

**Philosophy at
Trinity College Dublin**

2008-2009

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Introduction

The Chair of Moral Philosophy was established at Trinity College in 1837, the School of Mental and Moral Science in 1904 and the Department of Philosophy in 1964. However, philosophy has always been an important part of the College curriculum since Trinity was founded in 1592. Undoubtedly, the College's most significant contribution to philosophy to date has come from George Berkeley (1685-1753), who has a permanent place in any list of the great philosophers. Most of his most famous works, such as *An Essay towards a New Theory of Vision* (1709) and *A Treatise concerning the Principles of Human Knowledge* (1710), were written during his time as a Fellow of the College. After Berkeley, the most distinguished philosopher to come out of Trinity was the political philosopher, Edmund Burke (1729-1797), who inaugurated the College debating society while still a student. His most famous work is *Reflections on the Revolution in France* (1790), but among other texts Burke wrote an influential book on aesthetics, *A Philosophical Enquiry into the Origin of Our Ideas on the Sublime and Beautiful* (1757), most of which was completed while reading for his B.A. degree at Trinity.

In the 19th and early 20th centuries the major influences on Trinity philosophy were Platonism, German Idealism and Berkeley.

In recent years the department has continued to maintain strong interests in these areas, but has also broadened out to include contemporary analytic philosophy, continental philosophy, psychoanalysis and a range of specialised interests in the history of philosophy. In the current academic year there are seven full-time lecturers, two part-time lecturers and a number of post-graduate tutors. Staff

members publish internationally and have been invited to give lectures and seminars in Europe, the United States, Canada, and Australasia. There are also regular visiting speakers and lecturers, strengthening our connections with the international philosophical community.

The Philosophy Department is in the School of Social Sciences and Philosophy and is situated on the fifth floor of the Arts Building which can be entered from Nassau Street, or via the main entrance to campus and then across front square. The Philosophy Department Office is room number 5009 on the top floor of the Arts building, and is most easily accessed via stairway C.

The Degree Programmes in Philosophy

At Trinity, Philosophy may be studied under the following three degree programmes, each of which is four years in duration:

(1) **TR005** [the official CAO number for this course] –
Single Honours Philosophy

Over the four years, students study philosophy intensively. In the first two years, called Junior Freshman (JF) and Senior Freshman (SF), the students study foundational courses in the history of philosophy, as well as engage with certain fundamental philosophical problems such as the debates about free will and determinism, the nature or morality, the nature of language, the existence of God, and the scope and limits of human knowledge. In the final two years, called Junior Sophister (JS) and Senior Sophister (SS), students are able to set their own syllabus in that they are able to select courses from a reasonably wide choice. In this way students can specialize in the areas of philosophy that they have found most interesting and most suitable to their skills. The detailed contents of all these courses, both Freshman and Sophister, are set out in the separate handbook of courses for this academic year.

(2) **TR001 – Joint Honours Philosophy**, also known as **Two-Subject Moderatorship** (or TSM for short)

This degree enables students to combine Philosophy with one other subject from a wide selection of subjects mainly in the Arts and Social Science Faculties. Philosophy can be combined with any one of the following subjects according to two patterns:

Pattern A subjects (where the two subjects are studied equally over the four years):

Geography, Psychology, Sociology.

Pattern B subjects (where both subjects are studied for three years but only one subject for the fourth year):

Biblical & Theological Studies, Classical Civilization, Economics, English Literature, French, Geography, German, Greek, History, History of Art and Architecture, Italian, Latin, Modern Irish, Music, Psychology, Russian, Sociology.

(It should be noted that some subjects can be studied under either pattern A or pattern B.)

The contents of the philosophy half of any TSM course are set out in detail in the separate handbook of courses for this academic year.

(3) **TR014 – Philosophy and Political Science**
(or Phil. Pol. for short)

There is a separate intake for this very popular course. Its structure is very similar to that of TSM above in that students may combine philosophy and political science according to pattern A or pattern B. The contents of the philosophy half of this combined course are set out in detail in the separate handbook of courses for this academic year.

(4) TR015 – Philosophy, Political Science, Economics and Sociology

(or PPES for short)

This new four-year undergraduate degree is a separate intake. Its structure is as follows:

In the Junior Freshmen (first year) you will take six compulsory courses from within all four subjects. In the Senior Freshmen (second) year you choose three of the four subjects and you take a total of six courses. In the Junior Sophister (third) year you take two of the subjects taken in the Senior Freshmen year. In the Senior Sophister (fourth) year you may choose to continue with both subjects (which is joint honors) or specialise in just one of Philosophy Economics, Political Science and Sociology (single honors).

The General Aims of the Philosophy Courses at Trinity

- To give students a solid, scholarly grounding in the classical texts which form the history of western philosophy, which in turn has been one of the formative influences upon western culture.
- To teach students to think for themselves by teaching them the fundamentals of both formal and informal reasoning.
- To teach students to question their own basic assumptions as well as to articulate and support their own points of view carefully and thoughtfully, both on paper and in speech.
- To teach students how to subject someone else's viewpoint or theory or argument to careful, rigorous, yet fair critique.
- To give students the confidence to engage in a sophisticated analytical way with the moral, political, aesthetic and religious questions which lie at the heart of their own culture in their own generation.
- To give students a breadth of interests which can only be acquired by studying the thought of both the present and past ages, and of both their own and other cultural milieus.
- To encourage students in the search for (and perhaps even the attainment of) truth.

The Department's Who's Who

Visiting hours will be posted on each staff member's door, as well as on the Department notice board, at the beginning of each term. In an emergency, a student may seek an interview with any member of the department by making an appointment through the secretary, Ms Campbell.

Dr Lilian Alweiss joined the Department in 1999. Her first degree was in psychology and sociology from the University of Durham, and her second an MA in philosophy from the University of Essex. Following study at the University of Strasbourg, she was awarded a Diplôme d'Études Approfondies. Returning to Britain she obtained a Ph.D. in 1996. She has published articles on Husserl and Heidegger. Her book *The World Unclaimed: A Challenge to Heidegger's Critique of Husserl*, was published in December 2002. She recently held a Government of Ireland Research Fellowship.

Professor David Berman is Associate Professor of Philosophy. He obtained a BA in New York, an MA in Denver, Colorado, and a Ph.D. from Trinity itself. His main research interests are on George Berkeley and psychology in philosophy. His publications include *A History of Atheism in Britain* (1988), *George Berkeley: Idealism and the Man* (1994), *Berkeley: Experimental Philosophy* (1997), and the Everyman edition of Schopenhauer's *The World as Will and Idea* (1995). He is also interested in the history of ideas, psychoanalysis and Irish philosophy. His office is room no. 5005.

Ms Una Campbell is the Executive Secretary for the Department of Philosophy. Her office is the departmental office, room no. 5009, and her office hours are 9.30 a.m. to 1 p.m.; 2.00 p.m. – 4.00 p.m. Any change to these hours will be publicised by a notice on the door of the departmental office.

Dr Niall Connolly is a part-time lecturer in the department. He studied mathematics and philosophy as an undergraduate at T.C.D. before moving to London where he obtained his PhD at King's College London in 2005 with a thesis on Non-existents and Non-existence. His primary research interests are in metaphysics, philosophical logic and the philosophy of language

Dr James Levine is Senior Lecturer in the Department. He has been in the Department since 1991 and was Head of Department from 2002–2006. He was an undergraduate at Harvard, and a postgraduate student at the University of California at Berkeley. His areas of research interest are Philosophy of Language, Philosophical Logic, Epistemology, and especially the History of Analytic Philosophy. He has recently published articles on Bradley, Russell, Wittgenstein and Frege. His office is room no. 5004. He is on research leave for 2006–7.

Dr Joseph McLoughlin is a Research Associate in the department. He did a BA at Trinity, and in 2002 obtained a PhD, also at Trinity, with a thesis on Freudian Dream Interpretation. His main areas of interest are philosophy of psychoanalysis, and analytic philosophy of mind and language.

