

# Phil 5900 Research Seminar

## Christine Koggel

**Winter 2016**

**Wednesdays 2:30-5:30**

Office Hours: Mondays 2:30-4:30 or by appointment

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### **COURSE DESCRIPTION**

The primary objective of this seminar is to develop topics for theses or research essays. This will be done in the following stages:

- presenting and engaging in class discussion of what you take to be a key reading for your research project (one you need to consider, is important to your topic, will help to identify a possible research topic);
- presenting an extended search for literature on the topic you are considering - prioritizing what you find, and handing in the findings;
- presenting a few other key articles or chapters, situating your view in relation to these;
- presenting a short seminar paper that begins to develop and defend that position;
- writing an MA research proposal, consisting of a bibliography and 1000 word statement of the subject matter and aims of thesis or research essay, towards the “Thesis and Research Essay Approval Form”;
- writing the longer paper, aiming either for a writing sample or part of a first thesis chapter.

Students will consult with potential supervisors during this process.

### **READINGS**

Articles selected and circulated by students, on their research topics

Draft of papers to be circulated in advance of their presentation and discussion

### **COURSE REQUIREMENTS**

- 1) Oral presentation and class discussion of a reading that is likely to be central to your research (worth 10% of the final grade).

The reading should be about 15 pages and no longer than 20 pages. It needs to be circulated to everyone in the class no later than the Friday before the Wednesday class in which you present. It could be a photocopy or a scanned version of the reading or a link to an online journal article. The task for each of the presenters will be to take about **15 minutes** of class time to present/discuss the reading. You could/should explain why the reading is central to your thesis as well as outline some of the strengths and weaknesses of the argument(s). The rest of the class will need to do the readings provided by each of the presenters in advance of the class. The class will then take about **20 minutes** to ask questions, discuss issues or

problems presented by the reading, and to use the reading to probe and explore with each presenter the topic of their research paper or thesis.

- 2) Oral presentation of an extended search for literature you are likely to use and how it fits into your research (worth 10% of the final grade). You should prioritize this literature by distinguishing overviews, central contributions, main issues and debates, and peripheral articles. Each presentation should be about **15 minutes with about 10 minutes** for discussion. A written up version of the search results should be handed in at the end of class.
- 3) Oral presentation in which you discuss three or four different positions on your research question and aim to situate yourself in relation to them (worth 15% of the final grade). The written up version needs to be circulated to everyone in the class no later than the Friday before the Wednesday class in which you present. Each presentation will be about **20 minutes with 15 minutes** for discussion.
- 4) Oral presentation of a seminar paper (first draft of final paper) emerging from stages 1-3 above (worth 15% of the final grade). Each presentation will be about **15 minutes with 20 minutes** for discussion. The written up version needs to be circulated to everyone in class no later than the Friday before the Wednesday class. The Wednesday class that follows your oral presentation should have you hand in an outline/reflections on what you need to attend to in light of feedback on the seminar paper and for the writing up of your final paper.
- 5) Oral presentation of a draft of the MA research proposal (following the format of the “Thesis and Research Essay Approval Form” (worth 10% of the final grade). Each presentation will be about **5 minutes with 5 minutes** for discussion and feedback. I will collect all of these at the end of class.
- 6) Class attendance and participation (worth 10% of the final grade).
- 7) Final paper (6000-8000 words). Due no later than **APRIL 23 (university deadline for final assignments)** (worth 30% of the final grade)

## WEEK BY WEEK COURSE SCHEDULE

### Week 1: January 6

Organizational meeting

- 1) Go through the outline by explaining the requirements and the stages that need to be completed on the road to writing what may (hopefully!) turn out to be a chapter of the research project.
- 2) Talk through research project options:

**Research Essays (worth 1.0 credit. Requires that you take 4.0 course credits, at least one (preferably two) of which should be a Colloquium course)**

A Research Essay is a thorough review of the existing state of the art with respect to a clearly stated topic in philosophy or the history of philosophy, presenting a well-structured, well-argued, and well-written exploration of the student's own views on the topic, between 50 and 70 standard pages (formatted as required by the Faculty of Graduate and Postdoctoral Affairs).

