

UNIVERSITY OF CALIFORNIA

DEPARTMENT  
OF  
PHILOSOPHY

2020-21

**Graduate Student  
Handbook**

SANTA BARBARA

# DEPARTMENT OF PHILOSOPHY

## UNIVERSITY OF CALIFORNIA SANTA BARBARA

This handbook is designed to guide graduate students through the various stages of their studies. The following pages include faculty specialties, an outline of the graduate program and procedures, financial support, rules and responsibilities for graduate student teaching, and job placement information.

We hope you find the information useful, and wish you every success in your studies.

Matthew Hanser & Voula Tsouna, Chairs  
Department of Philosophy

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## §1 MESSAGE FOR INCOMING STUDENTS

We are pleased that you have chosen our department to pursue your graduate studies in philosophy and extend our heartfelt welcome to you. This handbook has been written with an eye towards answering most of the questions you may have, and we would like to suggest that you peruse it and use it for future reference.

Our graduate program in philosophy has two objectives: to provide you, through coursework, with the broad familiarity of a variety of philosophical subjects that you will need to be a well-rounded philosopher and an effective teacher; and to develop your potential as a researcher by giving you an opportunity to do supervised research, culminating in the writing of a doctoral dissertation.

Information about how to register for courses can be found below in §7. We encourage you to enroll in three courses each quarter of your first year. Be aware that not all courses are offered every year, and many courses will be taught only once during your two years of coursework. It may therefore be wise to take any course that you are interested in as it occurs. You should also be aware that during some quarters only two seminars are offered; thus you are likely to have no choice if you postpone the five-seminar requirement to the very end.

Please make it a habit to read all emails, to respond as requested in a timely fashion, and to check your “spam” folders regularly for emails mistakenly placed there.

Your first paycheck will normally be issued on November 1. If you are a domestic student from outside California, please take the steps necessary for **establishing California residency**, some of which must be taken immediately on arrival (see §12 for detailed information).

University sponsored housing is partially subsidized and is often cheaper than rates available in Goleta, Santa Barbara, and Isla Vista. See the [UCSB Housing](#) website for information and applications. If you are arriving without household items, here are some commonly used sources for them: [Craig’s List](#), [The Independent](#); and the [Santa Barbara Newspress](#) classified section.

There are bike paths on campus and in the Goleta and Santa Barbara areas. Bike path and route maps can be found [here](#) and are also available at local bicycle shops. There is bus service ([Metropolitan Transit District, MTD](#)) between UCSB, Isla Vista, Goleta, Santa Barbara, and Carpinteria, free to registered students. For further information about parking and transportation, see [UCSB Parking and Transportation Services](#) and [Transportation Alternative Services](#).

The [UCSB Recreation Center](#) is available for daily use by registered students.

We strive to establish a sense of a philosophic community on this campus. Due to the COVID pandemic, many of our regular gatherings have been canceled. But once these activities resume, please plan to attend our colloquium speaker series and the dinners that follow, as well as other social functions our department may have. Make use of the Philosophy Common Room to spend time with your fellow students and faculty, and take whatever opportunities that may arise to get to know each other. We are always interested in your ideas on ways student/faculty relations could be made better and how we can enliven our philosophic community.

We trust your stay here will be productive and pleasant.

## §2 PROGRAM AT A GLANCE

This section is meant to give a general overview of normal progress through the program. Further details about the various requirements, and more precise statements of policies, can be found later in the document.

You can think of your graduate career as divided into three phases:

- a) Fulfilling course requirements
- b) Passing the Qualifying Paper and Oral Examination
- c) Writing the Ph.D. dissertation

During the first phase, you'll take 14 courses, satisfying the following distribution requirements:

- PHIL 284G (Intermediate Modern Logic)
- At least five seminars (as opposed to mixed grad/undergrad courses)
- At least three courses in the history of philosophy
- At least three courses in metaphysics and epistemology (broadly construed)
- At least two courses in value theory (broadly construed)

In your first year, you should plan to take three courses each quarter. You are encouraged to make good progress towards completing your distribution requirements during this first year, particularly the logic requirement. In your second year, which is when you will typically begin to TA, you will generally take two courses each quarter.

The Qualifying Paper (QP) is the critical “hurdle” in our program. You should expect to spend much of your third year working on your QP, and to submit the QP by the end of the third year. (Except in extreme cases, a student will not be required to leave the program prior to submitting a QP.) As soon as possible after passing the QP Requirement, you will have an Oral Examination, typically on the topic of the QP. After passing the Oral Examination, you will normally be advanced to candidacy.

In your fourth year—ideally by the end of the first quarter—you will be expected to submit a dissertation proposal or chapter of the dissertation. Students in their fourth year also begin to have the opportunity to serve as Associates, designing and teaching their own courses.

While writing their dissertations, students will meet regularly with their chosen dissertation advisor and meet at least once a year with the entire committee. Students should aim to complete their dissertation by the end of their sixth year.

### §3 DEPARTMENTAL ADMINISTRATION AND STAFF

Here are some of the main administrative positions and their current occupants. Always feel free to come to any of us with questions and concerns. If you're unsure where to direct your question, you can start with the Faculty Graduate Advisor.

#### *Department Co-Chairs*

Professor Voula Tsouna ([vtsouna@philosophy.ucsb.edu](mailto:vtsouna@philosophy.ucsb.edu))

Professor Matthew Hanser ([hanser@philosophy.ucsb.edu](mailto:hanser@philosophy.ucsb.edu))

The Department Chair has final responsibility for all matters relating to the department. They have full authority in matters of course scheduling and appointments of TAs and Associates. In all other matters, it is the Department Chair who recommends actions to the campus administration (typically after consulting the faculty).

#### *Faculty Graduate Advisor*

Professor Dan Korman ([dkorman@ucsb.edu](mailto:dkorman@ucsb.edu))

The Faculty Graduate Advisor is responsible for matters affecting graduate students or the graduate program. The Faculty Graduate Advisor advises students on their course of study and advancement to candidacy, and has individual meetings with each student every Fall quarter. The Faculty Graduate Advisor's signature will be needed on various forms and petitions presented by graduate students (e.g., to add or drop courses, to waive or substitute requirements, or to take leaves of absence).

#### *Staff Graduate Advisor*

René Marchington ([rmarchington@ucsb.edu](mailto:rmarchington@ucsb.edu))

The Staff Graduate Advisor provides administrative support for the graduate program, assisting the Faculty Graduate Advisor in monitoring students' progress toward their degrees and providing information about department and Graduate Division policies and procedures.

#### *Placement Officer*

Professor Dan Korman ([dkorman@ucsb.edu](mailto:dkorman@ucsb.edu))

The Placement Officer assists students in finding academic appointments as they approach completion of the Ph.D. program. They assist students in preparing their dossiers, hold an informational meeting each Spring for new job seekers, and arrange mock interviews, teaching demos, and job talks.

#### *Diversity Officer*

Professor Aaron Zimmerman ([aaronzimmerman@ucsb.edu](mailto:aaronzimmerman@ucsb.edu))

#### *TA Coordinator*

Professor Thomas Barrett ([tbarrett@philosophy.ucsb.edu](mailto:tbarrett@philosophy.ucsb.edu))

#### *Library Liaison*

Professor Tom Holden ([tholden@philosophy.ucsb.edu](mailto:tholden@philosophy.ucsb.edu))

### ***Instructional Program Assistant***

Janet Douglas ([janetdouglas@hfa.ucsb.edu](mailto:janetdouglas@hfa.ucsb.edu))

The Instructional Program Assistant can assist you with clerical support such as ordering textbooks, key check out, copy codes, reserving materials and rooms for graduate courses, department library policy, and ordering office supplies. Please report any problems with department computers, printers, or copiers to them as well, so that repairs can be made as soon as possible.

### ***Undergraduate Philosophy Advisor***

Sam Little ([slittle@hfa.ucsb.edu](mailto:slittle@hfa.ucsb.edu))

The Undergraduate Philosophy Advisor conducts the Philosophy course scheduling, and can help with add codes, wait lists, and other issues connected with course enrollment.

## **§4 INTRODUCING THE FACULTY**

Below is the current faculty in Philosophy at UCSB, with a brief description of their research interests.

**THOMAS BARRETT**, Ph.D., Princeton University

Assistant Professor (*philosophy of physics, philosophy of science, logic*)

My research is primarily in logic, philosophy of science, and philosophy of physics. I also have secondary interests in philosophy of mathematics and the history of analytic philosophy. The main questions that I've been working on recently are: What do our physical theories "say about the world"? And when do two theories "say the same thing"?

