the advisee what personal, academic and professional skills the student needs to develop in order to complete his/her studies and prepare a future career.
- **Guide the advisee in the preparation of the MA qualifying paper.**
- **Guide the advisee in the preparation of applications to doctoral programs**, especially for
 - the choice of the programs
 - the cover letter or statement of purpose, and the CV
 - the writing sample and possible use of the qualifying paper
 - obtaining recommendation letters
- Guide, to the extent of their competence, the student in the preparation of applications to other degree programs or to professional positions.

2.2. Advisors of PhD Students

2.2.1. Before a dissertation supervisor is chosen (years 1 – 2/3)

Until doctoral students find a dissertation supervisor, they work closely with an advisor to whom they are assigned in their first year (a faculty member for whom they are research assistant), and whom they can choose in the subsequent years.

- Advisors should meet with their advisee(s) frequently and **at a minimum twice in each semester** (e.g. beginning and last third).
- The first meeting in the year will take place in the first week of the first semester. The final meetings are to review the student's progress against the objectives of the program.

Attachment 2: Advising Guidelines

- If the advisee is at the same time research assistant of the faculty member, meetings specifically for the advising should be planned.
- The advisor and the program director are responsible for reviewing student progress in the student's annual report.

The Advisor will meet with the student to:

- Advise the student about which courses to take.
- Make sure that the student has a clear view of the successive stages of her/his development in the program; devise with her/him a strategy for the coming years.
- Ensure timely completion of the program requirements at the pre-dissertation stage (e.g. logic, languages, research integrity workshop, etc.).
- Check whether the student is falling behind regarding coursework and grades.
- **Provide guidance for the preparation of the preliminary doctoral comps** (end of year 1).
- In year 2/3, **assist the student in the first steps towards the doctoral comps** (orientation for the qualifying paper, choice of the qualifying paper supervisor; orientation for the dissertation area, choice of the dissertation supervisor, which must be effective by the end of year 3 in the program, or year 2 if they entered with an MA).
- Encourage and help the advisee to prepare publications, participate in colloquia, seminars and conferences, and more generally prepare their insertion in the profession.
- Mentor the advisee regarding the best practices in all aspects of the profession (from responding to emails to academic mores to standards in research and publication).
- Explain to the advisee how to build a career plan.
- Provide advice when the student has teaching responsibilities and **visit her/him in class in coordination with the teaching seminar instructor**.
- Evaluate the advisee's progress in the student's annual report.

2.2.2. Choice of a dissertation supervisor and a qualifying paper supervisor

Students must have a dissertation supervisor and a qualifying paper supervisor at the latest at the end of year 3 in the program (year 2 if they entered with an MA).

– The dissertation supervisor should be secured first. The precise topic of the dissertation need not be decided immediately.

- From the moment a faculty member has accepted to supervise the dissertation, he/she becomes the student's primary mentor.
- The student must inform of this the graduate program director and her/his former advisor if he/she is a different person.
- The dissertation supervisor and the graduate program director will review the student's progress until completion of the doctoral degree.
- The supervisor will make sure that the advisee feels properly informed about the whole process and able to communicate easily with her/him, and will establish quickly, in co-operation with the advisee, the framework for the student's work, i.e. the means by which he/she and the student will communicate, and how *and when* they will arrange meetings and monitor progress.

- The dissertation supervisor and the student will immediately discuss the general area of the **qualifying paper** (which should correspond to an AOC, distinct from the AOS of the dissertation, having in mind the best strategy for future placement) and who will supervise it.
 - The advisee should already have explored the possibilities with the previous advisor. The dissertation supervisor can confirm, or make other suggestions. The dissertation and paper supervisor can be the same person.
 - The paper will be defended in the following fall (year 4, or 3).
 - On the advising by the paper supervisor, see 2.2.3., below.
- The dissertation supervisor and the student will then agree on a schedule to narrow down the topic of the dissertation, make preliminary research, and write a **dissertation proposal**.
 - The dissertation proposal will be defended at the latest in the following spring (year 4, or 3). A second (and perhaps third) reader will be appointed at that time (see the graduate studies handbook for details).
 - Supervisor and advisee will establish a clear project with a good prospect of completion within the required time scale, and identify the initial stages and early objectives of the project.
 - They will also identify the skills, knowledge and aptitudes (e.g., languages, paleography, etc.) that are required for the successful completion of the research program.
 - Finally, they will identify appropriate resources (e.g., documentation, a specialist in another department, etc.) to support the research project and how these are to be accessed.

2.2.3. Advising by the qualifying paper supervisor

- As soon as a faculty member has agreed to supervise the qualifying paper, he/she will establish with the student the framework for the research and writing, a schedule for the progression towards the completion of the paper, and a schedule of meetings.
- The supervisor will help the advisee to plan her/his research, define the topic, identify the specific steps to take, identify the relevant literature, databases and other relevant resources.
- More generally, the paper supervisor will guide the student in the writing of a paper of publishable quality (e.g., have a state-of-the-art bibliography, tailor the paper to the requirements and the standards of publication, etc.).
- The paper supervisor will provide prompt feedback and comments, normally in writing, to the advisee when the student submits drafts of the paper, partial or whole.
- The paper supervisor will discuss with the student strategies and opportunities for publication.
- The paper supervisor will regularly inform the dissertation supervisor about the student's progress.
- When the paper has been entirely drafted, the supervisor will establish with the student the complementary reading list that will be used for discussion at the defense of the paper. See link for details:
(<https://www.bc.edu/content/dam/bc1/schools/mcas/philosophy/pdf/for-students/Doctoral%20Comprehensive%20Guidelines.pdf>details).
- The supervisor will help the student find a third person for the defense board (the dissertation supervisor being the second one), and prepare the defense. Readers must have the paper and the reading list at least two weeks before.

2.2.4. Advising by the dissertation supervisor

- From the preparation of the dissertation proposal to the completion of the dissertation, the supervisor will meet with the advisee **at a minimum twice a semester**, with written record of the meetings. The schedule of the meetings will be established at the beginning of the year. It may happen that, on some occasions, there is little to report or no written work is submitted for comment; regardless, maintaining regular contact is key to the progression of the student's research.
- If the advisee is away (e.g. during the university fellowship year), and if video or phone meetings cannot be arranged, an email schedule will be established.
- The supervisors will help the advisee to plan their research, define their topic, identify the specific steps to take, identify the relevant sources, literature, databases and other resources.
- A reasonable and detailed timetable for the writing of the dissertation, with regular submission of thoroughly written chapters, will be agreed upon, and attainment of the successive stages checked.
- The supervisor has a right to expect that the advisee will communicate written work or research results well ahead of the meetings.
- The supervisor will provide prompt feedback and comments (within a month) to the student when he/she submits written work.
- Besides the comments on the pages submitted, the supervisor will provide the student with a regular evaluation of her/his overall progress.
- With the agreement of the dissertation supervisor, the advisee will regularly submit written parts of the dissertation to the second reader.
- Especially when the second reader is chosen in another department because of his/her expertise in an aspect of the dissertation topic, the supervisor will coordinate the guidance and ensure that respective tasks are clear both to the second reader and to the student.
- The supervisor and the second reader constitute together the **dissertation advising committee**. The dissertation committee will review the advisee's progress in the student's annual report.
- The supervisor will make sure that the dissertation is completed and submitted to the department and all the readers at least **one month** before the defense.

In addition:

- The supervisor will encourage and help the advisee to publish, participate in colloquia, seminars and conferences, and more generally mentor her/him and prepare her/his insertion in the profession.
- As the supervisor will later write a decisive recommendation letter when the student is on the job market, he/she will **visit the advisee's classes in coordination with the teaching seminar instructor** and write a report, in order to be able to comment on the student's teaching abilities in said letter. When the supervisor has too many advisees for visiting each of them every year, he/she will ask another faculty member (e.g. the second reader) in coordination with the teaching seminar instructor, or will ask the instructor to find another faculty member.

