Philosophy at Trinity College Dublin

2011-2012

TR015
PHILOSOPHY, POLITICAL SCIENCE, ECONOMICS AND SOCIOLOGY

CONTENTS

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, a number of adjunct 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 degree programme, which is four years in duration:

TR015 – Philosophy, Political Science, Economics and Sociology (or PPES for short)

This degree will give students a unique opportunity to study four subjects that are relevant to understanding any society.

Philosophy will train you to question your own assumptions and someone else's, and to articulate your point of view carefully and thoughtfully.

In the Junior Freshmen (first) year you will take six compulsory modules 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 modules.

In the Junior Sophister (third) year you take two of the subjects taken in the Senior Freshmen year.

And then in the Senior Sophister (fourth) year you may choose to continue with both subjects (which is a joint honors) or specialise in just one of Economics, Philosophy, Political Science and Sociology (single honors). In the majority of subjects you have the option to write a dissertation as part of your final degree. In all cases you graduate with a B.A. (Moderatorship) in Philosophy, Political Science, Economics and Sociology.

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 E.O., Ms Campbell.

Assistant Professor Lilian Alweiss holds a BA honours in psychology and sociology from the University of Durham, a Diplôme d'Études Approfondies from the University of Strasbourg and an MA and PhD in philosophy from the University of Essex. Her research interests include post-Kantian philosophy in particular transcendental idealism and phenomenology. She is author of *The World Unclaimed* (2003) and has published numerous articles, mainly in the field of phenomenology. Her current research focuses on the problems of perception, self-reference and self-knowledge. Her office is room no. 5007.

Professor David Berman obtained a BA at the New School for Social Research in New York, an MA from the University of Denver, Colorado, and a Ph.D. from Trinity College. His main research interests are in psychological philosophy. His publications include *A History of Atheism in Britain* (1988), *George Berkeley: Idealism and the Man* (1994), *Berkeley: Experimental Philosophy* (1997), *Berkeley and Irish Philosophy* (2005) and the Everyman edition of Schopenhauer's *The World as Will and Idea* (1995). He is also interested in the history of ideas, philosophy of religion,

psychoanalysis and Irish philosophy. His office is room no. 5005.

Ms Una Campbell is the Executive Officer for the Department of Philosophy. Her office is the departmental office, room no. 5009, and her office hours are on a notice on the door of the department office.

Assistant Professor Antti Kauppinen joined the department in September 2010. He received his PhD from the University of Helsinki in 2008. From 2007 to 2009 he was a Teaching Fellow at the University of St. Andrews and from 2008 also a Postdoctoral Researcher at the University of Amsterdam. His research interests in ethics and political philosophy include philosophical moral psychology, metaethics, well-being, and the foundations of human rights. His publications include 'Meaningfulness and Time' (Philosophy and Phenomenological Research, forthcoming), 'What Makes a Sentiment Moral?' (Oxford Studies in Metaethics, 2010), and 'The Rise and Fall of Experimental Philosophy' (Philosophical Explorations, 2007). He is currently working on a monograph on sentimentalism in moral psychology.

Associate Professor James Levine 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.

Assistant Professor Paul O'Grady has been 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 and Philosophy of Religion and he has published papers in both areas. He is the author of *Relativism* (2002), *Philosophical Theology* (2008) and the editor of *The Consolations of Philosophy: Reflections in an Economic Downturn* (2011). His office is room no. 5017.

Associate Professor Vasilis Politis 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*. His office is room no. 5006.

Professor Peter Simons joined the Department in 2009 and is Head of Department. He studied Mathematics and Philosophy at Manchester, before teaching at Bolton, Salzburg (Austria) and Leeds. His research interests include metaphysics and ontology, 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 over 200 articles. He is a Fellow of the British Academy and a Member of the Academia Europaea. His current research centres on topics in pure and applied metaphysics. His office is room no. 5008.

In the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in this handbook, the provisions of the General Regulations will prevail.

JUNIOR FRESHMEN

Title:
PI1006 CENTRAL PROBLEMS IN PHILOSOPHY B
(10 ECTS credits)
Lecturer(s): Professor O'Grady et al
Contact Hours: Lectures:44 lecture hours;
Tutorials:11 tutorials

Course Content/Outline:
This is a problem-based course, comprising the following components:

1st Semester/Michaelmas Term

Component 1 – Philosophy of Religion
(Prof. Paul O'Grady)
This component introduces philosophy of religion and examines two classical arguments for the existence of God, as well as discussing the problem of evil.

Component 2 – Puzzles about Persons
(Dr. Niall Connolly)
This course focuses on two metaphysical questions concerning persons and their place in the world: the problems of personal identity and free will. What is a person and what is it for a person to be the same person over time? And are persons free in a way that makes them responsible for the things they do, or are they part of a deterministic world in which such freedom is only an illusion

2nd Semester/Hilary Term

Component 3 – Political Philosophy
(Prof. Antti Kauppinen)
Politicians of all stripes like to justify their proposals by appealing to notions such as justice, freedom, equality, and the general good. But what do these abstract concepts really amount to? Which of these values should be given priority in a good society? Political philosophers give general answers to these questions. We will examine them and consider what they would mean for some major political questions of our time.