Dr Paul O'Grady has been a full-time Lecturer in the department since 1997. He did his BA and MA at UCD, and received his Ph.D. from Trinity in 1996 on the philosophies of Carnap and Quine. He was a lecturer and tutor at St Catherine's College, Oxford, 1996-97. His interests include Epistemology, Philosophy of Religion, Medieval Philosophy and History of Analytic Philosophy. His office is room no. 5017.

Dr Vasilis Politis is a Senior Lecturer and Head of Department for the academic year 2008/09. He has been in the department since 1992. He obtained his education (B.A., B.Phil., and D. Phil.) in Oxford. His areas of research interest are, especially, Ancient Philosophy, with special emphasis on Plato and Aristotle. He has also an interest in Metaphysics, Ethics, Kant, and Wittgenstein. Besides many articles on ancient philosophy, he has published the Everyman Edition to Kant's *Critique of Pure Reason*, The Routledge guidebook to Aristotle's *Metaphysics*, and an edition and translation of Paul Natorp's *Plato's Theory of Ideas*.

Professor Peter Simons joins the Department in 2009. He studied Mathematics and Philosophy at Manchester, before teaching at Bolton, Salzburg (Austria) and Leeds. His research interests include metaphysics and ontology, both pure and applied, philosophy of language and logic, philosophy of mathematics, philosophy of engineering, and the history of Central European and early analytic philosophy, particularly in Austria and Poland. He is the author of *Parts* (1987), *Philosophy and Logic in Central*

Europe from Bolzano to Tarski (1992) and around 200 articles. He is a Fellow of the British Academy and a Member of the Academia Europaea. His current research centres on the metaphysics of quantities.

Mr Ross Skelton is a Senior Lecturer in the Department. He graduated from T.C.D. in 1969. His main areas of interest are the Philosophy of Psychoanalysis and the work of Jaques Lacan; he is also interested in Logic. He is the General Editor of the *Edinburgh Encyclopedia of Psychoanalysis* and has published numerous articles on psychoanalysis and psychotherapy. Together with Prof. Berman he has inaugurated an M. Phil. course in psychoanalysis. His office is room no. 5015.

Mr. Jurgen de Wispalaere is a Lecturer in the Dept. He is completing his PhD in the London School of Economics and previously taught in the Department of Equality Studies at U.C.D. His main research interests are social and political theory along with ethics and applied ethics and has published widely in these areas.

Examinations and Assessment in Philosophy

JUNIOR FRESHMEN

GENERAL STATEMENT AND RULES

Under the system of continuous assessment, essays during the year will be marked and the marks awarded will count towards the class or grade assigned to each student at the end of the year. All the essay marks count; there is no “discard system” in the JF year (or for any year).

In the Junior Freshman year there will also be a written examination in each course at the end of the year (May/June).

Within each course (i.e. JF1, JF2, JF3, JF4) the exams and essays are worth 50% each. Each course has one three hour exam and two essays. For PPES student each course has one two hour exam and one essay. Students must reach an overall aggregate pass mark **within** each course to pass that course. Students must reach an aggregate pass mark **across** courses to proceed to the senior freshman year.

Students who do not reach an overall pass mark in their philosophy courses taken as a whole will be required to resit all examinations if they have failed their examinations and resubmit whatever essays are required to achieve a pass. For those who fail the examinations, supplemental examinations may be sat in early Michaelmas Term the following academic year (September).

RULES CONCERNING ESSAYS IN JF YEAR

- (A) Essays must not exceed 2000 words in length. Going beyond that limit will render essays liable to a deduction of marks.
- (B) Essays are due in by **10 AM on the Monday** of the week specified.
- (C) An essay which is not handed in at the Philosophy Dept. office by the due date may be accepted up to one week late with the loss of ten marks. **It will not be accepted after the lapse of one week.**
- (D) It is required that two essays be submitted for each course.
- (E) SHP (Single Honor Philosophy) students must submit THREE essays in each of Michaelmas and Hilary terms, and TWO in Trinity term.
- (F) TSM/PHIL. POL. students must submit ONE essay in Michaelmas term, TWO in Hilary term, and ONE in Trinity term.
- (G) PPES students must submit ONE essay for each course in either Michaelmas, Hilary or Trinity Term.
- (H) No student may submit more than one essay for a given course component.
- (I) Any student who fails the essay component of their year's assessment will be required to submit supplementary essays before September 1st. These essays, if they reach the required standard, will only allow the student to be credited with the minimum pass mark of 40% in their essay component as a whole.
- (J) Though not compulsory in first year, it is highly desirable that all essays be presented in typed or word-processed form.
- (K) At the end of teaching term, students who have not fulfilled the requirements for their years' work (i.e. who

have not submitted the requisite number of essays) may be returned to the Senior Lecturer as unsatisfactory.

RULES CONCERNING EXAMINATIONS IN JF YEAR

- (A) Examinations will take place in late May/June of the academic year.
- (B) Each examination paper is divided into 5 sections, where each section examines the material covered in one of the five components which comprise a complete course.
- (C) SHP (Single Honor Philosophy) students must take the following FOUR examination papers, each of three hours duration. Each exam paper covers the material of one of the year-long courses.
 - 1. JF1 – Central Problems in Philosophy A
 - 2. JF2 – History of Philosophy I A
 - 3. JF3 – Topics I
 - 4. JF4 – Topics II
- (D) TSM/PHIL. POL. students must take the following TWO papers, each of three hours duration:
 - 1 1. JF1 – Central Problems in Philosophy A
 - 2 2. JF2 – History of Philosophy I A
- (E) PPES students must take the following TWO papers, each of two hours duration:
 - 3 1. JF1 – Central Problems in Philosophy B
 - 4 2. JF2 – History of Philosophy I B
- (F) **The rubric for each of the above exams in SHP, TSM and PHIL/POL is as follows:**
“Answer FOUR questions, no more than ONE question in each of the FIVE sections”
The rubric for each of the above exams in PPES is as follows:
“Answer TWO questions, no more than ONE question in each of the FIVE sections”

BREAKDOWN OF JUNIOR FRESHMEN EXAMS

Single Honor Philosophy

Central Problems in Philosophy A(exam + essay)

History of Philosophy I A (exam +essay)

Topics I (exam + essay)

Topics II (exam + essay)

Each of the above JF courses are worth 25%

TSM + PHIL/POL

Central Problems in Philosophy A (exam + essay)

History of Philosophy I A (exam +essay)

Each of the above JF courses are worth 25%

PPES

Central Problems in Philosophy B (exam + essay)

History of Philosophy I B (exam +essay)

Each of the above JF courses are worth 16.6%

THE MARKING (OR GRADING) SYSTEM

Each essay will be marked out of 100. Each examination script also will be marked out of 100. The marks will correspond to percentages and classes as follows:

<u>ESSAY MARK</u>	<u>EXAM. MARK</u>	<u>CLASS</u>
70 – 100	70 – 100	1st Class
60 – 69	60 – 69	II.1 Class (Upper Second)
50 – 59	50 – 59	II.2 Class (Lower Second)
40 – 49	40 – 49	IIIrd Class
<u>PASS</u>		
<hr/>		
<u>FAILURE</u>		
30 –39	30 – 39	F1
0 – 29	0 – 29	F2

SENIOR FRESHMEN

GENERAL STATEMENT AND RULES

Under the system of continuous assessment, essays during the year will be marked and the marks awarded will count towards the class or grade assigned to each student at the end of the year. All the essay marks count; there is no “discard system” in the SF year.

In the Senior Freshman year there will also be a written examination in each course taken at the end of the year (May/June).

Within each course (i.e. SF6, SF2, SF3, SF4) the exams and assessment are worth 50% each.

SF6 (Philosophy of Science) has one one-hour exam and one essay.

SF7 (Logic) has one two hour exam and logic exercises and tests

SF2 (History of Philosophy II) has one three hour exam and three essays.

SINGLE HONOR STUDENTS ONLY

SF3 (Texts I) has one three hour exam and two essays

SF4 (Texts II) has one three hour exam and two essays

Students must reach an overall aggregate pass mark **within** each course to pass that course. Students must reach an aggregate pass mark **across** courses to proceed to the senior freshman year.

