The St Andrews & Stirling Graduate Programme (SASP)

2017/18
Handbook for MLitt Students

Copies of this Handbook are available electronically via our webpage at:
http://www.st-andrews.ac.uk/philosophy/current/pgrad/
M-Skills welcome sessions  
Monday 11 September 2017  
Parliament Hall  
South Street  
11.00-12.00, 12.15-13.15, 13.30-14.30 and 14.45-15.45

M-Skills – University Development Programme for MLitt students

M-Skills is a development programme specifically for taught postgraduate students. It aims to help you do four things:

- make the most of St Andrews
- get through your course
- what comes next?
- getting set for the workplace.

M-Skills comprises a number of workshops, lectures, online resources, mentoring schemes and networking events.

The programme is a great way for you to get ahead of the competition and develop your skills whilst you study.

M-Skills concentrates on four different areas, and some particular events and resources have been highlighted below:

1. Making the most of St Andrews
2. Getting through your course
3. What comes next?
4. Getting set for the workplace

There are 3 ways to keep in touch with what’s happening every week.

- Via this webpage  
  http://www.st-andrews.ac.uk/pgstudents/academic/advice/mskills/
- Via the M-Skills facebook page:  
  www.facebook.com/MSkills
- Via e-newsletters which you should automatically receive.

There’s a special M-Skills Moodle page which you’ll need to enrol on using your student ID. Here you’ll find online skills workshops on topics like Professional Conduct, Leadership and Presentation Skills; useful links and resources to help you develop your IT skills.
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1. Welcome from the Directors of the Programme

We would like to welcome you to the St Andrews/Stirling Philosophy Graduate Programme and specifically to the MLitt programme which begins in September 2017.

This handbook is designed to provide all of our MLitt students with essential information about the Departments and their joint MLitt programme. Please take a few moments to read it carefully and retain it as a source of reference through the year.

You should also refer to the University Student Handbook. This includes information on: Academic Information, Academic Regulations and Codes of Practice, Employment, Financial Information, Health, Library and Information Services, Student Organisations, Student Services and Student Support and Guidance. The handbook also offers straightforward advice on issues relating to the codes which represent University policy. It can be found on-line at: http://www.st-andrews.ac.uk/studenthandbook

St Andrews and Stirling together form Scotland’s premier centre for philosophy and one of the top philosophy schools in the United Kingdom. The philosophical ambience is intense, friendly and co-operative.

The programme maintains a staff of authoritative researchers that is large enough to teach a comprehensive and flexible range of graduate courses, and to supervise research projects. It offers graduate teaching at a level that matches the best graduate programmes elsewhere in the world, in a wide area of philosophy and the history of philosophy.

In the latest edition of the Philosophical Gourmet Report, the most highly regarded ranking of philosophical graduate programmes, SASP was ranked as 3rd best in the UK. Philosophy at St Andrews was ranked top in Scotland and fifth in the UK in the UK Research Excellence Framework. In St Andrews 39% of the overall Philosophy profile met the standard for the 4* world-leading research grade, with a further 44% rated 3* internationally excellent and the remainder internationally recognised. In addition, 70% of the work submitted in the research environment category met the standard for 4* world-leading research with the REF Panel noting in particular the success of the SASP programme in placing students in academic posts following graduation. In Stirling 62% of the overall Philosophy profile met at least the standard for the 3* internationally excellent grade and 80% of the work submitted in the research environment category also met the standard for internationally excellent work.

The Department of Philosophy in St Andrews has excellent facilities and is based in Edgecliff on The Scores. The majority of your teaching will take place in St Andrews and most of this within Edgecliff. This is where you will find the Departmental Office. Diane MacLachlan is the Postgraduate Course Administrator and will be pleased to help you in person and welcome you to the Department.

We hope that you will work hard this year and enjoy your time in both Departments of Philosophy.

Best Wishes for a successful year!

Dr Barbara Sattler/Professor Jens Timmermann  
Director of the MLitt programme  
St Andrews

Dr Philip Ebert  
MLitt Co-ordinator (Stirling)  
Stirling
2. About the SASP Programme

The graduate programmes of the departments of philosophy at the University of St Andrews and the University of Stirling are now fully merged into the St Andrews/Stirling Philosophy Graduate Programme (SASP). All philosophy graduate students at either St Andrews or Stirling are now students in this combined graduate Programme.

The joint graduate programme is overseen by a Joint Committee – made up of three academics from each of the two participating departments – which meets at least once in each semester.

For 2017/18, the SASP programme is administered at St Andrews, in Edgecliffe on The Scores, the home of the St Andrews Department of Philosophy.

The Director of Graduate Studies in semester 1 2017/18 is Dr Patrick Greenough (extension 2481, room 202, pmg2@st-andrews.ac.uk) and in semester 2 2017/18 Dr Justin Snedegar (extension 2411, room B11, js280@st-andrews.ac.uk). The Deputy Directors of Graduate Studies are Dr Derek Ball (extension 1795, room 110, db71@st-andrews.ac.uk) and Dr. Philip Ebert (p.a.ebert@stir.ac.uk).

3. About the MLitt Programme.

The SASP MLitt Programme is administered and mainly taught at St Andrews, in Edgecliffe on The Scores, the home of the Philosophy Department. Note, however, that in semester 1, two modules will be taught at the Department of Philosophy at Stirling.

The Director of the MLitt programme for semester 1 2017/18 will be Dr Barbara Sattler (extension 2474, room 209, bs21@st-andrews.ac.uk) and for semester 2 2017/18 Professor Jens Timmermann (extension 2468, room 205, jt28@st-andrews.ac.uk). They are your point of contact as regards any issues that may be affecting your academic progress.

The MLitt Co-ordinator in Stirling is Dr. Philip Ebert (p.a.ebert@stir.ac.uk). He is there to hear about questions or concerns about the Stirling day.

Ms. Diane MacLachlan (extension 2487, room G09, sasp@st-andrews.ac.uk) is the Postgraduate Course Administrator for the SASP programme. She will help you with practical inquiries and arrange meetings with teaching staff when necessary. Diane is your first point of contact if you have any queries about the Programme.

The main Philosophy Departmental Office is in Room G09, Edgecliffe.

4. Initial Meeting and Postgraduate Welcome Reception

All Philosophy MLitt students should attend an initial meeting at 3:30pm on Tuesday 12 September in Room 104, Edgecliffe. This will be followed at 5.30pm by a party for all Philosophy graduate students, which will be held in Edgecliffe. This is an opportunity for you to get to know one another, and also to meet returning graduate students and members of staff.

5. MLitt Advisors

Every MLitt student will be assigned an Advisor at the beginning of Semester 1. You should contact your assigned Advisor - either by email or in person - as soon as the assignment is circulated to introduce yourself and, if needs be, arrange to have a brief face-to-face meeting. You should consult your Advisor for general guidance on essay planning, essay writing,
academic conduct, and for advice on how best to apply for a PhD place. Your Advisor will also be able to guide your choice of dissertation supervisor. Indeed, in many cases, your Advisor may turn out to be your dissertation supervisor. Finally, your Advisor is also your first point of contact to discuss any personal or health issues which may be affecting your academic performance. (Note: your advisor is not expected to read and comment on drafts of your coursework essays.)

6. **Reading Party**

There is a reading party for postgraduate students and staff once a year. The Reading Party bases itself on one or another country retreat in beautiful surroundings: a fine opportunity for seeing Scotland, hiking, and sampling Scottish food and drink, with the give and take of philosophy in the evenings.

This year, the reading party will take place on the weekend of 20 - 23 October 2017 at Comrie Croft, Perthshire ([http://www.comriecroft.com/](http://www.comriecroft.com/)). Full details of the Reading Party will be circulated at the start of the session.
Section A: Planning Your Studies

7. Contact Information

7.1 Philosophy School President

The Philosophy School President for 2017/18 is Antonia Zimmermann. The School President is your representative and his/her role is to make representations on behalf of the students within their School to the University. The broad aim of the School president system is to improve communications and cooperation between students and staff, for the mutual benefit of both. You can contact Anna directly at philosophypresident@st-andrews.ac.uk.

The School President will act as a link between the student sabbatical officers of the Students’ Association and the class representatives. The School President is the chair of the Philosophy Staff-Student Consultative Committee, will attend all President Forums, and regularly communicate issues to the Director of Teaching on behalf of students. For more information on the Staff-Student Consultative Committee and the Class Rep system, see Section C, 18 below. Further information about school president can be found at: http://www.st-andrews.ac.uk/staff/teaching/engagement/presidents/

7.2 Key University Contacts

University Switchboard (01334) 476161
Student Advice & Support Centre (01334) (46)2020
Academic Registry – transcripts, graduation, fees (01334) (46)3097/2119
Academic Registry – Postgraduate – Arts/Divinity (01334) (46) 2136

7.3 Key School Contacts

St Andrews (Note: telephone prefix 01334 46 and email address @st-andrews.ac.uk)

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Telephone</th>
<th>Email</th>
</tr>
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<tbody>
<tr>
<td>Head of School</td>
<td>Professor Mark Harris</td>
<td>ext. 2981</td>
<td>philhos</td>
</tr>
<tr>
<td>Deputy Head of School</td>
<td>Professor Katherine Hawley</td>
<td>ext. 2469</td>
<td>kjh5</td>
</tr>
<tr>
<td>Head of Department</td>
<td>Professor James Harris</td>
<td>ext. 2472</td>
<td>jah15</td>
</tr>
<tr>
<td>Director of Teaching</td>
<td>Dr Lisa Jones</td>
<td>ext. 2489</td>
<td>phildot</td>
</tr>
<tr>
<td>Director of Research</td>
<td>Professor Katherine Hawley</td>
<td>ext. 2469</td>
<td>kjh5</td>
</tr>
<tr>
<td>Disability Coordinator</td>
<td>Mrs Katie Allan</td>
<td>ext. 2493</td>
<td>ka22</td>
</tr>
<tr>
<td>Examinations Officer</td>
<td>Dr Simon Prosser</td>
<td>ext.2473</td>
<td>sjp7</td>
</tr>
<tr>
<td>Health &amp; Safety Officer</td>
<td>Mrs Katie Allan</td>
<td>ext. 2493</td>
<td>ka22</td>
</tr>
<tr>
<td>Honours Adviser</td>
<td>Professor Sarah Broadie</td>
<td>ext. 2494</td>
<td>sjb15</td>
</tr>
<tr>
<td>Sub honours Coordinator</td>
<td>Dr Alex Douglas</td>
<td>ext.4437</td>
<td>axd</td>
</tr>
<tr>
<td>School Administrator</td>
<td>Mrs Katie Allan</td>
<td>ext. 2493</td>
<td>ka22</td>
</tr>
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Stirling (Note: telephone prefix 01786 46 and email address @stir.ac.uk)

<table>
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<th>Position</th>
<th>Name</th>
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<tbody>
<tr>
<td>Head of Department</td>
<td>Professor Mike Wheeler</td>
<td>ext. 7555</td>
<td>m.wheeler</td>
</tr>
<tr>
<td>Deputy Director of Graduate Studies</td>
<td>Dr Philip Ebert</td>
<td>ext. 7551</td>
<td>p.a.ebert</td>
</tr>
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Postgraduate Course Administrator
Ms. Diane MacLachlan ext. 2487, sasp@st-andrews.ac.uk
School Office, room G09 Edgeclifffe
Opening hours: 9.00 – 13.00 and 14.00 – 17.00
Please contact the Postgraduate Course Administrator for assistance in the absence of academic members of staff.