Appendix 1

Immigration Regulations and Policies for International Students

Office of International Students and Scholars (OISS): 72 College Rd, 617-552-8005, www.bc.edu/oiss

Hours M-F 9-4, OISS Walk-in advising hours: M & W 2-4pm; T, Th & F 10am-12pm, call for an appointment outside of these walk-in hours.

OISS Advisor for Philosophy: Susan Shea, Associate Director OISS, sheasc@bc.edu

Note on visa type: This section of the guide pertains to students on **F-1 or J-1 student visas**. Very occasionally, a student may be studying as dependent of spouse working in the U.S. or with another visa type. Please consult with OISS in that case.

Timeline to complete the degree:

Immigration regulations state that students are required to be making “normal progress towards the degree” and finish in that time frame. OISS issues the immigration form (called an I-20 for F-1 student and a DS-2019 for J-1 students) for the length of time determined to be the normal length of study by the department and the GSAS Dean’s Office. This is how long students may remain in the U.S. to finish their degree in most cases.

- **M.A.: 2 Years**, from August of the first year to May of the following year, including the Comprehensive Exam or Qualifying Paper. Master’s students are generally expected to take 5 courses each year for a total of 10 courses. They will therefore have two semesters with only 6 credits (see full-time requirement, below).
- **Ph.D.: between 5 years (4 for students who enter the program after having already earned an MA) and 8 years.**
- **Note: Immigration extensions cannot be given for incompletes or failures.** It is important that students and their advisors take action on any failure or incomplete prior to the end of the allowed period.

Full-time study requirement:

- **Students on student visas are required to be considered full-time students during the academic semesters.** OISS reports their full-time status to the U.S. Government every semester. Students must register every semester of their allowed period.
- **Any graduate student registered for under 9 credits in a semester will be flagged as less than full-time in the University System.** Those students will receive an email from OISS and will be asked to follow up with their department. (N.B.: for the PhD program exception to this rule, see below).
- The University System will not let students drop below full-time status or register less than full-time without OISS permission to Student Services. This is a safety in place to

ensure students stay in immigration compliance. **Please contact OISS for any help registering a student for less than full-time.**

- **MA students:** Since MA students have some semesters with 6 credits only but are approved as full-time by the department (given that they have, for instance, to write a qualifying paper in addition), OISS will just need a brief **email verification from the department stating that the student is considered full time by department with 6 credits.** If the student has trouble registering for less than 9 credits in the system, please contact OISS.
- **PhD Students:** PhD students with assistantships will automatically be classified as full-time in the University System. Doctoral Continuation also classifies the student as full-time. However, there are sometimes glitches in the system. If this is the case, contact OISS and they will contact Student Services. PhD students are expected to be in contact with their advisor about the dissertation progress in order to maintain their immigration status.

Other Immigration Approved Reasons for a Reduced Course Load (must be approved by OISS):

- **Academic Difficulties** for (typically for **FIRST SEMESTER ONLY**): Initial difficulties with the English Language, Unfamiliarity with American Teaching Methods, Improper Course Placement. Will require documentation from the department for justification.
- Documented **illness or medical condition** up to 12 months total during the degree.
- Students are allowed to be less than full-time in their **last semester** if they are taking their last required class to finish. No documentation is needed.

Appendix 2

Resources for Advisors

Student Distress

If you have **concerns** regarding the psychological or physical well-being of a student, contact the Student Outreach and Support Team, at 617-552-3470 or through the online Student of Concern Reporting Form: cm.maxient.com/reportingform.php?BostonCollege&layout_id=3

If you have an **urgent** concern after 5pm or on weekends or holidays, contact **BC Police Department at 617-552-4440**. They will be able to access appropriate assistance for you.

If the situation is an **emergency** (immediate threat to safety), call directly BCPD at **911**.

If a student is open to receiving **psychological help**, you can direct her/him to University Counseling Services, Gasson 001 | Office Hours: Monday–Friday 8:45 a.m. to 4:45 p.m. | P: 617-552-3310 (same day consultation possible).

Non-emergency questions:

Caroline Davis, Assistant Dean of Students
caroline.davis.2@bc.edu
617-552-3470

For indicators of distress and for how to respond, download the brochure of Counseling Services from their web page.

Sexual misconduct

If you have knowledge of a sexual misconduct case, by law (Title IX) you **MUST** report it to TitleIXCoordinator@bc.edu, 617-552-3334. You should tell the student who discloses the case that you are under legal obligation to report it. Students should also be encouraged, but not pressured, to utilize university resources such as the Sexual Assault Network hotline; BC Police; or University Counseling services. It is up to the student to pursue these options, but support for the student for doing so can be helpful.

Discriminatory Harassment

The following are considered discriminatory harassment.

1. Conduct that, by reference to the race, color, national origin, sex, religion, disability, age, sexual orientation, or any other legally protected status of a member or members of the University community, intentionally or recklessly **abuses, mocks, or disparages** a person or persons so as to affect their educational performance or living or working environment at Boston College.
2. **Offensive sexual behavior** whenever toleration of such conduct or rejection of it is the basis for a personnel or academic decision affecting an individual; or such conduct has the purpose or effect of creating a hostile or stressful living, learning, or working environment. Examples of behavior that may constitute sexual harassment include sexual advances, any form of retaliation or threat of retaliation against an individual who rejects such advances, sexual epithets, jokes, or comments, comment or inquiry about an individual's body or sexual experiences, unwelcome leering, whistling, brushing against the body, sexual gestures, and displaying sexually suggestive images.

Full description of BC policy at <https://www.bc.edu/content/bc-web/offices/human-resources/sites/oid/Policies-and-Compliance/Discriminatory-Harassment.html>

If you witness a hate crime or a bias related incident, you should **report** it. Contact BC Police Department at 617-552-4440.

If a hate crime or a bias related incident is reported to you, **assist the student** to identify the most appropriate path. See the different possibilities and the protocol on <https://www.bc.edu/content/bc-web/offices/human-resources/sites/oid/Policies-and-Compliance/Hate-Crimes-and-Bias-Related-Incidents-Protocol.html>

Privacy Policy

The Family Educational Rights and Privacy Act (FERPA) grants four specific rights to a postsecondary student:

- to see the records that the institution is keeping on the student.
- to seek amendment to those records and in certain cases append a statement to the record.
- to withhold the disclosure of a student's educational records except for situations involving legitimate educational interest or as may be required by law.
- to file a complaint with the FERPA Office in Washington.

For a full presentation of FERPA, please visit

https://www.bc.edu/content/bc-web/offices/student-services/about/notices-disclosures.html#family_educational_rights_and_privacy_act_ferpa_

A University employee has a **legitimate educational interest** in access to information when that information is appropriate for use in connection with performing a task that is related to the student's education (which is your case).

