Doctor of Philosophy Program in Philosophy

Graduate Handbook

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1 Program Requirements and Policies

- In normal circumstances, students are expected to complete all degree requirements, including the dissertation, within six years, or five if the student elects not to participate in the teaching program.

1.1 Coursework

1.1.1 Required Points

- The University requires 72 points. The department requires that 48 points (the “basic points”) be as specified below, and 4 additional points be earned by taking one semester of the Work-in-Progress seminar as specified below. 20 of the total 72 points may be in dissertation research, although the student may include other courses toward that total as well.

- No more than 8 basic points worth of courses that are taken while enrolled in the NYU philosophy Ph.D. program can be satisfied through courses taken outside of the NYU Department of Philosophy.

- Transfer credit is apportioned on a case-by-case basis and is normally restricted to courses taken in philosophy Ph.D. programs. Normally, a maximum of 12 basic points of transfer credit is allowed and any transfer credits must first be used against the permitted 8 points that can be taken outside of the NYU Department of Philosophy while enrolled in the program. Except in unusual circumstances, transfer credit may not be used to satisfy the area distribution requirements described below under “Basic course work.” Note that GSAS rules stipulate that
all transfer credit applications must be submitted within the first academic year of attendance as a matriculant at NYU.

1.1.2 Basic-point Courses

- The required 48 basic points are to be earned by taking the following courses (which will be referred to as “basic-point courses”):

  - Proseminar (8 basic points). Each year, the department offers a full-year Proseminar required for all first-year Ph.D. students. It is open to first-year Ph.D. students only. It includes frequent short writing assignments, and the mode of instruction emphasizes discussion rather than lecture. The topics are determined by the instructors but include basic texts and ideas in analytic philosophy.

- Basic course work (36 basic points; typically nine 4-point courses). These nine courses are drawn from advanced introduction courses, intermediate-level courses, topics or advanced seminar courses, and research seminar courses. In special circumstances, students may earn 4 points (but no more than 4 points) of basic coursework by completing an Independent Study with a faculty member, in which they read up on an area of interest and write a paper with faculty guidance. There are three distribution categories: value theory (ethics, aesthetics, philosophy of law, and political philosophy), M&E broadly conceived (metaphysics, epistemology, philosophy of language, philosophy of mind, philosophy of science, philosophy of mathematics, and philosophy of logic), and history of philosophy (ancient, medieval, modern, 19th century, and early 20th century). Of the nine basic courses, at least two courses each must fall into two of these three distribution categories, and one course must fall into the other distribution category. Students who want to use an Independent Study to satisfy an area distribution requirement must obtain prior approval by both the faculty member supervising the Independent Study and the Director of Graduate Studies. The Third Year Review preparation course (to be described below) does not count as basic coursework, and cannot be used to satisfy area distribution requirements. A logic course at NYU that is used to satisfy the logic requirement counts towards the nine basic courses. In general, a course that can satisfy the logic requirement does not count towards satisfying any distribution requirement.

- Third Year Review Preparation Course (4 basic points). In the Third Year Review preparation course, students work with a faculty member to develop and refine an already existing paper or project. (Such a paper is often, but not always, a paper written for a previous graduate seminar.) During the semester, the student submits drafts of the developing paper, discussing each draft with the instructor before moving on to the next draft. The aim is for students to receive individual mentoring in the craft of writing a professional-level philosophy paper;
to have a chance to develop a paper more deeply and thoroughly than is typically possible in the more rushed context of a one-semester seminar; and to be provided with a formally structured opportunity to prepare a paper for the third-year review. It is expected that the student and faculty member will meet roughly every two weeks during the semester. Students need not have prior acquaintance with a faculty member to ask him or her to supervise the Third Year Review preparation course. Under no circumstances may a student submit one and the same paper for credit in both a graduate seminar and the Third Year Review preparation course. If a Third Year Review preparation course paper develops out of an existing seminar paper, as will often be the case, the expectation is that it will constitute a substantial development of that paper. Except in special circumstances, it is expected that the Third Year Review preparation course paper will serve as the student’s Third Year Review submission.