**SONNY ELIZONDO**, Ph.D., University of California, Los Angeles

Assistant Professor (*moral philosophy, Kant*)

My research concerns the nature of and prospects for rationalism in ethics. I am particularly interested in the kind of rationalism that takes its inspiration from Kant. I believe this rationalism has been misunderstood and so its virtues underappreciated. My philosophical ambitions, then, are twofold: to lay out the best interpretation of Kant's rationalism, and to develop and defend the best version of Kantian rationalism, one that respects the spirit of Kant's work, if not always its letter. I am also interested in the history of ethics more broadly, especially the Aristotelian tradition.

**KEVIN FALVEY**, Ph.D., University of Minnesota

Associate Professor (*philosophy of mind, philosophy of language*)

Modern philosophy has inherited from Descartes a picture of the mind as an inner realm the facts concerning which have no essential connection to the goings-on in the natural and social world we inhabit. In my opinion, the principal elements of this picture persist even in contemporary materialist theories that feature the brain (rather than an immaterial substance) in the starring role. However, there is a tradition of loyal opposition to the Cartesian doctrine, represented above all by Wittgenstein, but including also—in at least some of their moods—Sellars, Putnam, Davidson, Burge, and McDowell. These are the philosophers who have most influenced me. Much of my work has been on the special epistemic authority carried by first person ascriptions of belief, intention, and other propositional attitudes, which I see as emerging from the roles such ascriptions play in the social practices of making and justifying claims about the world. More generally, I am interested in ways of seeing our commonsense intentional discourse as primarily normative and interpretive, rather than as comprising a primitive ("folk") scientific theory of behavior.

**PATRICIO FERNANDEZ**, Ph.D., Harvard University

Assistant Professor (*ethics, philosophy of action, ancient philosophy, philosophy of economics*)

My current research concerns the nature of practical reasoning and of its connection to action, as well as how a right understanding of these issues bears on a general picture of the human mind and on a conception of the normative standards that apply to it. Relatedly, I am interested in the relation between the ordinary ethical knowledge of moral agents and the philosophical ethical knowledge of moral theorists. My research on these questions draws inspiration from ancient theories of the practical life and human deliberation, especially Aristotle's, which I also continue to explore in their own right.

**MATTHEW HANSER**, Ph.D., University of California, Los Angeles

Professor (*ethics, philosophy of action, philosophy of law*)

My research primarily concerns problems in moral philosophy—especially problems arising where moral philosophy intersects with other branches of philosophy, such as philosophy of mind, philosophy of action, philosophy of law, philosophy of language, or metaphysics.

**TOM HOLDEN**, Ph.D., University of North Carolina at Chapel Hill

Professor (*modern philosophy*)

My research is in the history of seventeenth- and eighteenth-century philosophy, including issues in the metaphysics, natural philosophy, philosophy of language, and philosophy of religion of the period. Figures of particular interest include Montaigne, Hobbes, Bayle, Berkeley, and Hume. My book *The Architecture of Matter: Galileo to Kant* (Oxford University Press, 2004) presents a critical study of the early modern debate of the structure of matter, touching on issues to do with the ontology of parts and whole, atomism, and infinite divisibility. *Spectres of False Divinity: Hume's Moral Atheism* (Oxford University Press, 2010) examines Hume's case for the amorality of any first cause or designer, and hence the irrelevance of theological speculation for matters of human practice and conduct.

**DAN KORMAN**, Ph.D., University of Texas at Austin

Professor (*metaphysics, epistemology, mind, and language*)

Most of my research has been devoted to the defense of a conservative metaphysics of material objects, according to which our natural, intuitive judgments about which objects there are and aren't are more or less correct. Recently, I've been interested in debunking arguments in various domains. These are arguments that purport to show that the subject matter of some of our beliefs doesn't play any role in explaining those beliefs, which in turn is supposed to lead to skepticism or anti-realism about those domains. (Think, for instance, of attempts to undermine moral or religious beliefs by providing evolutionary explanations of those beliefs.) Other topics of interest include the philosophy of perception, abstract artifacts, Locke on substratum, the nature and status of intuition, and anything having anything to do with Kripke's *Naming and Necessity*.

**ELLIE MASON**, Ph.D., Reading

Professor (*feminism, moral responsibility, ethics*)

I work on and teach a broad range of topics, including feminism, moral responsibility, and ethics. My book, *Ways to be Blameworthy: Rightness, Wrongness, and Responsibility* is just out with Oxford University Press. See [here](#) for more information.



**TERESA ROBERTSON**, Ph.D., Princeton University  
Associate Professor (*philosophy of language, metaphysics*)

My primary research interests are in topics that fall into the areas of metaphysics and philosophy of language, especially where the two (at least seem to) intersect. I have published articles on origin essentialism, the sorites paradox, reference to kinds, and Chandler's Paradox. More and more, I find myself attracted to paradoxes. I like their "clean lines": confronted with a few claims that seem intuitively plausible that lead to contradiction, one is forced to reject an initially appealing claim. That's a situation ripe for learning something significant. Or, as Tarski put it, "In this way we have arrived at an obvious contradiction. In my judgment, it would be quite wrong and dangerous from the standpoint of scientific progress to depreciate the importance of this and other antinomies, and to treat them as jokes or sophistries. It is a fact that we are here in the presence of an absurdity, that we have been compelled to assert a false sentence ... If we take our work seriously, we cannot be reconciled with this fact. We must discover its cause, that is to say, we must analyze premises upon which the antinomy is based; we must then reject at least one of these premises, and we must investigate the consequences which this has for the whole domain of our research" (Alfred Tarski, "The Semantic Conception of Truth and the Foundations of Semantics", *Philosophy and Phenomenological Research* 4: 341-376, p. 348).

**NATHAN SALMON**, Ph.D., University of California, Los Angeles  
Professor (*philosophy of language, philosophy of logic, metaphysics*)

My work pursues especially perplexing issues and problems in metaphysics through the investigation of language. My first book, *Reference and Essence* (Princeton University Press and Basil Blackwell, 1982), deals with a nest of issues in an area of overlap between the philosophy of language and metaphysics. My second book, *Frege's Puzzle* (Ridgeview, 1986, 1991), belongs more squarely in the philosophy of language, and indeed, directly addresses what many regard as the central problem in the philosophy of language, but it has also led to a number of projects touching on topics in metaphysics, the philosophy of mind, the philosophy of psychology, epistemology, the philosophy of logic, and the philosophy of mathematics. Many of these issues are discussed in a collection I co-edited, *Propositions and Attitudes* (Oxford University Press, 1988). I am currently working on the problem of personal identity, as well as a host of problems and issues raised by names from fiction and other nonreferring terms.

**VOULA TSOUNA**, Ph.D., University of Paris X, France  
Professor (*ancient philosophy*)

My work is in the area of ancient Greek philosophy, specializing in Socrates, Plato, the Socratic schools, and Hellenistic Philosophy. My first book is a critical edition with translation and commentary of *Philodemus: On Choices and Avoidances* (Bibliopolis Press, Naples, 1995), a text of late Epicurean ethics. My analysis focuses on the topics of rationalism, attitudes towards superstition and the fear of death. I discuss the contribution of late Epicureans to practical ethics and explain its philosophical interest. My second book, *The Epistemology of the Cyrenaic School* (Cambridge University Press, Cambridge UK, 1998) is an interpretation of the epistemology of the Cyrenaics, a Socratic school active in the Classical and Hellenistic periods. I argue that the subjectivism of this school in some ways pre-announces modern positions and that its scepticism comes close to modern scepticism about the external world. Among the topics I examine are the relation between the mental and the physical, the authority of first-person reports, scepticism towards the empirical world and towards other minds, and the relations between relativism and scepticism. My third book, *The Ethics of Philodemus* (Oxford University Press, Oxford, 2006) reconstructs and assesses the ethical system of Philodemus, a very important Epicurean philosopher of the 1st century BC., whose surviving

writings belong to the collection of the Herculaneum papyri. Currently I am working on topics in ancient epistemology, moral psychology and ethics, and also on a monograph on Plato's Charmides.

**AARON ZIMMERMAN**, Ph.D., Cornell University  
Professor (*philosophy of mind, epistemology, action theory, moral psychology*)

My research is focused on the intersection between thought, language and reason. I also write on and teach David Hume's philosophical work.