Component 4 - Metaphysics
(Prof. Peter Simons)
Metaphysics, as the most general philosophical science of what there is, tends to deal in disputed entities. The oldest and most continuously case of disputed entities is universals. These are properties and relations, which repeat or recur in many things without themselves being multiplied. Examples are the colour green, found in many green things; humanity, present in all humans; and being heavier than, holding between many pairs of bodies. We will look at the principal arguments for and against the existence of universals. There are several enduring benefits of looking at the problem, apart from its intrinsic interest and importance: it provides the pradigmatic example of a metaphysical disputes pro and con a given class of entity; it furnishes a characteristic framework and an all-purpose vocabulary for such disputes; and it illustrates the special nature of philosophical argument.
Learning Outcomes:
At the end of this course, students will be able to:

- Identify and use different methods of philosophical analysis
- Distinguish the main areas within philosophy
- Write essays in a critical and dialectical manner
- Critically evaluate core arguments in philosophy of religion, metaphysics and political philosophy.

Recommended Texts/Key Reading:
As advised/circulated by lecturers during their lecture series
Assessment and Examination:
Assessment: Essay x 1 50%
Examination: 1 x 2 hour examination 50%

Title: PI1007 HISTORY OF PHILOSOPHY B
(10 ECTS credits)
Lecturer(s): Professor Politis et al
Contact Hours: Lectures: 44 lecture hours;
Tutorials: 11 tutorials

Course Content/Outline:

This is a historically-based course, running for two years. In the first year there are the following components:

1st Semester/Michaelmas Term

Component 1 – Introduction to Ancient Philosophy

(Assoc. Prof. Vasilis Politis)

Ancient philosophy, provided it is treated of thematically and not purely historically, provides an excellent focus for some major philosophical themes. (1) We begin with with Parmenides' claim that the notion of change is incoherent, from which he derived that the appearance of change is mere appearance or even illusion. (2) We take up Aristotle's response to this challenge, which provided him with an opportunity to develop an account of the metaphysics of changing particulars (we shall also compare his account to Plato's). (3) We turn to the Socratic conception of philosophical argument and inquiry, based on the search for the knowledge of essences as a means of answering certain central *aporia*i. (4) We follow the trials and tribulations of the notion of essence, from Plato's theory of forms to Aristotle's *hulomorphism*. (5) We conclude with some skeptical notes on this whole project of essence-based metaphysics, as articulated by some ancient skeptics and summarized in Sextus Empiricus.

Component 2 – Medieval Philosophy

(Dr. Ciaran McGlynn)

In this component of the course we will introduce some of the key questions of medieval philosophy. We will start by outlining some of the crucial Aristotelian ideas that play such an important role in the thought of the Middle Ages. Then, having given an overview of the main developments in medieval philosophy – Christian, Islamic, and Jewish – we will go on to focus on some of the central writings of Thomas Aquinas, particularly his views on the nature of being, the existence of God and the nature of the soul. We will conclude with a look at some developments in later medieval thought.

Hilary Term

Component 3 – **Rationalists**

(Prof. Jim Levine)

This component focuses on the epistemology and metaphysics of Descartes, Spinoza, and Leibniz, primarily through examining some of their central works—Descartes' *Meditations*, Spinoza's *Ethics*, and Leibniz's *Discourse on Metaphysics*.

Component 4 – Empiricism

(Prof. David Berman)

This component begins by setting out the main theories and arguments in Locke's Essay (1690). It then examines Berkeley's philosophy and the one great age of Irish philosophy, circa 1696-1757, in which Berkeley is the centre-piece, Locke the main external influence and John Toland the seminal Irish figure. It then looks at the philosophy of Hume, considering how far it is the culmination of British and Irish Empiricism.

Learning Outcomes:

At the end of this course students will be able to:

- Discriminate and connect the trends in Early Modern philosophy, as for example rationalism and empiricism.
- Read philosophical texts in their historical context
- Write essays sensitive to historical context

Recommended Texts/Key Reading:

As advised/circulated by lecturers during their lecture series

Assessment and Examination:

Assessment: Essay x 1 50%

Examination: 1 x 2 hour examination 50%

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 **2.00 PM 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) PPES students must submit ONE essay for each course in either Michaelmas/1st semester or Hilary term/2nd semester. See notice boards for essay submission dates.

(E) No student may submit more than one essay for a given course component.

(F) 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.

(G) It is compulsory in first year that all essays must be presented in word-processed form. Students are also required to submit their essays via Turn-it-in with a hard copy being submitted to the Departmental Office.

(H) 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 April/May of the academic year.

(B) Each examination paper is divided into 4 sections, where each section examines the material covered in one of the four components which comprise a complete course.

(C) PPES students must take the following TWO examination papers, each of two hours duration. Each exam paper covers the material of one of the year-long courses.

1. PI1006– Central Problems in Philosophy B
2. PI1007 – History of Philosophy I B

(D) The rubric for each of the above exams is as follows: "Answer TWO questions, no more than ONE question in each of the FOUR sections"

(E) Students may not repeat material from essays in examinations i.e. you cannot be assessed twice on the same material. To do so is to be liable to be penalised.