1.1.3 Work in Progress Seminar

- The Work in Progress seminar is devoted to the discussion of work-in-progress by advanced students under the supervision of a faculty member. The work-in-progress is typically taken from the dissertation but may also consist in independent paper projects or conference presentations. All students in their third year or later in the program are strongly encouraged to attend the Work-in-Progress Seminar. Enrollment and active participation in the Work-in-Progress Seminar is required for at least one semester, with the obligation usually to be fulfilled by the end of the student’s fourth year.

1.2 Logic Requirement

- The department’s logic requirement can be satisfied in four ways. One way is to take a graduate-level logic course in the NYU philosophy department. A second way is to take an upper-level undergraduate course at NYU or elsewhere, or a graduate-level course elsewhere, but in both cases the appropriateness of the course must be approved by the Director of Graduate Studies. A third way is to satisfy the department that some course or courses taken previously meets the required standard. A fourth way is to schedule an oral examination covering an appropriate range of topics.

- In deciding whether to approve courses under the second and third headings, and in determining the content of the oral examination under the fourth heading, the department will be looking for competence in the following topics: formalization of English sentences in first-order logic; derivations within a proof system for first-order logic; formal definitions of models, truth in a model, and validity for first-order logic; basic meta-logical tools, including proof by mathematical induction and recursive definition; the statement of, and the basic
methods for proving, basic meta-logical results, including soundness and completeness for systems of first-order or modal logic, and results concerning the decidability of some formal systems.

- The upper-level undergraduate courses at NYU that satisfy the logic requirement currently are: Advanced Logic (PHIL-UA 72), Set Theory (PHIL-UA 73), and Modal Logic (PHIL-UA 74).

1.3 Third-Year Review

- By the date one week prior to the first day of the fifth semester in the program, students must submit one paper written while enrolled in the NYU Ph.D. program.

- To satisfy the requirement, the paper should be a substantial and polished piece of work that demonstrates that the student is able to take his or her philosophical research and writing to the high level appropriate for writing a dissertation. While there is no suggestion that the paper should be approaching this limit, a paper longer than 12,000 words (excluding bibliography) will not be accepted.

- The paper is reviewed by at least two faculty members; our ambition is to review all papers blindly, although we cannot guarantee it. There is no expectation that a paper passes right away. If a paper does not pass right away, the student must submit a revised version of the paper, or a new paper; the deadline for resubmission is determined by the two reviewers in consultation with the faculty member who supervised the writing of the original paper. The revised paper is reviewed by a committee consisting of the original reviewers plus the faculty member who supervised the writing of the original paper. New papers are reviewed according to the same process as original submissions. The reviewers or the committee determine whether the paper passes, or further revisions are needed. In the case of further revisions, they set the deadline for submission of the newly revised paper.

- This process repeats until a paper passes, which is expected to happen before the beginning of the sixth semester. If a student fails to submit a new, or revised, paper by any one of the deadlines without having previously obtained an extension due to extenuating circumstances, or if a student has received no passing mark by the beginning of the sixth semester, their successful continuation in the program will be jeopardized.

- Examples of successful third year review papers can be found on the philosophy department’s intranet.
1.4 Thesis Prospectus

1.4.1 Prospectus Advisor

- By the fifth week of their fifth term in the program, students must designate a prospectus advisor and report that designation to the Director of Graduate Studies. (The designation of a prospectus advisor takes place by this time regardless of whether the student has successfully completed the third-year review.) It is understood that the designation of “prospectus advisor” is provisional and subject to change depending on the evolving nature of the thesis project.

- Prospectus advisors must be members of the Philosophy Department (current or emeritus), though someone appointed prospectus advisor while in the Department can continue in this role even if she should subsequently leave.

- The prospectus advisor’s role is to guide the student through the prospectus-writing process; the prospectus advisor may or may not ultimately serve on the dissertation committee, though of course often he or she will.

1.4.2 Prospectus Document

- The prospectus document should be between five and a strict maximum of fifteen pages long. It should not be a philosophy paper, but rather a thesis plan that clearly articulates an interesting philosophical project, situates the project in the space of philosophical ideas, and gives an indication of the main relevant literature.