## **§5 CLIMATE, CONDUCT, AND DIVERSITY**

The philosophy department at UCSB is committed to creating and maintaining a work environment in which students, staff, and faculty feel welcome and safe, regardless of gender, sexual orientation, race, age, ethnicity, religion, disability, or socio-economic status. We aim to accomplish this by promoting an atmosphere of collegiality and respect, cultivating a sensitivity to the sorts of practices and behaviors that generate a hostile or non-inclusive environment, and in no way tolerating harassment or discrimination.

We are proud to have an active chapter of [Minorities in Philosophy \(MAP\)](#), founded by philosophy department graduate students. Like the broader network to which it belongs, the chapter's general mission is to promote awareness and productive discussions of issues connected to the participation of underrepresented groups in academic philosophy. Since its inception, a large number of our graduate students have participated in the group, which has promoted its mission through various initiatives, including reading groups on inclusive pedagogy, talks and workshops by outside speakers, and collaborations with other Southern California MAP chapters. Among the topics addressed by these initiatives are LGBTQ workplace rights, the social responsibilities of academics, reparations for US Slavery, the New Jim Crow, and institutionalized racism. MAP also helped organize the department's Coffee Talks series, in which faculty members present and discuss their current research projects.

Graduate students are encouraged to socialize with both faculty and fellow graduates in an appropriate and professional manner. They must be mindful of preserving a positive climate in the department and of conducting themselves in a way that promotes collegiality and learning. Faculty members will likewise hold themselves up to the highest standard when socializing with graduate students. Breaches of confidentiality and, generally, of professionalism on the part of faculty in such contexts violate departmental policy. The department will not tolerate any form of harassment, bullying, sexism, xenophobia or, generally, abusive behaviour. This prohibition applies to words as well as deeds. Episodes of abusive behaviour by a graduate student or faculty member may incur disciplinary action.

Students should be particularly mindful of the way in which sexual or romantic attention towards other students in the philosophy program, graduate or undergraduate, can do harm and create a toxic environment, particularly for women in the department. So, while it is no doubt possible for students in the program to cultivate healthy romantic relationships with one another, one should not view one's fellow students as a "dating pool". It is especially problematic for graduate students to enter into romantic and/or sexual relationships with undergraduates in courses for which they are serving as a TA or Associate. In case a graduate student should enter into such a relationship, they must immediately (with the assistance of the Faculty Graduate Advisor) remove themselves from grading or in any way assessing the undergraduate with whom they are involved. No form of harassment from a graduate student to an undergraduate student will be tolerated by the department. Such behaviour is likely to incur disciplinary action.

Please feel free to share with the faculty any thoughts for improving the climate or promoting diversity in the department, either through the Faculty Graduate Advisor or through the Diversity Officer. Any instances of harassment or discrimination should also immediately be brought to their attention.

## **§6 MONITORING AND MENTORING**

The department has several procedures in place to help mentor and monitor the progress of graduate students.

Beginning in Fall 2020, each incoming student will be paired with a faculty mentor. Mentors will reach out to them once a quarter for their first two years, extending an invitation to meet and/or answer questions by email.

Each Fall, the Faculty Graduate Advisor will have individual meetings with each continuing graduate student in residence. This is will be an opportunity to discuss their plans for the academic year; discuss any questions or concerns they have about the program, its requirements, or their work as TAs; and ensure that students entering their second year have a viable plan for completing their coursework, that students in their third year have a plan for their QP, and that students in their fourth year and beyond have a dissertation topic, advisor, and committee. Students will be asked to complete a Self-Assessment form in advance of the meeting, detailing accomplishments and challenges from the previous academic year and plans for the upcoming academic year.

The department conducts an annual review of all graduate students' progress, typically in the Fall quarter. In this review, we examine the short narrative evaluation of students' performance filed by the instructor of each course they have taken. Reviewing these evaluations is often useful in spotting patterns of strengths and weaknesses. The evaluations are not made directly available to students, so as to encourage candid assessments of student performance. Any concerns that arise are communicated to the student after the meeting by the Faculty Graduate Advisor.

Every student in their third year or beyond is required to have an annual meeting with their (QP or dissertation) advisor and committee, ideally in the Fall quarter. At the meeting the student and their committee will make plans for the academic year, including (but not limited to) how often the student will meet with each committee member and how often they will send drafts for comments to each committee member.

Students should always feel welcome and encouraged to contact the Faculty or Staff Graduate Advisors if they have questions, or are seeking advice, about any aspects of their course of study.

## §7 COURSEWORK , REGISTRATION, AND GRADES

### Registering for Courses

The Registrar Office's [GOLD system](#) is used to enroll in classes, view the general catalog, or view course offerings for a particular quarter. Continuing students are encouraged to register before the end of Pass 2 in order to avoid a late registration fee; to have fellowships, TAship fee offsets, and financial aid credited on time; and to retain student status. If a graduate course you wish to enroll in is full, you should contact the instructor to request an add code.

The standard course load is 12 units per quarter. In order to be eligible for TA and Associate positions, students must always be enrolled in at least 8 units per academic quarter. For this reason, we strongly encourage all students to take 12 units each quarter; otherwise, if you should drop a course, you would drop below 8 units, and your teaching assignment and funding would be in jeopardy. (Graduate students do not register for, nor are they charged fees for, Summer Session.)

Students in their first year will normally reach 12 units by enrolling in three regular courses. After their first year, students will reach 12 units by taking some assortment of the following classes with S/U grading:

- In their very first quarter of TAing, students should enroll in two units of **PHIL 500** (Apprentice Teaching in Philosophy) and two units of **PHIL 501** (TA Training) with the TA Coordinator as instructor. In every subsequent quarter in which they are TAs or Associates, they should enroll in four units of PHIL 500, again with the TA Coordinator as instructor.
- Prior to working on their QP, students may enroll in up to twelve credits of **PHIL 596** (Directed Readings and Research), with the permission of the supervising professor.
- Students working on their QP may enroll in up to twelve credits of **PHIL 597** (Individual Study for Advancement to Candidacy) with their QP advisor and/or (with permission) other QP committee members.
- Students working on their dissertation should enroll in up to twelve credits of **PHIL 599** (Ph.D. Dissertation Research) with their dissertation advisor and/or (with permission) with other dissertation committee members.
- After completing their coursework, students may also continue to enroll in regular courses, typically with S/U grading (consult the instructor about what will be required for an S grade), but they are also permitted to enroll for a letter grade.

### Course Requirements

A total of 14 graduate courses (56 units) and seminars must be taken for letter grades of B or better, and these courses must meet the following distribution requirements:

- (a) PHIL 284G (Intermediate Modern Logic)
- (b) At least five seminars
- (c) At least three courses in the history of philosophy
- (d) At least three courses in metaphysics and epistemology (broadly construed)
- (e) At least two courses in value theory (broadly construed)

Requirements (c)-(e) may be satisfied by either seminars or lecture courses listed as graduate courses. A given course may be used to satisfy at most one of the requirements (c)-(e). A full list of courses counting towards each requirement may be obtained from the Staff Graduate Advisor, and students (after consulting with the Faculty Graduate Advisor) may petition to have a course not on the list count towards a given requirement.

While the only required logic course is PHIL 284G, it may prove difficult to pass unless you are acquainted with the deductive system that is introduced in PHIL 283G (Beginning Modern Logic). As a result, you may want to take or audit PHIL 283G. If you take PHIL 283G for a letter grade, and receive a B or better, it will count towards the 14-course requirement. A student may be exempted from requirement (a) by passing an examination (given only at the time of entrance into the Ph.D. Program) designed to demonstrate training in logic equivalent to that provided by 283G and 284G. If exempted from requirement (a), an additional elective course must be taken to satisfy the total 56 units required.

A maximum of one independent study (PHIL 596) course may count towards the 14-course requirement in areas (c)-(e), provided that the content of the independent study does not significantly overlap the content of any other course used to satisfy the 14-course requirement and that the course is taken for a letter grade (B or better).

Undergraduate courses will not count towards the 14-course requirement. Graduate students may be allowed to take undergraduate courses, with the permission of the instructor, but only in their first year and only on the recommendation of the Faculty Graduate Advisor or Chair(s).

In the rare case in which a student passes the Qualifying Paper Requirement (see below) prior to completing their course requirements, the student must complete the course requirements by the end of their fourth year (normative time).

### **Grades and Incompletes**

Letter grades assigned at UCSB range from *A* to *F*. Any grade below a *B* (*B-* or below) is not a satisfactory grade for a graduate student. Students with less than a 3.0 (straight *B*) grade point average are placed on academic probation by the Graduate Division. A student on academic probation is ineligible for fellowships or teaching positions, and may be asked to leave the program in the absence of improvement. While a 3.0 GPA is considered the *minimum* satisfactory level for a graduate student by the Graduate Division, the department views anything below 3.5 as cause for concern. Many fellowships and grants require a minimum of 3.5 GPA to qualify.