BREAKDOWN OF JUNIOR FRESHMEN EXAMS

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:

ESSAY MARK	EXAM. MARK	
70 – 100	70 – 100	First Class
60 – 69	60 – 69	Second Class-1st Division
50 – 59	50 – 59	Second Class-2nd Division
40 – 49	40 – 49	Third Class
PASS		
FAILURE		
30 –39	30 – 39	F1
0 – 29	0 – 29	F2

SENIOR FRESHMEN

Title:
PI2009 LOGIC AND PHILOSOPHY OF SCIENCE B
(10 ECTS credits)
Lecturer(s): Prof. Peter Simons
Contact Hours: Lectures: 44 lecture hours;
Tutorials: 11 tutorials

Course Content/Outline:
This course introduces the elements of formal logic, including the propositional and predicate calculi and basic proof procedures. It also deals with issue in the philosophy of the natural and social sciences

1st Semester/Michaelmas Term

Component 1 and 2 – Formal Logic (Mr Paal Antonsen)
This course is intended as an introduction to classical logic. The course has two components: propositional logic (PL), first order logic (FOL). The first component introduces the language of PL and gives an account of how to do translations from natural language into the language of PL. It then introduces truth tables and the tree method to test the validity of arguments in PL. The second component proceeds similarly for FOL. It introduces the extended language of FOL and gives an account of how to translate some types of sentences from natural language into the language of FOL. It introduces basic model theory and an extended tree method to test the validity of arguments in FOL.
Course book: Restall, Greg (2005) *Logic: an Introduction*. Routledge. New York.

2nd Semester/Hilary Term

Component 3 and 4 – Philosophy of Science
(Prof. Peter Simons)
Since the scientific revolution of the 16th and 17th centuries modern science has expanded our knowledge of the universe immeasurably. The philosophy of science investigates what it is about science that has made this explosion of knowledge possible. This part of the course will examine various aspects of scientific method and practice: forms of inference in

science; the role of experiment; theory and hypothesis; the role of experiment; social and economic factors in science; the question of scientific realism.

Suggested Reading: James Ladyman, *Understanding Philosophy of Science*. Routledge: 2002.

Further reading will be advised during the module.

Learning Outcomes:

At the end of this course students will be able to:

- Elucidate and critically assess the principal concepts, methods and theoretical issues in science as interpreted by contemporary philosophy of science.

Recommended Texts/Key Reading:

As advised/circulated by lecturers during their lecture series

Assessment and Examination:

Assessment: Essay x 1 + Logic exercises + Test
Examination: 1 x 2 hour examination

Title: PI2008 HISTORY OF PHILOSOPHY II B
(10 ECTS credits)

Lecturer(s): Prof. Lilian Alweiss et al
Contact Hours: Lectures: 44 lecture hours;
Tutorials: 11 tutorials

Course Content/Outline:

This course continues the sequence of the history of western philosophy. Beginning with Kant, it moves through post-Kantian continental philosophy and on into analytical philosophy

1st Semester/Michaelmas Term

Component 1 - Kant's transcendental idealism: the debate regarding its consistency

(Mr. Damian Bravo)

Transcendental idealism, the doctrine that we can know only phenomena and not things in themselves, constitutes arguably the core of Kant's theoretical philosophy. However, this doctrine has been the target of important criticisms by philosophers from the most diverse philosophical traditions. Prominent amongst these criticisms is the one according to which it is an inconsistent doctrine. On the other hand,

modern-day interpreters of Kant sympathetic to his idealism contend that those criticisms rest either on uncharitable interpretations or on mistaken philosophical presuppositions.

In this course we will first concentrate on the two main arguments provided by Kant in favour of transcendental idealism. Secondly, we will examine the charge of inconsistency. Finally, we will be concerned with the question whether the contemporary defences of Kant's doctrine succeed in dispelling all the doubts regarding its consistency.

Component 2 – Later German Philosophy
Schopenhauer, Nietzsche and later Voluntarism
(Dr. Manfred Weltecke)

The lectures will initially consider Schopenhauer's mixed relationship to Kant's theoretical and moral philosophy, which is one of veneration as well as rejection. Whereas Schopenhauer was, like Kant, a very systematic philosopher, producing a single *magnum opus*, (his *World as Will and Idea*) Nietzsche's many writings are highly aphoristic. An exception to this is his mature *Genealogy of Morals* from 1887 which consists of three separate but related essays and which he saw as a culmination and summary of his main ideas concerning the nature of morality. Reading this text closely will afford the opportunity to engage with some of Nietzsche's central views. His relationship to Schopenhauer is similar to that of Schopenhauer's to Kant: he admires him greatly, but is ultimately highly polemical towards him, accusing him of nihilism, whereas he himself wants to affirm life at all costs.

2nd Semester/Hilary Term
Component 3 – Continental Philosophy/
The Legacy of the Enlightenment
(Prof. Lilian Alweiss)

This unit attempts to provide an overview of modern 19th and 20th century modern European thought by drawing on the writings of Jacobi, Hegel, Kierkegaard and Habermas among others. We shall discuss how these thinkers question the Enlightenment project and, in particular, the relation between faith and reason

Component 4 – Modern Analytic Philosophy
(Prof. James Levine)
In this component we will focus on the work of major figures within the analytic tradition, including Bertrand Russell, G.E. Moore, Ludwig Wittgenstein, A.J. Ayer, Rudolf Carnap, W.V. Quine, and Saul Kripke. In doing so, we will examine how these philosophers have differed on a number of central issues, including a priori knowledge, the status of metaphysics, and the role of philosophy.