- The sketch of the thesis plan can take various different concrete forms. Some students may find it helpful to indicate how they intend to organize the thesis, and what they expect the main contribution to the existing literature to be. Others may prefer to focus on motivating and explicating the main questions that they want to address, and indicating the kind of inquiry that they are planning to undertake in order to answer these questions. Students should consult with their prospectus advisors to decide what concrete form of prospectus would be most suitable for them and their particular working style. (Students writing a thesis consisting of three linked papers should apply these guidelines to each of their topics. The prospectus document should still not exceed fifteen pages, however.)

- Examples of successful prospectus documents can be found on the philosophy department’s intranet.

1.4.3 Prospectus Committee
• No later than the third week of the sixth term in the program, each student must notify the Director of Graduate Studies of the composition of his or her full prospectus committee. The prospectus committee often becomes the dissertation committee, but this need not always be the case and uncertainty about the ultimate composition of the dissertation committee should not stand in the way of the designation of the prospectus committee by the third week of the sixth term.

• Prospectus committees ordinarily consist of three, and no more than three, faculty members. Exceptions to this rule require special justification and must be approved by the Director of Graduate Studies.

• The prospectus advisor serves as the chair of the prospectus committee.

1.4.4 Prospectus Meeting

• While the prospectus meeting, to be held no later than the last day of classes of the sixth term, takes the form of an oral examination, its principal purpose is to reach an agreement with prospective future members of the student’s thesis committee as to the shape and substance of the project.

• The thesis prospectus examination should satisfy the committee that the candidate can write a passing thesis meeting the description in the candidate’s submitted prospectus.

1.5 Dissertation

1.5.1 Dissertation Document

• The dissertation can consist of a monograph or, alternatively, of three outstanding papers.

• The department envisions that, in most cases, the dissertation will grow out of work done for the topics of advanced seminars, or the Third Year Review Preparation Course, and continued in the Work-in-Progress Seminar. Thus, there will be no sharp distinction between years of course work and years of dissertation writing.

• Only work that was written while enrolled in the NYU philosophy Ph.D. program can be included in the dissertation.

1.5.2 Dissertation Committee

• The core dissertation committee typically consists of a main advisor or chair, and two additional committee members, all of whom are regular or associated faculty members of the NYU philosophy department. Exceptions to this rule
require special justification and must be approved by the Director of Graduate Studies.

- Chairs of dissertation committees must be members of the Philosophy Department (current or emeritus), though someone appointed chair while in the Department can continue in this role even if she should subsequently leave.

- The core dissertation committee usually is, but need not be, identical to the prospectus committee. Similarly, the dissertation advisor usually is, but need not be, identical to the prospectus advisor.

- In exceptional circumstances, two main advisors are permissible.

- Faculty members from other universities can serve on core dissertation committees as external members. Except in unusual circumstances, the number of external committee members is limited to one. The external committee member may either be in lieu of a third NYU faculty member on the core committee, or be added as a fourth member.

- The composition of the committee can be changed as the dissertation project develops. Frequent changes are discouraged, however.

- For the dissertation defense, the core committee will be supplemented by “non-reading” committee members. The dissertation defense committee consists of five members. It is the responsibility of the student to organize non-reading committee members for the defense.

1.5.3 Submission Guidelines

- Students must submit a preliminary final draft of the dissertation at least six weeks before the date on which they wish to defend. The date will be finalized once the submitted dissertation has been judged defensible. The dissertation committee typically will read the preliminary final draft within three weeks of submission, and may request changes to be made before the defense.

1.5.4 Dissertation Defense

- The dissertation defense takes the form of a public oral examination that usually lasts about two hours. Typically, the candidate begins by giving a brief summary presentation of the project. This presentation is followed by one or more rounds of questioning by the committee members. Time permitting, the defense may conclude with questions from the general audience.

1.6 Residence Requirement

- In order to receive the Ph.D., a student must be in residence as a full-time student for two full years at NYU.
1.7 Good Standing Requirements and Academic Probation

1.7.1 Graduate School of Arts and Science (GSAS) Requirements for Good Standing

- GSAS requirements must be met. To be in good standing, the Graduate School requires that students maintain a minimum GPA of 3.0 and must have successfully completed 66 percent of credits attempted while at NYU, not including the current semester. Courses with grades of “I”, “NR”, “W”, and “F” are not considered successfully completed.

