

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 restricted to graduate courses in philosophy. 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 “Regular Coursework.” Note that Graduate School of Arts and Sciences (GSAS) rules stipulate that all transfer credit applications must be submitted within the first academic year of attendance as a matriculant at NYU. Also note that the number of course credit points covered by the MacCracken Fellowship is decreased, from 72, by the number of approved transfer credits.

- Courses taken outside the NYU philosophy department, as well as transfer credits, must receive approval by the Director of Graduate Studies (DGS).

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*, PHIL-GA 1000 (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.
- *Regular Coursework* (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 regular coursework by completing an independent study course with a faculty member, in which they research 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 regular 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. In order for a graduate course to satisfy an area distribution requirement, at least 50% of the material covered in class, as well as the student’s paper(s), must fall in the area in question. If in doubt, check with the DGS to confirm which area distribution requirement a given course satisfies. Students who want to use an independent study course to satisfy an area distribution requirement must obtain prior approval by both the faculty member

supervising the independent study and the DGS. Students who want to use a graduate course at another institution to satisfy an area distribution requirement must obtain prior approval by the DGS. The Third Year Review preparation course (to be described below) does not count as regular coursework, and cannot be used to satisfy area distribution requirements. A graduate logic course at NYU, including an independent study course based on an undergraduate logic course, that is used to satisfy the logic requirement is regular coursework. In general, a course that can satisfy the logic requirement does not count towards satisfying any distribution requirement.

- *Third Year Review Preparation Course*, PHIL-GA 3600 (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, PHIL-GA 3601, 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 any of five ways. One way is to pass a regular graduate-level logic course in the NYU philosophy department. A second way is to pass a designated graduate-level independent study course, the requirements of which may include attendance and participation in an approved upper-level undergraduate logic course at NYU, supplemented by a graduate enhancement component. The graduate enhancement component is specified by the course instructor; its purpose is to elevate the course content to the graduate level. For example, it could consist in different combinations of special graduate student recitation sessions, additional reading assignments, additional, more difficult questions on problem sets, additional problem sets that cover advanced topics, or additional, more advanced exam questions. A third way is to pass a graduate-level logic course elsewhere that has been approved by the DGS for this purpose. A fourth way is to satisfy the department that some course or courses taken previously meet the required standard. A fifth way is to schedule and pass an oral examination covering an appropriate range of topics.
- In deciding whether to approve courses for the third and fourth ways described, and in determining the content of the oral examination for the fifth way, 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 can serve as a basis for an independent study course satisfying the logic requirement in the second way 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. From Spring 2022, students also have the option of submitting to an earlier deadline, the end of the thirteenth week of their fourth semester.

Students wishing to exercise this option must notify the DGS by the end of the seventh week of that semester. Note that the standards for passing are the same, regardless of which deadline is chosen.

- 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. A vote of the reviewers determines whether the paper passes or further revisions are needed. Passing at this first stage requires unanimity. 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. **New papers** are reviewed according to the same process as original submissions. Except in special circumstances, new papers must be submitted before the start of the semester following the original submission. **Revisions** are handled by a committee consisting of the original reviewers plus a chair. Where possible, the chair will be the faculty member who supervised the writing of the original paper. The student may consult with committee members and others in making revisions.
- For submissions made to the earlier deadline, the deadline for resubmission will usually be the later deadline for original submission. For submissions to the later deadline, the deadline for resubmission will usually be one month from receipt of the original decision and comments, although resubmission earlier is encouraged, and the student may ask the committee for an extended deadline. Resubmissions should be accompanied by a specification of changes made in response to reviewers' comments. A resubmission may be passed by majority vote of the reviewers. (The chair does not vote.) If, after discussion, voting is tied, the DGS will appoint an additional reader to provide a casting vote. Where possible, the committee should communicate its decision and comments to the student within two weeks.
- If further revisions are required, 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 DGS. (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 DGS 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 DGS.
- 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 DGS.