When a course was taken for an S/U grade, an *S* may be assigned only if the work is of *B* or better quality (not *B-*). A grade of *NR* means that the instructor neglected to enter a grade and may need a gentle reminder.

Regarding Incompletes: If a student knows that they will be unable to submit their term paper (or other coursework) by the end of the quarter, they should ask permission from the instructor to take an Incomplete in the course (in order to avoid receiving a failing grade). Upon receiving permission, the student must fill out a petition to receive an Incomplete. These petitions may be obtained from the Staff Graduate Advisor and must be approved by the Faculty Graduate Advisor. The student will then have until the end of the academic quarter following when the course was originally undertaken to finish the Incomplete course; otherwise, it turns automatically to an *F*. A petition for an Incomplete *extension* can be obtained from the Staff Graduate Advisor to delay the Incomplete turning into an *F*.

Philosophy graduate students may have only one Incomplete at any given time, though in special cases they may petition the Faculty Graduate Advisor to make an exception. *F* grades that appear on a transcript as a result of an *I* grade that has been allowed to lapse, as well as *NRs* and *NGs* that appear as a result of failure to complete a course, will count as Incompletes for the purposes of this rule. A student who currently has an *I* or *NG* grade on their transcripts cannot take an Incomplete in an additional course until the existing Incomplete has been cleared. Students who are ineligible for an Incomplete and find that they are unable to complete a course, may wish to switch to the S/U grading option for that course. Whether

the grade received is *S* or *U* will be determined by the instructor. It is not normally possible to *retroactively* change a grade from an *I* to an *S* (or to drop a course in which a student has received an *I*) unless there has been a clerical or grading error made by the instructor.

The department generally discourages taking Incompletes, and strongly encourages those who do take them to resolve the Incomplete promptly after the quarter ends, so as to avoid a “cascade effect” of taking Incompletes in current courses in order to resolve Incompletes from past courses. Accumulating Incompletes seriously jeopardizes one’s success in the program. A student with 12 or more units of Incomplete grades is placed on academic probation by the Graduate Division, making them ineligible for TAs. Graduate Division regulations also preclude advancement to candidacy if there are any remaining Incomplete grades on a transcript.

## §8 QUALIFYING PAPER AND ORAL EXAMINATION

### Preparing a Qualifying Paper

The Qualifying Paper (QP) is to be an original work and should present a philosophical thesis and defend it by argument. It can be no longer than 10,000 words, including introduction, footnotes, and appendices. A successful QP is a paper that is judged by a majority of the faculty to demonstrate the ability to write a successful dissertation.

Any paper written while its author was a student in the graduate program may be submitted as a QP. While a term paper written for a course may be submitted as a QP, only rarely will an unrevised term paper be good enough to meet the standard the faculty applies in evaluating QPs. Thus it will be advisable for most students who want to submit a term paper as a QP to revise and expand it.

Students who do not feel that their coursework has yielded a term paper that could serve as the basis of a QP, or who feel that they could benefit from more guidance in developing a paper of the requisite length and depth, are encouraged to arrange an independent study course (PHIL 596) in an area that they think will yield such a term paper. Bear in mind, however, that an independent study course cannot count towards the 14-course requirement if it is used for reworking a previously written term paper, or if its content substantially overlaps that of another course used to satisfy the 14-course requirement.

Though the choice of topic for the QP is not subject to formal approval, the student must write a short topic proposal (of about one page) and discuss it with at least one faculty member. By the beginning of the quarter in which the student intends to submit the QP, the student must submit the topic proposal to the Staff Graduate Advisor along with a signed statement from the faculty member saying the following: “The student and I have discussed both the suitability of this topic and the student’s qualifications in the proposed area.”

Students may consult with faculty during the preparation of a QP, but a successful paper must demonstrate the capacity for independent work.

### QP Submission and Evaluation

Students submit their QP by emailing it to the Staff Graduate Advisor, who will distribute it to the faculty. The QP may be submitted at any time after enrolling, but is typically submitted sometime during the student’s third year in the program. A student is allowed no more than two submissions (that is, two chances to pass), and students must submit a successful QP by the end of the first quarter of their fourth year. This means that a student gets a second chance *only if* they submit for the first time during their third year. For this reason, we strongly advise submitting a QP by the end of the third year to allow for a

second attempt if needed. Should your paper not pass, the second attempt may be a rewrite of your first attempt or a completely different paper.

To be eligible for consideration in a given term, a paper must be submitted by the Tuesday of the ninth week of the term. The dates for submission of the QP for 2020-21 are therefore:

**Fall:** Tuesday, December 1 (4pm)  
**Winter:** Tuesday, March 2 (4 pm)  
**Spring:** Tuesday, May 25 (4 pm)

The ladder faculty in-residence (i.e., Professors, Associate Professors, Assistant Professors, and Acting Assistant Professors) meet at the end of each term to evaluate the papers submitted that term. Upon conclusion of the discussion, a vote is taken and a majority must be in favor of passing the paper in order for you to have passed the QP Requirement. Students will be notified of the results before the end of the quarter in which they are submitted. Students who do not pass will be asked to leave our program (normally with an M.A.).

### **The Oral Examination**

Upon passing the QP Requirement, students must pass an Oral Examination (aka “Qualifying Examination”) in order to advance to doctoral candidacy. This examination will be administered by a committee chosen by the student (and nominated by the Faculty Graduate Advisor), consisting of a minimum of three ladder faculty members from the UCSB Philosophy Department. Additional members from the department or from other disciplines may be added at the department’s or student’s discretion.

Students should arrange a date and time with their committee members for the Oral Examination, and the Staff Graduate Advisor must be informed of the examination date.

The department grants some flexibility to individual committees in interpreting the university requirement of an Oral Examination. Ideally, the two- to three-hour examination is forward-looking towards the dissertation, and its purpose is to help the student and committee to decide on the feasibility of the proposed topic, as arising either out of the recently completed QP, or out of a brief proposal submitted for the Oral Examination. However, the Oral Examination may instead focus narrowly on the topic of the QP, even if the student does not intend to write a dissertation on that topic.

Two forms must be submitted after successful completion of the Oral Examination. The first is the Nomination Committee Form (aka Form I), which specifies the members of the student’s dissertation committee. The second is the Doctoral Degree Qualifying Examination form (aka Form II), which reports the results of the Oral Examination. Both forms should be obtained from the Staff Graduate Advisor in advance of the Oral Examination, and—after all signatures are obtained—both should be returned to the Staff Graduate Advisor, who will then file them with Graduate Division. The student must pay filing fees at the cashiers’ office, and provide the receipt to the Staff Graduate Advisor. In cases in which the Oral Examination committee and Dissertation Committee have different compositions—for instance, if the dissertation will be on a very different topic from the QP—students should work with the Staff Graduate Advisor to indicate the difference in committee composition on the relevant forms. Signatures on these forms can be obtained electronically using [DocuSign](#).

Upon passing the Oral Examination, advancement to candidacy may proceed. Students cannot be advanced to candidacy or receive their C.Phil. designation until completing all course requirements, removing all incomplete grades, and passing the QP and Oral Examination. An “Advancement to Candidacy” fee is also required by the Graduate Division.

## §9 THE M.A. AND THE PH.D. DISSERTATION

### Master of Arts

Students who did not already have an M.A. when entering UCSB typically automatically receive one upon advancing to candidacy. Students who already had an M.A. when entering UCSB, and who wish to add one from UCSB, will need to file a Change of Degree Objective form within 12 months of advancing to candidacy. The student must pay filing fees at the cashiers' office, and provide the receipt to the Staff Graduate Advisor to be filed with the form. The same applies to students who wish to add a "[C.Phil](#)" designation.

Students who have dropped out of the Ph.D. program and wish to write a thesis must obtain the permission of the Department Chair and Faculty Graduate Advisor.

Only in special circumstances will the department accept students whose aim is *limited* to earning the M.A. degree. Graduate Division [thesis and examination requirements](#) may be satisfied by writing an M.A. thesis, by a QP oral defense, or by a project in a major area of philosophy, administered by a committee appointed by the department. In addition to the Graduate Division requirements, the master's degree candidate must satisfy the course requirements of the Ph.D. program.