Learning Outcomes:
At the end of this course students will be able to:

- Critically assess the views of key analytic philosophers on questions of truth and reality
- Analyse the development of analytical philosophy

Recommended Texts/Key Reading:
As advised/circulated by lecturers during their lecture series

Assessment and Examination:

Assessment:	Essays x 2	50%
Examination:	1 x 2 hour examination	50%

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 **2.00 P.M. 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) **PPES students** must submit **3 essays**: 1 for their MT/1st Semester course PI20081; 2 for their HT/2nd Semester courses PI20081 and PI20091 (Philosophy of Science). See notice boards for essay submission dates.

(E) No student may submit more than one essay for a given course component.

(F) Any student who fails the essay component of their year's assessment will be required to submit supplementary essays in September. 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.

(G) Essays must be submitted in typed or word-processed form. Students are also required to submit their essays via Turn-it-in with a hard copy being submitted to the Departmental Office.

(H) 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 + TEST IN THE SF YEAR

NB: All students must submit logic exercises for the PI2009 Logic course during the 1st semester/MT in addition to taking a logic test towards the end of the 1st semester/MT.

RULES CONCERNING EXAMINATIONS IN SF YEAR

(A) Examinations will take place in late April/May of the academic year.

(B) **PPES** students must take the following **TWO** examination papers

1. PI2009 Logic/Philosophy of Science B
   Two hour paper
2. PI2008 History of Philosophy II B
   Two hour paper

The rubric for PI2009 exam is as follows:
Answer TWO questions, at least ONE question from each section**.**
The rubric for the PI2008 exam is as follows:
"Answer TWO questions, no more than ONE question in each of FOUR sections"

(C) Students may not repeat material from essays in examinations i.e. you cannot be assessed twice on the same material. To do so is to be liable to be penalised.

BREAKDOWN OF SF EXAMS

PPES
Logic/Philosophy of Science B
(exam + essay + logic assessment) 16.6%
History of Philosophy II B(exam + essay) 16.6%

JUNIOR SOPHISTERS

1st Semester/Michaelmas Term

Title: PI3002 Political Philosophy
(10 ECTS credits)
Lecturer(s): Dr. Stan Erraught
Contact Hours: Lectures: 22 lecture hours
Course Content/Outline:
Politics, the Political and the Post-National
After a brief look at the history of politics and the political as a philosophical concern, we will, using Kant as a pivot, examine notions central to modern liberalism – the moral status of the state, 'Right' and rights, and cosmopolitanism. We will look at the Kantian legacy as realised both by his near contemporaries, Fichte and Hegel – and his successor, Marx – and by our contemporaries: chiefly Rawls and Habermas, and as contested by the enemies of that liberalism.
Learning Outcomes:
At the end of this course students will be able to:

- Critically assess the strengths and weaknesses of contemporary political liberal thought

Recommended Texts/Key Reading:
As advised/circulated by lecturers during their lecture series
Assessment and Examination:

Assessment:	Essays x 2	50%
Examination:	1 x 3 hour examination	50%

Title: PI3004 Topics in Psychological Philosophy
(10 ECTS credits)
Lecturer(s): Prof. David Berman
Contact Hours: Lectures: 22 lecture hours
This course looks at the relationship between philosophy and psychology initially in an historical way. Among the topics to be considered are: mental imagines, the possibility of scientific introspection, mental types and the truth of

idealism. A good indication of the content and scope of the course can be seen in the Reading List.

Learning Outcomes:

At the end of this course students will be able to:

- Critically assess, employing historical examples, the role of imagery in philosophy
- Discuss whether philosophical doctrine is related to a philosopher's psychological type

Recommended Texts/Key Reading:

As advised/circulated by lecturers during their lecture series

Assessment and Examination:

Assessment:	Essays x 2	50%
Examination:	1 x 3 hour examination	50%

Title: PI3009 Logic and Philosophy
(10 ECTS credits)

Lecturer(s): Prof. James Levine

Contact Hours: Lectures: 22 lecture hours

Course Content/Outline:

Topics addressed will include: Aristotelian logic and its differences with contemporary logic; existential import; modal logic - the logic of necessity, possibility, and impossibility; and issues concerning the infinite and set theory. Throughout, we will attempt to consider both technical and philosophical aspects of the topics covered.

Learning Outcomes:

At the end of this course students will be able to:

- Critically elucidate the relationship between logic and philosophy
- Exhibit knowledge of the main developments in logic since 1800
- Critically discuss the nature and role of non-standard logic

Recommended Texts/Key Reading:

As advised/circulated by lecturers during their lecture series

Assessment and Examination:

Assessment:	Essays x 2	50%
Examination:	1 x 3 hour examination	50%

Title: PI3013 Topics in Continental Philosophy
(10 ECTS credits)
Lecturer(s): Prof. Lilian Alweiss
Contact Hours: Lectures: 22 lecture hours
Course Content/Outline
This course focuses on the nature of perception by drawing on the writings of Husserl and Merleau Ponty. What unites both thinkers is their belief that the traditional (Cartesian) model of perception is out of tune with the way we actually perceive the world. We shall explore the extent to which phenomenology provides a different account of the nature of perceptual consciousness which has a bearing on how we understand our relation to the world and our knowledge of the world around us.
Main Texts:
Don Welton ed: The Essential Husserl. Indiana University Press
Maurice Merleau-Ponty: *The Phenomenology of Perception*. Routledge.
Learning Outcomes:
At the end of this course students will be able to:
- Describe and assess key doctrines of Husserl, Merleau-Ponty and other phenomenologists
- Critically evaluate the subsequent significance of their philosophy