Students who do not reach an overall pass mark in their philosophy courses taken as a whole will be required to resit

all examinations if they have failed their examinations and resubmit whatever essays are required to achieve a pass. For those who fail the examinations, supplemental examinations may be sat in early Michaelmas Term the following academic year (September).

RULES CONCERNING ESSAYS IN SF YEAR

- (A) Essays must not exceed 2000 words in length. Going beyond that limit will render essays liable to a deduction of marks.
- (B) Essays are due in by **10 AM on the Monday** of the week specified.
- (C) An essay which is not handed in at the Philosophy Dept. office by the due date may be accepted up to one week late with the loss of ten marks. **It will not be accepted after the lapse of one week.**
- (D) **In total SHP (Single Honor Philosophy) students** must submit **8 essays**: 3 for their MT courses which must include an SF6 Philosophy of Science essay; 3 for their HT courses; and 2 for their TT courses. See notice-boards for essay submission dates.
- (E) **In total TSM/PHIL. POL.** students must submit **4 essays**: 2 for their MT courses which must include one SF6 Philosophy of Science essay; 1 for their HT course; and 1 for their TT course. See notice-boards for essay submission dates.
- (F) No student may submit more than one essay for a given course component.
- (G) Any student who fails the essay component of their year's assessment will be required to submit supplementary essays before September 1st. These essays, if they reach the required standard, will only allow the student to be credited with the minimum pass mark of 40% in their essay component as a whole.

- (H) **Essays must be submitted in typed or word-processed form.**
- (I) At the end of teaching term, students who have not fulfilled the requirements for their years' work (i.e. who have not submitted the requisite number of essays) may be refused permission to sit the examination, and may be returned to the Senior Lecturer as unsatisfactory.

RULES CONCERNING THE LOGIC EXERCISES
(TESTS) IN THE SF YEAR

NB: All students must submit logic exercises for the SF7 course during HT and TT, in addition to taking a logic test towards the end of HT.

RULES CONCERNING EXAMINATIONS IN SF YEAR

- (A) Examinations will take place in late May/June of the academic year.
- (B) **SHP (Single Honor Philosophy)** students must take the following **FIVE** examination papers
 1. SF6 – Philosophy of Science (MT only) One hour paper
 2. SF7 – Logic (HT+TT only) Two hour paper
 3. SF2 – History of Philosophy II Three hour paper
 4. SF3 – Texts I Three hour paper
 5. SF4 – Texts II Three hour paper
- (D) **TSM/PHIL. POL.** students must take the following **THREE** examination papers,
 1. SF6 – Philosophy of Science One hour paper
 2. SF7 – Logic Two hour paper
 3. SF2 – History of Philosophy II Three hour paper

The rubric for the SF6 exam is as follows:

“Answer one question from the following list”

The rubric for the SF7 exam is as follows:

“Answer two questions. All students must answer question 1 and either question 2 or 3”.

The rubric for the SF2 exam is as follows:

“Answer FOUR questions, no more than ONE question in each of FIVE sections”

In the SF3 and SF4 examinations, students will be required to answer THREE questions.

BREAKDOWN OF SF EXAMS

Single Honor Philosophy

Philosophy of Science (exam + essay)	8.33%
Logic (exam +assessment)	16.66%
History of Philosophy II (exam + essay)	25%
Texts I (exam + essay)	25%
Texts II (exam + essay)	25%

TSM + PHIL/POL

Philosophy of Science (exam + essay)	8.33%
Logic (exam +assessment)	16.66%
History of Philosophy II (exam + essay)	25%

JUNIOR SOPHISTERS

GENERAL STATEMENT AND RULES

The Junior Sophister year is Part I of the Moderatorship or degree of BA at Trinity College. For this reason, *the final grade in your Junior Sophister year counts towards your final degree grade and so class of degree.*

Under the system of continuous assessment, **essays during the year** will be marked and the marks awarded will count towards the class or grade assigned to each student at the end of the year. If an essay is missed, the final totalling of the marks at the end of the academic year will consider such an omission as meriting a mark of zero.

In the Junior Sophister year, there will also be **a written examination in each course** taken at the end of the year (May/June).

All JS students must confirm their course choices to the department by the end of the fourth week of Michaelmas term. Any changes made by students to their course choices thereafter must be confirmed by the Departmental office.

Students in TSM pattern B, and Phil. Pol. pattern B must notify the Departmental office of whether they are taking philosophy as a major or a minor subject, by the last day of Michaelmas term in their Junior Sophister year.

RULES CONCERNING ESSAYS IN THE JS YEAR

- (A) For all students **ALL THE ESSAYS COUNT**. There is no "discard system" as in the Junior Sophister year.
- (B) Essays must not exceed 2500 words in length. Going beyond that limit will render essays liable to a deduction of marks.
- (C) All essays must be **typed or word processed**.
- (D) **MMS** students are required to submit **TWO** essays for **each** of the **SIX** courses which they must select from the courses listed in the Courses Handbook (i.e. a total of **TWELVE ESSAYS** in the year as a whole).
- (E) **TSM/PHIL. POL.** Students are required to submit **TWO** essays for each of the **THREE** courses which they must select from the courses listed in the Courses Handbook (i.e. a total of **SIX ESSAYS** in the year as a whole).
- (F) In the case of those courses which have two parts taught by different lecturers, students are required to submit one essay from each of the two parts.
- (G) In regard to late essays, **extensions** may be granted only by the written agreement of the JS Convener (which must be obtained before the regular date of submission), and may be granted only for medical or ad misericordiam reasons. Essays must be handed into the Philosophy Department and stamped. Essays received up to seven days late will be marked **with the deduction of ten marks**. Essays received more than seven days late **will receive no marks in the assessment** unless accompanied by written prior extension granted by the JS Convener.
- (H) There are no supplemental essays in the JS year.
- (I) At the end of teaching term, students who have not fulfilled the requirements for their years' work (i.e. who have not submitted the requisite number of essays) may be returned to the Senior Lecturer as unsatisfactory.

RULES CONCERNING EXAMS IN THE JS YEAR

- (A) All students are required to sit one **three hour examination paper** (in May - June) in **each** of the courses they have chosen to study.
- (B) For every examination, each paper will typically contain nine questions, and students must answer three questions. How the exam papers are laid out will vary from course to course.
- (C) JS examination results are usually published around mid-June for MMS and about a week later for TSM/PHIL.POL.
- (D) All moderatorship exams, including Junior Sophister ones, are liable to be marked by both **internal and external examiners**.
- (E) The **grading** (or marking) scheme is the same as for the Freshman years, see above p. 15.

SUPPLEMENTAL EXAMINATIONS IN THE JS YEAR

- (A) TSM Pattern A students whose work is not of pass standard overall (taking essays and examinations together) may repeat the examinations early in Michaelmas term (September) in an attempt to achieve an overall pass.
- (B) There are no supplemental examinations in the JS year for MMS students, TSM Pattern B students.
- (C) There are supplemental examinations in philosophy only for Phil. Pol. Students taking both subjects, Philosophy and Politics, equally throughout the four years.

SENIOR SOPHISTERS

GENERAL STATEMENT AND RULES

The Senior Sophister year, or Moderatorship Part II, is the final year of the BA degree and is the second of the years whose results count towards the final degree grade and so class of degree. See pp. 31-33 for full breakdowns of marks for the different degree options.

Students who are doing Single Honours Philosophy, who are majoring in Philosophy in TSM and those who choose to do so from Phil-Pol will write a thesis. TSM pattern A and those who choose to do so from Phil-Pol do not write a thesis.

RULES IN REGARD TO THE THESIS (DISSERTATION) FOR THE SS YEAR

- (A) Every student who is required to write a THESIS during the year will do so on some philosophically acceptable subject for which a supervisor is available.
- (B) The **limitations on length** – of between 4,000 and 7,000 words (or in the case of formal logic, something of equal weight) – are part of the assessment regulations and failure to observe them will be penalized in the marking.
- (C) Before the year begins you should at least have decided upon the general **area of your thesis** and preferably have settled on a title. You should then consult the members(s) of the Department most likely to be able to advise you further and request one of them to be your thesis supervisor. (Consult the “Departmental Who’s Who” at the front of this Handbook.)