Your responsibilities under FERPA:

- As a general principle, you may not disclose student information in oral, written, or electronic form to anyone except BC staff and faculty who need the information to perform their university functions and have a legitimate educational interest.
- You have a legal responsibility to **protect** the privacy of the **student educational records in your possession**, which are classified as confidential information under BC's Data Security Policy. You may not access educational records for personal reasons.
- You may not release lists or files with student information to any third party outside your college or departmental unit.
- Student information stored in an electronic format must be secure and available only to those entitled to access that information. Student information should not be stored on laptops or home computers unless it is encrypted. Personal digital assistants used to read confidential data should be password protected.
- Student information in paper format must be shredded before disposal or placed in a locked disposal

M.A. Qualifying Paper Guidelines

1. Preparing and Submitting the Qualifying Paper

- The paper comes in addition to any paper written for the course work, although it may (but does not have to) be derived from a class paper. It must be different from the M.A. thesis if you are writing one.
- All MA qualifying papers **must be read before submission by the student's qualifying paper mentor**. The mentor for the qualifying paper will communicate to the Graduate program assistant that he or she has read the paper and finds it suitable for review. Students using a paper from a previous class may wish to ask the professor in question to act as the qualifying paper mentor.
- The maximum length of the paper is 7,000 words, abstract and bibliography included. The minimum length is to be determined with your mentor, depending on the topic, the approach, etc.
- You must follow the formatting template which is at the end of this document.
- The paper must be anonymized and submitted electronically **using this online form: <https://forms.gle/aL8J59nvFazuqQe56>, on or before November 1**. Students who have received a grade of fail (or have approval from the MA Coordinator for a spring submission) must submit their papers **on or before March 1st**.
- Students who do not plan to apply to graduate school in their final year of the program may instead submit their qualifying papers in the spring by March 1, although they are also encouraged to aim for the November 1 deadline.
- You may submit up to three faculty names (from the department only) as preferred graders, excluding the advisor under whose guidance the paper has been prepared (when the paper is derived from a term paper, the course instructor may be included, except if he/she was also the mentor for the paper). Please do not ask potential referees in advance as the review process is blind.
- The graduate program director will choose two faculty members. While trying to find the most suitable graders, he/she is not bound by the names you submitted, as he/she has to spread out equally the work across the faculty.
- By December 1, the two graders will each send back a one-page report with their remarks and advice for improvement (especially in view of making the paper a good writing sample for future applications), and the final grade they have determined after consulting with each other (see below). Additionally, the paper can be annotated in electronic form.
- The graduate program director will give you the grade and the reports, and the names of the graders as well, so that you can directly request from them additional feedback if needed.

2. The Evaluation Criteria

The department recognizes that papers may reflect a plurality of philosophical styles and methodologies (historical, hermeneutical, phenomenological, analytical, textual criticism, and so on). Nevertheless, a qualifying paper should have the following qualities, and will be evaluated accordingly:

(1) Form

(a) The prose is clear and precise. The flow, pacing, and wording are very good.

(b) The essay's structure is easily discernable: the paper stays focused on the objective stated in the introduction; the way in which the middle sections develop and support the paper's thesis is manifest; the progression of ideas is plain (i.e., the thinking moves logically from one paragraph to another and throughout the paper); a clear outcome is reached in the conclusion (even if a negative one—for example: "It is impossible to establish that...").

(c) The bibliographical information and mode of citation of the sources are consistent and conform to a standard system (e.g. Harvard, Chicago, APA).

(d) The paper is preceded by a 200-word abstract.

(e) The length of the paper is appropriate (to be determined with the advisor, as it depends on the topic, the approach, etc.). Writing samples in PhD applications are typically between 15 and 20 double spaced pages long. The maximum length is set at 7,000 words, abstract and bibliography included.

(2) Content

(a) The intent of the paper is clearly formulated at the outset.

(b) The methodology is appropriate to the topic (e.g. historical research, hermeneutical approach, phenomenological analysis, literature review and critique). Presuppositions are made explicit.

(c) The key aspects of the topic are addressed.

(d) The pertinent philosophical concepts are clearly defined and explained, and are correctly employed.

(e) The primary and secondary sources are pertinent and satisfactory.

(f) The summaries or interpretations of the sources are accurate. The quotations and paraphrases supporting the interpretation or the point being made are suitable.

(g) The paper makes a good case for its central claim(s): it offers appropriate evidence in support and addresses possible objections with fairness.

3. The Outcome

- Reviewers of the qualifying paper will provide an assessment in one of four categories: Pass with Distinction; Pass; Revise and Resubmit; Fail. The assessment will be provided to the DGS, the Graduate Studies Program Administrator, and the MA Coordinator.
- In the case of **Pass**, a page or two of commentary that assesses the quality of the paper and offers advice on how the student might adjust the paper if it is to be used as a sample paper for doctoral applications is required. For assessments requiring revisions, the reviewer should specify what these should be in sufficient details that the student has clarity on what must be done.
- Reviewers may determine an assessment of **Revise and Resubmit** This assessment will be made if the paper is determined to be not yet of passable quality, but as holding promise to be passable if the paper is revised. Reviewers will each provide a report of detailing the main strengths and weaknesses of the paper as well as specifying what revisions are needed.
- Revisions may include but are not limited to any of the following: additional research, as specified by the reader; clarifications to the analysis and argument, as specified by the reader; changes in grammar, formatting (including bibliography and citation), style, and presentation that reflect professional standards in the field.
- In the case of papers receiving the assessment of **Revise and Resubmit**, the student must first submit the revised work to her or his qualifying paper mentor, who repeats the sign-off process in step 1. The DGS, initial readers or substitutes, if needed then review the paper again, providing an assessment in one of the three categories.
- Papers with Revise and Resubmit status may be resubmitted the same semester, or the subsequent one. A student may revise and resubmit a paper until it receives a grade of Pass.
- **Fail** means that that paper is not workable in its present form and that the referees deem the paper unsuitable for resubmission even after further work. The DGS may choose to advise the student to submit a substantially different paper in the future.
- If after consulting with each other the two graders do not settle on the same grade, the lower grade is adopted: “Distinction” from one grader and “Passed” from the other results in the final grade “Passed”; “Failed” from one grader results in the final grade “Failed.” If however one of the graders disagrees with this outcome, the program director asks a third faculty member to grade the paper. If two of the three grades are “Failed,” the final result is “Failed.” If two of the grades are “Distinction,” the final result is “Distinction.” Otherwise, the final result is “Passed.”

Attachment 3: M.A. Qualifying Paper Guidelines

- Anonymity: professors who are reviewing the papers will not know the student's identity until after the first grade is submitted, they can receive that information if they wish after the decision. Students will not know the names of the reviewers until they receive a pass/fail decision, after which they will know the professors' names along with the reports, in case they wish to seek further advice from the reviewers.
- Students can request one or more anonymized papers that received Distinction available as models in pdf form from the graduate program assistant, in case they wish to have a better sense of the standard for these papers. They will also be provided with a template for formatting the paper with a title page, bibliography, etc.
- The qualifying paper must receive at least "Passed" for you to graduate.

Template starts on next page



Attachment 3: M.A. Qualifying Paper Guidelines

Title; it should be descriptive of your paper's content

[DO NOT ADD YOUR NAME]

M.A. Qualifying Paper

Date turned in [not the due date – this is an academic integrity issue!]

Attachment 3: M.A. Qualifying Paper Guidelines

Abstract (200 words maximum, single spaced)

.....

Text of paper begins here, double-spaced. For any quotes or references, use in-text citations, clearly linked to an item in your bibliography, with the following form: (Author's last name or shortened version of title, page numbers [use n.p. if there are no page numbers]).

An example: If you are quoting *The Prince*, by Niccolo Machiavelli, you would have a full entry in your bibliography (see below), and for a quote in the paper, you could use an in-text citation like this: Machiavelli is famous for asking, "Is it better for a prince to be feared or to be loved?" (*Prince*, 67).

If you are not quoting but making claims about facts that are not common knowledge, you also need to provide an in-text citation to a source listed in your bibliography.

Alternatively, you may use footnotes, but be aware that if you are doing a lot of textual analysis with one or more texts that you quote frequently, it is distracting and heavy-handed to use footnotes for each quotation. In-text citation is usually far preferable and generally is the norm for academic work.