### The Ph.D. Dissertation

Upon advancement to candidacy, the student will normally devote full time to carrying out the research for, and the writing of, the doctoral dissertation. To ensure that students make timely progress on their dissertation, no later than at the end of the second enrolled quarter after the QP has passed, students must submit to their committee an acceptable **dissertation proposal** (topic and outline of proposed chapters, plus partial bibliography), or a chapter of the dissertation.

The time-to-degree for the Ph.D. in Philosophy is 6 years. This is the time span in which the Ph.D. program should normally be completed. This final phase of the program is significantly less structured and therefore requires a good deal of personal discipline, good work habits, and perseverance. Students at this stage should be in the habit of writing daily (or nearly every day), and one must be careful not to allow other activities, such as teaching responsibilities or background reading, to consume all of one's time.

The complete dissertation must be approved by each member of the student's Ph.D. committee and conform to the rules and regulations of the Graduate Division and Library. If deemed necessary, the committee may call the candidate for an oral interview, the purpose of which would be to clarify segments of the dissertation and/or acquaint the candidate with the nature of any further work that needs to be undertaken prior to approval of the dissertation.

The Graduate Division initiates degree checks for Ph.D. candidates when the student files an approved dissertation. A Graduate Division *Ph.D. Form III* (which states that the student has had the final examination) must be completed and signed by all members of the Ph.D. committee, then submitted to the Staff Graduate Advisor for filing with the Graduate Division. On this form, students will typically select the "waived" option to indicate a public defense was not required (per department protocol).

Students should familiarize themselves with UCSB's [Guide to Formatting and Filing Theses and Dissertations](#)", and other information on completing the doctoral degree. This document outlines requirements concerning (among other things) margins, abstracts which need to be filed, and agreements and surveys which need to be signed and uploaded.



## §10 LEAVES AND LAPSES

### **Continuous Presence and Registration**

Students in doctoral programs must spend at least six regular academic quarters, exclusive of summer sessions, in residence on the UCSB campus. Three consecutive quarters of residence must be completed prior to taking the Ph.D. oral qualifying exam (described below). Students are expected to register continuously for all regular quarter sessions until the requirements for the Doctor of Philosophy degree are fully completed, including the dissertation. But exceptions can be made in certain cases:

### **Leave of Absence**

Leaves of absence (LOA) may be granted only in extraordinary circumstances such as medical, family emergency, parenting, or military obligations (with the exception of the “Filing Leave”, which may be requested for the final quarter of completion of a dissertation), and may not be granted for financial hardship, desire to take time off from the pressure of studies, or outside employment. Students on leave may not use any university facilities nor place any demands on faculty or staff time. Students on leave are not eligible for financial aid, TAs, or Associateships, and may elect to pay for student health insurance on his/her own (details can be found at [UC Student Health](#)). Some student loans will become due and payable when a student takes a LOA. Students applying for a LOA must discuss this with the Faculty Graduate Advisor. Further information regarding LOAs, and the associated processing fee, can be found on the [Graduate Division website](#).

### **In Absentia**

Graduate students who have advanced to candidacy may request to take up to 3 quarters (or up to 6 quarters with special approval by the Graduate Dean) of In Absentia to conduct research for a dissertation outside the local campus region. During quarters In Absentia, fees are reduced, but full-time student status is maintained. Students In Absentia are eligible for University fellowship support, University research grants and financial aid (provided all other criteria are met). In Absentia status prohibits students from serving as a TA or Associate. Health insurance coverage and Davidson Library privileges remain during In Absentia status. On-campus housing eligibility may be affected by In Absentia status, so it is wise to contact the housing office prior to submitting an In Absentia petition. Students applying for In Absentia status must discuss this with the Faculty Graduate Advisor. Further information can be found on the [Graduate Division website](#).

### **Lapsed Status**

Students not on an approved leave of absence who fail to register and/or to pay fees by the third week of the quarter have “lapsed”. They lose all status and privileges as students, cannot hold fellowships or other forms of financial support. You may petition for reinstatement if your lapse was for three quarters or less. For lapses of longer than three quarters, students must reapply for admission. Reapplication is not a guarantee of readmission. If you lapse while you are working on your dissertation, you must petition for reinstatement for the quarter you plan to file your dissertation. If the plan is to reinstate and file during a summer quarter, it is also required that the student register for the following Fall quarter. If the dissertation is filed and accepted by the summer quarter deadline, the Fall registration fees will be refunded. Further information regarding reinstatement can be found on the [Graduate Division website](#).

Students are strongly discouraged from lapsing during their first six years in the program.

## §11 FACILITIES

### Computing Facilities

Philosophy graduate students may use the PCs and printers in the department computer lab (in the Philosophy Common Room area, South Hall 5631). When using email on these computers, we ask that you exercise extreme caution in opening attachments. Viruses are prevalent and have caused the lab to be shut down. Please always be skeptical of email asking you to reveal your password or other sensitive information; official offices will not ask you for personal information. Do not attempt to fix any computer room problems yourself, as this could result in short or long-term computer lab closure. Contact the Instructional Program Assistant (Janet Douglas) immediately if there are computer problems.

LSIT operates numerous [computer-equipped classrooms](#) and labs across campus, open to all registered students for assignments, general word processing, email, and web needs. You must have university email account in order to print.

### Copying

The copy machine is available for use by TAs and Associates for *instructional* use at no charge. A limit is set at 200 copies per quarter per copy code. The copy machine is activated only by entering an access code number. You will be assigned a TA access code by the Staff Graduate Advisor.

### Mail

Graduate Student and Faculty mailboxes are located in South Hall 3421. The mail room is open weekdays from 8am-5pm. Access codes for afterhours can be obtained from the Instructional Program Assistant. Please check your mailbox regularly, and read (and, when necessary, respond to) all information you find in your mailbox promptly. Students and faculty also have boxes in the Philosophy Common Room, though these are used less frequently.

For outgoing business and intercampus mail, there are bins in the South Hall 3421 for daily pickup by UCSB Mail Services. Personal mail may not be sent out through the department, nor should the department address be used to receive personal mail or deliveries. There is a post office in the UCEN basement, and a USPS mailbox near the Coral Tree Café.

Before moving away from the area, please give your forwarding address and instructions to the Instructional Program Assistant. Notably, if you were employed on campus and do not leave a forwarding address, the university may send your W-2 form to your last listed address. You can access your W-2 documents online through UC Path, at <https://www.ucpath.ucsb.edu/>

### Department Library

The department maintains a library of philosophical books and reference books, accessible from the Philosophy Common Room. Graduate students are able to check materials out of the library. If students have specific requests or suggestions regarding books or journals for the *university* library to obtain, they should address them to the department's Library Liaison.

### TA Offices

Department graduate students who have teaching or research responsibilities will be assigned an office in South Hall on the fifth floor for the quarter. As the department has a limited number of offices you will share an office with other students.

## §12 FINANCIAL SUPPORT

### **General Information**

Financial support in our department comes in the form of either fellowships or Academic Student Employment (TAs, Associateships, and Readerships). Our students typically receive fellowships in their first year and TAs or Associateships in their second through fifth years. Teaching positions may be available beyond the fifth year, but are not guaranteed, and [systemwide regulations](#) prohibit graduate students from serving as a TA or Associate beyond 18 quarters.

All domestic graduate students are required to file the [Free Application for Federal Student Aid](#) (FAFSA), by March 2, to be considered for most of the student support funds. The FAFSA is used to compile a “need analysis” which is used in the determination of financial support packages.

While there are some sources of financial aid noted here, a more comprehensive list can be found at the UCSB Financial Aid website ([www.finaid.ucsb.edu](http://www.finaid.ucsb.edu)) and Graduate Division website ([www.graddiv.ucsb.edu](http://www.graddiv.ucsb.edu)). Further information regarding Academic Student Employment can be found at [Academic Personnel](#) or at [Human Resources](#). Information regarding financial support, such as the easiest way to pay fees, how to look up your BARC Account on GOLD, how fee credits are applied to your BARC Account, and what to do if you cannot pay your fees by the deadline, is available [here](#).

### **Financial Support Pay-out**

If you are employed as a TA or Associate you will be paid once a month on the first of the month (except for January 1), for service rendered the preceding month. If you begin in the Fall, your first paycheck will normally be issued on November 1. If you are employed as a Reader, you will be paid once a month on the first working day of the month.

Fellowship stipends are awarded once quarterly just before the beginning of each quarter through the BARC Office. If your fellowship includes the payment of fees and/or tuition, payments will be credited directly to your billing account prior to payment deadlines. Registration fees and nonresident tuition may or may not be covered in your fellowship award. Read the award letter carefully, and contact your department if you have questions.