**Semester 1 Module Co-ordinators:**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Co-ordinator</th>
<th>Extension</th>
<th>Email Address</th>
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<tbody>
<tr>
<td>PY5101</td>
<td>Current Issues I</td>
<td>Prof. Rowan Cruft</td>
<td>ext. 6230</td>
<td>rowan.cruft</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr Sonia Roca-Royes</td>
<td>ext. 7594</td>
<td>sonia.rocaroyes</td>
</tr>
<tr>
<td>PY5103</td>
<td>Research Methods</td>
<td>Dr Kent Hurtig</td>
<td>ext. 7560</td>
<td>kent.hurtig</td>
</tr>
<tr>
<td>PY5201</td>
<td>Classical Philosophy</td>
<td>Dr Barbara Sattler</td>
<td>ext. 2474</td>
<td>bs21</td>
</tr>
<tr>
<td>PY5205</td>
<td>Origins of Analytical Phil.</td>
<td>Prof. Peter Sullivan</td>
<td>ext. 7558</td>
<td>p.m.sullivan</td>
</tr>
<tr>
<td>PY5312</td>
<td>Aesthetics</td>
<td>Prof. Berys Gaut</td>
<td>ext. 2490</td>
<td>bng</td>
</tr>
<tr>
<td>PY5319</td>
<td>Topics in Recent Moral Theory</td>
<td>Prof. Tim Mulgan</td>
<td>ext. 2407</td>
<td>tpm6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr Theron Pummer</td>
<td>ext. 2432</td>
<td>tgp4</td>
</tr>
<tr>
<td>PY5403</td>
<td>Intuitions &amp; Philosophical</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Methodology</td>
<td>Prof. Jessica Brown</td>
<td>ext. 2477</td>
<td>jab30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr Adam Etinson</td>
<td>ext. 2467</td>
<td>ae45</td>
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**Semester 2 Module Co-ordinators:**

<table>
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<th>Module Code</th>
<th>Module Title</th>
<th>Co-ordinator</th>
<th>Extension</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY5102</td>
<td>Current Issues II</td>
<td>Dr Derek Ball</td>
<td>ext. 1795</td>
<td>db71</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr Simon Prosser</td>
<td>ext. 2473</td>
<td>sjp7</td>
</tr>
<tr>
<td>PY5202</td>
<td>Kant</td>
<td>Prof. Jens Timmermann</td>
<td>ext. 2468</td>
<td>jt28</td>
</tr>
<tr>
<td>PY5214</td>
<td>Wittgenstein</td>
<td>Dr Colin Johnston</td>
<td>ext.</td>
<td>colin.johnston</td>
</tr>
<tr>
<td>PY5302</td>
<td>Advanced Logic</td>
<td>Prof. Peter Milne</td>
<td>ext. 7562</td>
<td>peter.milne</td>
</tr>
<tr>
<td>PY5213</td>
<td>Texts in the History of Political Philosophy</td>
<td>Prof. James Harris</td>
<td>ext. 2472</td>
<td>jah15</td>
</tr>
<tr>
<td>PY5310</td>
<td>Philosophy of Mind</td>
<td>Prof. Michael Wheeler</td>
<td>ext. 6243</td>
<td>m.w.wheeler</td>
</tr>
<tr>
<td>PY5315</td>
<td>Philosophy of Law</td>
<td>Dr Ben Sachs</td>
<td>ext. 4439</td>
<td>bas7</td>
</tr>
<tr>
<td>PY5318</td>
<td>Political Philosophy</td>
<td>Dr. Elizabeth Ashford</td>
<td>ext. 2470</td>
<td>ea10</td>
</tr>
<tr>
<td>PY5324</td>
<td>Philosophy of Logic</td>
<td>Dr Kevin Scharp</td>
<td>ext. 2453</td>
<td>ks70</td>
</tr>
</tbody>
</table>

8. **Semester Dates 2017/18**

Full information can be found at [https://www.st-andrews.ac.uk/semesterdates/2017-2018/](https://www.st-andrews.ac.uk/semesterdates/2017-2018/)

- **Orientation Week:** Week commencing Monday 11 September 2017
- **Martinmas Semester:** Monday 18 September 2017 – Friday 22 December 2017
- **Independent Learning Week:** Monday 23 October 2017 – Friday 27 October 2017
- **Graduation:** Thursday 7 & Friday 8 December 2017
- **Revision Period:** Monday 4 December – Friday 10 December 2017
- **Examinations:** Monday 11 December 2017 – Thursday 21 December 2017
- **Christmas Vacation:** Saturday 23 December 2017 – Wednesday 3 January 2018
- **Candlemas Semester:** Monday 29 January 2018 – Friday 25 May 2018
- **Spring Vacation:** Saturday 17 March 2018 – Sunday 1 April 2018
- **May Day Holiday:** Monday 7 May 2018
- **Revision Period:** Saturday 28 April 2018 – Sunday 13 May 2018
- **Examinations:** Monday 14 May 2018 – Friday 25 May 2018
- **Graduation:** Monday 25 June 2017 – Friday 29 June 2018
9. Useful Information

This section provides you with the details of various documents, guides and webpages that you may find useful during the course of the year.

9.1 The Departmental Websites

The Department of Philosophy website for postgraduate students at St Andrews can be found at: http://www.st-andrews.ac.uk/philosophy/current/pgrad/

The website contains full details regarding the Department and its staff, research, teaching programmes, study resources, events and activities. You should refer to it regularly.

The Department of Philosophy website at Stirling can be found at: http://www.stir.ac.uk/arts-humanities/about/law-philosophy/

9.2 Matriculation

All students must matriculate each academic session to allow them to continue with their studies and attend classes.

Taught Postgraduate students are expected to matriculate during Orientation Week before Semester commences. Students should ensure that they have completed the on-line matriculation process by the end of Wednesday 13 September.

9.3 Student Support and Guidance

For advice and support on any issue, including academic, financial, international, personal or health matters, or if you are unsure of who to go to for help, please contact the Advice and Support Centre, North Street, 01334 462020, theasc@st-and.ac.uk.

You may wish to obtain advice and guidance from within your School in the first instance. If so you should contact your MLitt Advisor who will identify the most appropriate person to assist you.

9.4 Disability Support

If for disability reasons you require support for example; teaching and exam arrangements, please contact the Disability Team in Student Services who can provide support for a wide range of disabilities such as; learning difficulties, visual and hearing impairments, mobility difficulties, Asperger’s, mental health, long standing medical conditions and much more. See https://www.st-andrews.ac.uk/students/advice/disabilities/ for more information.

9.5 Harassment and Bullying Support

The University of St Andrews is committed to equality of opportunity and will not tolerate harassment and/or bullying of one individual or group in the University community by another. All members of the University community have the right to work and study in an environment that encourages harmonious relationships; all individuals should be treated with dignity and respect so that they can fulfil their personal potential in a professional working and learning environment.
If you are being harassed or bullied, the University will offer you support and facilitate the process to ensure resolution of the problem. Please talk to someone for help and support rather than leaving your job or studies. For more information please see http://www.st-andrews.ac.uk/staff/policy/hr/harassmentandbullyingatworkandstudy/

9.6 Support for Caregivers

If you have care responsibilities and would like to learn what additional support is available to you to assist you during your studies at St Andrews, please contact the Advice and Support Centre, North Street, 01334 462020, theasc@st-and.ac.uk.

9.7 Relations between Staff and Students

The University promotes itself as a community where people work and/or study together. It seeks to promote harmonious relations between all members of that community, including between members of staff and students. At the same time the University regards relationships between members of staff and a student – for whom they have, or are likely to have some specific academic, professional, management or pastoral responsibility – as an important professional issue, particularly where relationships are close, intimate/or exclusive. For more information please see https://www.st-andrews.ac.uk/staff/policy/hr/relationsbetweenstaffandstudents/

9.8 The Careers Centre

The Careers Centre exists to enable current students and graduates of St Andrews to make and successfully implement decisions about what they will do next in their lives. The Centre strives to communicate the entire range of available options and to encourage and enable individuals to identify the options which would suit them best. The Careers Centre website can be found at: http://www.st-andrews.ac.uk/careers/

9.9 CAPOD (Centre for Academic, Professional & Organisational Development)

CAPOD is the University’s central point for assistance with teaching and learning. It aims to encourage excellence and innovation in learning and teaching by providing support and guidance for students and staff and its key areas are:

- Learning and Study Support - help and advice on academic study skills
- Maths Support Centre - one-to-one help with mathematics problems (including logic)
- Study Skills Courses - academic writing, presentations skills, time management, exams etc.
- e-Learning - how to use the university's online learning environment
- Introduction to Tutoring/Demonstrating and Assessment - a 1.5 day course for postgraduates who will be tutoring, demonstrating or marking in their Schools.

CAPOD’s website is: http://www.st-andrews.ac.uk/capod/

9.10 In-sessional English Language Support Service

The In-sessional English Language Support Service offers free language support to matriculated students who are non-native speakers of English. Support is offered in a number of forms, ranging from one-to-one tutorials to weekly workshops on writing, conversational speaking and grammar. Further information is available on the website: https://www.st-andrews.ac.uk/elt/
If you would like further information, please contact Jane Brooks, In-sessional English Language Support Coordinator, ajb31@st-andrews.ac.uk.

9.11 Communication/Use of Email

Your University email account is the official means of communication for the University and you are therefore reminded that you should read your emails at least every 48 hours (particularly during the academic year). You can arrange to have your University email account automatically forwarded to your personal non-University account. However you should be aware that there may be problems with this and you should check regularly to make sure the forwarding is working.

9.12 Recording Devices in Lectures

If you have a disability or some medical condition which means that you are unable to take notes in lectures, you may seek permission from Student Services to use a voice recorder or other computer-based device to record lectures and/or tutorials. If you are not authorised by Student Services to record lectures then you must request permission from the relevant academic member of staff prior to the lecture taking place. More information is available at: https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/recording-lectures.pdf

9.13 Personal Details

You are responsible for ensuring that your contact details are kept up to date. You may do this at any time during the year via your e-Vision account which can be accessed from the Current Students section of the University home page.

9.14 Tuition Fees/Student Fees

For full information on the Tuition Fees that you will be liable to pay throughout your studies go to http://www.st-andrews.ac.uk/students/money/.

Graduating in person or in absentia marks the end of your degree or diploma course of studies at the University of St Andrews. If you have been accepted onto a new degree or diploma programme at the University, the new programme is separate and distinct from the course of studies from which you are about to graduate, and you will be liable for all fees associated with that new programme.

9.15 Purchase of Course Materials

You will be required to purchase module textbooks and coursepacks as part of your studies in Philosophy. Further details will be provided by your Module Coordinator at the start of the semester.

All coursepacks will be sold via the online shop which is available at: https://onlineshop.st-andrews.ac.uk/ and you will collect your coursepack on presentation of your receipt from the online shop at either the Departmental Office or during your first lecture.

9.16 First Aid/Safety

A first-aid box is located in Edgecliffe in room 101. The nominated First Aiders in the building are Katie Allan (room B01, ext. 2493) and Moira Gilruth (room G04, ext. 2484).
Notices are displayed detailing your exit routes and assembly points in the event of fire. All students should familiarise themselves with this information.