Attachment 3: M.A. Qualifying Paper Guidelines

BIBLIOGRAPHY

It should be alphabetized by author's last name. Use the Diana Hacker writing manual, or other reliable writing guide, to see how to construct a proper bibliography. A great internet resource is the Purdue University [Online Writing Lab](#) (OWL). As a default, APA style.

Some basics:

For a BOOK:

Author's last name, author's initials [followed by: ed., eds. in the plural, if it is an edited volume]. (Year published). *Title: And Subtitle if there is one.* Place of publication, usually city and state: Publisher.

For a Book with a TRANSLATOR:

Author's last name, author's initials. (Year published). *Title: And Subtitle if there is one* (Name of translator, Trans.). Place of publication, usually city and state: Publisher.

For an ARTICLE in print (even if accessed online):

Author's last name, author's initials. (Year published). Title: And Subtitle If There Is One. *Journal Title.* Volume number (issue number), page range.

For an ARTICLE in a web-only publication:

Author's last name, author's initials. (Date of posting, if available). Title: And Subtitle If There Is One. *Website or Online Publication Title.* Volume number (issue number), page range. Retrieved from [provide the URL].

ANNUAL REVIEW OF THE DOCTORAL STUDENTS' PROGRESS

ACADEMIC YEAR 2020-2021

To be returned by May 21, 2021

NAME:

YEAR YOU ENTERED THE PROGRAM:

TOTAL NUMBER OF FUNDED YEARS:

I. – COURSES (*If you have not yet completed the coursework requirements, please list the courses you have taken, from your first year in the program to this year, following the model given below; when you have satisfied the logic and the languages requirement, please also report it. If you are all done and have passed the doctoral comps, no need to report anything, delete the example and just write “Comps passed in ...”.*)

(example)

2018-2019

Title of the course:

Grade:

2019-2020:

Title of the course:

Grade:

etc.

II. – RESEARCH ACTIVITY

1. Progress toward doctoral comps, or dissertation progress:

2. Participation to conferences or workshops, talks, papers published or submitted for publication, etc. (please be specific):

III. – DEPARTMENTAL ACTIVITY (*Attendance at lectures in the department, help with organizing conferences, service to the graduate students association, and all the ways in which you contributed to the life of the department*)

IV. – EXTRACURRICULAR ACTIVITIES (*Anything that has contributed to your education and professional training*)

V. – PLANS FOR THE COMING SUMMER AND THE NEXT ACADEMIC YEAR (*E.g., summer research, summer programs or seminars, language learning, courses you plan to take next year, details about dissertation writing plans, qualifying paper and dissertation proposal for the doctoral comps, etc.*)

VI. – YOUR ADVISOR NEXT YEAR (*Specify who your advisor will be, whether you are continuing with the same or have just chosen a dissertation supervisor; or request one to be assigned for next year*)

VII. – ANYTHING ELSE YOU WANT TO SAY (*Additional information, comments and remarks, complaints or praises, reflections on circumstances that have aided your progress or impeded it, etc.*)

VIII. – ADVISOR’S, OR DISSERTATION SUPERVISOR’S AND SECOND READER’S COMMENTS

Name(s) and signature(s) of the advisor, or of the dissertation supervisor and the second reader.

PRELIMINARY COMPREHENSIVE EXAM READING LIST

Selections are to be submitted using the link below one month prior to the exam.

<https://forms.gle/F4jmeBmi936sAVsH9>

I. Authors in the Philosophy of the Person mandatory reading list (all required, except where a choice is offered):

Plato's *Apology* **and** either *Meno* and *Gorgias*, or *Republic* (whole)

Aristotle's *Nicomachean Ethics*

Boethius, *Consolation of Philosophy*, or Augustine, *Confessions*, or Augustine, *On the Free Choice of the Will*

Aquinas, *Sum of Theology*, Part I, qq. 1-15 (knowledge about God), qq. 75-88 (soul/body, knowledge); Part II.1, qq. 90-96 (divine, natural, and human laws)

Descartes, *Meditations*

One of the following authors: Hobbes, *Leviathan*, Introduction, Part I, chs. I, II, X, XI, XIII, XIV; Part II, chs. XVII-XIX; or Locke, *Second Treatise on Government*; or Rousseau, *Social Contract* or *Discourse on the Origins of Inequality*; or Adam Smith, *The Wealth of Nations*; or Marx, *Paris 1844 Manuscripts* and *Communist Manifesto*, or *Capital* I Book I, Parts I-III

Kant, *Groundwork for the Metaphysics of Morals*

Mill, *Utilitarianism*

II. Two different authors from the following list (19th-21st centuries complement):

G.F.W. Hegel, *Phenomenology of Spirit*, Introduction, A. Consciousness, B. Self-Consciousness, or *The Philosophy of Right*, Introduction and Part III

Søren Kierkegaard, *Fear and Trembling* or *Philosophical Fragments*

Ludwig Feuerbach, *The Essence of Christianity*

Friedrich Nietzsche, *Genealogy of Morals* or *Beyond Good and Evil*

William James, *Pragmatism, The Will to Believe* Chs. 1-3, 5, 6; or *Principles of Psychology* Chs. 4, 6, 9, 10, 15, 19, and 24.

Charles Sanders Peirce, *Illustrations of the Logic of Science*, or *Pragmatism as a Principle and Method of Right Thinking* (aka Harvard Lectures on Pragmatism, 1903)

Sigmund Freud, *The Future of an Illusion*, or *Civilization and Its Discontent*

Edmund Husserl, *Cartesian Meditations*, or *The Crisis of European Sciences and Transcendental Philosophy*

Henri Bergson, *Time and Free Will* or *The Two Sources of Morality and Religion*

Edith Stein, *The Problem of Empathy*

Attachment 5: Preliminary Comps Reading List

Alfred North Whitehead, *Process and Reality*
Maurice Blondel, *Action*
Albert Camus, *The Myth of Sisyphus*
Martin Heidegger, *Being and Time* (Intro., Part 1, Division 1), or *Basic Writings from Being and Time (1927) to The Task of Thinking (1964)*, ed. D.F. Krell (revised and expanded ed., 1993)
Maurice Merleau-Ponty, *Phenomenology of Perception*
John Dewey, *Experience and Nature*, or *Art and Experience*
Bertrand Russell, *The Problems of Philosophy*
Theodor Adorno and Max Horkheimer, *Dialectic of the Enlightenment*
Hannah Arendt, *The Human Condition*
Jean-Paul Sartre, *Being and Nothingness*, Parts I & III
Michel Foucault, *Discipline and Punish*, or *History of Sexuality*, Vols. 1 and 2
Bernard Lonergan, *Insight*
Simone de Beauvoir, *The Second Sex*
Emmanuel Levinas, *Totality and Infinity*
Karl Popper, *The Open Society and Its Enemies*
Hans Georg Gadamer, *Truth and Method*
John Rawls, *Theory of Justice*, Part I., chs. 1-3, and *Political Liberalism*, chs. 2, 6-8
Jacques Derrida, *Speech and Phenomena*, or *Writing and Difference*
Paul Ricœur, *Time and Narrative*, Vol 3 (= part IV), or *From Text to Action*
Philippa Foot, *Virtues and Vices and Other Essays in Moral Philosophy*
Iris Marion Young, *On Female Body Experience: 'Throwing Like a Girl' and Other Essays*
Jürgen Habermas, *Theory of Communicative Action*, Vol.1, chs 1-4 and *Between Facts and Norms*, chs 1, 3, 5, and 9
Charles Taylor, *Sources of the Self*
Julia Kristeva, *Desire in Language. A Semiotic Approach to Literature and Art*
Alasdair MacIntyre, *After Virtue*, or *Three Rival Versions of Moral Enquiry*
Martha Craven Nussbaum, *Love's Knowledge*
Judith Butler, *Gender Trouble*

III. Two different authors from the following “diversity” list (NB: an author selected in the 19th-21st list cannot be selected again in this list)

A. Women Philosophers in the History of Philosophy

1. Ancient: *None for the comps, but see supplemental suggestions for teaching Phil. Person.*

2. Medieval:

Hildegard of Bingen: *The Book of the Rewards of Life* (transl. Bruce W. Hozeski. Oxford: Oxford University Press, 1997).