- 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 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, a cumulative grade point average of 3.5 or higher 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 receive an offer or assignment of future teaching, nor an offer or assignment for any other department-sponsored job (such as those described under §2.6) for as long as the student remains out of good standing. (Note: teaching assignments for the spring semester are typically made in early October of the preceding semester; those for the summer term are typically made in mid-December of the previous year; and those for the fall semester are typically made in early April of the preceding semester.)

1.8 Additional Program Information and Policies

1.8.1 Grades

- The grade expectations for philosophy Ph.D. students are governed by the good standing requirement of a cumulative GPA of 3.5 or higher by the end of the second year. The average grade thus should be A-.
- In normal circumstances, students take all courses other than the Proseminar, the Third-Year Workshop, and the Work in Progress Seminar as letter-graded courses. Taking a course as pass/fail requires prior authorization from the DGS.

1.8.2 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 Assistant Dean for Academic Affairs. At the request of the departmental DGS and with the approval of the course instructor, the Assistant 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 DGS 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). If the student seeking the extension is planning to submit all outstanding work before the one-year GSAS incomplete deadline described above, the new deadline should be no later than two weeks before the GSAS deadline to ensure that the course instructor has enough time to grade the work and submit a grade.

1.8.3 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.
- All advisors (thesis, prospectus, pre-prospectus) should meet with their advisees at least twice per term. For students in the coursework phase, it is normal for one meeting to take place at the beginning of the term, and another to take place toward the end of the term. A third meeting, occurring roughly midway through the semester, is encouraged, but not required. Faculty urge students in the coursework phase not to hesitate asking for a third or additional meetings if such meetings would be helpful. For students in the prospectus or thesis phase, the timing of meetings will be more variable, but the primary advisor and the

advisee should always meet at least twice per term. Other members of the prospectus or thesis committee will typically meet with students at least once per term, although practice may vary among individual cases and it will sometimes be appropriate to meet more or less often. At all stages of the program, students and their advisors are encouraged to set aside some meeting time for unstructured discussion, conducted without a fixed agenda. For suggested topics and other guidelines, students and advisors should consult the document *Advising Guidelines*, included as an appendix to this handbook.

- 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 DGS and the student's advisor.

1.8.4 Policy on Small Discussion Seminars and Small Discussion Groups

- Instructors are encouraged to consider designating their seminars as "Small Discussion Seminars." In a Small Discussion Seminar, attendance is limited to NYU Philosophy Ph.D. and M.A. students only, except by permission of the instructor. Any seminar (except the Proseminar, the Third-Year Workshop, the Mind and Language Seminar, or the Work-in-Progress Seminar) may be designated a Small Discussion Seminar at the instructor's request.
- If a graduate seminar is routinely attended by more than fifteen people, and if a substantial proportion of those attending are not NYU philosophy graduate students, 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.

1.8.5 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.

1.8.6 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 of 111 points instead of the 155 needed if both degrees were done separately.
- All other requirements for both degrees must be met.
- The requirements for the J.D. degree can be found [here](#).
- 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 regular 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.

1.9.3 Dual Degree Ph.D. in Philosophy and Advanced Certificate in Digital Humanities

- The Ph.D. in Philosophy requires 72 points and the Advanced Certificate in Digital Humanities requires 20 points, 92 points in total if each degree is done separately. The dual degree allows the double counting of 12 points required for the Advanced Certificate toward the required 20 points of Electives of the Ph.D. in Philosophy, resulting in a total of 80 points required to earn both degrees.
- The required points for the dual degree are earned by completing the following: Proseminar, PHIL-GA 1000 (full year course, 8 points); Regular Course Work (36 points); Third Year Review Preparation Course, PHIL-GA 3600 (4 points); Work in Progress Seminar, PHIL-GA 3601 (4 points); Electives (8 points); Introduction to Programming, DHSS-GA 1120 (4 points); Approved Digital Humanities Electives (8 points); and two of the following four courses (8 points): Programming Applications, DHSS-GA 1123; Web Development, DHSS-GA 1122; Working with Data, DHSS-GA 1121; Statistics: Understanding and Using Data, DHSS-GA 1100.
- All other requirements of the Ph.D. in Philosophy described in section 1 remain the same in the dual degree program.