### **Teaching Assistants and Associate Appointments**

Teaching Assistants (TAs) and Associates are appointed by the Department Chair. TAs hold discussion sections and perform the grading for large lecture courses, and Associates teach courses on their own. Associate positions are offered only to students who have advanced to candidacy. A major criterion for an Associate appointment is academic performance, though other factors such as success in previous TAs are considered.

All TAs and Associates are expected to put good faith effort into teaching. Failure to carry out responsibilities as a TA or Associate will severely jeopardize the possibilities of reappointment within the department in future quarters.

Student employment is normally limited to 50% FTE (15-20 hours per week) during academic quarters. If this time limitation causes an undue hardship on either the student or the department, the Chair or Faculty Graduate Advisor may ask for an exception up to a maximum of 75% FTE for total combined UC employment. Students on F-1 or J-1 visas may not work over 50% FTE during an academic quarter. Students may work 100% FTE during summer. In addition to providing a salary, these appointments cover payment of Gaucho Health Insurance and partial payment of fees (educational and registration fees, only). Payment of insurance in Spring Quarter continues your policy until September.

A limited number of TA and Associate positions are available for Summer Session courses. The salary is roughly half of the regular quarterly salary. To be considered for summer positions, respond to the inquiry of interest normally sent out in the Spring by the Department Chair or Staff Graduate Advisor.

TAships are also sometimes available through the [UCSB Writing Program](#). Be aware that applications for Writing Program TAships typically must be received by early in the Winter quarter.

### **Readerships**

Large and intermediate size classes periodically employ graduate students to read term papers and exams. Usually not more than five to ten hours per week are involved, depending on enrollment. Readerships are informally arranged between the instructor, the Student Services Business Officer, the Department Chair, and the student. Work-study funds may be used for readerships.

### **Fellowships and Other Funding Sources**

There are a number of centrally administered fellowships for which continuing students are encouraged to apply, or for which they may be nominated by the Department. The following central fellowships require departmental nomination, and generally include payment of fees and health insurance.

*Dean's Fellowship:* A one-quarter award for international or domestic graduate students at any stage of their academic career. Students may receive the fellowship twice during their academic careers.

*Graduate Opportunity Fellowship:* A one-year diversity fellowship for domestic graduate students at any stage of their academic career. Students may receive the fellowship twice during their academic careers.

*Graduate Division Dissertation Fellowship:* A one-quarter fellowship for advanced, international or domestic graduate students in the final stages of writing the dissertation. Students are expected to complete their degrees within the fellowship period. Students receiving this award will not be considered for further central fellowship awards.

*President's Dissertation Year Fellowship:* A one-year diversity fellowship for advanced, domestic graduate students in the final stages of writing the dissertation. Students are expected to complete their degrees within the fellowship period. Students receiving this award will not be considered for further central fellowship awards.

*Graduate Humanities Research Assistant Program:* A one-year fellowship for domestic graduate students at any stage of their academic career. Students may receive this fellowship twice during their academic careers.

Continuing students may [apply directly](#) for these fellowships:

*Brython Davis Graduate Fellowship:* For graduate students, one of whose parents is or was a regular member of the United States Navy or Marine Corps.

*Humanities and Social Science Research Grants:* Grants may be used for travel or supplies, but not for stipend. If funded, students may reapply for the same award in future years.

*The James D. Kline Fund for International Studies Award:* Funding is available for projects or programs of studies that promote international understanding and world peace.

*Interdisciplinary Humanities Center Predoctoral Fellowships*: A one-quarter award for doctoral students who have advanced to candidacy, for the purpose of devoting full-time work toward completing the degree. For complete information, see [here](#).

### **Need-based Financial Support**

A separate application with the Financial Aid Office is necessary for need-based financial support. These awards are administered by the [Office of Financial Aid](#), not the Graduate Division or the department. Need-based financial support is available only to U.S. citizens and permanent residents. There is, however, a limited amount of work-study administered by the [OISS](#), available to foreign students who have been enrolled a minimum of three quarters.

### **Doctoral Student Travel Grants**

[Travel Grants](#) are available to students who have been advanced to candidacy and who have been invited to present a research paper at a scholarly meeting or to present the results of research before a distinguished audience. Students are eligible to receive support for one trip during their scholarly career.

### **University Sponsored Housing**

University sponsored housing for single students, couples, and families are partially subsidized and are often cheaper than rates available in Goleta, Santa Barbara, and Isla Vista. See the [UCSB Housing](#) website for information and applications.

### **Establishing Residency**

[[The requirements for establishing residency are somewhat different for those beginning the program in Fall 2020, due to the pandemic. Please check with the Staff Graduate Advisor for more details.]]

All domestic nonresident students must take the necessary steps to establish California residency as soon as possible after arriving at UCSB. (Foreign students may not obtain California residency.) Some of these steps should be taken **immediately on arrival**, before the beginning of classes. Out-of-state students who are U.S. citizens cannot expect more than one year of nonresident support, since one year on campus is sufficient to establish California residency. Residency can be lost if a student lapses, goes on leave of absence, or spends time living out of state.

What follows are [general guidelines](#) on what it means to establish residency (current as of Fall 2020). You should contact the Residency Officer at the [Office of the Registrar](#) to assess your particular situation.

You must be continuously physically present in California for more than one year (366 days) immediately prior to the residence determination date (generally the first day of classes) and intend to make California your home permanently. You must demonstrate your intention to stay in California by relinquishing legal ties to your former state and establishing legal ties to California.

In order to demonstrate intent, it is important to stay in California during nonacademic periods. If you're a nonresident student who is in the process of establishing California residency, and you leave California for more than one month during the summer before the term in which you are establishing resident status, your intent will be questioned. Absences exceeding 6 weeks during the one-year qualification period is disqualifying.

Here are some further ways to demonstrate intent: register to vote, and vote in California elections; designate your California address as permanent on all legal matters such as school and employment records, current military records, taxes, and bank statements; obtain a California driver's license or California identification card within 10 days of settling in California; obtain a California motor vehicle

registration within 20 days of settling in California; work in California and file California resident income tax returns effective from the date of residency in the state; income earned outside of California after that date must also be declared in California; surrender all out-of-state driver's license; establish a permanent home in California where your belongings are kept.

Graduate and professional degree students who must leave for nonacademic-related reasons for more than a month during the summer should contact the campus Residence Deputy at the Office of the Registrar to seek advice prior to leaving and filing for classification.

## **§13 SPECIAL AWARDS AND OPPORTUNITIES**

The department administers three special awards for graduate students.

### *The Siff Award for Best Essay in Philosophy*

An award with a cash prize is normally given for an outstanding essay written by a graduate student during an academic year. Papers are nominated by department faculty. A faculty committee determines the award recipient, and it is the prerogative of the committee to divide the prize between two or more students or to abstain from giving the award to any student. Prior recipients of the Siff Award are not disqualified from subsequent competition.

### *The Stough Memorial Award in Philosophy*

An award with a cash prize is normally awarded for an outstanding essay in ancient Greek philosophy or ethics written by a graduate student during an academic year. Papers must be nominated by department faculty. A faculty committee determines the award recipient, and it is the prerogative of the committee to divide the award between two or more students or to abstain from giving the award to any student. Prior recipients of the Stough Award are not disqualified from subsequent competition.

### *The Wienpahl Award for Excellence in Teaching*

An award with a cash prize is normally awarded each year for teaching excellence by a graduate student. To be considered, students must submit teaching evaluations they have received. However, it should be understood that undergraduate evaluation of teaching is only one of the factors considered by the committee charged with determining the Wienpahl Award recipient. Furthermore, the terms specify that the award should be given only for genuine excellence in teaching and that it should not be automatically awarded to the best graduate student teacher of the year. The department tends to consider the Wienpahl Award to be a career award based on the student's performance as a teacher throughout the student's tenure as a teacher.

It should be noted that, in addition to the departmentally administered Wienpahl Prize, there are campus-wide awards recognizing teaching excellence by graduate students.

The University of California provides special opportunities for its students, two of which may be of interest to some of you:

### *Intercampus Exchange Program*

Students may temporarily study at one of the sister campuses of the University of California if special courses, research specialists, or library holdings unavailable at UCSB are available at another campus. Students interested in such an opportunity should consult the Faculty Graduate Advisor.

*The Education Abroad Program*

While the University of California [Education Abroad Program](#) is primarily a program for undergraduates, certain programs are open to graduate students. UC fees need to be paid to participate in these programs but may be reduced. Students interested in this opportunity should consult with the Faculty Graduate Advisor.