- The degree must be completed within 10 calendar years after the date of first enrollment in the program.

1.7.2 Philosophy Department Requirements for Good Standing

- Normally, cumulative average grade of A- after the end of the second year.

- Successful completion of 3 basic-point courses by the Course Completion Date of the second semester in residence; of 6 basic-point courses by the Course Completion Date of the third semester; of 9 basic-point courses by the Course Completion Date of the fourth semester; and of 12 basic-point courses as well as of the logic requirement by the Course Completion Date of the fifth semester. (For a description of what counts as a basic-point course, see the NYU Philosophy Department Ph.D. Program requirements above.) The Course Completion Date in the fall semester is the first day of term; in the spring semester it is the beginning of the sixth week of classes.

- Submission of one third-year review paper by the date one week prior to the first day of the fifth semester in the program or by the deadline agreed upon if an extension was granted; until a paper passes, submission of a new or revised paper by each deadline set by the reviewing committee unless an extension was granted due to extenuating circumstances; successful completion of the third-year review by the beginning of the sixth semester.

- Successful completion of the prospectus meeting by the last day of classes of the sixth semester. The thesis prospectus examination should satisfy the committee that the candidate can write a passing thesis meeting the description in the candidate's submitted prospectus.

- Enrollment and active participation in the work-in-progress seminar for at least one semester by the end of the student’s fourth year, unless an extension was granted previously.

1.7.3 Academic Probation
• GSAS requires that students who fail its criteria for good standing be placed on academic probation. A student who has not met stated departmental program requirements may also be placed on academic probation. For details about academic probation, see the GSAS policies and Procedures Manual.

1.7.4 Sanctions for Loss of Good Standing

• A student who is not in good standing is not eligible to teach or assist in any course (regular or summer) starting in the term after the student has lost good standing. Eligibility is restored as soon as the student regains good standing.

1.8 Additional Program Policies

1.8.1 Incompletes

• There are strict departmental and university requirements governing incompletes.

• GSAS policy on incompletes: An unresolved grade, “I”, reverts to F one year after the beginning of the semester in which the course was taken unless an extension of the incomplete grade has been approved by the Vice Dean. At the request of the departmental DGS and with the approval of the course instructor, the Vice Dean will review requests for an extension of an incomplete grade. A request for an extension of incomplete must be submitted before the end of one year from the beginning of the semester in which the course was taken. An extension of an incomplete grade may be requested for a period of up to, but not exceeding, one year. Only one one-year extension of an incomplete may be granted.

• Philosophy Department policy on incompletes, for all graduate courses: The course instructor sets all course deadlines and determines the course policy on incompletes. In many cases, that policy may be to permit no incompletes whatsoever, so it is imperative that you consult your instructor for specific guidelines. However, in all Philosophy Department graduate courses, the following limiting condition on incompletes applies. Subject to the exception described below, all coursework must be completed and submitted by the first day of class of the semester immediately following the semester in which the course was taken, on penalty of receiving an F in the course. This means that all work for fall courses must be submitted by the first day of spring classes, and all work for spring courses must be submitted by the first day of fall classes. Absolutely no incompletes beyond this are permitted except by filing, in advance, a formal written request with both the Director of Graduate Studies and the course instructor. The request should be filed by e-mail, and must (1) explain the reason for seeking the extension; (2) detail a specific plan for completion, describing the work that has been completed to date and the work
that remains to be done; and (3) propose a new deadline. Requests will not be granted automatically. Moreover, except under extraordinary circumstances, the written request must be filed with both the DGS and the course instructor at least one week in advance of the relevant deadline (the first day of class of the semester immediately following the semester in which the course was taken).

1.8.2 Advising

- Each student is assigned an advisor upon entering the Ph.D. program. Typically, students stay with their initial advisor for the first two years during the coursework phase. Students are responsible for recruiting their prospectus and dissertation advisors, as well as the other members of their prospectus and dissertation committee.