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, or earning money through summer teaching. Students who receive external funding in an amount that is less than \$3,500 will receive the difference.

2.2 Financial Support through Teaching

- While 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), through teaching (see Section §3).
- 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](#).
- Students have two ways of using the proceeds of teaching to fund an additional year of Ph.D. study: 1) by reserving $\frac{1}{2}$ 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 philosophy department's [intranet](#).

2.3 Frankel Fellowship

- Each year, the fourth-year philosophy Ph.D. student who is judged to have made the most progress towards the completion of their dissertation is awarded the Frankel Fellowship, for use in their fifth year. The Frankel Fellowship covers \$10,000 of the student's MacCracken Fellowship, and provides an additional \$1000 for the student for each the fall and the spring semester (i.e., \$2000 in total).

2.4 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 other 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's 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.
- The terms of the NYU GSAS Dean's Dissertation Completion Fellowships and the NYU Humanities Center Fellowships do not allow students to hold a second fellowship (whether internal or external) concurrently.
- 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. Effective with respect to external fellowships awarded after November 1, 2019, students who receive an external pre-doctoral fellowship to be held during the term of their MacCracken Fellowship may hold both fellowships concurrently if doing so is permitted by the terms of the external fellowship. In the case of major external fellowships, students are encouraged to save some or all of the funds toward financing their sixth year of study. If the department is in a position to offer post-MacCracken pre-doctoral funding, which is not likely at present, priority will be given proportionate to how much external fellowship support students received during their years in the MacCracken program, and will receive during their post-MacCracken years. (The less external support, the higher the priority.)
- Students are required to inform the department and Graduate Enrollment Services (GES) of any awards received.

2.5 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. Information on this program can be found [here](#).

- 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 funding for conference travel is the Student Government Assembly (SGA) Conference Fund. Information about this fund, including deadlines and eligibility, can be found [here](#). Applications for the following academic year are normally due by 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 philosophy department's [intranet](#).

2.6 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.
- In the unlikely event that a student teaches a summer course in the summer following their first or second year of study, the summer teaching money replaces the summer research stipend.
- Students may also apply for and receive outside fellowships that provide additional summer support. (For more on fellowships, see §2.3)

2.7 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.
- In order to be hired for a special job, students must be in good standing (see §1.7.4)

3 Teaching

- Teaching is neither a degree requirement nor a requirement of the MacCracken Fellowship; instead, doctoral students receive additional compensation for teaching. Although teaching is not required, doctoral students are strongly advised—for reasons of philosophical development, professional pedagogical training, and success in job placement, as well as additional financial support—to obtain substantial teaching experience during their time in the Ph.D. program.

3.1 Recitation Instructorships

- The principal responsibilities of recitation instructors consist in attending all lectures; leading on a weekly basis two 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. Recitation instructors may also be offered the opportunity to give a class lecture. The time commitment for being a recitation instructor must not exceed an average of twenty hours per week.
- Beginning in the fifth semester, following the satisfactory completion of coursework, doctoral students may teach for up to four semesters as recitation instructors during the period of their MacCracken Fellowships. Depending on course availability, they may also serve as recitation instructors for up to four additional semesters after the completion of the MacCracken Fellowship.
- It is highly recommended that doctoral students serve as recitation instructors for the maximum four semesters while they are holding the MacCracken Fellowship. In the absence of strong personal or professional reasons (e.g., health problems or study abroad) to defer teaching into the fifth year, it is

recommended that these be the four semesters of the third and fourth years in the Ph.D. program.

- Students who are in good standing (see section §1.7.4) and are otherwise eligible to serve as recitation instructors are given the opportunity to rank their courses preferences (in November for spring courses, and in March for fall courses). Teaching assignments are made by the Associate Chair, in consultation with the Director of Undergraduate Studies and the Director of Graduate Studies, with the aim of maximizing the satisfaction of those expressed preferences. MacCracken students take priority over post-MacCracken students for course assignments. The Department will strive to ensure that students who wish to teach for the maximum four semesters as a recitation instructor during the MacCracken Fellowship period have the opportunity to do so.
- All current and future intradepartmental funding opportunities for post-MacCracken and post-doctoral funding will prioritize candidates who have taught at least four semesters of the regular academic year as recitation instructors.