## **§14 RESPONSIBILITIES OF THE TA AND SUPERVISING FACULTY**

### **Overview**

The purpose of the following guidelines for Teaching Assistants (TAs) and supervising faculty are:

- to maintain a high quality of teaching in undergraduate courses,
- to clarify the mutual responsibilities and obligations of the professor and the TA, and
- through apprenticeship, to train graduate students to be educators.

University policy specifies the roles and responsibilities of apprentice personnel. Three principles help clarify these roles and responsibilities:

1. The TA is a ‘student teacher’ selected for his/her scholarship and promise as a teacher. S/he serves an apprenticeship under the active tutelage and supervision of regular faculty members who are responsible for curriculum and instruction in the University.
2. TAs are not to be given sole responsibility for the instructional content of any course, for examinations, for determining the term grade for students, for instructing the entire enrollment of a course, nor for the entire instruction of an individual or group of students enrolled in any University course.
3. In order to ascertain the quality of each TA’s performance in the full range of his/her assignments, and to require improvement when necessary, the faculty member who is responsible for the instruction and grading of students is expected to consult regularly with TAs and to visit any course-related recitation and/or laboratory sections to which they are assigned.

Graduate Council policy requires that all prospective international TAs for whom English is not the native language be evaluated before they can assume classroom teaching responsibilities. Teaching responsibilities should not be promised to a prospective international TA until after (i) s/he takes the TA language evaluation; and (ii) s/he is certified to have sole classroom teaching responsibilities as a result of passing the TA evaluation.

TA assignments are expected to involve, at the instructor’s discretion, an appropriate range of supportive activities, which may include:

- Assisting the faculty member in the preparation of course materials
- Teaching of discussion sections for the supervising faculty
- Attending the supervising faculty member’s lectures or other instruction periods
- Reading and grading student papers and examinations
- Assisting with evaluation of students’ performance and assignment of grades
- Advising students during office hours

A TA's 50% appointment specifies a 20-hour per week time commitment. It should be noted that the quarter typically comprises twelve weeks: the ten weeks of instruction plus the week immediately preceding and the week immediately following the period of instruction. In the event that a TA's assigned duties consistently require over 20 hours per week, the supervising faculty or Associate must choose among the options for the use of a TA's time with highest priorities given to the more central duties. Per university policy, it should never happen that a TA's work exceeds 220 hours per quarter, 40 hours in any one week, or 8 hours in any one day.

The guidelines for TAs and faculty members in the Department of Philosophy are based on the following assumptions:

1. The quality of the undergraduate's education is best served when TAs and faculty members work cooperatively and effectively together. Thus it is the mutual responsibility of the TA and the faculty member to communicate questions and problems to each other regarding teaching materials, techniques, assignments, examinations, students' response, and other related factors that affect the fulfillment of the separate duties.
2. The concept of apprenticeship means that the faculty member provides "active tutelage" to TAs to help them improve their teaching skills. This must include the communication about content or subject matter of the course and evaluation of and advice about teaching effectiveness. Such feedback must ensure that undergraduates receive instruction of satisfactory quality, and could involve the faculty member's direct observation of the TA in section, discussion of students' written or oral evaluations of the TA, and a review of a TA's videotaped presentations in section. Advance notice should be given before classroom observation.
3. Effective teaching by TAs demands credibility in their roles as teachers. Thus observations and evaluations of TAs by faculty members must not jeopardize the TA's rapport with their students. Evaluations and comments must take place later, in confidence.

### **Guidelines**

1. Newly appointed TAs are required to attend the annual campus-wide TA orientation meeting in the Fall as well as the all department TA orientation meetings. First-time TAs enroll in PHIL 500 and 501 for two units each, S/U grading. In subsequent quarters, TAs enroll in PHIL 500 for 4 units, S/U grading.
2. First-time TAs, as part of their work in Philosophy 500 and 501, are required to be evaluated by at least one of the following methods: (a) the videotaping of a discussion section, through Instructional Consultation; or (b) observation of a discussion section by the TA Coordinator.
3. TAs are required to distribute student evaluations (ESCI) to their classes at the end of the course. The department will provide them with the forms. Results of ESCI and student comments are available from the Instructional Program Assistant upon request each quarter. Results of ESCI are crucial for future TA appointments as well as possible awards, and provide a valuable tool to let TAs as well as faculty know what is (and is not) working with individual teaching methods.
4. TAs are expected to be familiar with campus policies concerning sexual harassment and academic dishonesty and to report any instances of the latter to the course instructor. TAs are required to take the online sexual harassment/sexual violence prevention training course. Timely completion of this course is expected and there will be a registration hold placed on students who do not comply.



5. TAs are encouraged to consult the pedagogical resources in the Instructional Resources Office in [Instructional Development](#), and should be familiar with the array of services available at [Campus Learning Assistance Services](#), and the [Disabled Students Program](#), in order to refer their students to them where appropriate.
6. Regular meetings between the faculty member and the course TAs should be held to ensure that TAs are confident and secure with the content, presentation, and implementation of all materials and that they are pedagogically prepared for the upcoming sections. The focus of such meetings might be on such things as:
  - a) rationales, goals, and objectives for the discussion
  - b) specific content and examples for each topic
  - c) emphasis or time to be spent on each topic
  - d) questions to ask students or discussion points to be covered
  - e) potential problem areas in presentation and recommended solutions
  - f) references to assist in the preparation of the TA's presentation
7. Faculty members should provide TAs with keys to the exams. Guidelines for grading should also be provided, including, where possible, a detailed breakdown for the assignment of points. This will help ensure that it is the professor's emphases, and not those of individual TAs, that are reflected in the grading. It will also contribute to the maintenance of uniformity among the different graders. TAs may be asked to review examination questions prior to the exam at the professor's discretion.
8. The supervising faculty member is responsible for instruction and grading in all University courses. Thus, while TAs may prepare instructional materials for discussion sections and will be grading student work, it is expected that TA efforts be checked by supervising faculty members throughout the quarter to maintain academic standards and provide necessary feedback.
9. While experienced TAs may function as valuable resources for other TAs in a course, the training of all TAs is with the TA Coordinator (a faculty member) and not with other TAs. However, in any quarter when the department has a Lead TA (an advanced graduate student), that TA will be involved in TA training for the quarter.
10. The opportunity to give an occasional course lecture may be a welcome culminating experience for an experienced TA. Such lecturing experiences should be limited in occurrence and carried out under the supervision and guidance of the faculty member. TAs should not be expected to lecture merely to substitute for an absent faculty member.
11. A TA's appointment is a binding contract for the duration of the quarter. Once instruction has begun, it is unacceptable for a TA to break the contract for any reason except in an extreme emergency.
12. It is crucial that the students enrolled in a course have confidence in the teaching staff for that course. Therefore, a professional attitude should be presented to the students by the TAs and teaching faculty at all times. Any disagreements or problems related to the teaching of the course should be handled confidentially among the teaching staff. "Professor bashing" by TAs is a serious breach of professionalism.
13. All papers, homework assignments, exams, and other course work are to be returned to students by the TA (or professor) during a designated time period. It is also strongly recommended that all finals be retained by the TA (or professor) for the period of one year (separated and marked by class and quarter).

If problems arise concerning the roles or responsibilities of supervising faculty and TAs, the involved parties should meet with each other, together with the TA Coordinator, to discuss the problem and its resolution. If this meeting does not resolve the problem, the TA or supervising faculty member should attempt to a resolution through consultation with the Department Chair, who has the responsibility to resolve matters regarding department personnel.

## §15 PLACEMENT

Securing an academic position is the natural goal of most graduate students enrolled in a Ph.D. Program. The department Placement Officer will provide details of the procedures and the type of department assistance available at the end of each academic year for students ready to enter the job market. What follows is intended to give an overview of placement and to alert students to certain preparations which must be done well before going on the job market.

Since there are likely to be some differences of opinion and approach on the matter of placement, it should be stated that the view presented here is that of the department and is based on the experiences of past placement officers. More detailed information and advice on different aspects of the job market can be found in this [advice document](#).

Be aware that what is outlined below as an ideal preparation for the job market is difficult to attain. Especially difficult is the problem of balancing all the demands within the finite number of hours one has in a week. You should be particularly aware of the danger of focusing on everything but the completion of the Ph.D. Without a Ph.D. (nearly) in hand everything else may be for naught. Budgeting time upon advancement to candidacy is crucial.