- Ordinarily, all advisors (thesis, prospectus, pre-prospectus) will meet with their advisees at least twice per semester (for example, once toward the beginning of the semester, and once toward the end before the graduate student review). Other members of thesis committees will typically meet with their students at least once per semester. Practice may vary among individual cases and it will sometimes be appropriate to meet more or less often. Nevertheless, except in very unusual circumstances, advisors and advisees should meet at least once per semester. Students and their advisors are encouraged to set aside some meeting time for unstructured discussion, conducted without a fixed agenda.

- Shortly before the end of classes of each semester, students are asked to complete a brief self report form where they summarize their activities during the semester, and comment on their progress. The completed form is sent to both the Director of Graduate Studies and the student’s advisor.

1.8.3 Policy on Small Discussion Seminars and Small Discussion Groups

- The department aspires to offer three graduate seminars per term that are designated as “small discussion seminars,” which means that attendance is limited to NYU Philosophy Ph.D. and M.A. students only, except by permission of the instructor.

- If a graduate seminar is routinely attended by more than fifteen people, there will be a regular small discussion group meeting. These meetings may take place weekly, or every two to three weeks, depending on need. Attendance at these small discussion group meetings is limited to NYU Philosophy Ph.D. and M.A. students only, except by permission of the instructor.

1.8.4 The Inter-University-Consortium

- The Inter-University Doctoral Consortium offers doctoral students the opportunity to take graduate courses at distinguished universities throughout
the greater New York area, including Columbia, CUNY, Fordham, NYU, Princeton, Rutgers, Stony Brook, and The New School.

- Taking classes through the Consortium is open to doctoral students from participating schools who have completed at least one year of full time study toward the Ph.D.

1.8.5 GSAS Policies and Procedures

- Philosophy Ph.D. students are subject to all general policies and procedures governing Ph.D. programs that are issued by the Graduate School of Arts and Science. These policies and procedures are summarized in the GSAS Policies and Procedures Manual.

1.9 Dual Degree Programs and Special Tracks

1.9.1 Dual Philosophy Ph.D. and Law J.D. Degree Program

- Students at the New York University School of Law may pursue a Ph.D./J.D. dual degree program in philosophy and law.

- The School of Law requires 83 credits of study for the J.D. However, in the dual degree program, up to 12 points for courses in GSAS may be applied in satisfaction of this requirement. The Ph.D. requires 72 points. However, in the dual degree program, credit for up to eight one-term courses in the School of Law may be applied toward the Ph.D. Therefore, the dual degree may be completed with as few as 111 points instead of the 155 needed if both degrees were done separately.

- All other requirements for both degrees must be met.

- Requirements for the J.D. degree

- It should be possible to complete the Ph.D./J.D. in six or seven years.

1.9.2 Special Track in Ancient Philosophy

- Philosophy PhD students who wish to specialize in Ancient Philosophy can join the special track in Ancient Philosophy.

- In addition to satisfying all of the normal requirements for the philosophy Ph.D., as listed above, students on the Ancient Philosophy track are encouraged to follow these additional guidelines:
  - Languages. Proficiency in Greek and/or Latin, depending on the intended area of dissertation research. This will be demonstrated by a language exam set by philosophy faculty members, or by a grade of A- or above in an intermediate or advanced language course in the Classics department. This should be completed by the beginning of the fourth year. Students
who have studied the language adequately before should sit the language exam as soon as they begin the track. (Students who need to take language classes while at NYU can be awarded a maximum of 4 points for each language, even if they need to take more than one class.)

- **Courses.** Three out of the nine courses required for basic coursework will be in ancient philosophy, OR two of these courses plus one independent study. (Note: in keeping with the ordinary guidelines for the PhD program, some of these courses may be at other institutions.)

- **Distribution.** Students are expected to do some coursework, writing, or teaching, in at least two of the following areas: Plato, Aristotle, Hellenistic philosophy.

- **Reading list exam.** At the beginning of the 5th year, students will sit an exam that demonstrates their knowledge of primary texts particularly relevant to the dissertation, in the original language. The reading list will be designed by the dissertation advisor and committee, in consultation with the student.

  - It is possible to join the track at any point up to the beginning of the thesis prospectus, which is usually in the fifth term.