3.2 Teaching Logic

- Doctoral students in their fifth through seventh years may be offered a position as primary instructor (not a recitation instructor) for a section of the introductory-level undergraduate course in Logic. Priority for the assignment of these sections is given to students who have taught for at least four semesters as a recitation instructor.

3.3 Summer Teaching

- The Department offers a strictly limited number of small intensive six-week summer courses in each of two six-week summer terms. Doctoral students who have prior classroom experience as a recitation instructor or equivalent teaching experience may apply to teach a summer course as a primary instructor. Summer teaching assignments are made by the Director of Undergraduate Studies, typically in the previous December. Although it does not happen often, a summer course may be cancelled by the NYU Summer School program if it does not draw sufficient enrollment.

3.4 Other Teaching Policies

- A teaching assignment of any kind, once accepted, constitutes a strong commitment. The Department's ability to plan its undergraduate program depends on it.

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 can be found [here](#).

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.
- The HIPPO (Helpful Interpersonal Point Person). Every year, the philosophy department designates one faculty member to serve as HIPPO. All members of the department are invited to bring concerns about any kind of negative experience or situation in the department, lived through or witnessed, to the HIPPO. The HIPPO's role is to create a safe environment, listen, and help initiate the required steps to address the concerns.
- For more information and resources about the department's climate and diversity policies and initiatives, click [here](#).

4.4 Exchange Program with the École Normale Supérieure (ENS)

- Since 2006, NYU Philosophy and the ENS have participated in a student exchange program. During each academic year, two NYU students usually visit the ENS, for one semester each, and two ENS usually students visit NYU. It is also possible for NYU to send one student for the entire academic year.
- NYU Philosophy students who take part in the exchange receive the following: free dorm-style housing, free-of charge participation in all ENS activities, and access to the Institut Jean Nicod (IJN), a research institute at the ENS specializing in analytic philosophy of mind and language, which often also provides office space to the visiting students.
- Eligibility: All NYU Ph.D. students in good standing are eligible to visit. Normally students will have passed the TYR by the time of departure. Visits require approval by the student's advisor and the DGS.

4.5 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 able to secure academic employment.
- 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.

Appendix: Advising Guidelines

The purpose of this document is to articulate a shared understanding and set of expectations for graduate student advising in the Philosophy Department. It is intended to offer guidance both for faculty members in structuring their advising, and for students in understanding what they can expect from their advisor, and their own role in the advising relationship.

1. Frequency

Advisors and their advisees are expected to meet at least twice per term, as specified in the PhD and MA student handbooks. They are encouraged to meet a third time, or more often, as needed. Professors are more powerful and tend to have more rigid schedules than students; this can make it difficult for students to call for meetings. Advisors should therefore be proactive in initiating meetings, yet both advisors and advisees should aim to make regular meetings happen, and students are urged to feel comfortable asking for meetings whenever these would be useful.

2. Topics

The following topics should be part of advising conversations, as appropriate to the PhD or MA program and the student's phase in the program. It should generally be understood that an advisor is just one of the resources available to students in the department; students should feel free to reach out to whomever might be in a position to help them and take advantage of the workshops which are being offered on these topics.

Degree progress.

Advisors should help students plan their progress through the program. In the case of PhD students, this includes keeping track of the satisfaction of distribution requirements, aiding in the decision on a supervisor for the third-year review preparation course, and finding a prospectus topic and prospectus advisor. Generally, advisors should be proactive in inquiring about problems in the degree progress. Advisors should be familiar with the degree requirements and oversee the student's progress. But students are also expected to be familiar with the degree requirements and bear ultimate responsibility for checking to make sure all requirements are met.

Advisors are also responsible for transmitting written feedback from the graduate student review meeting to their advisees.

Philosophical development.