Recommended Texts/Key Reading:
As advised/circulated by lecturers during their lecture series
Assessment and Examination:

Assessment:	Essays x 2	50%
Examination:	1 x 3 hour examination	50%

2nd Semester/Hilary Term

Title: PI3003 Topics in Ancient Philosophy
(10 ECTS credits)
Lecturer(s): Prof. Vasilis Politis
Contact Hours: Lectures: 22 lecture hours
Course Content/Outline:

We shall study in depth Plato's *Theaetetus* and Sophist, with their two central questions: What is knowledge? and What is being? We shall then turn to Aristotle's *Metaphysics* and focus on such questions as: How, if at all, is metaphysics possible? What is the role of *aporia* in metaphysical argument? What is the relation between logic and metaphysics? Is *being* definable and, if so, what is it

Learning Outcomes:

At the end of this course students will be able to:

- Describe and assess key concepts and methods of Plato and Aristotle
- Outline their principal metaphysical doctrines
- Critically discuss the role of aporia in ancient metaphysics

Recommended Texts/Key Reading:

As advised/circulated by lecturers during their lecture series

Assessment and Examination:

Assessment:	Essays x 2	50%
Examination:	1 x 3 hour examination	50%

Title: PI3006 Topics in Analytic Philosophy
(10 ECTS credits)

Lecturer(s): Prof. Peter Simons

Contact Hours: Lectures: 22 lecture hours

Course Content/Outline:

The focus on this course will be on problems about language, thought and the world, as framed and grappled with by philosophers working in the 'analytic' tradition, including Gottob, Frege, Betrand Russell, Ludwig Wittgenstein, Alfred Tarski, Donald Davidson, Saul Kripke and David Lewis.

Learning Outcomes:

At the end of this course students will be able to:

- Describe and assess the views of focal analytic philosophers on meaning and reference
- Critically assess sceptical doctrines about meaning and reference
- Describe and assess contemporary metaphysical discussion on modality and change

Recommended Texts/Key Reading:

As advised/circulated by lecturers during their lecture series
Assessment and Examination:

Assessment:	Essays x 2	50%
Examination:	1 x 3 hour examination	50%

Title: PI3007 Moral Philosophy
(10 ECTS credits)
Lecturer(s): Prof. Antti Kauppinen
Contact Hours: Lectures: 22 lecture hours
Course Content/Outline:
The course examines second-order questions about morality – not first-order questions about what sort of things are right or wrong, but whether there are objective facts about what is right or wrong, how we can come to know them if they exist, how moral thoughts motivate, and how moral language functions.
Learning Outcomes:
At the end of this course students will be able to:
- Distinguish between first-order and second-order ethical principles
- Critically discuss the principal positions regarding the status of moral thought and discourse

Recommended Texts/Key Reading:
As advised/circulated by lecturers during their lecture series
Assessment and Examination:

Assessment:	Essays x 2	50%
Examination:	1 x 3 hour examination	50%

Title: PI3008 Philosophy of Religion
(10 ECTS credits)
Lecturer(s): Dr. Paul O'Grady
Contact Hours: Lectures: 22 lecture hours
Course Content/Outline:
This course further investigates issues treated in PI1001 /Philosophy of Religion. The focus of this course will be a critical appraisal of Aquinas's philosophy of religion. Topics will incude: the nature of analytical philosophy of religion,

faith and reason, theistic arguments, the problem of evil, the problem of naturalism, divine attributes.

Learning Outcomes:

At the end of this course students will be able to:

- Critically evaluate Aquinas as a philosopher of religion
- Grasp the issues about faith and reason
- Critically discuss theistic arguments, atheistic arguments and debates about divine attributes.

Recommended Texts/Key Reading:

As advised/circulated by lecturers during their lecture series

Assessment and Examination:

Assessment:	Essays x 2	50%
Examination:	1 x 3 hour examination	50%

GENERAL STATEMENT

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.*

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**. Students are also required to submit their essays via Turn-it-in with a hard copy being submitted to the Departmental Office.

(D) **PPES** students are required to submit **TWO** essays for **each** of the **THREE** courses as listed on the Junior Sophister Course Choice Form (i.e. a total of **SIX ESSAYS** in the year as a whole).

(E) 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.

(F) 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.

(G) Any student who fails the essay component of their year's assessment will be required to submit supplementary essays in September. 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) 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** (April/May) 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.

(D) The **grading** (or marking) scheme is the same as for the Freshman years, see above p. 15.

(D) Students may not repeat material from essays in examinations i.e. you cannot be assessed twice on the same material. To do so is to be liable to be penalised.

Further information on examination/supplemental examination details is available to PPES students on the following website:
http://www.social-phil.tcd.ie/PPES/PPES_exams.php
and follow the link on 'conventions'. Students are also advised to contact the BESS Office (which is located on the Ground Floor, Arts Building) for further clarification on any queries, etc., which may arise.