### 2 Fellowships and Financial Support

#### 2.1 MacCracken Fellowship Program

- Ph.D. students receive fellowships guaranteed for five years under the GSAS Henry M. MacCracken Fellowship Program. The terms of each student’s fellowship are specified in the student’s admission letter from GSAS. The MacCracken Fellowship covers up to 72 credits of tuition and seven years of registration and health insurance fees.

- Fellowship support entails no obligations to the department or GSAS beyond devoting full time to doctoral study and maintaining good academic standing.

- Ph.D. students also receive a research stipend of $3,500 for the summers following each of the first and second years of study. This is contingent on being in good standing, on spending the summer doing research, and on not already receiving additional support from external fellowships. Students who receive external funding in an amount that is less than $3,500 will receive the difference.

#### 2.2 Financial Support through Teaching
• Though the MacCracken package provides support for five years of Ph.D. study, Ph.D. students have the ability to supplement their stipends, or to guarantee a sixth year of support (or more), via the department teaching program.

• As laid out in §3, students who opt into the teaching plan normally serve as recitation instructors for four semesters, usually in the student’s third and fourth years in the program. The department strongly recommends that every student participate in the teaching plan as part of his or her professional development.

• Teaching is compensated independently of the MacCracken, with one semester of teaching yielding approximately one-fourth of a yearly MacCracken stipend. Rates of compensation for teaching assignments are outlined in the GSCO-UAW Local 2110 Collective Bargaining Agreement, found at http://www.makingabetternyu.org/gsocuaw/read-it/.

• Students have two ways of using the proceeds of teaching to fund an additional year of Ph.D. study: 1) by reserving ½ of their MacCracken funds during each of four teaching semesters, funds that may then be distributed to the student during his or her sixth year of study, or 2) by saving an equivalent amount independently, funds that can then be used when needed, either for an additional year of study or otherwise.

• Whether, and if, to reserve MacCracken funds during teaching semesters is a complex decision. Those with questions about the program should consult the MacCracken Policy Document. Furthermore, a document listing a variety of pros and cons of reserving MacCracken funds, rather than of banking the proceeds of teaching independently, can be found on the Department Intranet.

2.3 Other Fellowships

• In addition to teaching, Philosophy Ph.D. students can support additional years of graduate study, supplement their incomes during the MacCracken period, as well as gain valuable experience and bolster their CVs, through outside fellowships.

• The GSAS Fellowship site lists a variety of such fellowships; some of these are administered by NYU, while others are not.

• Another helpful way to research fellowships is via the Fellowship Finder, a database hosted by the Illinois Graduate Center. It permits one to search for fellowships along a number of dimensions.
• The Philosophy Department compiles a list of fellowships that support dissertation writing in particular, available on the department Intranet. This list is annotated to indicate which fellowships our students have received recently.

• A student seeking a fellowship can obtain guidance on his or her applications from his or her academic advisors and from the DGS. Furthermore, one session of the department’s Third Year Workshop may be dedicated to helping students to prepare fellowship applications.

• A student who receives an external fellowship award after the conclusion of his or her MacCracken will receive the full value of such a fellowship, as will any student who receives a small fellowship (i.e., those under ~$8,000) during his or her MacCracken terms.

• A student who receives a large external fellowship during the term of his or her MacCracken will see his or her MacCracken stipends reduced by 50% of the external agency stipend. For example, if the student received a stipend in the amount of $24,000 for each of two years, the MacCracken stipend would be reduced by $12,000 each year. (In this way, the student and department both benefit from such fellowships.)

• Students are required to inform the department and Graduate Enrollment Services (GES) of any awards received.

2.4 Conference Funding

• Many students whose work is accepted for conference presentation receive grants to support conference travel and/or accommodation from the conferences themselves. Students are encouraged to inquire about such support, and applying for any such support is a condition for receiving NYIP grants (see below).

• The Dean’s Student Travel Grant Program, a resource of GSAS, provides funds to graduate students in the humanities, social sciences and sciences for travel to professional meetings and conferences to present invited papers or posters.
  
  o It is important to note that there are three application periods for Dean’s Student Travel Grants, in October, February, and June. Students are encouraged to plan ahead, and to meet these deadlines even if they are not yet sure whether their conference presentations will be accepted. Application to this travel grant program is a condition for eligibility on the NYIP travel grants (below).