- (D) Students should check the class notice board for the exact date by which the thesis must be handed in.
- (E) When submitting their theses, students should hand in **two copies** to the Departmental office; these must be accompanied by a completed declaration form, which is obtainable from the Departmental office.

RULES IN REGARD TO THE ESSAYS
FOR THE SS YEAR

- (A) Students are required to attend, and submit essays on the topics of, the research seminars they take. Essays should be typed or word-processed and between 2,000 and 2,500 words.
- (B) The limitations on length are part of the assessment regulations and failure to observe them will be penalized in the marking.
- (C) Essays submitted for research seminars in Michaelmas Term must be handed in by a date usually set for early January, but students should check the class notice board for the exact date.
- (D) Essays submitted for research seminars in the second term or Hilary Term must be handed in by a date usually set for the beginning of Trinity term, but students should check the class notice board for the exact date.
- (E) Being part of the examining process, essays cannot be returned to students.
- (F) At the end of teaching term, students who have not fulfilled the requirements for their years' work (i.e. who have not submitted the requisite number of essays and a thesis) may be returned to the Senior Lecturer as unsatisfactory.

RULES FOR EXAMINATIONS IN THE SS YEAR

- (A) Students are required to sit two sorts of examination papers at the end of the year:
 - (i) A general paper, *Problems in Philosophy*, which is not aimed at testing the knowledge or understanding of any specific course, but at testing the range and depth of your reading and thinking in philosophy over your four years in College, and your ability to write clearly, cogently and imaginatively.
 - (ii) Papers examining material covered in the seminars the student has taken. One will cover material from the Michaelmas Term seminars; the other will cover material from the Hilary Term seminars.
- (C) The grading or marking scheme for these examinations (as for the essays and thesis) is the same as for the Junior Freshman year; see p. 15.
- (E) There will be seminars in Trinity Term to help students prepare for these exams.

HOW THE ABOVE SS RULES APPLY TO THE DIFFERENT DEGREES AND PATTERNS THEREIN

1. **MMS** students must comply with all the above. They will sit two three-hour papers covering the material from the six seminars they have taken. (each seminar worth 5 ECTS, totalling 30 ECTS). One paper will cover the material from the Michaelmas Term seminars; the other will cover material from the Hilary Term seminars. They will write a thesis (worth 20 ECTS) They will sit a general philosophy paper (worth 10 ECTS),

2. **TSM Pattern B** students, **Philos. and Maths, Scheme A (Philosophy emphasis)** and **Phil.Pol. students taking only Philosophy in the SS year** – same as MMS above.
3. **TSM Pattern A students who are taking both subjects equally** are required to attend and submit essays on the topics of **four research seminars**, two in each of Michaelmas and Hilary terms (each seminar worth 5 ECTS, totalling 20 ECTS). They will sit two papers (totalling four hours) covering the material from the four seminars they have taken. One paper will cover the material from the Michaelmas Term seminars; the other will cover material from the Hilary Term seminars. They will sit a general philosophy paper (worth 10 ECTS).
4. **Phil-Pol** students taking both subjects equally have a choice.
They may attend, submit assessment and be examined in four seminars (at least one in each term totalling 20 ECTS) and a general paper (10 ECTS) (similar to TSM pattern A).
Alternatively they may choose to attend, submit assessment and be examined in two seminars (one from each term, totalling 10 ECTS) and write a thesis (20 ECTS).
5. **Philos. and Maths, Scheme B (Maths emphasis)** must attend, submit assessment and be examined in two seminars (at least one in each term) (10 ECTS) and a general paper (10 ECTS).

ALL SENIOR SOPHISTER STUDENTS NOTE:

1. **The University Regulations forbid (a) any supplementary "retake" of the S.S. examinations and other written requirements for Moderatorship and (b) any repeats of the S.S. year.**

2. Any **seminar essay or thesis** handed in after the published submission dates will be treated as follows:
 - (a) up to seven days late the work will be accepted with a deduction of 10 marks.
 - (b) work submitted eight or more days late **WILL RECEIVE NO MARK WHATEVER** and will be returned unexamined to the candidate.

BREAKDOWN OF FINAL EXAM MARKS

Mental and Moral Science

Marks carried forward from Junior Sophister	400
Six seminars (exam paper + essay)	360
(Each seminar assessment = 35 Exam = 25)	
Problems Paper	90
Thesis	150

Total mark Philosophy	1000

TSM (A)**PHIL/POL**

Marks carried forward from Junior Sophister	150
Four seminars (exam paper + essay)	240
(Each seminar assessment = 35 Exam = 25)	
Problems Paper	110

Total mark Philosophy	500

TSM (B) Major

Marks carried forward from Junior Sophister	150
Six seminars (exam paper + essay)	240
(Each seminar assessment = 20 Exam = 20)	
Problems Paper	110
Thesis	150

Total mark Philosophy	650

PHIL/POL (with thesis)

Marks carried forward from Junior Sophister	150
Two seminars (exam paper + essay)	150
(Each seminar assessment = 45 Exam = 30)	
Thesis	200

Total mark Philosophy	500

A NOTE ON PLAGIARISM

Some students seem not to understand exactly what is and is not plagiarism.

Plagiarism is taking another person's actual sentences or theories and presenting them in your essay (or seminar paper or thesis etc.) as if they were your own sentences or theories.

To give some examples:

- (a) To quote from Ryle's *The Concept of Mind* p. 96, but to fail to put quotation marks around Ryle's words, is plagiarism.
- (b) To paraphrase chapter VI of *The Concept of Mind* without mentioning in any way (in the text or in a footnote) that the material is a paraphrase, is plagiarism.
- (c) To present Ryle's distinction between 'Knowing How' and 'Knowing That' in your own words, and then to make an explicit or implicit claim that it is an invention of your own, is plagiarism.
- (d) To copy another student's work is plagiarism.
- (e) To enlist the help of another person to complete an assignment on your behalf, is plagiarism.

It is accepted that all members of the academic community use and build on the work of others. However, whenever this is done it should always be acknowledged. The safe, honest, scholarly and generous thing to do, is always to take great

pains to document the sources of your written work. This includes internet sources as well as books and articles. A student who is found to have plagiarized work will be returned to the Senior Lecturer as non-satisfactory for that term. This means that the student may be refused permission to take the annual examinations, and may be required by the Senior Lecturer to repeat the year.

Note also students should not submit the same work for different assignments. If they are uncertain whether their work for different assignments overlaps too much, they should consult the convener for their year.

For further details, see the College Calendar, pp. G12-G13.

The Library

Trinity College Library is spread over a number of different buildings on the campus - the names 'Berkeley Library', 'Hamilton Library' and so forth refer to these different locations. As philosophy students, what you will be using for the most part is the Ussher Library.

Where Can I Find the Philosophy Books?

The main philosophy section is on the fourth floor of the Ussher Library. These books are arranged according to the Dewey Decimal system, in which philosophy books are numbered 100-199. There are multiple copies of some of the more important books on the courses (although it is recommended that you buy the core texts - the library could let you down in an emergency!). Some books on interdisciplinary subjects (i.e. where two or more subjects overlap) are to be found in other parts of the library. For example, some books on philosophy of science are in the science section, which is in the **Hamilton Library**.

Many books are not on the open shelves, but in the Stacks or Santry Book Depository. To obtain these books, you must look up a reference number in the library catalogues (see below). You then fill in a (very simple) form, and hand it in at the desk in the Berkeley or Hamilton library.

The Library Catalogues

If you know your way around, you can sometimes find books you need by just browsing on the shelves, but often you will need to use the library catalogues. Most of the books you need can be found on the online library catalogue. There are computer terminals throughout the different parts of the

library on which you can access this catalogue. Books can be looked up under author, title, title-keyword or subject-keyword. The online catalogue can also be accessed on the web at www.tcd.ie/Library. Some older books in the library are not yet on the online catalogue, but can be found in the Accessions Catalogue, a set of large, hardbound volumes located on the ground floor of the Ussher. Even older books (pre-1870) are in the Printed Catalogue, in the same place.