SENIOR SOPHISTERS

1st Semester/Michaelmas Term
Title: PI4024 Ancient Philosophy
***Dilemmas and Definitions* - Plato's early dialogues**
(**5 ECTS credits**)
Lecturer(s): Prof. Vasilis Politis
Contact Hours: Lectures: 22 lecture hours
Course Content/Outline:
Plato's early dialogues offer a unique example of question-based philosophical inquiry: Socrates says there is nothing more important to him than the pursuit of certain questions – ethical in the broadest sense, but not only – but at the same time he raises some important doubts about the prospect of knowing how to answer them. We shall argue that Plato conceives of such questions, and basic philosophical questions generally, as articulating radical aporiai, and that he develops a method for addressing and trying to answer such aporiai, through the famous ti esti ('What is it?') question and the search for essences. We shall consider how this account of philosophical inquiry takes scepticism seriously while at the same time trying to overcome it. The seminar will offer the opportunity to study some great dialogues in depth while engaging with these issues.
Learning Outcomes:
At the end of this course students will be able to:
- Understand two central concepts in philosophy: *Aporia* and *Definition/Essence*
- Relate these to ancient and modern debates in philosophy and beyond

Recommended Texts/Key Reading:
As advised/circulated by lecturers during their lecture series
Assessment and Examination:
Assessment: Seminar paper x 1

Examination: 1 x 1 hour examination

Title: PI4042 Metaphysics – The Metaphysics of Time (5 ECTS credits)
Lecturer(s): Prof. Peter Simons
Contact Hours: Lectures: 22 lecture hours
Course Content/Outline:
Augustine of Hippo wrote, "What then is time? If no one asks me, I know what it is. If I wish to explain it to him who asks, I do not know." Questions about the existence and nature of time have troubled metaphysicians since antiquity and continue to trouble them today. Is time real or is it an illusion? Does it exist outside the mind? Does it flow? Is the future real? Is it open or fixed? Is there more than the present? Does time exist independently of events -- can there be time with nothing happening? Is time absolute or relative? Does it have an intrinsic direction? Does it have a beginning and an end? Can it be cyclic? Can there be time travel? In this seminar we will confront these questions, with the assistance of thinkers past (Aristotle, Ockham, Newton, Leibniz, Kant, Einstein, McTaggart, Whitehead, Reichenbach, Prior) and present (Smart, Mellor, McCall, Van Fraassen, Markosian, Le Poidevin).
Suggested Preliminary Reading: R. Le Poidevin and M. MacBeath, eds., *The Philosophy of Time*. Oxford 1993.
Learning Outcomes:
At the end of this course students will be able to:

- Distinguish and critically assess the principal metaphysical treatments of time.
- Analyse and discuss in depth a selected controversy in the contemporary metaphysics of time.

Recommended Texts/Key Reading:
As advised/circulated by lecturers during their lecture series
Assessment and Examination:
Assessment: Seminar paper x 1
Examination: 1 x 1 hour examination

Title: PI4029 Ethics Well-Being and Happiness
(5 ECTS credits)
Lecturer(s): Prof.. Antti Kauppinen
Contact Hours: Lectures: 22 lecture hours
Course Content/Outline:
The question about what makes a life go best is important both for practical reasoning and for any ethical theory. In this module we survey the contemporary debate, including recent psychological work on happiness. We begin with affective and attitudinal versions of hedonism, move on to desire-satisfaction and achievement views, and finish with perfectionism and questions about mortality and life's meaning. The goal is to learn to understand and evaluate the options currently on the table, as well as the significance of the choice for ethics and politics.
Learning Outcomes:
At the end of this course students will be able to:
- Describe and assess the various theories of what constitutes the Good Life
- Critically evaluate the significance of these theories for ethics and poilitics

Recommended Texts/Key Reading:
As advised/circulated by lecturers during their lecture series
Assessment and Examination:
Assessment: Seminar paper x 1
Examination: 1 x 1 hour examination

Title: PI4032 Phenomenology
(5 ECTS credits)
Lecturer(s): Prof. Dermot Moran (UCD)
Contact Hours: Lectures: 22 lecture hours
Course Content/Outline:
This course intends to offer a critical introduction to phenomenology (the description of things as they appear, the 'what it's like' of experience) as inaugurated by Husserl, subsequently transformed by Heidegger into hermeneutical phenomenology, and later developed by Sartre and Merleau-

Ponty as existential phenomenology. Selected texts from Brentano, Husserl, Heidegger, Sartre, and Merleau-Ponty, will be read and critically discussed in terms of their contribution to the development of phenomenological philosophy. Emphasis will be placed on phenomenology as a method for describing consciousness in all its modalities, including the emotions. The course will also focus on some particular problems that have received distinctive treatment from phenomenologists: intentionality, consciousness, the emotions, the experience of the other in empathy, intersubjectivity, and embodiment.

Learning Outcomes:

At the end of this course students will be able to:

- Describe and critically assess key concepts and methods of Husserl, Heidegger, and later phenomenologists
- Outline and analyse the application of phenomenological methods to central aspects of consciousness

Recommended Texts/Key Reading:

As advised/circulated by lecturers during their lecture series

Assessment and Examination:

Assessment: Seminar paper x 1
Examination: 1 x 1 hour examination

2nd Semester/Hilary Term

Title: PI4007 Psychology/Philosophy
(5 ECTS credits)
Lecturer(s): Prof. David Berman
Contact Hours: Lectures: 22 lecture hours

Course Content/Outline:

The seminars will examine the role of psychology in philosophy, for example, the way psychological typology has been used by philosophers, such as Plato, and whether it has a use now.