• A separate source of travel grants is the Student Senators Council (SSC) Travel Awards. Information about these awards, including deadlines and eligibility, can
be found at the [SSC site](#). Applications for the following academic year are normally due the prior May.

- A final source of funding for Ph.D. students is the New York Institute of Philosophy (NYIP). The aim of the NYIP Travel Award is to support Ph.D. and M.A. students’ efforts to attend and participate in meaningful academic conferences. As there is a limited budget with which to reimburse students for travel to such conferences, decisions will be made based on the availability of funds and on a first-come basis, the importance of a given conference or program as it relates to a student’s academic and professional growth, and the role a student will play (presenter, panelist, commentator, etc.). More details on this program can be found on the Department [Intranet](#).

### 2.5 Summer Funding

- As noted in §2.1, Ph.D. students receive a research stipend of $3,500 for the summers following each of the first and second years of study. These funds are contingent on good standing, and use of the summer for research.

- In some cases, support is also available through summer teaching, described in more detail in §3. This teaching is limited to those who have had prior classroom experience in the Department or in some equivalent capacity.

- Students may also apply for and receive outside fellowships that provide additional summer support. (For more on fellowships, see §2.3)

### 2.6 Special Jobs

- Some Ph.D. students may also earn extra money by assisting with: the Mind and Language Seminar; the History of Modern Philosophy Conference; events sponsored by the New York Institute of Philosophy and the Center for Mind, Brain and Consciousness (as needed); organizing the visit for prospective Ph.D. students in April.

- Ph.D. students on MacCracken fellowships are prohibited from paid work of more than 20 hours/week.

### 3 Teaching

- Though teaching is not a requirement of the NYU Philosophy Ph.D., the department strongly recommends that every student obtain teaching experience as part of his or her professional development. The best way to obtain such experience is through participating in the department teaching plan.
3.1 The Teaching Plan

- Every graduate department has a “teaching plan” that allows MacCracken Ph.D. students to be paid for teaching during their MacCracken years. In the Philosophy Department, a student who elects to participate in the teaching plan serves as a recitation instructor for two sections of an assigned course in four different semesters, normally the semesters falling in the third and fourth years of the program.

- The principal responsibilities of a recitation instructor consist in leading weekly recitation sections in which material from the lectures is reviewed, further explained, and critically discussed, being available during regular office hours for in person meetings with students to address their questions or concerns about the class, and grading assignments, such as papers and written exams.

- It should be noted that students have the option of not participating in the teaching plan, thereby also forgoing the extra funds that might help support a sixth year in the program.

3.1.1 Opting in

- By the beginning of their fourth semester in the program, students must decide whether to opt into the teaching plan. All students who opt into the teaching plan are obligated to teach for four semesters. These semesters will usually fall in the students’ third and fourth year in the program, and all students in the plan are required to be available to teach if needed in those semesters.

- Any student who has opted into the plan but believes he/she has a compelling reason why he/she cannot be available to teach in one or more of those semesters must make an appointment with the Associate Chair and Director of Graduate Studies as soon as he or she becomes aware of his/her new situation. Valid reasons might include: serious illness affecting the student, illness of spouse or close family member necessitating an extensive time commitment on the part of the student, change in family situation (e.g. arrival of a child), or opportunity to do research abroad. In such cases permission may be granted to postpone one or more semesters of the student’s teaching obligation to a later time.

- A teaching assignment, once made, should be regarded as a firm commitment. The Philosophy Department’s ability to plan its undergraduate program depends on it. The Department is committed to offering four semesters of teaching assignments to all students who opt into the plan, subject to satisfactory performance and to continued University funding.
3.1.2 Opting out

- Students may opt out of the Philosophy Department’s teaching plan. This would mean losing the guaranteed financial support of the four semesters of teaching. The Department has no obligation to offer teaching opportunities to students who have opted out of the teaching plan. Nevertheless, a student who has opted out of the plan may be offered a teaching position in a given semester if the Department has slots available after offering positions to all the teaching plan participants. In such cases, course preferences of students enrolled in the teaching plan will be given priority over those of students who have opted out. Students accepting an offer under those circumstances would not thereby become bound by the teaching plan.