Reference Works and Periodicals

Reference works are shelved in the Berkeley following renovations. Helpful reference works include the *Routledge Encyclopedia of Philosophy* and the *Philosopher's Index*. The latter is a quarter-yearly guide to new books and articles published in philosophy; it is also available online and can be accessed through the library website. You can look up items by author or by subject, and brief summaries of most items are provided. The *Philosopher's Index* is available in CD-Rom format as well as ordinary book format.

Much useful material for study is to be found not in books but in articles published in periodicals. This is especially true if one is interested in the very latest developments in philosophy, or in new scholarship. The library has many philosophy periodicals; the current year's issues of a periodical are to be found in the lower basement of the Ussher (i.e. two floors below the ground floor), under PER 100. Back issues are either in the basement of the Ussher, or in the Stacks or Santry. These latter are obtainable in the same way as books.

Inter-Library Loans

If you need a book or periodical which is not available in Trinity College Library, you should be able to get it on Inter-Library Loan. This involves our library borrowing the book

or periodical from another library. All you have to do is fill in a form and hand it in to the counter in either the Berkeley or Hamilton. You can also, for a fee, obtain photocopies of periodical articles which are not in the Trinity library.

Further Information

For further information, see the **Library Guides**, which can be found at the library counters. The staff at the counters in the various libraries should be able to help with most enquiries, but for enquiries specifically concerning philosophy material in the library, you may need to consult the **Subject Librarian**. This is Trevor Peare, who can be reached by e-mail (*tpeare@tcd.ie*).

Prizes in Philosophy

A Number of academic prizes are available for which philosophy students can compete.

John Isaac Beare Prize in Philosophy

(JF, SF and JS essay prize)

This prize was founded in 1953 by a bequest from W.E.P. Cotter in memory of John Isaac Beare, Fellow 1887-1918. It is divided into three parts, and one part is awarded in each of the first three years of the honours course in philosophy. Part I is awarded at the end of Trinity Term in each year to the Junior Freshman student who has submitted the best essays during the academic year. Similar regulations apply to parts II and III in the Senior Freshman and Junior Sophister years respectively. The prizewinners may select books to the value of €88.88 (IR£70) at the University booksellers (Fred Hanna's).

John Henry Bernard Prizes

(JF and JS exam prize; SF Foundation Scholarship exam prize)

These prizes were founded in 1929 by a subscription in memory of John Henry Bernard, Provost 1919-27. A prize is awarded annually in the Junior Freshman year and in the Junior Sophister year on the results of the honours examinations in philosophy; in the Senior Freshman year the prize is awarded to the candidate who performs best at the the Foundation Scholarship exam (see below p. 32). The prize is open to candidates in (a) philosophy only, or (b) philosophy as part of a combined honours programme. In the

case of (b), only the candidate's performance in philosophy is taken into account. Value of each prize, €107.93 (IR£85).

Madeleine Farrell Prize in Philosophy of Mind

(SS Philosophy of Mind Dissertation Prize)

A prize of €190.46 (IR£150) has been provided by a benefactor and former student of philosophy and medicine at Trinity College, Dr. Thomas Farrell, in honour of his mother, Madeleine Farrell. The prize will be awarded each year to the person who gains the highest mark for a Senior Sophister thesis in philosophy of mind, given that, according to the examiners, a sufficiently high standard has been achieved.

Arthur Aston Luce Memorial Prize

(SS exam prize)

This prize was founded in 1977 from a general bequest to the college by Arthur Aston Luce, Fellow 1912-77, Professor of Moral Philosophy 1934-47, Berkeley Professor of Metaphysics 1953-77. It is awarded annually to the student who obtains the highest combined mark in the papers on Problems in Philosophy I and Problems in Philosophy II at part II (Senior Sophister) of the moderatorship examination. Value, €165.07 (£130).

Lilian Mary Luce Memorial Prize

(Freshman years – prize for special exam on Berkeley)

This prize was founded in 1941 by a gift from the Rev. Arthur Aston Luce, in memory of his wife, Lilian Mary Luce, gold medallist in Mental and Moral Science. It is awarded on the result of a written examination held annually at the beginning of Trinity Term conducted by two examiners appointed from the honours examiners in philosophy. The course consists in the main of portions of

Berkeley's philosophical works, preferably those not specified in the honours course. Works about Berkeley may also be included. The course, which may be varied from year to year, is prescribed by the Head of the Department of Philosophy. The examination is open only to students taking the single honour course in philosophy or taking philosophy as part of a two-subject moderatorship course. It may be taken in either the Junior Freshman or the Senior Freshman year, but no student may be a candidate on more than one occasion. Notice of intention to compete must be sent to the Head of the Department of Philosophy (who will indicate the prescribed works) by November 15th, and to the Senior Lecturer by February 15th. In the case of a close tie the Board may divide the prize, on the recommendation of the examiners. Value, €380.92 (IR£300).

Henry Stewart Macran Prize

(Any year – prize for special Hegel exam and essay)

This prize was founded in 1941 by a bequest from Miss Eileen Frances Gertrude McCutchan in memory of Henry Stewart Macran, Fellow 1892-1937. It is awarded annually to the candidate who gains the best aggregate of marks at a written examination on Hegel's system of philosophy and for an essay 'on a subject of a metaphysical or ethical and not merely psychological or logical character'.

Candidates must be under M.A. standing, and if undergraduates must be currently registered at Trinity. No candidate may win the prize more than once, but an unsuccessful candidate may compete again.

The examination is held in Trinity Term, before the beginning of arts teaching and, if possible, after the conclusion of the examination for scholarship in philosophy. The course consists of (1) a prescribed portion of Hegel's works (100 marks) and (2) a critical or expository work on Hegel (100 marks). Notice of intention to compete must be

given to the Head of the Department of Philosophy by the last day of Michaelmas Term and to the Senior Lecturer at least three weeks before the last day of Hilary Term.

The subject of the essay (200 marks) is one of a number of topics prescribed annually by the Head of Department and two other examiners appointed by the Board, or else a topic proposed by the candidate at least three weeks before the end of Hilary Term and approved by the examiners. It must be 8,000-9,000 words in length. It must be handed to the Head of Department on the morning of the first day of the examination, and must be signed by the candidate and accompanied by a list of authorities consulted, and by a statement that the essay is the candidate's own work. Value, €317.43 (£250).

George McCutchan Prize

(SS prize for Hegel exam – not presently available)

This prize was founded in 1941 by a bequest from Miss Eileen Frances Gertrude McCutchan, in memory of her father, George McCutchan. It is awarded annually by the Board on the recommendation of the Head of Department and the moderatorship examiners to the candidate for moderatorship in philosophy, or for a two-subject moderatorship in which philosophy is included, who obtains a first or second class moderatorship, and shows the best knowledge of Hegel's system of philosophy on the papers of the special course on the philosophy of Hegel. Value, €507.90 (£400).

Wray Prize

(SS dissertation prize)

This prize was founded in 1848 by a gift from Mrs Catherine Wray, widow of Henry Wray, fellow 1800-47, to encourage

metaphysical studies. This prize is awarded annually to the student who submits the best thesis at the moderatorship exam in philosophy. Value, €444.41 (£350).

Wray Travelling Scholarship

(SS exam prize)

This prize was founded in 1977 out of funds accumulated through the gift from Mrs Catherine Wray described above. The purpose of this prize is to enable a student to spend time abroad visiting or studying at some centre of philosophical learning (to be chosen in consultation with the Head of the Philosophy Department); and it is awarded to a student who achieves a very high standard at the moderatorship examination. To qualify, a student must submit evidence of having been admitted to an overseas university to study on an approved postgraduate course in philosophy. The prize will not necessarily be awarded annually. Value, €3,174.35 (IR£2,500).