Christine of Pisan: *The Book of the City of Ladies and Other Writings* (ed. Rebecca Kingston and Sophie Bourgault, transl. Ineke Hardy. Cambridge: Hackett, 2018).

Attachment 5: Preliminary Comps Reading List

Christine of Pisan: *The Treasure of the City of Ladies* (transl. Sarah Lawson. London: Penguin Classics, 2003).

Teresa of Avila: *The Way of Perfection* and *The Interior Castle*, in *The Collected Works of St. Teresa of Avila*, Vol. 2 (transl. Kieran Kavanaugh and Otilio Rodriguez. Washington, DC: ICS Publications, 1980).

3. Modern

Astell, Mary: *Political Writings* (ed. Patricia Springborg. Cambridge Texts in the History of Political Thought. Cambridge: Cambridge University Press, 1996).

Cavendish, Margaret: *The Blazing World and Other Writings* (London: Penguin Classics, 1994).

du Châtelet, Emilie: *Selected Philosophical and Scientific Writings* (ed. Judith P. Zinsser, transl. Isabelle Bour and Judith P. Zinsser. Chicago: The University of Chicago Press, 2009).

Wollstonecraft, Mary: *A Vindication of the Rights of Women and A Vindication of the Rights of Men* (Oxford: Oxford University Press, 2009).

4. 20th century

G. E. M. Anscombe: “Modern Moral Philosophy”, “Knowledge and Reverence for Human Life”, “Good and Bad Human Action”, and “Murder and the Morality of Euthanasia”, in G. E. M. Anscombe, *Human Life, Action, and Ethics* (Imprint Academic, 2005).

Arendt, Hannah: *The Human Condition* (Chicago: The University of Chicago Press, 2018).

de Beauvoir, Simone: *The Second Sex*, Introduction (trans. Constance Borde and Sheila Malovany-Chevallier. New York: Vintage, 201) AND *The Ethics of Ambiguity* (trans. Bernard Frechtman. New York: Open Road Media, 2018).

Foot, Philippa: “Moral Arguments”, *Mind*, 67(268), 1958: 502–513 AND “Moral Beliefs”, *Proceedings of the Aristotelian Society*, 59(1), 1959: 83–104 [these two essays also available in: *Virtues and Vices and Other Essays in Moral Philosophy*, second edition (first edition 1978), Oxford: Oxford University Press, 2002, 96–109 and 110–131]. OR *Natural Goodness*, Oxford: Oxford University Press, 2001.

Nussbaum, Martha: *Anger and Forgiveness: Resentment, Generosity, Justice* (Oxford: Oxford University Press, 2018).

Young, Iris Marion: *Justice and the Politics of Difference* (Princeton: Princeton University Press, 2011).

B. Non-western writers in the History of Philosophy/Inter-religious dialogue

Al-Ghazali, Abu Hamid: *The Alchemy of Happiness* (trans. Claud Field. Eastford: Martino Fine Books, 2017).

The Bhagavad Gita (transl. Laurie Patton. London: Penguin Classics, 2008).

Confucius: *The Analects* (transl. Raymond Dawson. Oxford: Oxford University Press, 2008).

Gautama the Buddha: *Sayings of the Buddha. New Translations from the Pali Nikayas* (transl. Rupert Gethin. Oxford: Oxford World Classics, 2008).

Gautama the Buddha: *The Dhammapada: The Path of Perfection* (transl. Juan Mascaro. London: Penguin Classics, 1973).

Ibn Tufayl, AbuBakr: *Hayy Ibn Yaqzan: A Philosophical Tale* (trans. Lenn Evan Goodman. Chicago: The University of Chicago Press, 2009).

Attachment 5: Preliminary Comps Reading List

Maimonides, Moses: *The Guide for the Perplexed: Abridged Edition* (Cambridge: Hackett Publishing Company, 1995).

Mo Zi: *The Book of Master Mo* (trans. Ian Johnston. London: Penguin Classics, 2014).

C. Race

Appiah, Kwame Anthony: *Cosmopolitanism: Ethics in a World of Strangers* (Issues of Our Times Series. New York: W.W. Norton, 2006).

DuBois, W. E. B.: *The Souls of Black Folk: With "The Talented Tenth" and "The Souls of White Folk"* (London: Penguin Classics, 1996).

Fanon, Frantz: *The Wretched of the Earth* (trans. Richard Philcox. New York: Grove Press, 2005).

Shelby, Tommie: *We Who Are Dark: The Philosophical Foundations of Black Solidarity* (Cambridge: Belknap Press, 2007).

D. Feminism

Butler, Judith: *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge, 2006.

de Beauvoir, Simone: see above in section I.D, 20th c. women philosophers.

Fraser, Nancy: *Scales of Justice: Reimagining Political Space in a Globalizing World* (New Directions in Critical Theory. New York: Columbia University Press, 2010).

Merchant, Carolyn: *Death of Nature: Women, Ecology and the Scientific Revolution* (New York: Harper One, 1990).

Young, Iris Marion: *On Female Body Experience: "Throwing Like a Girl" and Other Essays* (Studies in Feminist Philosophy. Oxford: Oxford University Press, 2005).

E. Colonialism

Freire, Paulo: *Pedagogy of the Oppressed* (50th anniversary ed. London: Bloomsbury Academic, 2018).

Fanon, Frantz: *Wretched of the Earth* (see above in section III, Race).

Dussel, Enrique: *Philosophy of Liberation* (Eugene: Wipf and Stock Publishers, 2003).

LOGIC REQUIREMENT GUIDELINES

All Ph.D. candidates are required to demonstrate proficiency in the area of logic. This may be accomplished in one of two ways: 1. By passing PHIL5577 “Symbolic Logic” with a grade of “B” or better; 2. Or by attaining a score of 80% or better on the Logic Proficiency Examination. Candidates are expected to have satisfied the requirement by the spring of their second year.

The Logic Proficiency Examination is a two-hour written examination. It will cover both traditional and symbolic logic, and will include questions concerning the nature and purposes of logic, as well as questions testing logical skills. The examination will be administered three times per year: (1) at the start of the fall semester; (2) at the end of the fall semester; and (3) at the end of the spring semester. Candidates who intend to take the exam should contact Prof. Richard Atkins two weeks prior to these time periods.

Students are advised to consult:

Aristotle, *Prior Analytics*,

T. Sider, *Logic for Philosophy*, Chs. 1–5,

And one of:

M. Bergmann, J. Moor, I. Nelson, *The Logic Book*,

I.M. Copi and C. Cohen, *Introduction to Logic*, or

P. Tidman, H. Kahane, and A. Hausman, *Logic and Philosophy*

Questions covering the following areas may be expected:

1. Definition and illustration of basic logical terms. For example: validity, indifference, proposition, function, predication, relation, implication, description, syllogism, meta-language, use, mention, definition, intension, logical system, reduction to first figure, etc.
2. Identification and explanation of valid and invalid syllogisms.
3. Use of truth tables or truth trees to show validity, contingency, tautology, and contradiction.
4. Symbolization of propositions and arguments; propositional and predicate logic.
5. Proofs for arguments both containing and not containing quantified propositions.
6. Explanation of the need for, uses of, and historical circumstances surrounding the rise of both traditional and symbolic logic.
7. Discussion of various forms of fallacy.
8. Comparison and contrast of induction and deduction.