Learning Outcomes:

At the end of this course students will be able to:

- Describe and assess the role of psychological typology in the views of philosophers from Plato onwards

- Critically discuss the role of psychological typology in contemporary philosophy

Recommended Texts/Key Reading:
As advised/circulated by lecturers during their lecture series
Assessment and Examination:
Assessment: Seminar paper x 1
Examination: 1 x 1 hour examination

Title: PI4017 Epistemology - Relativism
(5 ECTS credits)
Lecturer(s): Prof. Paul O'Grady
Contact Hours: Lectures: 22 lecture hours
Course Content/Outline:
This course examines the phenomenon of cognitive relativism using the model presented in O'Grady Relativism 2002 as a basis. From this starting place, recent work by Kolbel, MacFarlane and Boghossian will be assessed
Learning Outcomes:
At the end of this course students will be able to:
- Describe, analyse and critically assess the principal theories of modern cognitive relativists

Recommended Texts/Key Reading:
As advised/circulated by lecturers during their lecture series
Assessment and Examination:
Assessment: Seminar paper x 1
Examination: 1 x 1 hour examination

Title: PI4025 Post Kantian Philosophy -
Self-Reference and Self-Awareness
(5 ECTS credits)
Lecturer(s): Prof. Lilian Alweiss
Contact Hours: Lectures: 22 lecture hours
Course Content/Outline:
When we speak or think we cannot avoid making use of the personal pronoun. We say 'I think' 'I am in pain', 'I am hungry' or 'I was born in the last century'. In all these instances reference to a bearer of thought seem inevitable. Yet there are many who wish to convince us that what seems

unavoidable, in everyday talk, is nothing other than a linguistic convention. The words 'I' and 'my' are mere adornments of speech. There is a 'necessity of syntax' which compels us to speak of a positional self, however as soon as we have a closer look we come to realise that the pronoun 'I' is not a place holder for anything in particular. Indeed, without much trouble we can replace the phrase 'I was thinking' with 'there was thinking going on', and 'I am in pain with 'there is pain' since there is no self separable from the thought or the sensation of pain. Proof for this lies in the fact that we cannot perceive such a self but if at all only our objects of thoughts, feelings, sensations or impressions. This is why Hume already concluded that no introspection will ever yield a pure self. Against this view this course wishes to show why we need to hold fast to the claim that 'I' is a referring expression. There is something distinctive about the use of the first person pronoun. No description, not even one containing indexicals (other than the first person pronouns themselves) can be substituted for 'I'. We shall do this by focusing on the writings on Wittgenstein, Sartre, Kant and Husserl.

Learning Outcomes:

At the end of this course students will be able to:

- Describe and analyse the principal arguments for and against philosophical solipsism, employing examples drawn from the history of philosophy
- Critically assess whether the use of the first person singular pronoun commits us to the existence of a self

Recommended Texts/Key Reading:

As advised/circulated by lecturers during their lecture series

Assessment and Examination:

Assessment: Seminar paper x 1
Examination: 1 x 1 hour examination

Title: PI4028 Philosophy of Language
Self-Refutation Arguments: What are they, and what, if anything, do they show?
(5 ECTS credits)
Lecturer(s): Prof. James Levine

Contact Hours: Lectures: 22 lecture hours

Course Content/Outline:

Throughout the history of philosophy, the charge has often been made that a given position is "self–refuting" or that it cannot be coherently thought or stated. Such a criticism is often made, for example, against certain forms of relativism; but it is also made by Berkeley against the "realism" he opposes, as well as by critics of Kant, who claim it is "self–refuting" for him to hold that we can know nothing about things "as they are in themselves". The purpose of this seminar is to examine such "self–refutation" arguments—in particular, to consider if they have a common structure and to examine what, if anything, they establish. To do so, we will look at a number of sources, including recent writings of such philosophers as Donald Davidson ("On the Very Idea of a Conceptual Scheme"), Thomas Nagel (The View from Nowhere. The Last Word), Paul Boghossian (Fear of Knowledge), and Graham Priest (Beyond the Limits of Thought) as well as earlier writings from Parmenides, Plato, Berkeley, Kant, Russell, Wittgenstein, and John Anderson, the influential Australian philosopher. Some of the readings we will look at will attempt to articulate the structure of self–refutation arguments; others either use such arguments against others or defend themselves against the charge that their own position is self–refuting.

Learning Outcomes:

At the end of this course students will be able to:

- Identify similarities and differences in different uses of self–refutation arguments.
- Critically assess whether metaphysical conclusions can be drawn from self–refutation arguments.
- Describe and assess the role of self–refutation arguments in this history of philosophy.

Recommended Texts/Key Reading:

As advised/circulated by lecturers during their lecture series

Assessment and Examination:

Assessment: Seminar paper x 1

Examination: 1 x 1 hour examination

GENERAL STATEMENT

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. 27-28 for full breakdowns of marks for the different degree options.

Philosophy (single): Students must attend and submit essays on the topics of the six Philosophy modules as described above (5 ECTS each, three to be taken in Michaelmas term and three to be taken in Hilary term), write a dissertation on an agreed topic (20 ECTS) and sit a general examination paper (10 ECTS).
Philosophy (joint): Students must either (a) attend and submit essays on the topics of two of the Philosophy modules as described above (5 ECTS each, one to be taken in Michaelmas term and one to be taken in Hilary term) and write a dissertation on an agreed topic (20 ECTS) or (b) attend and submit essays on four of the Philosophy modules overleaf (5 ECTS, two to be taken in Michaelmas term and two to be taken in Hilary term) and sit a general examination paper (10 ECTS).