Foundation Scholarships in Philosophy

1. **ELECTION**

Foundation scholars are elected annually in various subjects on the result of an examination held in March or April of each year. The names of those elected are announced in public by the Provost from the steps of the Examination Hall on the Monday in Trinity Week.

2. **ENTITLEMENTS**

Foundation scholars (there are not more than 70 at any one time) and non-foundation scholars (these were added when the university expanded last century) are entitled to free Commons (meals in the Dining Hall), and free rooms in College. They also receive a salary (allowance), and do not have to pay fees. The entitlements of scholars can continue for some years after graduation, if they are engaged in further academic research or study.

3. **APPLICATION**

Candidates must give notice of their intention to take the examination on the prescribed form, obtainable in the Senior Lecturer's Office, West Theatre, not later than February 1 (of the year they sit scholarship).

4. **ELIGIBILITY**

Any undergraduate student, from any year, may sit scholarship. Given the need to have some background in the subject of the scholarship examinations, and the desirability of having a few years before graduation to profit from election, the traditional time to sit scholarship is in the Senior Freshman year. There is no

quota on the number of scholars that may be elected in any one subject or department.

5. **ADDITIONAL REWARDS**

Irrespective of success in regard to election to scholarship, the Senior Freshman student obtaining the highest marks in the scholarship examination in philosophy will be awarded the John Henry Bernard Prize (value €107.93 (IR£85)).

All students taking the Scholarship examination in Philosophy can use marks given to examination papers in substitution for essay/examination requirements provided they obtain at least a II.1 result in the Scholarship examination. However, full submission of all essays in the first two terms is a requirement for sitting the Scholarship exam.

6. **EXAMINATION**

(a) **Joint Honors (TSM) in Philosophy**

Candidates are required to present themselves in both subjects of their two-subject moderatorship course. Equal weight is given to each of the two subjects.

Candidates must take 3 of the following papers:

(All papers carry equal marks.)

1. Central Problems of Philosophy
2. History of Philosophy I
3. Philosophy of Science
4. Logic
5. History of Philosophy II

(b) Single Honors (MMS) in Philosophy

Candidates must take 6 of the following papers:

(All papers carry equal marks.)

1. Central Problems of Philosophy
2. History of Philosophy I
3. Topics I
4. Topics II
5. Philosophy of Science
6. Logic
7. History of Philosophy II
8. Texts I
9. Texts II

Computers

With the exception of Junior Freshmen, students must submit all essays, dissertations and so forth in typewritten form. As typing on a word-processor is far easier than using a conventional typewriter, it is in your interest to familiarise yourself with the computers in college and their use. The college has both Pentium PC's and Macintoshes.

Where are they?

Computers which are available for undergraduate students to use can be found at the following locations:

- Beckett Rooms 1 and 2 – Lower ground floor, Arts Building.
- Áras an Phiarsaigh – at the Pearse Street side of the campus beside Players' Theatre. Access from inside campus, not from Pearse Street.
- 201 Pearse Street (PC's only) – to the right of Áras an Phiarsaigh. Access from inside campus.
- 5 'The Arches' – under the railway line in the northeast corner of the campus.
- The Hamilton Building – at the Westland Row end of the campus. Access from inside campus.

All the above locations also have printers. Printing is free, but students must provide their own paper and floppy discs. These are on sale at the Students' Union Shops and at the Computer Shop in Áras an Phiarsaigh.

Getting Started

When you register, you will be given a **login i.d.** and a **password**, both of which you will need to access the college's computers. You will also be given a college **e-mail account**. Brief starter courses in computer use will also be offered during the week of registration.

Every student will also be provided with **personal filestorage**. This means that you can save material on the college network, so you can access this material on any computer in any of the above locations, and not have to rely entirely on fragile floppy discs. It is of course recommended that you save all your work onto floppy discs as well. Anything you save on your personal filestorage will be safe from prying eyes, as it can only be opened using your own password.

Any problems you have with computers should be brought to **Information Systems Services (IS Services)**. Their helpdesk is in Áras an Phiarsaigh, and they can be reached on the telephone at extension 2164, or 6082164 if you are dialling from outside college. For further information, see the **IS Services Handbook**, which is available from the helpdesk.

Some Useful Websites

Philosophy resources can be accessed at the following sites:

- <http://www.liv.ac.uk/Philosophy/philos.html>
(“Philos-L”, c/o the University of Liverpool Philosophy Department)
- <http://www.earlham.edu/~peters/philinks.htm>
(Guide to philosophy on the web)
- <http://www.epistemelinks.com/index.asp>
(*Episteme* links)
- <http://www.philosophers.co.uk/index.htm>
(*The Philosopher's Magazine*)

College Tutors

Trinity College is the only university in Ireland to operate what is known as the Tutorial system. Every student at Trinity is allocated a college tutor. Your college tutor is an academic member of staff who has been appointed to look after your general welfare and deal with queries in confidence. At the start of the academic year, your tutor's name will be posted to you. It is advisable that you arrange a meeting with your tutor as soon as possible after starting college.

The tutor's role includes such relatively straightforward tasks as answering queries in the early days, signing forms certifying that you are a student at Trinity, or writing character references. Tutors are also there to help with personal problems such as illness, domestic, financial or emotional problems. They may not be able to help with every problem, but they will put you in contact with someone who can.

If it turns out that you don't get on with your tutor for whatever reason, you can apply to the Senior Tutor for a change of tutor. The Senior Tutor is Dr. Claire Laudet, ext. 2004, or 6082004 if you are dialling from outside college. The Senior Tutor's office is in House 27. If you wish to make an appointment, please telephone (608) 2551, or e-mail *stosec@tcd.ie*.

Departmental Tutors

All Junior Freshman and Senior Freshman students are required to attend **tutorials** as well as lectures. Tutorials are held weekly from the third week of Michaelmas term; weekly from the second week of Hilary term; and for weeks 3 and 4 of Trinity term. Tutorials are where a small group of students (usually about 8 to 12) meet with a departmental tutor to discuss topics on the course. Although students may ask questions during lectures, that is not the main purpose of the lectures. Tutorials, on the other hand, are specifically for the purpose of discussion. You will be assigned one departmental tutor for the academic year. Tutors may ask individual students to prepare a short presentation for the beginning of each tutorial, for the purpose of getting the discussion started.

Departmental tutors also mark all Junior Freshman and most Senior Freshman Essays. In the first term, your own tutor will mark your essays, and thereafter the essay-marking will be rotated among the different tutors. This should eliminate any bias students may fear a tutor has. Essays are returned by tutors to students on a confidential, one-to-one basis (i.e, not at tutorials in front of the other students). Tutors will post the times and venues for returning essays on the door of the Philosophy Department office. On returning the essay, the tutor will spend some time discussing it with the student.

Conveners

For each year, there is an academic member of staff who has been appointed as convener. The role of the convener includes helping students with enquiries specifically relating to the work of that year. For example, if a student wishes to clarify a matter relating to the layout of exams or the content of the courses, the convener is the person to see.

Students should also go to the convener if they need an extension on an essay. Essay extensions will only be granted in extreme circumstances – usually on presentation of a medical certificate showing that the student was ill and unable to complete the essay on time. Essay extensions will not be granted retrospectively, i.e, if the student has already passed the deadline, an extension cannot be granted.

The names of the conveners for each year for 2006-7 will be posted on the departmental noticeboard.

The Metaphysical Society

The Metaphysical Society is a student society whose purpose is to allow students to discuss philosophical issues in an informal setting. It should not be confused with the Philosophical Society (also called 'The Phil.'), which is a general debating society, and not particularly philosophical in orientation.

The Early Years ...

The Society was founded in 1929 under the guidance of Professor A.A. Luce. In its early years, students read papers to the society to have them discussed by their peers. The society's activities also included debates, discussions and Question Times. The last were panel discussions on questions of philosophical interest, such as 'Is war inevitable?', 'Is the rose red in the dark?' or 'Is philosophy the talk of idle old men to ignorant youth?' Guest speakers were also invited, and the society was addressed by such eminent figures as C.E.M. Joad, Erwin Schrödinger, Gilbert Ryle (twice), J.L. Austin, John Mackie, Anthony Flew and Bernard Williams. Academic gowns were compulsory at meetings, but the proceedings were probably not excessively formal, as one early report on the society's activities tells us that the society purchased 'a liberal supply of best Donegal *poitin*.'