Boston College
Philosophy Department

Graduate Program Language Requirement Form

Name: _____ Eagle ID: _____

Please select one of the following options to document your required language proficiency. A transcript is required for options 1 or 2. Please send this form to the graduate program assistant, Sarah Dustin Smith, sarah.smith.13@bc.edu.

1. ***College level language coursework completed.** Satisfied by receiving a grade of B or higher in 2 semesters of a language class at the beginner level or one semester at the intermediate level.

Language course(s) and level

2. ****Native language (other than English) proficiency** (approval contingent upon documentation that the student has formally studied in this language at high school level or higher.

Language studied

3. ****Department administered language exam(s).**

Date taken.

Language(s)

****Graduate Program Director or *Graduate Program Assistant signature required.**

Date: _____

Doctoral Comprehensive Guidelines

The Doctoral Comprehensive is a two-part examination comprised of

1. A Qualifying Paper
2. A Dissertation Proposal

If you entered the program with an MA,

- You must take the Doctoral Comprehensive Examination in your 3rd year
 - Your preparation should begin at the end of your 2nd year.

If you entered the program without an MA,

- You must take the Doctoral Comprehensive Examination in your 4th year
 - Your preparation should begin at the end of your 3rd year.

Before taking the doctoral comps, you must have

- Completed all of the course requirements (and received final grades for all).
- Demonstrated proficiency in two languages (must be reflected on your transcript).
 - Demonstrated proficiency in logic (must be reflected on your transcript).

Passing both parts of the exam before May 31st is required in order to maintain good standing and to be eligible to receive your final year of funding (University Fellowship) the following year.

Part I: Qualifying Paper

The qualifying paper is a paper of publishable quality on a systematic question or on an author(s). It should correspond to what will become an *Area of Competence* for you. It may be a course paper that has been improved with the feedback of the instructor.

Finding a Qualifying Paper Supervisor:

You will need to secure a paper supervisor by the end of your 2nd(3rd) year. Consult with your adviser or dissertation supervisor to find a qualifying paper supervisor.

When to begin writing:

You are strongly encouraged to begin research and writing towards the end of year 2 (or 3) and over the summer, under the guidance of your qualifying paper supervisor.

When to Defend your Qualifying Paper:

The paper should be defended in the **fall semester** of year 3 (or 4).

Procedure for Defending your Qualifying Paper

Assemble your Board:

The defense is oral, with a board of **three members** composed of the paper supervisor, the supervisor of the dissertation, and another faculty member. All board members must belong to the Philosophy Department faculty. If you have a date confirmed, reserve a room.

Establish your Reading List:

The defense is based on the paper and on a **reading list of 6 to 10 authors and/or texts** from the history of philosophy (as broadly as possible) that raise significant questions or challenges for the thesis of the paper. This reading list is to be established ahead of the defense with the paper supervisor, and sent at least **two weeks before the defense**, with the paper, to the other board members. If you have not done so, contact the program administrative assistant to reserve a room.

**At least 2 weeks before the defense, fill out online the following
Qualifying Paper Defense Form:**

<https://forms.gle/Wrfwt9nmITGNzMJY6>

Defend your Qualifying paper:

Print, staple together, and bring to the defense all the Qualifying Paper Result Forms, aka ballots (see the attachment at the end of this document). Part I will be signed by your board members. Then, give all four pages to the program administrative assistant.

If the examination of the paper is failed, the paper may be resubmitted after improvement and defended again, only once, and not sooner than the following semester.

Part II: Dissertation Proposal

The formal approval of your dissertation proposal allows you to begin officially the writing of your dissertation during your university fellowship year.

You should begin thinking about the proposal by the end of your 2nd year (3rd if you did not enter the program with an MA).

You must pass the qualifying paper before you can advance to the examination of the dissertation proposal.

Finding a dissertation supervisor:

In consultation with your academic adviser, you are responsible for finding a **tenured/tenure-track faculty member of the department** who will work with you to write a dissertation proposal and direct your dissertation.

When to begin writing:

At the end of year 2 (3 if you do not have an MA) at the latest, start working with your supervisor on your dissertation proposal. For advice on what should go into a proposal see the **“Dissertation Proposal Guidelines”** in the attachments below.

Assemble your board:

The oral examination board is composed of 3 tenured/tenure-track faculty members, including the dissertation supervisor. Except for the dissertation supervisor, they do not have to be the same persons as for the qualifying paper.

The second reader of the dissertation should normally be appointed at that time and be a member of the proposal examination board.

With approval of the Graduate Committee, one member may be a tenured/tenure-track faculty from another department within Boston College or outside.

Procedure for Defending your Dissertation Proposal

The dissertation proposal is to be orally examined in the **spring semester** of the 3rd (or 4th) year in the program, **no later than May 31st**.

Confer with your board at the beginning of the spring semester to select a date and time for your defense and book a room with the program administrative assistant.

Fill out the Dissertation Proposal Defense Form at least two weeks before the defense:

<https://forms.gle/fdVgyjbbiJmqBNRC8>

A failed examination may be retaken once and once only, and not sooner than the following semester.

Final Result

At the end of the examination of the dissertation proposal, the board will complete part II of the Examination Result Forms, i.e. the **Dissertation Proposal Result Form** *and* the **Doctoral Comprehensive Examination Report**

All the forms must then be signed and sent back to the Graduate Program Administrator.

A student attains the status of a doctoral candidate by passing the doctoral comprehensive exam. By Graduate School policy, doctoral candidates are required to register for Doctoral Continuation, Phil999901, each semester until completion of the dissertation.

Doctoral Comprehensive Examination
Result Forms

Student's Name: _____

Eagle ID Number: _____

The present form is composed of **one ballot for each part** of the exam, **and a synthesis** for the Registrar Office ("Examination Report").

When the **qualifying paper** has been examined, **only the ballot for the first part should be completed**. You may have the form signed electronically if your defense takes place online. Electronically signed forms should be sent to Sarah Dustin Smith, sarah.smith.13@bc.edu.

A candidate cannot proceed to the defense of the dissertation proposal if the examination of the paper is failed. The board decides when the paper can be resubmitted and defended again (only once).

When the **dissertation proposal** has been defended, **the synthesis for the registrar should be completed together with the ballot for the second part**. The synthesis should be signed by the members of the second board, but not necessarily by the members of the first board (except the board chair person—the future dissertation supervisor—, who is present in both parts.) The signed form(s) must be sent to the Graduate Program Assistant, Sarah Dustin Smith, upon completion.

In each of the two parts, the decisions "Passed with distinction", "Passed" and "Failed" must result from a majority decision.

In the synthesis for the Registrar Office,

The decision "Passed with distinction" shall result from "Passed with distinction" in each of the two parts of the examination;

"Passed" shall result from "Passed" in one of the parts and "Passed with distinction" in the other, or from "Passed" in both;

"Failed" shall result from "Failed" in one of the parts.

If the board decides to attach any conditions or stipulations to its decision, they should be added in writing to this report.

Doctoral Comprehensive
Part I — Qualifying Paper Result Form

Student's Name and Title of the Paper:

Date of the Examination: _____ / _____ / _____

In the view of the examination committee, the student has:

sed the examination with distinction.

sed the examination.

ed the examination.