The School Safety Officer is Mrs Katie Allan, Senior Administrator (ka22@st-andrews.ac.uk). Any hazards or safety-related incidents should be reported to the School Safety Officer or the Departmental Office (room G09, Edgeclifffe) immediately.

Students are reminded that the misuse of any Safety, Fire or First Aid equipment will result in discipline.

**9.17 Ethical Approval**

All research in all Schools of the University that involves data collection from questionnaires, interviews of, interactive investigation of, experimentation upon or demonstrations involving living human subjects, tissues and / or other samples requires formal approval from the University Teaching and Research Ethics Committee (UTREC).

It is University policy that any research involving children under 18 should be reviewed by the UTREC Child Panel and that the researcher should hold an ‘Enhanced Disclosure Scotland’ (EDS) certificate. The principal supervisor is responsible for ensuring that the student has received the appropriate ethical clearance from UTREC and the Child Panel prior to research commencing.

It is a requirement that any undergraduate honours or Masters dissertation or PhD thesis that requires ethical approval from UTREC has the letter or email of ethical approval bound into the appendix before submission.

**9.18 Academic Flexibility for Students with Recognised Sporting Talent**

There is a policy which allows eligible students (with the permission of the School and Sports Performance Manager) to have time off from their studies in order to participate in key sporting tournaments and competitions. Further information is available from Debby Sargent, Department of Sport and Exercise (email dls4) or see the policy [http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/sports%20flexibility.pdf](http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/sports%20flexibility.pdf)

**9.19 Printing and Binding**

The University’s Print & Design Unit is ideally set up to print and/or bind your dissertation and thesis. You can send your material in PDF format (with a note of pages to be printed in colour) to: printanddesign@st-andrews.ac.uk and then they will be in touch when your job is ready. Price lists and further information: [http://www.st-andrews.ac.uk/printanddesign/](http://www.st-andrews.ac.uk/printanddesign/)

**10. MLitt Programme – Structure and Module Choices**

**10.1 Programme Structure**

In Semester 1 you will take two core modules (PY5101 Current Issues I and PY5103 Research Methods) and one optional module.

There will also be a Basic Logic seminar open to all. This will not be subject to formal assessment. This seminar will begin in week two. If you would like to sign up, please contact the Postgraduate Course Administrator.
In Semester 2 you will take one **core** module (PY5102 Current Issues II), and two optional modules.

The full details of all modules available in 2017/18 are listed below. Please note that under-subscribed optional modules may be withdrawn, so it may not always be possible to accommodate late changes in your chosen modules.

### 10.2 Teaching in Stirling

In Semester 1 the two **core** modules (PY5101 Current Issues I and PY5103 Research Methods) will be taught in Stirling on Mondays. A coach will take you to and from Stirling.

If you have a health or a personal disability which may make travel by coach difficult for you please let either the Director of the MLitt programme or the Postgraduate Course Administrator know as soon as possible.

The coach will leave from North Street, outside College Gate. For the first day of classes, please be ready to leave by 9am on Monday 18 September. (We will be assembling outside Edgecliffe a few minutes earlier, and walking over to the bus at 8:50am.)

Apart from the Stirling day, modules are usually taught in St Andrews. Occasionally other modules taken by a small group of students might be held at Stirling; if that is the case your travel expenses will be met by the SASP Programme.

### 10.3 Failure to Complete Academic Advising

All students must complete the academic advising process, in each academic year in which they are actively engaged in their programme of studies. This requires meeting their Adviser of Studies in person.

Students are fully expected to complete the academic advising process by the advertised advising deadline of Wednesday of Orientation Week or the semester two equivalent. Students failing to do so are at risk of serious detriment to their studies, and may be denied access to some modules.

Entrant students who have not completed academic advising by Monday of the third week of semester will be required to re-apply through the normal Admissions route.

Returning students who have not completed academic advising by Monday of the third week of semester will be placed on compulsory Leave of Absence for at least one semester. Further information available at [https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/FailuretoCompleteAcademicAdvising.pdf](https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/FailuretoCompleteAcademicAdvising.pdf)

### 10.4 Re-Advising/Changing Modules

Students are ordinarily allowed to change modules only during the first week of each semester. After the first week your Adviser of Studies or Programme Coordinator must place a special request, on your behalf, to the appropriate Pro Dean. No matter what level of module you are studying, you must contact your Adviser of Studies or Programme Coordinator to obtain the necessary approval for any change.

You must not, in any circumstances, enrol yourself into a new module or simply start attending the classes for a new module, at any level, without being officially re-advised. Advising is one of the primary means by which your academic record is maintained and exam schedules are
produced, and unless you ensure that this is kept up to date you may find you will not receive the credit for the modules you have taken or that you have a clash in your exam timetable.

10.5 Module Confirmation

Following Re-Advising students have a two week period to check and confirm that their module choices are correct. Students will be contacted in Week 3 of each semester with details of how to complete this requirement.

10.6 Withdrawal from a Module

If you wish to withdraw from a module after the first week of a semester, you should discuss the matter with the Director of the MLitt who will then contact the Pro Dean (Advising) to seek the appropriate approval.

10.7 Withdrawal from Studies

If you are considering withdrawing from your studies at the University you should discuss the matter with the Director of the MLitt in the first instance. You should arrange to do this as early as possible as there are often alternative options open to you that would not require the final step of permanent withdrawal from the University. If you do decide you wish to withdraw from your studies you must contact your Registry Support Officer who will be able to offer guidance on your options and who will ensure that the process is completed correctly. You should be aware that there are fee implications, as well as implications to your leave to remain in the UK if you are an overseas student, when you withdraw from your studies part of the way through an academic year. You should therefore ensure you contact the Money Adviser and the International Adviser in Student Services to obtain early advice on the final implications of your decision before you complete your withdrawal. Further information available at: https://www.st-andrews.ac.uk/students/academic/academic-advising/glossary/withdrawal/

10.8 Location of Studies

All students are expected to reside at a term address within a commutable distance from St Andrews during their study unless they have formal permission from the University of St Andrews for their study location to be outside St Andrews. This permission can be granted for academic purposes: for example, to conduct essential research. This permission can also exceptionally be granted for non-academic purposes at Undergraduate or at Taught Postgraduate level with the support of the School and with agreed mechanisms in place for continued academic support. The relevant Pro Dean can be involved when the request is complex or when the School refers a case to the Registry Officer.

The University has a duty of care to all students and therefore must be able to contact all students at any point during their programme of study. In addition, the University must hold the current address for all students as well as an historic trail of previous addresses. It is also expected that students can readily access academic advice throughout academic study and that agreed mechanisms are in place to support this.

For students requiring a visa to study in the UK, the Home Office has introduced regulations also requiring Tier 4 Sponsors to hold the latest address of study for students as well as an historic trail of previous addresses. The University must be able to show that the address we hold for a student, who has leave to remain in the UK on a Tier 4 licence, is accurate and that where students are not resident in St Andrews in term-time, they have permission to be outwith St Andrews. We must also demonstrate that students can engage appropriately with their studies at this location.
The University defines “commutable distance from St Andrews” as a distance from St Andrews permitting students to attend the University during core working hours on a daily basis if required to do so.

All students who require their term address to be outwith the commutable distance from St Andrews for any reason must seek formal approval prior to the commencement of their programme of study, or prior to changing address. All students who require to be away from their term address; for example, to engage in fieldwork or research away from St Andrews, for a period must have the permission of the relevant Pro Dean.

Taught Postgraduate students who wish their term address to be outwith the commutable distance from St Andrews or plan to be away from their term address for a period of more than 10 consecutive days must first seek approval unless they are participating in an approved Study Abroad, External Placement or Collaborative Degree Programme which requires them to study away from St Andrews, for which the university has established a written agreement that specifies the alternative location(s) of study.

Permission can be granted by the Head of School (or delegate) for academic purposes such as research in another laboratory, access to libraries, field work etc. For non-academic purposes, the request must be forwarded to the relevant Registry Officer who may refer complex cases to the Pro Dean (Taught Postgraduate) or the Pro Dean (Undergraduate).

The Registry Officer, acting on behalf of the Pro Deans, can grant approval only in exceptional circumstances for a student to be resident outside the commutable distance from St Andrews for non-academic purposes. Postgraduate taught students are expected to reside at their term address for the duration of their programme, including the dissertation period. If permission to reside outside the permitted distance is granted, on academic or non-academic grounds, an agreed mechanism for continued academic support must be in place. Once approved, the consent and new address must be placed on the student record maintained in Registry.

For more detailed information please read the University policy on Location of Studies which can be found at http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/location-of-studies.pdf

10.9 Leave of Absence

The term ‘Leave of Absence’ is used to denote a period of time where the University permits a student to disengage with their studies and return at a later date. Where a student is granted Leave of Absence during a semester, any progress in all modules within that semester will be removed from the student's record and replaced with an indication that Leave of Absence was taken.

Leave of Absence can be applied for by a student but is not a guaranteed right, and falls within the scope of Senate regulations.

The granting of Leave of Absence may also alter the student’s circumstances in such a way that non-University legislation and policy are affected (such as funding body requirements, visa regulations and council tax liability). It is the student’s responsibility to ensure that they make themselves aware of the implications, and meet any additional requirements that a change of circumstances may impose upon them.
While the University cannot guarantee that the same programme of study will still be available following a Leave of Absence period, the University keeps a note of students on leave and will ensure when making such changes that there are acceptable pathways available for completion.

A student may apply to the Registry Officer (Student Support) for a Leave of Absence in any semester where exceptional circumstances have affected, are currently affecting, or will affect the ability of the student to engage with their studies. For more detailed information please read the University policy on Leave of Absence which can be found at https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/leave-of-absence.pdf

10.10 MLitt Option Modules 2017/18

Semester 1 Modules:

PY5101 Current Issues 1 (core)
PY5103 Research Methods (core)

PY5201 Classical Philosophy (H) (LM)
Dr. Barbara Sattler and Professor Sarah Broadie

PY5205 Origins and History of Analytic Philosophy (H) (LM) (EML)
Professor Peter Sullivan

PY5312 Aesthetics (MPL)
Professor Berys Gaut

PY5319 Topics in Recent Moral Theory (MPL)
Professor Tim Mulgan and Dr Theron Pummer

PY5403 Intuitions and Philosophical Methodology (EML)
Professor Jessica Brown and Dr Adam Etinson

Semester 2 Modules:

PY5102 Current Issues II (core)

PY5203 Kant (H) (MPL)
Professor Jens Timmermann

PY5213 Texts in the History of Political Philosophy (H) (MPL)
Professor James Harris and Dr. Alex Douglas

PY5214 Wittgenstein (H) (LM) (EML)
Dr Colin Johnston

PY5302 Advanced Logic (LM)
Professor Peter Milne

PY5310 Philosophy of Mind (EML)
Professor Michael Wheeler

PY5315 Philosophy of Law (MPL)
Dr. Ben Sachs
PY5318 Political Philosophy (MPL)
Dr. Elizabeth Ashford and Dr. Adam Etinson

PY5324 Philosophy of Logic (LM) (EML)
Dr. Kevin Scharp

Note: all option modules can be taken on the MLitt in Philosophy and as noted on other programmes.