... to the Present

The society seems to have been less active in the 1980's and early 90's, but it underwent something of a renaissance from 1997 onwards. A new addition to the society's activities is

the **Philosophy Café**. The members of the society meet once a week or so to discuss a topic of philosophical interest, which is briefly introduced by one person. Topics have included ‘Good God or God Awful?’ (the relationship between religion and morality), ‘The Mind’s “I”’ (the nature of personal identity), and ‘Me, Myself and I’ (egoism and altruism). Although the society no longer supplies *poitín*, it does supply coffee and wine. **Guest Speakers** are still invited by the society, and recent speakers have included the philosopher Robert Solomon and the physicist Julian Barbour. The society also organises excursions to places of philosophical interest, such as Berkeley’s birthplace of Thomastown, Co. Kilkenny. They also sometimes show films of broadly philosophical interest - including, recently, Ingmar Bergman’s allegorical *The Seventh Seal* and Derek Jarman’s *Wittgenstein*. Academic gowns are no longer compulsory at these events.

The society possesses its own ever-growing **library** of philosophical texts, which the members can borrow. This can be very useful for study purposes, as the college library can sometimes be overstretched.

The Metaphysical Society has a noticeboard just outside the Philosophy Department office. This board gives news of forthcoming events as well as the society’s library opening hours.

Student Health Service

Student Clinics

The Health Centre is open during term and non-term time. The hours of attendance for students are as follows:

10.30am – 12.30pm

2.00pm – 5.00pm

Consultations are normally by prior appointment only, but emergencies are accommodated.

General practitioner clinics are held daily by Dr. David Thomas, Dr. Niamh Murphy and Dr. Emer Loughrey. These include:

- Minor psychiatry
- Contraception
- Smears
- 6 Vaccinations

The Student Health Service is a recognised International Yellow Fever Centre. Students seeking travel vaccinations or travel advice are encouraged to attend at least one month prior to travel. The Health Service has computerised advice on hand, updated monthly with the latest health advice. All common travel vaccines are kept in stock.

- Eye Testing
- Sexual Health Clinic

This is a satellite clinic of the STD clinic in St. James' Hospital and is held in the centre on Tuesday mornings from 10.30 to 12.30. Absolute confidentiality is maintained and results are normally available within a week. Attendance and treatment are free.

- Confidential H.I.V. Counselling and Testing
- Ante-Natal care
Shared Ante-Natal care normally arranged with either the National Maternity Hospital, Holles St., or the Rotunda. Mothers are seen by the Student Health Doctors for routine ante-natal care, but normally attend the hospital three to four occasions throughout the pregnancy and for delivery.

DUBDOC

Outside office hours in cases of emergency, students should contact DUBDOC, 6pm – 7 pm weekdays and 11am – 7pm weekends and Bank Holidays. The telephone number for this service is 4545607. This service is based in St. James' Hospital. A DUBDOC nurse will give telephone advice, arrange a house call or offer emergency consultation with a G.P. on duty in St. James' Hospital. Students (with the exception of non-Irish E.U. Students or Medical Card holders) will be responsible for any fees incurred for consultation or home visits.

House Calls

Outside these hours, please telephone the Contractors Bureau, at 8300244, who will send a doctor on request. Students (with the exception of medical card holders) will be responsible for any fees incurred.

Please see www.tcd.ie/Student_Health for further information.

Careers Advisory Service

TCD Careers Advisory Service helps students and recent graduates of the College make and implement informed decisions about their future.

Useful information and advice is available on www.tcd.ie/Careers and in the Careers Library, East Chapel, Front Square.

- The Guide: Get started by reading the Trinity Careers Service Guide available in the Careers Library.
- Guidance software: Two electronic guidance software programmes that we suggest you try are Prospects Planner and Pathfinder, both are available on the College PC network and in the Careers Library. These will help you to reflect on yourself and suggest career areas for investigation.
- Contacts database: A new alumni contact database has been launched and is available in the Careers Library.
- Face to face guidance: Staff are available to answer quick queries and to provide career counselling.

Details of all services can be found at www.tcd.ie/Careers.

Contact: Careers Advisory Service,
East Chapel, Trinity College, Dublin 2,
E-mail: careers@tcd.ie

Appendix: on Grades

First Class (70-100)

First class work represents an excellent to outstanding performance demonstrating a thorough understanding of the subject. In addition to a mastery of a wide to full range of the standard literature and/or methods and techniques of the subject, work at this level shows independence of judgement and evidence of attainment beyond the standard material. It will frequently demonstrate characteristics such as insight, imagination, originality and creativity. A first class answer will represent a comprehensive and accurate answer to the question, that will exhibit a detailed knowledge of the relevant material as well as a broad base of knowledge. Theory and evidence will be well integrated and the selection of sources, ideas, methods or techniques will be well judged and appropriately organised to address the relevant issue or problem. It will demonstrate a high level of ability to evaluate and integrate information and ideas, to deal with knowledge in a critical way, and to reason and argue in a logical way. Where relevant it will also demonstrate a high level of ability to analyse information, to make sense of material, to solve problems, to generate new ideas and concepts and to apply knowledge to new situations. The presentation of information, arguments and conclusions will be fluent and clearly written and may also show particular lucidity in expression appropriate to the subject.

What differentiates a first class piece of work from one awarded an upper second is a greater lucidity, a greater independence of judgement, a greater depth of insight and degree of originality, more evidence of an ability to integrate material, and evidence of a greater breadth of reading and research in the first that is not present in the upper second.

Thus a first class piece of work shows positive characteristics such as:

- Answers the question clearly and comprehensively, in a focused way
- Has an excellent structure and organization
- Demonstrates characteristics such as insight, imagination, originality and creativity
- Demonstrates the ability to integrate information
- Exhibits sound critical thinking
- Exhibits independence of judgement
- Clearly explains relevant theory and cites relevant evidence
- Contains reasoned argument and comes to a logical conclusion
- Gives evidence of wide relevant reading
- Includes a number of appropriate examples
- Demonstrates a clear comprehension of the subject
- Demonstrates the ability to apply learning to new situations and to solves new problems
- Is lucid and well written
- Lacks errors of any significant kind

All pieces of first class work may not have all of the characteristics above, but all such work will have few, if any, negative characteristics.

Upper Second Class (60-69)

Work at upper second class level displays a sound and clear understanding of the subject and demonstrates a good grasp of a wide range of the standard literature and /or methods and techniques of the subject. An upper second class answer constitutes a well-organised and structured answer to the question, that is reasonably comprehensive, generally accurate and well-informed. It will normally demonstrate a

greater breadth of knowledge than would be gained merely from the lecture notes and basic required reading. It will demonstrate some ability to evaluate and integrate information and ideas, to deal with knowledge in a critical way, and to reason and argue in a logical way. Where relevant it will also demonstrate an ability to analyze information, to make sense of material, to solve problems, to generate new ideas and concepts and to apply knowledge to new situations. The presentation of information, arguments and conclusions will be clear and well written.

What differentiates an upper second class piece of work from one awarded a lower second is the greater success in answering the question, the additional understanding displayed, the greater evidence of additional reading, the improved structure and organization, the superior quality of the argument, and the level of critical thinking displayed.

Thus an upper second class piece of work shows positive characteristics such as:

- Answers the question clearly and fully
- Has a good structure and organization
- Shows evidence of a very good understanding of the topic
- Show clear evidence of relevant reading and research
- Clearly explains relevant theory and cites relevant evidence
- Contains reasoned argument and comes to a logical conclusion
- Includes highly relevant ideas
- Uses relevant examples
- Demonstrates the ability to apply learning to new situations and to solve problems
- Is well written
- Lacks errors of any significant kind.