One purpose of the coursework phase is to acquaint students with a broad horizon of philosophical topics and to help them identify their more specific interests. While students receive feedback from their course instructors on topics covered by the course, advisors are in a unique position to help advisees in guiding them through their interests more broadly. Advisors should therefore seek to learn the interests of their advisees and help with identifying areas of literature to look at and research avenues to pursue, possibly pointing out colleagues or graduate students working on related issues for additional help. Students are encouraged to make use of their advisor as a resource in this sense by bringing up their broader interests.

Professional development.

Advisors should guide their advisees in their professional development. This includes finding answers to the following kind of questions: Does the student have a paper which could be developed for publication? What papers and ideas should be pursued further? Which questions are more interesting/publishable? Should students present their work at conferences? Which conferences are most relevant? Of course, when it comes to questions about presenting a specific paper at a conference, or publishing a paper, a natural first contact person is the supervisor of that paper.

Students should also be aware that individual faculty members can differ in their opinions on how best to prepare for the job market, so it is wise to seek advice from multiple sources. The faculty conceives of the Third-Year workshop as one of the most important departmental resources for professional development, and students should be aware that Workshop meetings on topics related to professional development are open to students at any stage of the program, not just third-year students.

It is worth noting that the development of students with respect to any of these topics does not only involve acquiring professional and academic skills, but also personal skills. In graduate school, students do not only have to learn what good philosophy is, but also how they can develop their own personal routines with which they can produce good philosophy. They can benefit from mentoring regarding these matters just as much as

from mentoring on academic issues. If students want advice about topics such as time management, balancing work and personal time, and other matters, they should not hesitate to raise these topics. Advisors are happy to talk about these topics but often can't tell if a student wants such advice and it can be awkward to volunteer it if the student doesn't ask.

3. The dynamics of advising conversations

There are some themes which seem to be common hurdles for advising to go well. Often these revolve around students feeling insecure, and afraid of making mistakes or revealing gaps in their knowledge, and therefore not being forthcoming. Advisors can help by approaching students actively in a supportive and curious way. The following points might be helpful for reflecting on a good advising relationship.

a) It is especially important to ensure the inclusion of students from groups underrepresented in philosophy. This includes making sure that they receive at least the same amount of attention as any other student. Also, some students might be inclined to interpret disagreement meant to be part of philosophical discourse as a signal of exclusion from that philosophical discourse. For students of any background, an adversarial style of conversation where they are primarily challenged to defend their position can be overwhelming. A more explorative and collaborative conversation about how a position could possibly be defended can be more productive.

b) Many students do not want to be disrespectful by being too demanding. Everyone is busy. Hence, even if the advisor wants to be available and wants to help, if this is not being communicated explicitly, students might be reluctant to be forceful in arranging for a meeting during busy weeks, or to initiate a meeting in the first place.

It is helpful to keep in mind that professors and students likely experience their advising relationship very differently. For a professor, initiating a meeting might be as easy as seeing that there is a free hour on some day in the week and asking the student whether they are available. For a student, just writing an email to ask for a meeting can require substantive deliberation about whether asking for the meeting is appropriate and becoming stressed over the appropriate tone for such an email.

c) Advisees and advisors should feel encouraged to meet in informal settings, for instance for lunch or coffee. Meetings in a more formal setting like the office can lead to a dynamic where both parties want to go through a checklist of topics in a cursory way. Ideally, an informal setting allows students to be less concerned with appearing competent and making a good impression and gives more room to approach more difficult topics.

d) Some students and professors are probably most comfortable when talking about concrete philosophical issues because that is what they are usually concerned with. And while it can be important to discuss concrete philosophical issues in advising conversations, it is important not to neglect more pressing issues and the perhaps more awkward conversation about them. It is worth being aware of this dynamic and important to make room for non-philosophical topics in the conversation.

e) Meeting first-year students early on in their first semester is particularly important in order to help them find a place in the department. However, while first-year advising is important, students also encounter many new challenges in their second year; PhD students for instance are faced with the third-year review process and the prospectus phase after that. Both advisees and advisors should therefore not assume that in the second year advising becomes less important. Meetings should continue to occur at least twice per term (and more if needed).