(Chair of the Examination Committee)

(Examination Committee Member)

(Examination Committee Member)

Doctoral Comprehensive
Part II — Dissertation Proposal Result Form

Student's Name and Title of the Dissertation Proposal:

Date of the Examination: _____ / _____ / _____

The examination committee judges that the student has:

passed the examination with distinction.

passed the examination.

failed the examination.

(Chair of the Examination Committee)

(Examination Committee Member)

(Examination Committee Member)



**BOSTON COLLEGE
OFFICE OF THE UNIVERSITY REGISTRAR
CHESTNUT HILL, MA 02167**

DOCTORAL COMPREHENSIVE EXAMINATION REPORT

DATE: _____

Examinee : _____ BCID#: _____

Department: _____

The above examinee has completed the comprehensive examination. The board having considered and evaluated the totality of the examination judges that the examinee has:

Passed this examination with distinction _____

Passed this examination _____

Failed this examination _____

Therefore the examinee should/should not be promoted to the status of doctoral candidate.

Signatures: _____ (Chairperson)

N.B. To qualify, the examinee must be "passed" by a majority of the board.

The expressions "passed", "passed with distinction" indicate achievement in an ascending order of worth. The board's selection among these expressions should result from a majority decision.

If the board decides to attach any conditions or stipulations to its decision, they should be sent in writing along with this report.

Appendix: Dissertation Proposal Guidelines

What should go into a dissertation proposal?

A dissertation is a piece of research, and so a dissertation proposal is the statement of a plan for a piece of research. The proposal should contain the following elements.

(1) The question or problem (or set of questions or problems) to be resolved in the dissertation. This part of the proposal answers questions like "What do you intend to find out in the course of researching and writing the dissertation?" "What do you hope to learn by doing this dissertation?" Some questions are mainly historical; others are mainly systematic; and many questions have both an historical and a systematic dimension. Questions may be of different types: Yes /No questions ("Is Aristotle's conception of substance in the *Categories* compatible with his conception of substance in the *Metaphysics*?"), but also more open questions ("What did philosopher A think about issue X, and why?", "What is the best solution to problem Z?").

(2) An indication of why this question or problem is of interest or significance, why someone should go to the trouble of researching and writing a dissertation about it. This answers the questions "Why bother?" and "What makes this topic so important?"

(3) An indication of why the question or problem needs the concentrated attention that goes into a dissertation. This answers the questions "What's so difficult about that?" and "Isn't the answer obvious?"

(4) An account of the state of discussion and literature on the question or problem to date, telling how much or how little has been said or written on the question or problem, sketching the main positions that have been taken, outlining the grounds on which these positions are based, and indicating why and how it is appropriate to contribute something further (the dissertation) to the discussion and the literature. This answers the question "Hasn't that been done already?" and addresses the possible reaction "Oh, No, not another dissertation on...."

(5) An indication of the principal data or sources of data relevant to solving the question or problem. This answers the question "Where do you intend to look for an answer to your question or problem?"

(6) An indication of the method you propose to follow in using the data to solve the question or problem. This answers questions like "How do you intend to handle your data?" and "Once you have located your data, what do you intend to do with them?" Examples: studying a text from a "mainstream" point of view or from a Marxist point of view or from a Straussian point of view; studying a problem from a Thomistic point of view or from a phenomenological point of view or from an analytic point of view. It is often appropriate to offer a brief explanation or defense of your method.

(7) A frank statement of your assumptions. These are matters that you will invite your reader to grant or concede at the outset, so that you don't spend the dissertation (or the defense) arguing for them. There are various types of assumptions. Some have a bearing on the set of data, e.g., the assumption that a given text is the authentic work of a certain author. Some have a bearing on method, e.g., the (highly debatable!) assumption that what Socrates says in a Platonic dialogue is identical with what Plato thinks. This section answers questions like "What are you asking us to buy at the outset?" "What do you want us to grant you so that you

Attachment 8: Doctoral Comp Guidelines

can get on with your work?" and "Are you sure you're not just begging the question?" As with the method you propose to follow, it is often appropriate to offer a brief explanation or defense of your assumptions, to show that they are at least plausible. One aim of this part is to head off people saying things like "It's clear that a lot of work went into this dissertation; it's a shame that it rests on untenable assumptions." It is important that your initial assumptions do not by themselves dictate your conclusions; if your assumptions dictate your conclusions, that throws into question the value and significance of your research.

(8) A statement of your working hypothesis or hypotheses. This answers the questions "As of now, what kind of solution do you think you will come up with?" and "How much of an idea do you have about where you are going to end up?" Leave plenty of room for the possibility that the data will lead you to modify your working hypotheses or even to discard them in favor of others. One test of a good question is whether you are still interested in the question after the facts have forced you to give up what you thought was the right answer.

Much of the above can be summarized in the advice to distinguish carefully between questions and answers, between data and interpretations of data, between data and assumptions.

The above suggestions are, of course, no substitute for the most important activity in the formulation of a dissertation proposal: discussion with one's supervisor.

Arthur Madigan, S.J.

Dissertation Writing, Defense & Formatting Guidelines

A condensed guide to completing the dissertation requirement of your PhD degree. For complete details, see the Graduate Studies Handbook.

Dissertation Writing

The Dissertation Topic: You must **pass** both parts of the *Doctoral Comprehensive Examination* in order to proceed with the following steps, and the topic on which you actually write must correspond to the dissertation proposal that was approved as part of your *Doctoral Comprehensive Examination*.

Researching and Writing: You will need to work with your dissertation supervisor who will oversee your research and writing as well as your second reader throughout the process. The dissertation supervisor must be a tenured or tenure-track faculty member from the Philosophy Department. We encourage you to have a third reader from outside of Boston College.

Preparation of the manuscript: Your manuscript must conform to the specifications given by the graduate school: https://www.bc.edu/content/bc-web/schools/mcas/graduate/current-graduate-students/dissertation-checklist.html#elements_of_your_dissertation. See also “Dissertation Layout” in appendix to the present document.

Preparing the Defense of your Dissertation

When you, your dissertation supervisor, and the second reader, agree that your dissertation is ready for defense, you will:

- ❖ ***Organize a Dissertation Defense Committee:*** Your committee is comprised of your dissertation supervisor and **at least** two other readers, one of whom must be a tenured or tenure-track member of the department. Please refer to the Graduate Studies Handbook for details.
- ❖ ***Schedule a time and date for your defense:*** Please note that your defense may not be scheduled from June 1st-September 15th without permission from the department chair and graduate program director.
- ❖ ***Complete Form A, Approval of the Composition of the Defense Committee:*** Please submit this document to the Philosophy Department **at least two months** before your planned defense date. Fill out the form with the names of your supervisor and your readers. Return the form to the Graduate Program Administrator at Dustins@bc.edu.
- ❖ ***Complete Form B, Submission of the Dissertation to the Department:*** A minimum of 30 days before your scheduled defense, return Part B (**with signatures of the dissertation supervisor and the second reader**), to the graduate program assistant along with **an electronic** copy of your Dissertation and a separate electronic copy of your Abstract. Your defense will be announced to the Philosophy Department and your dissertation will be available for review. If you have not already done so, reserve a room for your defense.

Dissertation Defense and Graduation

- ❖ ***Defend your Dissertation:*** After your defense is announced, all members of the Philosophy Department have access to read your dissertation and attend your defense. If you wish to graduate in May, you must defend on or before April 1st. After that date, your graduation date will be in August or December. Please avoid scheduling your defense between June 1 and August 31. If a summer defense is unavoidable, notify the Graduate Program Director by April 1st.

- ❖ ***The Morrissey College Result Form “Signature Page”*** (aka “ballot”) is now an online document that can be signed electronically. Please see complete instructions at the end of this document. If all signatures are electronic, your supervisor may send the signature page to Sarah Dustin Smith at dustins@bc.edu. For an in person defense, three original signature pages are required and should be returned to Sarah Dustin Smith.