Key:
(EML) – option module on MLitt in Epistemology, Mind and Language
(H) – option module on MLitt in History of Philosophy
(LM) – option module on MLitt in Logic & Metaphysics
(MPL) – Option module on MLitt in Moral, Political & Legal Philosophy

10.11 Module Descriptions for Semester 1

PY5101 Current Issues I (core)

This module, together with PY5102 Current Issues II in semester 2, covers recent work in four central areas of philosophy, each of them in a section of 11 hours. The four areas are Epistemology, Ethics, Philosophy of Language and Philosophy of Mind.

Epistemology and Ethics will be covered in PY5101, Philosophy of Language and Philosophy Mind will be covered in PY5102.

The Epistemology section will include topics from among the following: definition of knowledge; tracking and reliability conditions for knowledge; modal requirements on knowledge (safety and sensitivity); scepticism, contextualism and closure; peer-disagreement.

The Ethics section will include topics from among the following: the relation between morality, human nature and the diversity of human practices and societies; what the concept of rights adds to a morality of duties, goals and reasons; double effect and the moral significance of intention; questions in meta-ethics about the supervenience of the normative on non-normative facts.

PY5103 Research Methods (core)

The Research Methods module is a core module for all students taking the Graduate Diploma, MPhil or MLitt programme. The module aims to foster the range of skills required for independent research in philosophy. These skills run from the most concretely practical, such as knowledge of the main research resources and how to access them, to the most abstract, such as the ability to uncover the background and context of a specific issue (how it originated, what framework is presumed in a particular author’s treatment of it, what other ways of thinking of the issue might be available, what literature is relevant to it, and so forth) in a way that allows one to develop an independent conception of how the issue is best addressed.

While these are general skills that will be important in your work in any branch of philosophy, they can be developed only in application to some substantive philosophical position or issues. For that reason, the module is run as a book seminar; weekly meetings will involve discussion introduced by student presentations on issues drawn from or connected with the chosen book.
We subdivide the module into up to four seminar groups, so that students can choose to work on issues closer to their own research priorities. If you are on the MLitt in Philosophy you are able to choose from any of the seminar groups listed below. However, if you are enrolled onto one of our other MLitt programmes, you will be assigned automatically to the relevant seminar group as noted below.

We have selected four books which between them cover most of the core areas of the subject and which, we think, are important in themselves and provide ample material for discussion. They are:

(A) **Epistemology, Language, Mind (EML)**  
Seminar Leaders – Giovanni Merlo & Giacomo Melis  
Gilbert Harman *Change in View*  
(Massachusetts Institute of Technology Press, 1986)

Rational agents can update their beliefs in the light of new evidence. I may revise my belief that there is an oasis in front of me upon learning that I am the victim of a hallucination. I may reduce my confidence in the conclusion of a logical proof if I am told by an expert that the proof contains a mistake. The central question of this stream is: what are the principles that govern rational belief revision and how do they work together to guide the agent's epistemic endeavours? In addressing this question, we will consider a number of important distinctions, such as those between positive evidence and defeaters, logic and reasoning, full and graded beliefs, prima facie and all things considered reasons, first-order and higher-order evidence.

Our main text will be Gilbert Harman’s *Change in View* (MIT Press, 1986), which we will read in its entirety, or near entirety. Other readings will be made available during the course.

(B) **Moral, Political, Legal (MPL)**  
Seminar Leader – Kent Hurtig  
*Weighing Reasons*, edited by Errol Lord & Barry Maguire, OUP, 2016

This seminar explores various questions about the structure of the normative domain—the domain concerned with what we have reason to do, ought to do, and so on. These include questions about the nature of different normative properties and concepts, how they interact with the context, and especially how they interact with one another. A large part of the stream will focus on interactions between normative reasons—considerations that somehow count in favour of acting in a certain way or having a certain attitude. In particular, we will investigate the ways in which reasons interact and compete to determine what we ought to do, all things considered. This will involve discussion of when we have reason to act in certain ways, as well as how to determine the weight of those reasons. This is important for determining which of a range of potential actions the reasons we have most reason to do, and so is clearly relevant for ethics and normative philosophy more generally.

We will also explore similar kinds of questions about the nature and structure of value. For example, states of affairs have various aspects that are evaluatively relevant. There is thus a question of how these aspects interact to determine the overall value of the state of affairs. This is crucial for evaluating which of a range of potential states of affairs is the best, and so clearly relevant for ethics and normative philosophy more generally.

So, though many of the questions we’ll address most directly are fairly abstract, they are directly relevant for first-order normative theorizing. We will explore some of these implications of views about the structure of normativity for more traditional first-order ethical questions.
Many readings will come from *Weighing Reasons*, edited by Errol Lord and Barry Maguire, Oxford University Press, 2016. You can purchase a hardcopy if you’d like, but there is also access through the university library via Oxford Scholarship Online here. Other readings will be provided via email or MMS.

**Week 1: Introduction**

This week we’ll introduce one of the main ideas to be examined in this module, that there is a distinction between contributory normative concepts and overall normative concepts, where the contributory considerations bearing on some action or attitude determine its overall normative status.

**Main readings:**
- W.D. Ross, *The Right and the Good*, Chapter 2
- Lord and Maguire, ‘An opinionated guide to the weight of reasons’ (WR)

**Supplementary readings (esp. if you are unfamiliar with normative reasons):**
- Maria Alvarez, ‘Reasons for action: justification, motivation, explanation’
- Derek Parfit, *On What Matters*, Vol. 1, Chapter 1
- Mark Schroeder, *Slaves of the Passions*, Chapter 1
- John Broome, ‘Reasons’
- Roger Crisp, ‘Keeping things simple’

(C) **History (H)**

**Seminar Leader – Alex Douglas**


This seminar explores approaches and methods in the history of philosophy. Each week a student will give a short presentation presenting and interpreting a passage from a primary source in the history of philosophy of up to 10,000 words. We will discuss the interpretation, and the student will receive some constructive feedback on the presentation structure and style.

At the same time, we will address some fundamental questions about the nature of the discipline: What is the purpose of studying the history of philosophy? What is the relation between ‘doing’ philosophy and studying its history? Why should philosophers be interested in the history of philosophy? What is the right way to approach the history of philosophy? Why do some philosophers make it into the canon while others are excluded? How should we feel about this?

Students will be required to select their own primary-source passages for discussion. Some serviceable, though modified, editions of early modern texts can be found at [http://www.earlymoderntexts.com/](http://www.earlymoderntexts.com/), while ancient philosophy texts can be found at [http://www.perseus.tufts.edu/hopper/](http://www.perseus.tufts.edu/hopper/). Less heavily-edited translations and original versions of English-language texts can be found at [https://www.gutenberg.org/](https://www.gutenberg.org/) and [https://archive.org/](https://archive.org/)

Some background on historiographical debates in history of philosophy can be found in *Philosophy in History: Essays in the Historiography of Philosophy*, ed. Richard Rorty, Jerome B. Schneewind, and Quentin Skinner (Cambridge University Press, 1984). Students are **not** required to buy either of these books, as the assigned sources will be a selection of more up-to-date articles and chapters.
Tense may be defined as that feature of sentences through which the notions of past, present and future are expressed. In this seminar, we shall discuss a range of papers centred around the question of the metaphysical significance of tense – or equivalently the metaphysical significance of past, present and future. A majority of philosophers hold tense to be a matter of mere indexicality, reflecting nothing in the facts it is used to express. Matters of past, present and future are without ontological or metaphysical significance. Various authors reject this position, however, arguing that tense is essential for understanding change, or again that an asymmetry of openness between past and future must be maintained on pain of fatalism. Large issues not specific to time will surface in our discussions, in particular the nature of truth, fact and indexicality. We shall consider also the question of where the philosopher of time is theorising from: whether they speak ‘as from outside time’, or whether it is essential to their account that they offer it from a position in time.

Our first reading will be McTaggart’s famous paper ‘The unreality of time’ (Mind 17 (1908): 457-474), and this will set the scene for much of the later discussion. One important reaction to McTaggart is E.J. Lowe’s ‘The indexical fallacy in McTaggart’s proof of the unreality of time’ (Mind 96 (1987): 62-70). Later on we shall look at S. Rödl’s ‘Empirical and temporal thought’ (chapter 2 of Categories of the temporal, Harvard University Press (2012)), J. Perry’s ‘The problem of the essential indexical’ (Nous 13 (1979): 3-21) and M. Dummett’s ‘Bringing about the past’ (Philosophical Review 73 (1964): 338-359).

PY5201 Classical Philosophy

The module will address central topics in ancient metaphysics and natural philosophy. We will focus on book VIII of Aristotle’s Physics, which discusses the questions whether there always has been motion, change, and time, whether there is a first cause of motion, and if so what this cause looks like. We will end with Aristotle’s account of an unmoved mover as the first cause that keeps everything going.

The basic text for the module is “Physics Book VIII, Aristotle”; translated with a commentary by Daniel W. Graham, Oxford 1999. You are also asked to have a look at the last chapter of Sarah Waterlow, “Nature, Change, and Agency in Aristotle’s Physics”, Oxford 1982 (the university library has an e-book of the latter).

PY5205 Origins and History of Analytic Philosophy

The object of this module is to provide an introduction to central themes in the work of some of the founding figures of the analytic tradition in the late 19th and early 20th century. The primary focus of the module will be on developments in logic and its philosophy initiated in Frege’s work and continued in Cambridge by Russell, the early Wittgenstein, and Ramsey.

PY5312 Aesthetics

This module will consider a number of philosophical questions that arise from reflection on the creation, understanding and evaluation of works of art. Topics to be covered may include the nature of art and the aesthetic, the logic of aesthetic judgement, aesthetic value, interpretation and appreciation.

The module will run in a seminar format. You will read two important books on aesthetics, which cover a range of central issues in the area:


*Functional Beauty* is available as an e-book in the university library, as well as in print copy on Short Loan.

*The Principles of Art* is available only in print copy. There are paperback editions of both books, and you may wish to buy copies.

The module will be run as a reading group, and each seminar will start with a verbal presentation of 15 to 20 minutes, accompanied by a handout, of that week's set reading by one of you, with the aim of raising questions for discussion. So you will be asked to give one or more presentations to the seminar (these won't be marked).

You can set your own essay, in agreement with the module co-ordinator, on some topic covered by the two set books; the module co-ordinator will suggest additional readings when appropriate.

There is no need to read the set books in advance. However, the module presupposes some background in aesthetics, so if you haven't previously studied the subject, it is recommended that you use the summer to do some reading about it. Books that you could consult include:


**PY5319 Topics in Recent Moral Theory**

This module aims to provide in-depth critical discussion of selected work in ethics from the last five years or so. Topics will be chosen in consultation with students. The module may range into meta-ethics as well as normative moral theory and will take the form of seminars with detailed discussion of a selected book or series of papers.

The module will focus on *Population Ethics*. Do we have any obligation to ensure that there will be happy people around in the far future? Is it wrong to create a child who in all likelihood would have an overwhelmingly miserable life? What about creating a minimally happy child when you could have created a very happy but different child instead? What’s better: a world in which there are many very happy people, or one in which there are vastly more people who are each slightly less happy? In general, Population Ethics deals with assessing actions which affect who will ever have existed, and with ranking worlds in which different people exist. There are several deep problems in Population Ethics, including the Non-Identity Problem, (how to justify) the Procreation Asymmetry, (how to avoid) the Repugnant Conclusion, and the Mere Addition Paradox. In this module we will explore some recent attempts to solve these problems.