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

(A) PPES students who are 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. Students should note theses are not returned as they form part of the examinable material.

RULES IN REGARD TO THE ESSAYS FOR THE SS YEAR

(A) PPES 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. Students are also required to submit their seminar papers via Turn-it-in with a hard copy being submitted to the Departmental Office.

(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/1st Semester 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/2nd Semester must be handed in by a date usually set after the last week of Hilary 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 types 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. Seminar Paper 1 will cover material from the Michaelmas Term seminars; Seminar Paper 2 will cover material from the Hilary Term seminars.

(B) 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.

(C) There will be seminars before the end of Hilary Term/2nd semester to help students prepare for these exams.

(D) Students may not repeat material from essays in examinations i.e. you cannot be assessed twice on the same material. To do so is to be liable to be penalised.

HOW THE ABOVE RULES APPLY TO SS STUDENTS

1. **PPES** students who are taking Philosophy as a single option will sit two three–hour papers covering the material from the six seminars they have taken. (each seminar worth 5 ECTS, totalling 30 ECTS). Seminar Paper 1 paper will cover the material from

the Michaelmas Term seminars; Seminar Paper 2 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. **PPES** students taking Philosophy as a joint option 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).

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

PPES (Single)

Six seminars (exam paper + essay)	500
(In each seminar the assessment essay and exam question are of equal weighting)	
Problems Paper	166
Thesis	334
Total mark Philosophy	1000

PPES (with thesis option)

Two seminars (exam paper + essay)	166
(In each seminar the assessment essay and exam question are of equal weighting)	
Thesis	334
Total mark Philosophy	500

PPES (with exam option)

Four seminars (exam paper + essay)	334
(In each seminar the assessment essay and exam question are of equal weighting)	
Problems paper	166
Total mark Philosophy	500

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 acknoweldged. 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 plagarized 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.

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** who can be reached by e-mail.

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 €89 at the University booksellers.

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, €108.

Madeleine Farrell Memorial Prize in Philosophy of Mind
(SS Philosophy of Mind Dissertation Prize)
A prize of €250 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 Philosopy 1934-47, Berkeley Professor of Metaphysics 1953-77. It is awarded annually to the student who obtains the highest mark in the Problems in Philosophy paper at part II (Senior Sophister) of the moderatorship examination. Value, €166.

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 Senior Lecturer by 15 February. In the case of a close tie the Board may divide the prize, on the recommendation of the examiners. Value, €381.

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 have their names on the College books. No candidate may win the prize more than once, but an unsuccessful candidate may compete again.
The examination is held in Trinity Term. 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 Senior Lecturer at the beginning of Hilary Term.
The subject of the essay (200 marks) is one of a number of topics prescribed annually by the Professor of Philosophy 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, €318.

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 Professor of Philosophy and 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 in a essay relating to some aspect of his system of philosophy, as agreed by the candidate and the Head of Department. Value, €508.

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, €445.

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, €3,175.

Foundation Scholarships in Philosophy

1. **ELECTION**
   Foundation scholars are elected annually in various subjects on the result of an examination held in January 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. Applications to be sent from 5 October but not later than 2 November (of the year they sit scholarship).
   Further details are available on the following link http://www.tcd.ie/vp-cao/teo/vpteolinks.php
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 €108).

6. **EXAMINATION**

(a) Philosophy (Single Honor Philosophy)

Philosophy 1 (2 hrs 15 min)
This paper is based on PI1001 from the previous year and the first two modules of PI 2002 of the current year – there are 6 sections in this paper and students answer two questions.

Philosophy 2 (2 hrs 15 min)
This paper is based on a philosopher of the student's choice. See noticeboard for the date by which one must register for this.

Philosophy 3 (2 hrs 15 min)
This paper is based on PI1003 and PI1004 of the previous year – there are 8 sections in this paper and students answer 2 questions.

Philosophy 4 (2 hrs 15 min)
This paper is based on a topic of the student's choice. See noticeboard for the date by which one must register for this.

Equal weight is given to each paper.

Further details on the revised Scholarship Examinations 2009/10 are available on the following link http://www.tcd.ie/vp-cao/teo/vpteolinks.php

Computers

As all course assessment work must be submitted in typewritten form, 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.
  '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's office is in House 27. If you wish to make an appointment, please telephone 896- 2551or e-mail. senior.tutor@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/1st semester; weekly from the second week of Hilary term/2nd semester. 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). 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 current conveners for each year will be posted on the departmental notice-board.

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 *poitín*.'

... 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 – 1.00pm
2.00pm – 4.40pm

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

General practitioner clinics are held daily, these include:

- Minor psychiatry
- Contraception
- Smears

Vaccinations

- Eye Testing
- Sexual Health Clinic
- Confidential H.I.V. Counselling and Testing
- Ante-Natal care

Please see
http://www.tcd.ie/College_Health/healthservice/index. php 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.

A full range of services are available on http://www.tcd.ie/Careers/ and in the Careers Library, East Chapel, Front Square.

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 nay be incapable of improvement.

Work at Lower second class level will tend to posses 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 posses 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 in formed 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 posses 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 posses 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 possesses 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 WRITING ESSAYS

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.