f) If the advisor is providing the advisee with feedback on written work, advisors and advisees are encouraged to communicate directly about what form of feedback the student finds most useful and what form of feedback is feasible, and on what kind of schedule, for the professor. Some students find it easier to receive feedback to their work and to give responses in written form; others might prefer verbal exchange. Advisors and advisees should discuss the balance of these forms of feedback. The timing of feedback is also important. Timely feedback is always desirable, of course, but in cases when that is not possible, it is helpful for advisors to let their advisees know in what time frame they can expect to receive comments so that they can plan their work accordingly.

Teaching Assistant Workloads

Department of Philosophy

All Teaching Assistantships in the Department of Philosophy are recitation instructorships. The information below (Elements of Workload and Norms) is part of a document distributed in advance of every semester to all recitation instructors and all faculty using recitation instructorships for that semester.

Elements of Workload

The workload for recitation instructorships may be usefully distinguished into (1) class preparation and class meetings; (2) student advising; and (3) grading.

1. The workload for *class preparation and class meetings* in a typical week includes the following:

attend two lectures	2.5 hours
conduct two recitations	2.5 hours
meet with course instructor	0.5 hours
class preparation (including reading)	5.0 hours

These elements add up to approximately 10.5 hours in a regular week (i.e., before the final exam period) or **9.8 hours** averaged over 15 weeks (including the final exam period).

2. The workload for *student advising* includes meeting with students (either during or outside of office hours) and responding to email queries. It may also include, in some cases, conducting review sessions and/or reading and providing written input on outlines and drafts. Recitation instructors typically schedule **2 hours of office hours per week**, sometimes including the final examination period. In weeks of relatively low attendance at office hours (for example, when there is no upcoming paper or exam), the total amount of student advising time may be less than 2 hours for the week, and some office-hour time may be used for reading and class preparation. In other weeks, however, the workload for student advising may easily be equal to or exceed 2 hours, especially if students are allowed or required to submit outlines or drafts for review. Note that a higher or lower student enrollment results in a proportionately higher or lower workload for student advising.
3. The workload for *grading* includes periodic grading of examinations and papers. It may also include, in some cases, grading student presentations, weekly or daily short response papers, and/or attendance. Here are some guidelines, based on experience, for grading typical papers and exams *with only minimal comments*:

500-word essay	11 mins. per student; 40 students =
7.3 hrs.	

in-class essay midterm exam (1000 words): 15 mins. per student; 40 students = 10 hrs.

in-class essay final exam (1500 words): 22 mins. per student; 40 students = 15 hrs.

1500-word paper (5.5 pages): 20 mins. per student; 40 students = 13.3 hrs.

2500-word paper (9 pages): 25 mins. per student; 40 students = 16.7 hrs.

3000-word paper (11 pages): 30 mins. per student; 40 students = 20 hrs.

Grading typical papers and exams *with extensive comments* may be expected to roughly *double* these times. (Of course, there are degrees of commenting in between.) Expected grading times may also be affected by the number of distinct topics (for papers) or prompts (for exams) from which students may choose. Note that a higher or lower student enrollment will result in a proportionately higher or lower grading workload for each graded assignment or exam. Dividing total grading time for the semester by 15 will yield a weekly average expected grading workload.

Norms

Course instructors should aim to strike a balance in providing important and valuable opportunities for learning and development to their undergraduate students while not exceeding an appropriate workload for their recitation instructors. To that end:

1. Total course workload expectations for recitation instructors should not exceed eighteen hours per week (averaged over 15 weeks).
2. Primary course instructors should meet with their recitation instructors before the first day of classes to discuss the course syllabus and to detail the workload expectations associated with it, using the information above as appropriate. They should also monitor the workload of recitation instructors during the semester.
3. Primary course instructors who wish to provide additional opportunities to undergraduate students beyond those that recitation instructors can accommodate with a reasonable workload should consider taking on some or all of the additional associated duties themselves. These may include additional advising, administrative tasks, review sessions, grading, or sample grading.