Upper second class work usually has a few negative characteristics, but may be limited in the sense that it:

- Could demonstrate more in the way of critical insight, imagination, originality or creativity
- Does not answer the question as fully and comprehensively as would be possible
- Could demonstrate more ability to integrate information
- Could exhibit more critical thinking
- Could exhibit more independence of thought

Lower second class (50-59)

Work at lower second class level displays a knowledge of the standard material and approaches of the subject and a familiarity with much of the standard literature and/or methods. A lower second class answer may constitute a relatively simplistic answer to the question, and is likely to be based on a narrow range of sources, such as lecture notes and the basic required reading, rather than being indicative of wider reading. It usually displays a basic ability to use relevant sources, methods or techniques normally applied in the subject to achieve some success in solving problems or marshalling arguments to reach a conclusion. The work may show some inconsistency in standard, may contain occasional technical or factual flaws, and may exhibit some difficulties with the organization of material or with the full understanding of a problem or issue, but it is adequately presented and may include some critical judgement applied to analysis or the application of standard ideas or methods.

What differentiates a lower second class piece or work from one awarded a third class grade is the greater success of the lower second in answering the question, together with the possession of more relevant information, a more coherent argument and an improved structure, although neither the answer to the question nor the structure may be incapable of improvement.

Work at Lower second class level will tend to possess some or all of the following positive characteristics:

- Attempts to answer the question
- Shows evidence of a basic to good understanding of the topic
- Shows evidence of some relevant reading and research
- Includes some relevant ideas
- Includes some relevant examples

Work at Lower second class level will tend to possess some or all of the following negative characteristics:

- The attempt to answer the question may not be completely successful
- Does not contain a sufficiently well-structured argument
- Does not offer sufficient evidence to justify assertions
- Does not include sufficient relevant examples
- The style of writing could be improved
- Lacks lucidity
- May contain some minor errors

Third Class (40-49)

Work at this level contains evidence of study of the appropriate material and displays a level of presentation at least minimally commensurate with the award of an honours degree, but it often reflects only a limited familiarity with the standard literature and/or methods of the subject. A third class answer constitutes at least a minimal attempt to answer the question posed, but the answer may omit key points and/or contain assertions not supported by appropriate evidence. It may display superficiality in understanding and/or the use of material, an over reliance on knowledge at the expense of development or argument, analysis or discussion, and it may lack continuity, or be inadequately

organised. Nonetheless, the work at this level does show an ability to refer to some standard sources, ideas, methods or techniques applied in the subject and to achieve some success in solving problems or marshalling an argument to reach a conclusion.

What differentiates a third class piece of work from one that fails is that a third comprises an attempt to answer the question informed by some relevant information while a fail either does not contain an adequate attempt to answer the question, or does not contain sufficient relevant information.

Work at Third class level will tend to possess some or all of the following positive characteristics:

- Attempts to answer the question
- Shows modest evidence of understanding of the topic
- Shows modest evidence of relevant reading and research
- Includes a few relevant ideas
- May include some relevant examples

Work at Third class level will tend to possess some or all of the following negative characteristics:

- The attempt to answer the question may not be very successful
- Does not contain a sufficiently well-structured argument
- Does not offer sufficient evidence to justify assertions
- Does not include sufficient relevant examples
- Lacks lucidity
- Contains one or more important errors

Fail (0-39)

The fail grade is sometimes broken down into two bands: F1 and F2. An answer at the F1 level (30-39) represents a failure to answer the question adequately, but the possession of at least some relevant information. The failure to provide an

appropriate answer may be due to a misunderstanding of the question, or to one or more of the following deficiencies: it may contain only a small amount of relevant information, the material itself may have been misunderstood, the answer may be poorly or incoherently presented, or the answer may not relate to the question asked. An answer at the F2 level (0-29) normally contains no or only the most minimal amount of information relating to the question, or may demonstrate a complete misunderstanding of the question, or a misunderstanding of the material irrelevant to its answer such as to render the answer meaningless. Work at fail level tends to have few positive characteristics, except possibly when the grade has been awarded because of the inclusion of a major error, the presence of which is sufficiently important to outweigh any positive features of the answer. It is also possible for an otherwise good piece of work to be awarded a fail grade because it fails to answer the question posed. The absence of positive characteristics could also result from the fact that the answer is short (e.g. when a student runs out of time in an examination and writes very little).

Work awarded a fail grade tends to possess some or all of the following negative characteristics:

- Represents a failure to answer the question (though may be an answer to a different question)
- Shows no or only a little evidence of understanding of the topic
- Shows no or only a little evidence of relevant reading and research
- Includes no or very few relevant ideas
- Does not contain a structured argument
- Does not offer evidence to justify assertions
- Does not include relevant examples

Note on Essay Writing

PREPARATION

1. Allow yourself enough time. When the topic is set, try to do some preliminary reading as soon as possible. Give yourself time to write both a rough copy and a final neat finished copy, (with wide margins to allow for detailed, and so more useful, comments from your tutor or marker.) Make a point of having the essay ready by the required date.
2. Use book lists intelligently (and remember that books have indices). Decide whether the book is one to be read right through or whether sections will meet your purpose. When the essay topic concerns a text or an author's views, read the original text, not merely someone else's comments upon it.
3. You will find discussion with others, particularly of your rough copy, to be very useful. Indeed it is part of the purpose of a university, and in particular of the degree in philosophy, to give students opportunities for argument and the exchange of ideas.
4. Plan your essay carefully beforehand. Read over the topic carefully and decide what exactly it means. Then consider what thesis or view you are trying to present in regard to the topic. Finally try to work out what are your arguments for your view. In this way, when you come to write your essay, you will be less likely to write unphilosophically or beside the point.

WRITING THE ESSAY

5. The introduction to your essay should mirror your plan by succinctly stating your overall strategy. Don't give enormous vague meandering introductions; get down quickly to the set topic.
6. The core of philosophy is learning how to argue your case coherently and validly, and the core of a philosophy essay is its arguments. Those who mark your work (in both essays and examinations) are more likely to be interested in the reasons you give them than in the truth of your conclusions, (though, of course, we hope that you also aim at the truth.) If, however, you feel you must offer a conclusion and cannot give reasons for it, give reasons why you feel that it is impossible to give reasons?

A good way to ensure that you are arguing your case in the essay, is to imagine an objector looking over your shoulder who continually says to you each time you make some assertion, “Yes, but why?” So, avoid mere dogmatic assertion, wild generalizations, unargued moralizing or pure invective. These are not philosophy.

7. You cannot be too clear in a difficult subject like philosophy. Write your essay (or exam paper, for that matter) as if you were explaining your position, and the arguments for it, to someone much younger than yourself who knows nothing about philosophy. A good maxim in philosophical writing is “Argue only one point per paragraph”. Don’t try and do everything in one long paragraph. (In your rough copy, it may help if you actually number the points, and hence paragraphs, as I have tended to do in this handout.)

Of course, though I am sure it is superfluous to mention it to university students, accurate spelling, punctuation and grammar are all aids to clarity. Finally, we encourage students to present their essays in “word processed” form, (as word processors are now available throughout the College for student use.)

8. An indispensable tool for both good argument and clear expression is a sensitivity to - for a philosopher concerned with careful distinctions between words as part of his/her apparatus for arguing, perhaps I should say “passion for” - the correct use of words. Use words carefully. Don’t use words about whose meaning you are uncertain. Do not adopt the vocabulary of some book you have just consulted. Use your own vocabulary. Avoid jargon.

9. Avoid just stringing together quotations. Indeed you should be extremely careful in your use of quotes. At most a quote can illustrate a point for you; it cannot prove it, no matter what great thinker you are quoting from.

Again, don’t just paraphrase or summarise views without comment. This is of no value. Anyone can read. If you refer to someone’s views on the topic under discussion, you must critically assess the worth of that person’s views.

If your argument depends on facts, do not invent them. Find out what really are the facts. Do not engage in economics or sociology or history or psychology without a licence. Do your homework, by asking an economist, sociologist, etc., or by consulting a reputable book on economics, sociology....and so on.