**Preparatory Reading:**
Derek Parfit, Part Four of *Reasons and Persons* (Oxford University Press, 1984)
PY5403 Intuitions and Philosophical Methodology

In this module we will address a range of issues concerning philosophical methodology and the use of intuitions in philosophy. Topics will include: the nature of intuition; how intuitions are and should be used within philosophy; positive accounts of intuition (rationalist, phenomenalist, naturalistic, conceptualist, eliminativist); skeptical challenges to the use of intuitions (from calibration, disagreement, experimental philosophy results).

Appeal to intuitions about cases is a standard part of philosophical methodology, for instance in trolley cases, the Gettier case, Searle’s Chinese room thought experiment, the twin earth thought experiment etc. This course considers the use of intuitions in the light of a recent resurgence of interest in philosophical methodology. The question of how philosophy is possible from the armchair is central to Williamson’s recent defence of philosophical methodology (The Philosophy of Philosophy, Blackwell 2008). By contrast, so-called experimental philosophers argue that experimental data undermines the appeal to intuition and some go so far as to suggest that we should replace armchair philosophising by empirical psychological investigation. Questions to be addressed include:

- What are intuitions? Do they disclose the nature of the world or only our beliefs or concepts?
- To what extent does the new “experimental philosophy” challenge traditional philosophical theorising?
- Are there sceptical challenges to philosophical methodology which do not generate general sceptical challenges?
- What is the significance of long-standing disagreement about key philosophical issues? Does such disagreement show that philosophy is in bad epistemic shape? Are philosophical disputes merely or largely verbal?
- Under what conditions can philosophers reasonably set aside intuitions contrary to their position?

Alexander and Weinberg (2007) "Analytic epistemology and experimental philosophy". *Compass* 2/1:56-80;


Nagel 2007. "Epistemic intuitions" *Compass*
10.12 Module Descriptions for Semester 2

PY5102 Current Issues II

This module continues the critical survey of recent work in philosophy begun in PY5101. PY5102 covers Philosophy of Mind and Philosophy of Language as main components.

The Philosophy of Mind section will include some of the following topics: theories of consciousness; theories of intentionality; the relation between consciousness and intentionality; recent responses to the Knowledge Argument; the Conceivability Argument.

The Philosophy of Language section will include topics from among the following: how words come to have content, the relation between use, meaning and saying, the relation between meaning, truth, and reference.

PY5203 Kant

This module will focus on Kant's critical philosophy. The primary text will be one of his three Critiques, and it may include consideration of themes in Kant's political philosophy, philosophy of religion or philosophy of history. The Cambridge translations are recommended.

In 2017/18 the module will focus on Part II of the Metaphysics of Morals, the ‘Doctrine of Virtue’, which is Kant’s major late work on ethics. Topics will include the difference between juridical duties and duties of virtue, duties to oneself, beneficence and other duties to others, the moral status of animals, duties of respect, sympathy, conscience and love and friendship. A new translation will be provided.

Reading suggestions:


PY5213 Texts in the History of Political Philosophy

In this module a classic text from the history of philosophy will be studied in detail. The goal will be to situate the text in its historical context, to understand it in its relation to other important works by the same author, and to consider the significance of objections to the text.
made by the author's contemporaries and by more recent political philosophers. Examples of
texts that might be studied include, but are not limited to: Plato's Republic; Aristotle's Politics;
Augustine's City of God; Hobbes's Leviathan; Locke's Two Treatises of Government;
Rousseau's Social Contract; The Federalist Papers; Burke's Reflections on the Revolution in
France; Kant's Doctrine of Right; Hegel's Philosophy of Right; Mill's On Liberty. The module
will concentrate on identifying the author's intentions in the text in question, but not to the
exclusion of the determining what resources the text offers to political philosophy today.

In 2017-18 we will study Hobbes's Leviathan. We will read the text in its entirety, and
consider it in respect of both its historical context and its enduring significance for political
thought.

Recommended edition of the text: the 'Revised Student Edition' by Richard Tuck in the series

Recommended preparatory secondary reading:

'Thomas Hobbes'.]


Springborg, Patricia. The Cambridge Companion to Hobbes's Leviathan. Cambridge UP,
2007.


PY5214 Wittgenstein

This module will examine the work of one of history’s great philosopher’s, Ludwig
Wittgenstein. Wittgenstein’s two main texts, Tractatus Logico-Philosophicus and
Philosophical Investigations will both be studied, focusing in both cases on Wittgenstein’s
conceptions of language, thought and reality. The module will involve, of course, questions of
exegesis, but also questions of philosophical truth: Wittgenstein will be assumed throughout to
be a valuable resource for our own philosophizing, and not merely a figure of historical interest.

This module will cover key themes in Wittgenstein, early and late, regarding language, thought
and their relation to the world. More specifically, we shall focus with the early Wittgenstein on
‘picture theory’, and with late Wittgenstein on the idea of a language game and the ‘rule
following considerations’.

PY5302 Advanced Logic B: Classical Metatheory

This module begins with elementary aspects of the theory of cardinality, concentrating on
equinumerosity and denumerability. The next topic is computability, focusing on two
apparently quite different characterisations of this notion: computability by Turing machines
and recursive functions. Fairly complete proofs of their equivalence are given. (Ultimately, we
need this notion to give exact sense to the notion of a formal system.) This material serves as
background to the remainder of the module which establishes the famous limitative results of
Gödel (incompleteness of arithmetic), Tarski (non-definability of arithmetic truth), and Church
(undecidability of first-order logic). To obtain these results we must show that the recursive
functions are representable in a formal theory of the arithmetic of the natural numbers.
The module will look at the philosophical dimensions of a number of debates that occur at the intersection between philosophy, scientific psychology and cognitive science. Particular attention will be paid to relating these debates to more traditional problems in metaphysics, epistemology and philosophy of mind.

Philosophy of mind is increasingly studied in an interdisciplinary fashion: traditional philosophical approaches are combined with empirical data from the cognitive sciences. This module aims to familiarise graduate students with up-to-the-minute issues that are occurring at the intersection between philosophy and the empirical sciences of mind. More specifically, an increasing amount of work in cognitive science favours explanations of psychological phenomena that fall under the banner of the embodied, embedded, extended and enactive mind. According to this emerging paradigm, thinking is routinely dependent, in complex and intricate ways, on (a) bodily structures and events (e.g. the precise wiring and chemistry of the brain, bodily gestures and movements) and (b) the bodily exploitation of external props and scaffolds (e.g. notebooks, smartphones). Controversially, these patterns of bodily and environmental dependence are often heralded as challenging the traditional cognitive-scientific vision of mind as a brain-bound but abstractly defined computational system, sandwiched between sensory input and motor output. Indeed, in its most provocative form, the new perspective claims that there are actual cases of intelligent action in which thinking is distributed over brain, body and world, in such a way that the external (beyond-the-skin) factors concerned are rightly accorded cognitive status. In other words, mind is located partly outside the boundaries of skull and skin. Following some material that is designed to bring us up to speed on the most prominent traditional views in cognitive science, this module will involve the analysis and discussion of a selection of papers that have helped to set the agenda for the current debate around mind as embodied, embedded, extended and enactive.

**Indicative Readings**


PY5315 Philosophy of Law

This module covers the relationship between morality and the law, while also attending to whether the various understandings of that relationship are compatible with classic political principles such as the harm principle and the principle of liberal neutrality. It examines the question of whether the law generates moral reasons and whether it should be used to enforce morality. No prior exposure to philosophy of law is presumed.

Readings and Core Texts

The set readings for this module will be articles/chapters, which means that the module won’t have a ‘core text’ in the sense of a single book of which we will read a significant portion.

The set readings will slant heavily toward the recent (i.e. the last 35 years of philosophy—especially the last 15). However, there are certain older, classic texts in philosophy of law, which, should you read them, will give provide a useful historical context for the contemporary debates with which we’ll be engaging. They are listed below, in order from most to least important within the context of PY5315. (Note: all of these books are extremely enjoyable reading.)

H.L.A. Hart, The Concept of Law
John Stuart Mill, On Liberty (Chs. 1, 3, 4)
H.L.A. Hart, Law, Liberty, and Morality

PY5318 Political Philosophy

This module will focus on liberalism and its critics. We will examine liberalism's central features and explore the variety of liberal theories (from minimal-state 'classical liberalism' to 'welfare capitalism'). Criticisms of liberalism take many forms, and initially we shall investigate the contemporary communitarian critique of liberalism. If time permits we may also look at some feminist theories which are critical of both liberalism and communitarianism.

This course will focus on current topics in global justice, component of the course focuses in particular on the moral implications of severe poverty and of anthropogenic environmental degradation, and the moral challenges these pose to traditional conceptions of duties of justice and human rights. The course will also examine how issues of poverty and climate change are handled in human rights law.

Here are some of the key books we will be discussing:


Henry Shue, Climate Justice (Oxford University Press 2014)

Elizabeth Cripps, Climate Change and the Moral Agent (Oxford University Press, 2013)

This module covers foundational issues in the philosophy of logic. Key questions include: 'Is there a correct logic for natural language?', 'Does indeterminacy demand a revision of classical logic?', 'Is the world precise or vague?'.

11. The MLitt Dissertation

11.1 Dissertation proposal

From at least the beginning of semester 2 you should be thinking of a topic for your dissertation, and discussing possibilities with your advisor. A dissertation proposal, specifying the topic of the dissertation and briefly outlining the manner in which you propose to address it, and including a short list of the most relevant literature, must be submitted to the Director of the MLitt programme (in email to sasp@st-andrews.ac.uk) by Friday 30 March 2018. The dissertation proposal must be approved by the Director of the MLitt programme.

11.2 Supervision for the Dissertation

The dissertation is a record of your own research on a topic of your choice. The supervisor’s responsibility is to advise and guide you in this research, not to provide its impetus or direction. You should aim to meet with your supervisor regularly during the early stages, to ensure that your work is proceeding in a fruitful direction, and to have a full draft of the dissertation completed in plenty of time to allow you to revise it thoroughly in the light of the supervisor’s comments. (As a guide to what you should expect from your supervisor, the official workload for a MLitt dissertation supervisor is the equivalent of 3 contact hours per student.)

11.3 Submission of the Dissertation

The completed dissertation, which must be no longer than 15,000 words including all notes and quotations but excluding the bibliography, must be submitted on or before 12 pm (i.e. 12 Noon) on Friday 17 August 2018. The dissertation should be submitted electronically via MMS.

The regulations require that ‘The dissertation shall be prefaced with a declaration that it has been composed by the candidate, that the work of which it is a record has been done by the candidate alone, and that it has not been accepted in any previous application for any degree.’

The policy on lateness penalties applies to the submission of the dissertation (refer to section 13.13 below).

11.4 Marking of the Dissertation

The dissertation will be double-marked internally, and also sent to the External Examiner.

The grade for the Dissertation will be finally determined at an Examiners’ meeting in September, and students will be notified of the results thereafter via MMS. The final grade and feedback for the Dissertation will not be released to students prior to the final meeting of the Examiners.
12. **Progression to Research Degrees**

We strongly encourage you to consider staying in the SASP programme beyond 2017/18. The SASP programme offers two research degrees: PhD and MPhil.