**Theses (worth 2.0 credits. Requires that you take 3.0 in course credits)**

Theses can take either of two forms:

1. A clear statement of a philosophical problem, or, in history of philosophy, an interpretive problem, followed by analysis and argumentation, all informed by a thorough understanding of the existing state of the art with respect to the topic. A thesis must have a thesis, a claim or idea or point of view to the presentation and defence of which the entire essay is devoted. It should be roughly between 80 and 100 standard pages.

2. The second option includes both of the following: (a) A critical literature review of between 50 and 70 standard pages, including a clear statement of a philosophical problem, or, in history of philosophy, an interpretive problem, followed by a thorough review of the existing state of the art with respect to the topic, in which the student's perspective on the topic is made clear. (b) An article of between 20 and 30 standard pages, in which the problem is clearly and succinctly stated and situated in the literature, followed by analysis and argumentation for a novel solution to that problem.

In the second option, the bound final version of the thesis will include a departmental note explaining this option, followed by the article and the literature review, each identified as such in the table of contents.

- 3) Go around the table to do the following:
  - a) Round one: ask each student to tell the class about a paper that they did in first semester or as an undergrad the results of which satisfied them and explain why.
  - b) Round two: ask each student to tell the class what they think the topic of their research project might be. Include information about whether you have done some work already (perhaps the paper in a) above is a base), whether you have talked to a possible supervisor, whether you have done a literature search.
- 4) Start the process of signing up students over the next several weeks for the various tasks.

**Week 2: January 13**

Presentation and discussion of a reading (15 and no more than 20 pages long and circulated to class the Friday before) that is likely to be central to your research (15 minutes for presentation and 20 for Q&A). We will do three of these.

### **Week 3: January 20**

Presentation and discussion of a reading (15 and no more than 20 pages long and circulated to class the Friday before) that is likely to be central to your research (15 minutes for presentation and 20 for Q&A). We will do three of these.

### **Week 4: January 27**

Presentation and discussion of a reading (15 and no more than 20 pages long and circulated to class the Friday before) that is likely to be central to your research (15 minutes for presentation and 20 for Q&A). We will do two of these.

### **Week 5: February 3**

Presentation of a list of sources you are likely to use and why (written version with the search results handed in at the end of class). Take 15 minutes to present and 10 minutes to answer questions. We will do four of these.

### **Week 6: February 10**

Presentation of a list of sources you are likely to use and why (written version with the search results handed in at the end of class). Take 15 minutes to present and 10 minutes to answer questions. We will do four of these.

## **Winter Break**

### **Week 7: February 24**

Presentation that situates yourself with respect to the literature (20 minutes for presentation and 15 for Q&A). A written version of this presentation should be circulated to class the Friday before. We will do three of these.

### **Week 8: March 2**

Presentation that situates yourself with respect to the literature (20 minutes for presentation and 15 for Q&A). A written version of this presentation should be circulated to class the Friday before. We will do three of these.

### **Week 9: March 9**

Presentation that situates yourself with respect to the literature (20 minutes for presentation and 15 for Q&A). A written version of this presentation should be circulated to class the Friday before. We will do two of these.

### Week 10: March 16

Presentation of seminar paper (first draft of final paper) (15 minutes for presentation and 20 for Q&A). A written version should be circulated the Friday before the Wednesday class and an outline of/reflections on what you will address/need to do to write up the final paper (in light of presentation and discussion) should be handed in at the beginning of the following Wednesday class. We will do three of these.

### Week 11: March 23

Presentation of seminar paper (first draft of final paper) (15 minutes for presentation and 20 for Q&A). A written version should be circulated the Friday before the Wednesday class and an outline of/reflections on what you will address/need to do to write up the final paper (in light of presentation and discussion) should be handed in at the beginning of the following Wednesday class. We will do three of these.

### Week 12: March 30

Presentation of seminar paper (first draft of final paper) (15 minutes for presentation and 20 for Q&A). A written version should be circulated the Friday before the Wednesday class and an outline of/reflections on what you will address/need to do to write up the final paper (in light of presentation and discussion) should be handed in at the beginning of the following Wednesday class. We will do two of these.

### Week 13: April 6

Last class and presentations of drafts of MA proposal for the “Thesis and Research Essay Approval Form” (5 minutes for presentation and 5 minutes for Q&A).

All final papers due on final deadline of April 23.