3.2 Summer Teaching

- Summer teaching assignments, in which students serve, not as recitation instructors, but instead as primary instructors, are limited to those who have had prior classroom experience as a recitation instructor in the Department or in some equivalent capacity.

3.3 Other Teaching Policies

- Students are typically not permitted to teach before their fifth semester in the program. This also applies to summer teaching.

- Teaching, whether during the summer or the academic year, is permitted only for students in good standing. Students who have lost good standing during a teaching semester can continue teaching. But they will be unable to teach the following semester if they are not able to regain good standing by the first day of classes the following semester.

- Teaching assignments are made by the Associate Chair, in consultation with Ph.D. students and the DGS. Eligible students are given the opportunity to rank their teaching preferences, and students normally receive one of their top three choices, though there is no guarantee that this will always be possible.

4 Resources and Support

4.1 Professional Development

- The philosophy department offers regular sessions and workshops on various aspects of professional development, such as publishing, applying for
fellowships, developing a writing style, and attending, and presenting at, conferences.

4.2 Job Placement

- The philosophy department provides a number of resources for students who are near completion of, or have recently completed, the Ph.D. program, and are preparing to enter, or re-enter, the academic job market.
- A designated faculty member serves as Placement Director, and there is a Placement Dossier Reading Committee, chaired by the Placement Director.
- The Placement Director leads several information and workshop sessions to help students get ready for their job search and compile their placement dossiers.
- The Placement Dossier Reading Committee provides feedback on the materials included in the placement dossier, including as the curriculum vitae, writing sample, research statement, and teaching statement.
- Each student who is on the academic job market gets the opportunity, and is encouraged, to do a practice interview, and give a practice job talk to the department. The practice interviews, administered by groups of two or more faculty members, typically take place toward the end of the fall semester; the practice job talks typically take place toward the end of the fall semester and in the beginning of the spring semester.
- The philosophy department’s placement record.

4.3 Climate and Diversity

- The philosophy department places great emphasis on maintaining a respectful, safe, and supportive environment for all who work within it—including faculty, students, staff, and visitors—regardless of disability, gender identity, nationality, race, religion, socioeconomic background, or sexual orientation.
- NYU philosophers do not tolerate harassment or discrimination, and strongly support efforts to remove barriers to inclusiveness in philosophy as a discipline. We are concerned to ensure that the department is a place where all of its members can thrive.
- The department has an ongoing Committee on Climate, Diversity, and Inclusiveness, aimed at sustaining these commitments, and a designated faculty member who serves as point person for interpersonal issues including harassment.
- For more information and resources about the department’s climate and diversity policies and initiatives.

4.4 Postdoctoral Lectureships

- Thanks to a gift from a generous donor, for a limited number of years the philosophy department will be able to award a limited number of postdoctoral lectureships to students who were not successful on the job market.

- Only students who satisfy the following criteria are eligible to apply:
  - They have exhausted all available sources of support for their graduate studies (MacCracken and completion Fellowships).
  - They have made a broad and complete search throughout the job market season, including late-opening opportunities, and post-docs.
  - This is the first year in which they have been on the market seriously in the sense specified in the previous criterion.
  - They have received no offers by the conclusion of the job market season (including late openings).
  - If they started the PhD program in 2017 or later, they must have taught as recitation instructors for four semesters (Summer teaching does not count).

- If there are more eligible candidates than lectureships, other factors may be taken into account. These may include curricular need, what other support the candidate has received from the Department (e.g. teaching post-completion), whether (for those starting the PhD program before 2017) the student has taught four semesters as a recitation instructor, and length of time to degree. (They will not include any assessment of the merits of the candidate's work.) All else failing, lectureships will be allocated by lottery.

- University rules preclude current students from teaching their own courses (other than Summer term and logic). Those offered lectureships must thus have defended their theses by September 1st of the year the lectureship would begin. (Official granting of the degree may come later that month.)

- While the demand for lectureships will not be clear until the job season has ended, the Department hopes to be able make offers in April.
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