12.1 **PhD in Philosophy**

The PhD normally requires three years of research after completion of the MLitt. Please feel free to approach any member of staff directly if you think they would be a suitable supervisor. (Information about staff research interests is available on the websites of each department.) You should feel free to discuss possible research topics – and possible supervisors – with the Director of the MLitt programme, with the Director of Graduate Studies or the Deputy Director of Graduate Studies or with other staff at the two departments.

Admission to the PhD requires (i) that the applicant should have an overall average of 16.0 in the MLitt and (ii) that a PhD supervisor should be available. Information about the application process for the PhD will be made available in due course and you should refer to the SASP admissions webpage at: [http://www.st-andrews.ac.uk/~sasp/](http://www.st-andrews.ac.uk/~sasp/)

12.2 **MPhil in Philosophy**

The decision as to whether a student can transfer to the MPhil is taken at the September Board of Examiners meeting after the submission and marking of the MLitt dissertations. Prior to that meeting, students wishing to transfer to the MPhil must advise the Director of the MLitt programme of this intention in writing (email is acceptable). They should also supply an MPhil thesis proposal.

Transfer to the MPhil requires (i) that the MLitt dissertation should gain a mark of 15.0 or above (ii) that the applicant should have an overall average of 15.0 in the MLitt from combined marks gained on the taught component of the programme and on the MLitt dissertation and (iii) that an MPhil supervisor should be available.

Students transferring into the MPhil will be permitted, but not required, to reproduce material from the 15,000 word MLitt dissertation as part of the 40,000 word MPhil dissertation. (Students will not, of course, be allowed to reproduce material from essays submitted for their earlier modules.)
Section B : Managing Your Studies

13. Teaching and Assessment

13.1 Module Structure

Each module involves 22 hours of classes: normally, one weekly two-hour class throughout the 11 weeks of the teaching semester. A normal pattern for teaching and assessment of modules is described in this section; written information for specific modules will highlight any departure from this pattern.

13.2 Module Information

At the start of each module you will be given written information about the requirements of the module, including: class times; topics to be covered; required and recommended reading; essay topics and submission deadlines and any departure from the standard assessment pattern described below.

13.3 Absence from Classes

Attendance is a basic assessment requirement for credit award, and failure to attend classes or meetings with academic staff may result in your losing the right to be assessed in that module. Please ensure that you are familiar with the 'Academic Alert' policy as stated elsewhere in this handbook. If you have missed timetabled classes/events or any other compulsory elements of the module due to illness or an unavoidable pre-arranged event or appointment, you must complete a Self Certificate of Absence form as soon as possible. Please go to http://mysaint.st-andrews.ac.uk/, the relevant section can be found under ‘My Details’.

Under certain circumstances, Schools may request further documentation in addition to the Self Certificate. In this case, students should contact Student Services in order to organise the appropriate documentation. If you submit more than three Self Certificates in a single semester, or if the period of absence extends to fifteen working days, you may be contacted by Student Services, the relevant Pro Dean, or by an appropriate member of staff in your School.

Completion of a Self Certificate is not an acceptable substitute for contacting your tutors well in advance if you have to be absent. Advance notice of absence is acceptable only for good reason (for example, a hospital appointment or job interview). It is your responsibility to contact the appropriate member of staff to complete any remedial work necessary.

If you are an international student (non-EEA nationals only), you will be affected by recent changes introduced by the UK in relation to immigration rules and visas. The University is now legally bound to report to the United Kingdom Border Agency any student who fails to enrol on a module or programme of study, or who fails to attend, or who discontinues their studies.

13.4 Medical/Personal Difficulties Impacting on Academic Work

If you have medical problems or other personal difficulties affecting your work you should make an appointment to speak to an Adviser at Student Services. They will, at their discretion, send a memo, in confidence, to the Director of the MLitt and the Postgraduate Course Administrator to explain the problem.
13.5 Academic Alerts

Academic Alerts are a way of helping students who are having trouble coping with their studies; such as missing deadlines for handing in work, or missing compulsory tutorials. The aim of the Alert system is to help students by flagging up problems before they seriously affect students’ grades. Academic Alerts will be issued by email from either the Director of the MLitt, Module Co-ordinator or Postgraduate Course Administrator and will tell students what is wrong and what they are required to do (e.g. attend classes in future). The Alerts will also tell students what support the University can offer. If students do not take the action required they will get another Alert, and eventually will automatically get a grade of zero and will fail that module.

The system is designed to help and support students in order to remedy any problems or issues before these lead to failing a module. Alerts will never appear on a student’s permanent transcript. For more information on Academic Alerts and details on how the categories work, see https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/AcademicAlerts.pdf

Guidance for students is available at http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/AlertsStudentGuide.pdf

In the context of the SASP programme, students should note that the compulsory module elements are:

- Full attendance at all scheduled classes, including all lectures and tutorials;
- Submission of all coursework;

Failure to satisfy these compulsory elements will lead to failure of the module (0X).

13.6 Assessment of PY5101 & PY5102 Current Issues

The standard pattern of assessment for both PY5101 Current Issues 1 and PY5102 Current Issues II is two 2,500 word essays. The preliminary deadline for submission are given below (see section 13.13) and will be confirmed at the start of the semester.

13.7 Assessment of PY5103 Research Methods

This module is run as a book seminar. The standard pattern of assessment for PY5103 Research Methods is one assessed research plan of 1,000 words and one essay of 3,500 words.

13.8 Assessment of Option Modules

The standard pattern of assessment for each option module normally involves 5,000 words of assessed work. This will either take the form of one 5,000 word essay or two shorter essays totalling 5,000 words. Full details of the assessment pattern for each option module will be confirmed at the start of the semester. This pattern will be followed unless the nature of the material (e.g. in formal logic modules or parts of modules) calls for a different form of assessment.

Option modules will also require students to submit a research plan of up to 1,000 words. This research plan is not assessed and must be submitted at any time up to three weeks before the essay submission deadline. Students will receive feedback on their research plan within 10 days of submission.
13.9 Setting of Individual Essay Questions

On some modules you may have the opportunity to set your own essay question. Where this happens you must have explicit written permission (via email) from the Module Co-ordinator.

13.10 Repetition of Coursework Material and Multiple Submission

Work prepared for assessment should be submitted once and once only. Submitting the same material for more than one assessment task is academic misconduct. This applies whether the duplication is within a module, between modules, or between a module and the MLitt dissertation. It applies to substantial portions of previously submitted work as well as to whole assignments. If at any stage you are not sure about what is allowable, please ask your Module Co-ordinator for advice.

13.11 Word Counts & Penalties for Exceeding Word Counts

The word count for all essays or for the dissertation should include all footnotes, endnotes, and quotations but should exclude the bibliography. **Do not exceed the word limit.**

The exception to this requirement is the essay plan for PY5103 Research Methods which consists of four sections, including a literature section. The literature section must be included within the word count.

Where the word limit is exceeded, the following penalty will be applied: 1 mark for work that is over-length to any extent, then a further 1 mark per additional 5% over. For more details please refer to the University policy at [https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/penalties.pdf](https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/penalties.pdf). Please include the word count on the title page of your coursework.

13.12 Formatting of Essays

Essays should be word-processed, double-spaced with margins of 3cm or 4cm (exceptions may apply to logic exercises requiring use of symbols). All essays are marked (and moderated) anonymously, and so submitted work should be identified only by your matriculation number.

Do not put your name anywhere on your coursework. On the first page of your coursework, you should include: your matriculation number, the module name and number, your tutor's name, the word count, the title of the essay/exercise, and the following statement:

'I hereby declare that the attached piece of written work is my own work and that I have not reproduced, without acknowledgement, the work of another'.

Please note that essays must be submitted in pdf format. This is to ensure that diagrams and symbols come out correctly. You can download a converter to pdf from a number of websites, but try: [http://www.primopdf.com/](http://www.primopdf.com/) or [http://www.expresspdf.com/](http://www.expresspdf.com/)

13.13 Submission of Essays & Submission Deadlines

All essays must be submitted electronically (in pdf format) via the Module Management System (MMS). For full guidance on how to submit essays via MMS, please read the Student Guide to MMS which is available on-line at:

[http://www.st-andrews.ac.uk/philosophy/docs/mms_student_guide.pdf](http://www.st-andrews.ac.uk/philosophy/docs/mms_student_guide.pdf)
Please note that it is your responsibility to upload the correct essay to meet the correct submission deadlines. If you submit the wrong piece of work for a particular module or if you submit an earlier draft of your work rather than the final version, then you will be allowed to re-load the correct essay to MMS but lateness penalties will be applied.

The deadlines for the submission of essays (or other submitted work) for 2017/18 are provided below. You must meet these deadlines to complete the module. Please note that the deadline for all submission of essays is 12pm (i.e. 12 Noon) on the relevant submission date.

**Semester 1 2017/18:**

- PY5101 Current Issues I (core)
  - Essay 1 Friday 27 October (wk 6)
  - Essay 2 Monday 4 December (wk 12)

- PY5103 Research Methods (core)
  - Plan Friday 3 November (wk 7)
  - Essay Monday 11 December

- Option Modules
  - Monday 11 December

**Semester 2 2017/18:**

- PY5102 Current Issues II (core)
  - Essay 1 Friday 9 March (wk 6)
  - Essay 2 Monday 7 May

- Option Modules
  - Monday 7 May

13.14 Extensions to Submission Deadlines

Extensions to the deadline for submission of essays can only be granted by the Director of the MLitt programme. Extensions must be requested and granted in writing (email counts as ‘in writing’) before the deadline is reached. If, because of illness or other good cause, you anticipate difficulties in meeting deadlines, you should raise this with the Director at the earliest opportunity.

Extensions will normally be granted only in cases of ill health (medical certification is required where possible) or in exceptional personal circumstances, and not, for example, because of pressure of work or of extra-curricular commitments. Extensions are granted rarely and are used to deal only with genuinely exceptional circumstances.

13.15 Penalties for Submission of Late Essays

Philosophy will generally apply lateness penalty A, any exceptions to this will be clearly noted in module guides. Lateness penalty A will deduct 1 mark per day, or part thereof. For more details please refer to the University policy at [https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/penalties.pdf](https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/penalties.pdf)

These penalties are automatically applied by the MMS system.

These penalties also apply to the submission of the dissertation.
NB: In the context of electronic submission of assessed work, every day of the week will be considered as counting towards a late penalty. This rule will apply to all holidays (public and University) and includes weekends, with Saturday and Sunday each counting as one day.

13.16 Return of Marks and Feedback

Feedback on essays and the mark awarded for both PY5101 Current Issues 1 and PY5102 Current Issues II will normally be returned to students via MMS within three weeks of their submission.

For PY5103 Research Methods the feedback and mark for the assessed research plan will normally be returned to students via MMS within 10 days of their submission. The feedback and mark for the essay will normally be returned via MMS within two weeks of their submission.

The feedback and marks for all option modules will normally be returned to students within two weeks of their submission for the essay(s). Feedback on the research plan will normally be returned within 10 days of their submission.

Please note that all marks assigned at this stage are provisional as they are subject to ratification by the Board of Examiners which will meet at the end of each semester to confirm the awards (i.e. the semester 1 module marks are confirmed by the Board in January and the semester 2 module marks are confirmed by the Board in early June).

The meeting of the Board in June also determines which students may proceed to the dissertation for the MLitt, and you will be notified of this as soon as possible after the meeting by the Director of the MLitt programme.