### Preparation

Competition for available jobs is high. One should consider oneself *ideally* prepared when all of the following conditions are met:

- Ph.D. or the virtual certainty of having had the dissertation approved prior to the appointment date
- Clearly defined areas of specialization and areas of competence
- One or more papers published or accepted for publication
- Strong set of teaching evaluations, having independent teaching experience
- Strong set of letters of recommendation (minimum 3, best to have 5 solid ones)

This is, of course an ideal, and most viable candidates will fall short of it in some way or other. Some comments, however, may be in order on each of these items.

### *Completion of the Ph.D.*

Most jobs require the Ph.D. by appointment time and possibly by the time of application. If you have not completed the dissertation, be sure that you have written enough so that your advisor can provide sufficient evidence in his or her letter that the dissertation will indeed be finished before appointment.

Even if one should be fortunate enough to secure a position without a Ph.D., one seriously jeopardizes tenure if one does not arrive on the job with a Ph.D. Since the tenure decision is typically made by the end of the sixth year, one has at most five years to establish a publication record sufficient for tenure. If one or two of these years are spent finishing the dissertation, it will be difficult to establish such a record in three to four years since journals regularly take up to six months to reach a decision on a paper.

### ***Areas of Specialization and Competence***

Most jobs specify areas of specialization and competence, and for the department to be able to recommend you for those jobs, your area must match the advertised areas. The area of specialization is pretty much limited to areas in which you are actively engaged in research (viz. the area of your dissertation or areas in which you have published or are actively trying to publish). Areas of competence require a little less but you must in some way be able to substantiate that the alleged area of competence really is such an area. The simplest way to establish this is that you have served as a TA (and, better yet, an Associate) in that area. This means that you should seek to TA in as wide a range of courses as possible, so as to be competitive for as many jobs as possible. Short of TAing in that area, the combination of the following factors would make the claim to competence plausible: (a) having taken a number of courses in that area, (b) having been a reader for a course in the area, (c) a letter from the faculty member teaching the course stating that you were a reader and attesting to your competence in the area, or (d) a prepared syllabus for a potential course you may teach in the area.

It would be a good idea in general to prepare syllabi for courses in areas you claim as your areas of specialization and competence. In job interviews you are often asked how you would teach a certain course, and it could be impressive if you have already worked out a concrete plan in a sample syllabus.

### ***Publications***

In a sense, publication is a certification by the profession that the high opinion your teachers have of you is justified. In part, because of this, special pleading is needed for a department to claim that someone with no publications is a better candidate for the position over someone with one or more publications. Therefore, you should be thinking about publications well before you go on the job market.

The leading journals (*The Journal of Philosophy*, *The Philosophical Review*, *Mind*, etc.) have rejection rates in the high 90% level, and rejection rates are high for most journals. Beyond this, it typically takes journals 3 to 6 months to make a decision. Finally, submission of the same paper to more than one journal at the same time is a violation of the professional code. Perhaps a realistic timetable for the acceptance of a paper by some journal or other is two years after the initial submission of the paper. Therefore, you should start thinking about submitting a paper for publication fairly early in your career, and certainly by the time you advance to candidacy.

It may not be possible for you to have a paper accepted by the time you go on the job market. Furthermore, while any rejection notice is discouraging, all of us have had papers rejected. Rejection of a paper is no cause for depression; a healthy and realistic attitude is that this is the norm, with acceptance being the exception. A good plan may be to make an ordered list of three to five journals to which you plan to submit the paper, and upon receiving a rejection, to submit the paper immediately to the next journal on the list. Perhaps after three rejections, you should look at the paper again to see if you can improve it; but there is no need to do this with each rejection.

### ***Teaching Evaluations and Independent Teaching***

It would be difficult to imagine a person getting a teaching position without some evidence of good teaching, and teaching evaluations are in a sense the “bottom line” for most hiring departments. You should therefore keep a copy of all of your ESCI Survey Results. Be sure to distribute ESCI forms every quarter you teach.

Since the TAship is an apprentice period, there is the luxury of failure with no penalties, because there is no need to submit all summaries of teaching evaluations. But to be a viable candidate, you need a number of quarters in which you received good student evaluations as a TA for the course. Since “1” is the top score on our five point scale, a good evaluation would average between “1” and “2”; averages less than

“2” will not be considered evidence of good teaching by the hiring department. Therefore, once you start teaching, you should make it a goal to have a minimum of three quarters of good evaluations. Take advantage of whatever help you can get from the department TA coordinator and from UCSB Learning Resources.

An appointment as an Associate (teaching a course as the instructor) looks great on a resume. Exceptional TA evaluations are necessary for consideration as an Associate (and this is another reason to take your TAing seriously). Unlike a TAship, you are not guaranteed multiple chances at an Associateship and may well have to look elsewhere to gain independent teaching experience. Santa Barbara City College and community colleges in Ventura, Oxnard, and Santa Maria should be considered. The pay is modest, but a good set of evaluations and a letter from the chair attesting to your independent teaching ability can be invaluable for the job market, particularly for future applications to community college jobs.

Getting good student evaluations becomes more critical for courses you teach independently. You should be aware that getting a good evaluation for large courses of over 100 students is challenging. A strong set of evaluations from a number of large courses taught on your own tends to be rare; but if you can achieve this, it can give you a tremendous boost on the job market.

### ***Letters of Recommendation***

There is a natural expectation that a student’s dissertation supervisor will write a strong letter for the student. Thus, there is sometimes a tendency to look at other letters as confirmation of the fact that the candidate really is as good as the supervisor claims. This is why you need three to five strong letters of recommendation. That you will eventually need such letters should be kept in mind during your graduate career.

When you are ready, decide from whom to request letters of recommendation and ask the professors if they will write for you. (If you are unsure who to ask, you can consult with your dissertation advisor and/or the placement officer.) Avoid asking for a letter of recommendation prematurely. Be sure that you have really shown your best in your submitted portions of the dissertation before asking the supervisor or other members of the committee to write letters. Once written, the professors will send their confidential letters directly to your selected placement service, along with any required signed waivers. Your dossier must have at least three letters.

It is extremely important that at least one letter of recommendation speaks well of your teaching ability. You should have at least one letter from the departmental TA Coordinator or from an instructor for whom you have TAd.

### **How to Set-Up a Dossier**

The Placement Officer will schedule a meeting in the Spring Quarter for students who are thinking about going on the market the following year. Here are the materials that you will need to prepare for your job applications:

- Cover letter (you should prepare a template, which can be tailored to the different schools as needed)
- CV (if you would like a copy of a placed candidate’s CV for reference, please ask.)
- Writing sample
- Research statement and/or dissertation abstract
- Teaching dossier, which includes a teaching statement, teaching evaluations, and sample syllabi
- Unofficial transcripts (request from the Registrar’s office)
- Diversity statement

Students on the job market should at least have first drafts of these materials by the start of the Fall quarter.

### **Finding and Applying for Jobs**

Job information can come from several sources. The vast majority of job openings will be advertised on [PhilJobs](#). The [Chronicle of Higher Education](#) also has a website with job postings, and community colleges frequently advertise openings only on their own websites. Notices that have been sent to the department from other institutions will be shared with those on the active list for placement as they come along.

Placement activity typically begins in late September (though some schools may advertise even earlier than that) and continues until late Spring. Don't be discouraged by possible lack of success during the first six months; consider it as experience preparing you for the second round of job postings.

As you are actively entering the job market, it is advisable to set up an account with a placement service agency. Our department's recommendation is [Interfolio](#), which is inexpensive as well as multi-faceted and highly service-oriented. A placement service agency can collect and send out confidential letters of recommendation, as well as store and send out dossier materials, at a reasonable cost. If you choose to apply without the aid of a placement service agency, you will need to have your letter writers send individual letters to each prospective employer (which may be problematic for some letter writers).

Students become eligible for reimbursement for a year subscription to Interfolio in the Spring before their 6th year. They can also petition to get the reimbursement prior to that time, with confirmation from their dissertation advisor that they are ready to go on the market. Eligible students still need to announce an intention to go on the job market to the placement advisor, who will pre-approve them and communicate this to the Financial and Budget Coordinator (currently: Carmen Benitez). She will then reimburse them so long as they bring her receipts within 30 days of subscribing.

### **Preparation for Interviews**

Once you have an interview lined up the placement officer can set up a "mock interview" with three department faculty members. This will give you the experience of an academic interview and help you learn what to expect. As a final word of advice, have a "game plan" for any interview you are going to. While the interviewers are ultimately going to control the interview, direct the discussion as much as possible to what you want to say and what you want to show them. Do your best to have a positive and confident attitude during your interviews. Remember that you have a lot to offer as an instructor, and the institution you are interviewing at would benefit greatly from hiring you.