**Assignments:**

Unless specifically told otherwise by their instructors, students:

- must not use a plastic or cardboard cover or paper clips
- must staple the paper (there is a stapler on the essay box)
- must include the following:
  - student name
  - student number
  - course number and section
  - instructor's name
- No assignments will be accepted after the last day for handing in term work – see dates in next column.
- Assignments handed in through the essay box (just inside the glass doors, Paterson Hall, Floor 3A) must be dropped into the box by **4:15** on a regular business day in order to be date-stamped with that day's date. Assignments handed in after 4:15 or on a non-business day will be stamped as having been handed in on the next business day.
- Students are required to keep copies of their assignments. If your paper is lost at any point, you will be considered not to have submitted it if you cannot produce a copy immediately on request.

**Deferrals for Term Work:**

If you miss a final examination and/or fail to submit a final assignment by the due date because of circumstances beyond your control, you may apply for a deferral of examination/assignment. For deferred examinations, you must apply within 5 working days after the scheduled date of your exam. To apply for deferral of a final assignment, you must apply within 5 working days of the last scheduled day of classes. Visit the Registrar's Office for more information.

**Plagiarism:**

It is the responsibility of each student to understand the meaning of 'plagiarism' as defined in the Undergraduate or Graduate Calendars, and to avoid both committing plagiarism and aiding or abetting plagiarism by other students. (Undergraduate Calendar Academic Regulations, section 14.3, or <http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/acadregsuniv14/>

**Academic Accommodation:**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to your professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

**Religious obligation:** write to your professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

**Academic Accommodations for Students with Disabilities:** The **Paul Menton Centre** for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with your professor to ensure

accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*) at <http://www2.carleton.ca/PMC/new-and-current-students/dates-and-deadlines/>

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www2.carleton.ca/equity/>

**Important Dates:**

Sept. 2	Classes start.
Sept. 4	Classes follow a Monday schedule.
Sept. 7	Labour Day - University closed.
Sept. 18	Last day for registration and course changes in Fall and Fall/Winter courses.
Sept. 30	Last day for entire fee adjustment when withdrawing from Fall term or two-term courses.
Oct. 12	Thanksgiving Day – University closed.
Oct. 26-30	Fall Break – no classes.
Nov. 24	Last day for tests or examinations in courses below 4000-level before the Final Examination period.
Dec. 7	Last day of classes, Fall term. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for Fall term courses.
Dec. 7	Last day to withdraw from Fall term courses (academic purposes only).
Dec. 8	No classes or examinations take place. Review classes may be held, but no new material may be introduced.
Dec. 9-21	Final examinations for Fall courses, mid-terms for Fall/Winter courses. Exams are normally held all seven days of the week.
Dec. 21	Take-home exams are due.
Jan. 6	Winter term classes begin.
Jan. 19	Last day for registration and course changes in Winter term classes.
Jan. 31	Last day for entire fee adjustment when withdrawing from winter courses or winter portion of two-term courses.
Feb. 15-19	Winter Break, no classes.
Mar. 24	Last day for tests or examinations in courses below 4000-level before the Final Examination period.
Mar. 25	Good Friday – University closed.
Apr. 8	Last day of Fall/Winter and Winter term classes. Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for Fall/Winter and Winter term courses.
Apr. 8	Last day to withdraw from Fall/Winter and Winter term courses (academic purposes only).
Apr. 9-10	No classes or examinations take place. Review classes may be held, but no new material may be introduced.
Apr. 11-23	Final Examinations. Exams are normally held all seven days of the week.
Apr. 23	Take-home exams are due.

**Addresses:**

Department of Philosophy:	3A35 Paterson Hall <a href="http://www.carleton.ca/philosophy">www.carleton.ca/philosophy</a>
Registrar's Office:	520-2110 300 Tory <a href="http://www.carleton.ca/registrar">www.carleton.ca/registrar</a> 520-3500
Student Academic Success Centre:	302 Tory <a href="http://www.carleton.ca/sasc">www.carleton.ca/sasc</a> 520-7850
Writing Tutorial Service:	4 <sup>th</sup> Floor, Library <a href="http://www1.carleton.ca/sasc/writing-tutorial-service/">http://www1.carleton.ca/sasc/writing-tutorial-service/</a> 520-6632
MacOdrum Library	<a href="http://www.library.carleton.ca/">http://www.library.carleton.ca/</a> 520-2735