13.17 Deferred Assessment

Where a student has provided good reasons to justify their failure to complete the work of the module, they can be offered deferred assessment. This will be decided by the Board of Examiners which meets at the end of the semester after the examinations. Deferred assessment normally takes the form of a requirement to submit one or more essays in place of the incomplete work.

Requests for deferred assessment must be made to the Director of the MLitt programme in advance of or as soon as practically possible after the published completion or examination date.

The deferral of assessments is not appropriate for minor ailments or permanent or long-term conditions that are under medical control. Students with prolonged chronic illness or disabilities should instead contact Student Services for advice in advance of any assessment submission date or published examination diet.

All requests for deferred assessments must be submitted to the School and supported by appropriate written evidence such as a letter from Student Services, letter from the police or evidence from a member of staff who was alerted to the circumstances at the time. Self-certificates alone for examinations and class tests will not be accepted. Schools can choose to accept the reasons given by the student for missing the examination or class test, or can refer the student to Advice and Support Centre who will in turn advise the School accordingly. The primary reason for granting deferrals are medical conditions that affect students for a substantial proportion of the time that would be expected to be expended on complete of the assessment.
Deferred assessment on non-medical grounds will be approved only for serious personal reasons such as bereavement of a close relative or illness of dependents. Attendance at interviews or assessment centres and travel arrangements are not sufficient grounds for deferral of an examination or test.

Students who have not requested a deferred assessment in advance of the published completion date or examination date without good reason will not have the request approved.

Students will be informed of the decision to grant deferred assessment by email from the Postgraduate Course Administrator following the Board of Examiners meeting.

The policy on deferred assessments can be found at https://www.st-andrews.ac.uk/media/teaching-and-learning/policies(APP).pdf

13.18 Reassessment

Reassessment of 5000-level modules is permitted for taught postgraduate students who have failed 5000 level modules with grades between 4.0 – 6.9, and taught postgraduate students who have successfully completed module reassessments and met all other programme requirements will be able to graduate with a taught postgraduate Masters.

A pass in these reassessed modules will be capped at a 7.0, which will be included when calculating the credit-weighted mean for classification.

Reassessment is not available for the dissertation component of PGT programmes.

13.19 How to Write a Philosophy Essay

You may find the following link useful in giving guidance as to how to write a philosophy essay (even at MLitt level):

http://www.jimp pryor.net/teaching/guidelines/writing.html

14. Credits, Grades and Awards

Students should note the difference between marks and grades. A mark is awarded to an individual piece of work (e.g. an essay mark, or an exam mark). A grade is attached to an entire module, and represents the overall merit gained on that module.

Further details can be found on credits, grades and awards at https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/PGT%20Credit%20Grades%20Awards.pdf

14.1 University Common Reporting Scale for 5000-level modules

The University uses a 20-point Common Reporting Scale for grades (i.e. a 20-point basic scale reported to one decimal point for final module grades). Details of the Common Reporting Scale can be found at: https://www.st-andrews.ac.uk/staff/teaching/examinations/scale/.

In Philosophy, we use a 20-point scale for marking, as well as for reporting grades. When marking individual pieces of work, markers may use half-marks in addition to full integers (e.g. 13.5). Grades are reported to one decimal place.
14.2 Module Results Reporting Codes

The key module results reporting codes that you may see on your record card are:

P  Grades 7.0 – 20.0
F  Grades 4.0 – 6.9 Fail (right to reassessment)
F  Grades 0 – 3.9 Fail (no right to reassessment)
0X Denotes a failure to complete module requirements: This grade should be applied where a student has failed to complete the work of a module without good reason, and should be applied where a student does not register for, or does not attend, any examination without good reason. The student is not entitled to a re-assessment opportunity for this module.

0D Deferred assessment: This grade should be applied if there is a good medical or personal reason for the inability to complete any part of the assessment requirements.

0Z Result undecided: the result may be unresolved due to mitigating circumstances, or for some other valid reason. This is a temporary code and will be changed to one of the other definitive codes on the list as soon as the matter is resolved.

S Applies if a student’s module was affected by special circumstances. The grade should not be altered but reported with the annotation S (e.g. 6.0 S). Students with reported grades annotated S will be discussed at the Special Classification Board when their degree is classified. Modules with this annotation may be discounted in the calculation of the algorithm.

14.3 Criteria for Marking Bands

The table overleaf provides full descriptors for each band of marks, which should help you to understand the mark you receive for any individual piece of work.
<table>
<thead>
<tr>
<th>Mark descriptor</th>
<th>0 – 3.9</th>
<th>4 – 6.9</th>
<th>7.0 – 10.4</th>
<th>10.5 – 13.4</th>
<th>13.5 – 16.4</th>
<th>16.5 – 20.0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fail without right to reassessment</strong></td>
<td>Limited knowledge and understanding of the topic</td>
<td>Limited knowledge and understanding of the topic</td>
<td>Evidence of a basic to decent understanding of the topic</td>
<td>Satisfactory to very good understanding of the topic</td>
<td>Excellent understanding of the topic &amp; deep understanding of the subject. Demonstrates originality &amp; the potential for higher research.</td>
<td></td>
</tr>
<tr>
<td><strong>Fail with right to reassessment</strong></td>
<td>Very limited knowledge and understanding of the topic</td>
<td>Limited knowledge and understanding of the topic</td>
<td>Evidence of a basic to decent understanding of the topic</td>
<td>Satisfactory to very good understanding of the topic</td>
<td>Excellent understanding of the topic &amp; deep understanding of the subject. Demonstrates originality &amp; the potential for higher research.</td>
<td></td>
</tr>
<tr>
<td><strong>Marginal Pass at 5000 level</strong></td>
<td>Fails to demonstrate adequate knowledge of the topic</td>
<td>Limited knowledge and understanding of the topic</td>
<td>Evidence of a basic to decent understanding of the topic</td>
<td>Satisfactory to very good understanding of the topic</td>
<td>Excellent understanding of the topic &amp; deep understanding of the subject. Demonstrates originality &amp; the potential for higher research.</td>
<td></td>
</tr>
<tr>
<td><strong>Pass at 5000 level</strong></td>
<td>Very limited knowledge and understanding of the topic</td>
<td>Limited knowledge and understanding of the topic</td>
<td>Evidence of a basic to decent understanding of the topic</td>
<td>Satisfactory to very good understanding of the topic</td>
<td>Excellent understanding of the topic &amp; deep understanding of the subject. Demonstrates originality &amp; the potential for higher research.</td>
<td></td>
</tr>
<tr>
<td><strong>Merit at 5000 level</strong></td>
<td>Limited knowledge and understanding of the topic</td>
<td>Limited knowledge and understanding of the topic</td>
<td>Evidence of a basic to decent understanding of the topic</td>
<td>Satisfactory to very good understanding of the topic</td>
<td>Excellent understanding of the topic &amp; deep understanding of the subject. Demonstrates originality &amp; the potential for higher research.</td>
<td></td>
</tr>
<tr>
<td><strong>Distinction at 5000 level</strong></td>
<td>Adequate knowledge of primary sources &amp; secondary literature</td>
<td>Limited knowledge of primary sources &amp; secondary literature</td>
<td>Adequate knowledge of primary sources &amp; secondary literature</td>
<td>Satisfactory to very good knowledge of the primary sources &amp; secondary literature</td>
<td>Authoritative engagement with primary sources &amp; secondary literature</td>
<td></td>
</tr>
<tr>
<td><strong>Understanding/ Core Knowledge</strong></td>
<td>No evidence of analytical ability &amp; critical thinking</td>
<td>Very limited evidence of analytical ability &amp; critical thinking</td>
<td>Limited evidence of analytical ability &amp; critical thinking</td>
<td>Some evidence of analytical ability &amp; critical thinking but limited independent engagement</td>
<td>Evidence of good analytical ability &amp; critical thinking</td>
<td>Evidence of a superior ability of critical analysis &amp; intellectual rigour</td>
</tr>
<tr>
<td><strong>Critical Evaluation</strong></td>
<td>No evidence of analytical ability &amp; critical thinking</td>
<td>Very limited evidence of analytical ability &amp; critical thinking</td>
<td>Limited evidence of analytical ability &amp; critical thinking</td>
<td>Some evidence of analytical ability &amp; critical thinking but limited independent engagement</td>
<td>Evidence of good analytical ability &amp; critical thinking</td>
<td>Evidence of a superior ability of critical analysis &amp; intellectual rigour</td>
</tr>
<tr>
<td><strong>Argumentative Reasoning</strong></td>
<td>No indication of any ability to present or follow argument or to organise written work</td>
<td>Very limited ability to present or follow argument or to organise written work</td>
<td>Limited ability to argue logically &amp; to organise work coherently</td>
<td>Some ability to argue logically &amp; to organise work coherently</td>
<td>Ability to argue &amp; to organise work coherently</td>
<td>Ability to argue both cogently &amp; independently</td>
</tr>
<tr>
<td><strong>Use of Sources &amp; Literature</strong></td>
<td>Fails to demonstrate adequate knowledge of the primary sources &amp; secondary literature</td>
<td>Very limited knowledge of primary sources &amp; secondary literature</td>
<td>Limited knowledge of primary sources &amp; secondary literature</td>
<td>Adequate knowledge of primary sources &amp; secondary literature</td>
<td>Satisfactory to very good knowledge of the primary sources &amp; secondary literature</td>
<td>Authoritative engagement with primary sources &amp; secondary literature</td>
</tr>
<tr>
<td><strong>Citation &amp; Bibliography</strong></td>
<td>No evidence of ability to use citation &amp; bibliography adequately</td>
<td>Generally limited to no evidence of ability to use citation &amp; bibliography adequately.</td>
<td>Some acceptable, but generally limited, use of citation &amp; bibliography but overall is inconsistent incomplete or inappropriate.</td>
<td>Acceptable use of citation &amp; bibliography but may be inconsistent, incomplete or inappropriate</td>
<td>Appropriate use of citation &amp; bibliography</td>
<td>Appropriate use of citation &amp; bibliography</td>
</tr>
<tr>
<td><strong>Clarity of Presentation</strong></td>
<td>Unacceptably poor presentation of work</td>
<td>Generally limited to poor presentation of work</td>
<td>Some acceptable, but generally limited standard of presentation of work.</td>
<td>An acceptable standard of presentation of work</td>
<td>An acceptable to good standard of presentation of work</td>
<td>Exemplary presentation of work</td>
</tr>
</tbody>
</table>

Please note that all mark descriptors will be taken into consideration when awarding a mark for a piece of work.
14.4 Award of MLitt Degree

The MLitt requires in addition a dissertation of not more than 15,000 words, written over the summer (see section 11 above).

The PGT classification algorithm uses the St Andrews GPA in order to determine a PGT final degree classification. The St Andrews GPA is the credit-weighted mean of all grades including both the taught component and the dissertation. Only one decimal point is used in all calculations.

A St Andrews GPA of 16.5 or above constitutes the threshold for a recommendation of distinction. St Andrews GPA of 13.5 or above constitutes the threshold for a recommendation of merit.