Submit your Dissertation to the Dean: After the successful defense, **you are required** to submit an **electronic** copy of your dissertation to the Graduate Dean’s Office through eTD@BC. Please see attachment as well as this website for complete instructions on formatting and submitting your dissertation <https://libguides.bc.edu/graduate-etd>. **You will not be cleared for graduation until after your dissertation is submitted.**

- ❖ You must also submit one **printed** copy of your dissertation to the graduate program assistant.

- ❖ It is the responsibility of the candidate to comply with the regulations of the Morrissey Graduate School and with the requirements of the University Registrar:
<https://www.bc.edu/content/bc-web/schools/mcas/graduate/current-graduate-students/policies-and-procedures.html>

If you have additional questions, please refer to the Graduate Studies Handbook or contact the Graduate Program Assistant at Dustins@bc.edu.

DISSERTATION LAYOUT

From the specifications given by the graduate school https://www.bc.edu/content/bc-web/schools/mcas/graduate/current-graduate-students/dissertation-checklist.html#elements_of_your_dissertation

The following elements should be included in this order:

- Traditional Title Page
- Copyright Page
- Abstract
- Dissertation itself

1. Traditional Title Page

The title page must conform to the sample given in the template referred to above; otherwise, the Graduate School reserves the right to require the page to be redone. The dissertation title should be concise and meaningful, and the title on the signature page and title page should match.

2. Copyright Page

Regardless of which option you select with UMI, this page is required and must conform to this sample; otherwise, the Graduate School reserves the right to require the page to be redone. The copyright year should match the date of defense.

3. Abstract

The abstract must include the title of your dissertation, your name, and that of your dissertation advisor as the heading. The abstract must be double-spaced in the same type font as the dissertation text.

4. Dissertation Form and Style

The signature page, traditional title page, copyright page, and the abstract must not be numbered.

The Graduate School does not require use of one particular style manual; however, make sure that you consistently follow one method of reference and bibliographic notation throughout your dissertation.

The typing of all textual material must be double-spaced; notes, bibliographic references, and long quotations may be single-spaced. The font size must be minimum (10) point. While the font size and style should be consistent throughout your text, the notes, bibliographic references, and long quotations may be in a size smaller than your text, but must still be at least (10) point.

Margins and Page Numbers: Left and right margins must be 1.25 inches. Top and bottom margins must be (1) inch. Page numbers must be 1 inch from paper edge on top or bottom of page. These margins must be strictly maintained throughout your work.

Pagination: The signature page, traditional title page, copyright page and abstract cannot be numbered and should be presented in that order. Table of contents, acknowledgments (optional), lists of tables, etc. are considered the introductory material of the manuscript; therefore, the pages should be numbered in lower case Roman numerals (i, ii, etc.). Every page of the dissertation body, i.e., after the introductory material, must be sequentially numbered in Arabic numerals (1, 2, 3, etc.).

Charts, Graphs, Tables: Illustrative material may be included (in color, greyscale, or black and white). If you have any questions about the format of your dissertation contact the Dean's Office, Graduate School of Arts and Sciences, Gasson 108, at 617-552-3268. Dissertations not conforming to the minimum standards described herein may be returned to the candidate and the awarding of the degree delayed.

Please visit this website for full instructions: <https://libguides.bc.edu/graduate-etd>

ETD Checklist for Students

This to-do list is compiled by Boston College Libraries and includes action items for students who will be submitting dissertations or theses to ProQuest.

Decide

- Do you want to make full text available in [eScholarship@BC](#)?
Note: Optional but recommended. Open Access works see an average 17% increase in citations compared to works behind a paywall such as ProQuest.
- If yes, do you want to apply a [Creative Commons](#) license? Which one?
- Do you need a temporary embargo? How long? (6 months, 1 year, or 2 years)
- Do you need to prevent search engines from accessing your dissertation in ProQuest?
- Have you registered for an [ORCID](#)?
Note: Optional but recommended.
- Do you want ProQuest to register your copyright?
Note: ProQuest charges \$55 to register a copyright for you. You may register it yourself at Copyright.gov for \$35.

Prepare

- Have you followed your school/department guidelines for the format and structure of your dissertation?
- Are the first three pages (in order) title page, copyright page, abstract page?
- Is the title consistent on the title page and the abstract page?
- Is your name consistent on the title, copyright, and abstract pages?
- Did you review your document for third-party copyright materials and acquire any necessary permissions or document any [Fair Use](#) rationale?
- Did you check to ensure that all fonts are [embedded in your PDF](#)?
Note for LaTeX users: Make sure you are not using Type 3 fonts, which cannot be embedded.
- Check the security settings on your PDF. Are they set to *Security Method → No Security*?
- Check the Document Restrictions Summary. Is it set to *Document Restrictions Summary → Everything allowed*?

Submit

- Have you gathered together the information you need for your ProQuest submission?
 - Your current and future contact information
 - Name of your committee chair
 - Year your manuscript was completed; year your degree was awarded
 - Type of degree
 - Department
 - A copy of your abstract that you can cut and paste into your ProQuest account
 - PDF of your dissertation/thesis; any supplemental files
 - Subject categories and additional keywords or phrases
 - If your dissertation/thesis is in a foreign language, the title and abstract in English
- Is your name and the title of your thesis or dissertation on the ProQuest account the same as on your PDF?

For details, more information, and the link to ProQuest, visit bc.edu/etd.

PhD DISSERTATION DEFENSE PREPARATION (Form A)

Name: _____ Date: _____

A. Approval of the Composition of the Defense Committee

Name of the dissertation supervisor (first reader):

Name of the second reader

Institution

Name of the third reader

Institution

Name of the fourth reader

Institution

1. Approval of the Defense Committee:

Signature of the Graduate Program Director

Date

2. Filing with the MCAS Graduate Dean's Office:

Signature of the Graduate Program Assistant

Date

PhD DISSERTATION DEFENSE PREPARATION (Form B)

Name: _____ Date: _____

B. Submission of the Dissertation to the Department

1. Approval of the dissertation by the first and second readers:

Reader 1 Signature Date

Reader 2 Signature Date

3. Date of the defense:

(Must be a minimum of 30 days after submission of Dissertation to the department)

3. Submission to the Department:

Signature of the Graduate Program Assistant Date

Signature of the Graduate Program Director Date



BOSTON COLLEGE

The dissertation of _____ Student's name _____,

whose ORCID is _____ Student's ORCID _____,

entitled _____
Title: Including Any Subtitles

submitted to the Department of _____ Department (if applicable) _____

in partial fulfillment of the requirements for the degree

Degree _____

in the _____ Choose School _____

has been read on 01 January 2000 and approved by the Committee:

Role	Print Name	Signature
Choose	_____	_____
Choose	_____	_____
Choose	_____	_____
Choose	_____	_____
Choose	_____	_____
Choose	_____	_____
Choose	_____	_____
Choose	_____	_____
Choose	_____	_____
Choose	_____	_____
Choose	_____	_____

Instructions on signing forms electronically can be found at this link:

[Shttps://docs.google.com/document/d/1JKdOgtiqaxsyLAL_VXY9OTmvBPImNNqNF-4XOOAe5xw/edit?usp=shari](https://docs.google.com/document/d/1JKdOgtiqaxsyLAL_VXY9OTmvBPImNNqNF-4XOOAe5xw/edit?usp=shari)

**All graduate students are asked to review the University's
Title IX Policy: <https://www.bc.edu/content/bc-web/offices/human-resources/sites/oid/Policies-and-Compliance/Discriminatory-Harassment.html>**