Outcomes for PGT Masters classification

<table>
<thead>
<tr>
<th>St Andrews GPA</th>
<th>Classification outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.5 or more</td>
<td>Distinction</td>
</tr>
<tr>
<td>13.5 or more</td>
<td>Merit</td>
</tr>
<tr>
<td>7.0 or more</td>
<td>Pass</td>
</tr>
<tr>
<td>6.9 or less</td>
<td>Fail</td>
</tr>
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</table>

15. Good Academic Practice (avoiding academic misconduct)

Academic integrity is fundamental to the values promoted by the University. It is important that all students are judged on their ability, and no student will be allowed unfairly to take an advantage over others, to affect the security and integrity of the assessment process, or to diminish the reliability and quality of a University of St Andrews degree.

The University’s Good Academic Practice Policy covers the behaviour of both undergraduate and postgraduate students and can be found at: http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/gap.pdf

All students are strongly advised to familiarise themselves with this policy. It is each student’s responsibility to be aware of what constitutes academic misconduct, and to ensure they avoid this. Some major areas of academic misconduct are: plagiarism; false citation; aiding and abetting; falsification of data; multiple submissions; cheating in exams and contract cheating.

Students are also encouraged to read the Good Academic Practice Guide for Students which can be found at


Students who remain unsure about the correct presentation of academic material should approach their tutors, and may also contact CAPOD for training learning@st-andrews.ac.uk
16. Academic Appeals and Complaints

Note that coursework will be double-marked **only** if, at the end of the module, the disputed mark is out of line with your other marks for that module. In such a case the external examiner will be asked to look at the disputed work. You should note that marks can be revised downwards as well as upwards. All coursework on a module is subject to internal and external moderation processes.

The University is committed to ensuring as high a quality student experience as possible while studying at St Andrews. Occasionally things may go wrong and if you are experiencing a difficulty, or are dissatisfied with your academic experience, you should raise concerns as soon as possible. This allows effective resolutions to be worked out quickly.

Such issues normally fall into one of three categories:

- **An appeal requesting a formal review of an academic decision** - where, for example, the University has made a judgement about your assessed work or progression within a course of study which you have grounds to query (**see the relevant Policy on Student Academic Appeals**);
- **Complaints** - where you are dissatisfied with the quality or standard of service that you have received from any part of the University, either academic or non-academic (**see the University’s Complaints Handling Procedure**);
- **Disciplinary cases** - where the University has grounds to believe that you have conducted yourself in an unacceptable manner in either an academic or non-academic context. Academic Misconduct is dealt with under the **Good Academic Practice Policy**; Non-Academic Misconduct is dealt with under separate procedures.

If there are extenuating personal circumstances that may affect your academic performance or impact on your progression you **must** bring these to the attention of an appropriate member of staff (for example your Academic Adviser, module coordinator or the appropriate Pro Dean) as soon as possible and normally prior to completing any assessment. If you base a subsequent academic appeal on such extenuating personal circumstances, you will be required to provide valid reasons to explain why you failed to notify the examiners or other relevant persons of these circumstances prior to completing the assessment.

**Using the Right Procedure**

If you are unsure whether to use the Appeals procedure or the Complaints procedure, there is a key question to ask yourself: What kind of outcome are you seeking? If you are seeking to have an academic decision changed (such as a mark or grade, or a decision about progression or termination of studies), then you **must** use the Appeals procedure. The permissible grounds for submitting an appeal are clearly detailed therein. If you are dissatisfied with the level of service you have received from the University, or if you believe that a service needs to be improved, or that the University has failed (for example) to follow one of its administrative processes properly, then the Complaints procedure is normally more appropriate. For matters involving teaching in general, there are also feedback opportunities through Staff-Student Consultative Councils, module questionnaires and School presidents.

You can make both a personal Complaint and an Appeal, by using both the Appeal and Complaints procedures, but it must be emphasised that changing an academic judgment or decision is not one of the outcomes from the Complaints procedure used alone.
Further guidance and support
The Students' Association provides independent and confidential help and advice for students who are contemplating submitting an academic appeal, complaint or are having discipline proceedings taken against them. The Students' Association employs Iain Cupples, the Student Advocate (Education), whose job it is to ensure that you receive help with writing and submitting a submission. Iain can also accompany you to any hearing. He should be your first point of contact as soon as you feel you need help.

Contact
Iain Cupples
Student Advocate (Education)
Telephone: 01334 462700
email: inc@st-andrews.ac.uk
Section C: Getting Involved

17. Staff - Student Consultation and Contact

Feedback about our courses and programme is always encouraged:
(a) informally and individually to lecturers and tutors, to the Sub-Honours Coordinator or to
the Director of Teaching;
(b) through the Philosophy School President and class representatives at meetings of the Staff-
Student Consultative Committee (see below);
(c) by module questionnaires.

The Philosophy Departments’ Staff-Student Consultative Committee exists to consider matters
concerning the academic welfare of students in the departments. The Committee meets at least
once a semester. Its student members are comprised of: four students elected from 1000-level
Philosophy modules, four students elected from 2000-level Philosophy modules, four from
Honours modules, two Postgraduates and one student elected from the Evening Degree
programme. Details of elections to the committee will be announced by the committee’s
convenor during the first few weeks of the semester.

If you wish to be nominated for election to the committee, please contact the Philosophy School
President in the first instance.

All staff teaching in each semester will also attend the SSCC.

The dates of the meeting of the Staff-Student Consultative Committee are as follows:

Semester 1

Wednesday 11 October 2.00pm

Semester 2

Wednesday 21 February 2.00pm

All meetings will take place in room G03 in Edgecliffe.

18. Dean’s List

This is an annual award for academic excellence, promoted by the Deans of the University.
Undergraduate and Postgraduate Taught students who achieve an outstanding overall result in
the course of an academic year have their names inscribed on the Deans’ List, an honour which
will also appear on your University transcript.

The criteria for the award are strict. Only students taking no fewer than 120 credits counting
towards an approved degree programme over the course of an academic year will be eligible
and all credits have to be taken within the four Faculties of the University of St Andrews. Any
student who meets all the criteria and who obtains a credit-weighted mean grade of 16.5 or
above for the year will be recorded on the Deans’ List. The rules will be adapted for part-time
students, who must achieve the minimum credit-weighted mean of 16.5 in the pro-rata
equivalent of 120 credits over the course of an academic year. Full details of all the criteria and
conditions for the Deans’ List are available at
https://www.st-andrews.ac.uk/students/academic/awards/universityprizes/deanslist/ and
19. Philosophy Seminars and Events

The St Andrews Philosophy Club meets several times each semester, usually on Wednesday afternoons, for papers by visiting speakers. The full programme for 2017/18 can be found online at: http://www.st-andrews.ac.uk/philosophy/dept/phclub/

The Department of Philosophy at Stirling holds its visiting speaker seminars on Thursday afternoons. The full programme for 2017/18 can be found on-line at: http://www.stir.ac.uk/arts-humanities/news-and-events/

St Andrews also has a weekly seminar run by and for the research students, meeting Friday afternoons, to which everyone is welcome. Full details, including a sign-up for seminars, can be found on-line at: https://sites.google.com/site/standrewsfridayseminar/

Arché runs a variety of informal seminars and discussion groups. The latest Arché seminar programme can be found on-line at: http://www.st-andrews.ac.uk/~arche/events/upcoming.php

The weekly Arché schedule can also be found at: http://www.st-andrews.ac.uk/arche/events/schedule.php

There are additional philosophy events of interest to postgraduate students, such as conferences and special lectures featuring visiting and internal speakers. You are warmly encouraged to attend any of these events.

End of Handbook
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<thead>
<tr>
<th>Module</th>
<th>Module Co-ordinator</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>PY5101 Current Issues 1 (CORE)</td>
<td>Rowan Cruft &amp; Sonia Roca Royes</td>
<td>Monday</td>
<td>11am – 1pm</td>
<td>Pathfoot Building, Room C1/C2, STIRLING</td>
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<tr>
<td>PY5103 Research Methods (CORE)</td>
<td>Colin Johnston</td>
<td>Monday</td>
<td>3pm – 4.30pm</td>
<td>Pathfoot Building, Room C1/C2, STIRLING</td>
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<tr>
<td>PY5201 Classical Philosophy</td>
<td>Barbara Sattler &amp; Sarah Broadie</td>
<td>Thursday</td>
<td>11am – 1pm</td>
<td>Room 104, Edgecliffe</td>
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<tr>
<td>PY5205 Origins of Analytic Philosophy</td>
<td>Peter Sullivan</td>
<td>Tuesday</td>
<td>11am – 1pm</td>
<td>Room 104, Edgecliffe</td>
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<tr>
<td>PY5312 Aesthetics</td>
<td>Berys Gaut</td>
<td>Tuesday</td>
<td>3pm – 5pm</td>
<td>Room 104, Edgecliffe</td>
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<tr>
<td>PY5319 Topics in Recent Moral Theory</td>
<td>Tim Mulgan &amp; Theron Pummer</td>
<td>Thursday</td>
<td>2pm – 4pm</td>
<td>Room 104, Edgecliffe</td>
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<tr>
<td>PY5403 Intuitions &amp; Philosophical Methodology</td>
<td>Jessica Brown &amp; Adam Etinson</td>
<td>Thursday</td>
<td>2pm – 4pm</td>
<td>Seminar Room 6, Arts Building</td>
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<tr>
<td>Module</td>
<td>Module Co-ordinator</td>
<td>Day</td>
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<td>PY5102 Current Issues II (CORE)</td>
<td>Derek Ball &amp; Simon Prosser</td>
<td>Wednesday</td>
<td>11am – 1pm</td>
<td>Arts Lecture Theatre, Arts Building</td>
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<td>Thursday</td>
<td>10am – 11am (tutorial)</td>
<td>Room 104, Edgecliffe</td>
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<td>11am – 12pm (tutorial)</td>
<td>Room 104, Edgecliffe</td>
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<td>PY5203 Kant</td>
<td>Jens Timmermann</td>
<td>Thursday</td>
<td>1pm – 3pm</td>
<td>Room 104, Edgecliffe</td>
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<tr>
<td>PY5213 Texts in the History of Political Philosophy</td>
<td>James Harris</td>
<td>Thursday</td>
<td>3pm – 5pm</td>
<td>Room 104, Edgecliffe</td>
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<tr>
<td>PY5214 Wittgenstein</td>
<td>Colin Johnston</td>
<td>Tuesday</td>
<td>2pm – 4pm</td>
<td>Room 104, Edgecliffe</td>
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<td>PY5302 Advanced Logic</td>
<td>Peter Milne</td>
<td>Wednesday</td>
<td>9am – 11am</td>
<td>Room 104, Edgecliffe</td>
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<tr>
<td>PY5310 Philosophy of Mind</td>
<td>Michael Wheeler</td>
<td>Tuesday</td>
<td>10am – 12pm</td>
<td>Room 104, Edgecliffe</td>
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<tr>
<td>PY5315 Philosophy of Law</td>
<td>Ben Sachs</td>
<td>Monday</td>
<td>11am – 1pm</td>
<td>Room 104, Edgecliffe</td>
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<tr>
<td>PY5318 Political Philosophy</td>
<td>Elizabeth Ashford &amp; Adam Etinson</td>
<td>Monday</td>
<td>2pm – 4pm</td>
<td>Room 104, Edgecliffe</td>
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<tr>
<td>PY5324 Philosophy of Logic</td>
<td>Kevin Scharp</td>
<td>Tuesday</td>
<td>12pm – 2pm</td>
<td>Room 104, Edgecliffe</td>
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