

Your studies

STUDENT HANDBOOK
SCHOOL OF
PHILOSOPHY
AND ART HISTORY

Philosophy postgraduate research student handbook

2016–2017



University of Essex



Welcome from the Director of Graduate Studies

I would like to extend a very warm welcome to all graduate research students entering the School of Philosophy and Art History.

Essex Art History has a well-established international reputation and a long tradition of graduate training in almost all areas of European art and architecture from 1300 to the present, and in the art and architecture of Latin America and of the United States. We have achieved excellent results in recent student surveys and were ranked in the Top Ten in the most recent Research Excellence Framework (REF), which measures research performance nationally. Staff are research active and supervise both MA and PhD students. There is a large and lively graduate community at Essex with conferences organised by PhD students, along with an exciting postgraduate research journal, *re•bus*.

Essex Philosophy has an equally well-established international reputation with a distinctive orientation towards Modern European as well as Moral and Political Philosophy, with special emphasis on phenomenology, critical theory German idealism, the philosophy of religion, and Medical Humanities. Across these fields we tend to focus on 'existential' issues, fundamental questions about human existence. In the past few years we have enjoyed a string of successes: we were among the Top Ten Philosophy submissions in the last REF; we had very high ratings in the last National Student Satisfaction Survey (NSS); and we have been awarded a series of externally funded research grants, including large grants for the *Essex Autonomy Project* and a new project on the *Ethics of Powerlessness*. Those successes are a reflection of the distinctive character of Philosophy at Essex: intensive, close-knit, original, focused.

Study at graduate level can be a demanding and challenging enterprise, which requires personal determination and commitment in addition to a well-trained intellect and a lively and productive imagination. We aim to provide the best environment we can in which to conduct study and research, and we urge you to take advantage of all the events and facilities available. You are warmly encouraged to attend our School Research Seminars, which are held at 4pm every Thursday during the autumn and spring terms and provide an occasion to hear both external visiting speakers and internal speakers from the faculty and the graduate community. There are additionally various guest lectures, in addition to other relevant activities throughout the University, and annual mini-courses in both Philosophy and Art History. On the Philosophy side of the School we also offer various research seminars, informal reading groups, and three research colloquia.

Finally, this booklet provides information about the Faculty of Humanities, the Registry, the School, details about assessment procedures and guidelines for writing and submitting a thesis. To obtain comprehensive information about regulations relevant to graduate students please look on the University website. Your comments on School arrangements are important as we are constantly alert to the need to accommodate students' changing interests within a responsible educational programme. This involves ensuring that we maintain the optimal

content and format for our programmes, and your input, both formal and informal, is a vital part of the process. Please make your views known.

We all hope that you will have a happy and fruitful time here at Essex and we shall do our best so that this is the case.

Dr Timo Jütten
Director of Graduate Studies

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Whilst the information contained in this handbook is believed to be correct at the time it was compiled (September 2016), changes do occur, and sometimes at short notice. If you are in doubt about any of the information provided here please ask. University documents take precedence over School documents.

Section 1: Introduction

a) About this handbook

This handbook is an essential guide for students joining the School, and outlines the various things you'll need to know about your School as you start your studies with us. It's a useful reference book, so make sure you have it to hand throughout your period of study.

Other sources of information are available to help you, and are listed below at www.essex.ac.uk/myessex and www.essex.ac.uk/students. Our friendly departmental staff are here to help and you can find their contact details in this handbook.

Remember that at Essex, we don't separate our students and academic staff, or our professional services staff from our alumni. Everyone is a member of our community for life. Our three uniquely intimate campuses encourage an inter-weaving of people, ideas and disciplines. We celebrate diversity and challenge inequality. Whatever your background, race or sexual orientation, you're part of a vibrant community that lives, learns and plays together.

All information in this guide was correct at the time of printing. For updates please refer to www.essex.ac.uk/students/study-resources/handbooks/.

b) Term dates, calendar and academic week numbers

2016-2017

Autumn term	6 October 2016 – 16 December 2016
Spring term	16 January 2017 – 18 March 2017
Summer term	24 April 2017 – 30 June 2017

2017-2018

Autumn term	5 October 2017 – 15 December 2017
Spring term	15 January 2018 – 23 March 2018
Summer term	23 April 2018 – 29 June 2018

Registration

It is essential that you register at the start of each academic year, as you will not be able to continue on your course unless you do register.

Information relating to registration can be found on the following web page:
<http://www.essex.ac.uk/students/new/registration.aspx>.

Payment of Fees

The online student payment system can be found at: www.essex.ac.uk/webpay/login.asp.

Calendar for 2016-2017								
Week No	Description	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	Welcome Week	03-Oct	04-Oct	05-Oct	06-Oct	07-Oct	08-Oct	09-Oct
2	Autumn term	10-Oct	11-Oct	12-Oct	13-Oct	14-Oct	15-Oct	16-Oct
3	Autumn term	17-Oct	18-Oct	19-Oct	20-Oct	21-Oct	22-Oct	23-Oct
4	Autumn term	24-Oct	25-Oct	26-Oct	27-Oct	28-Oct	29-Oct	30-Oct
5	Autumn term	31-Oct	01-Nov	02-Nov	03-Nov	04-Nov	05-Nov	06-Nov
6	Autumn term	07-Nov	08-Nov	09-Nov	10-Nov	11-Nov	12-Nov	13-Nov
7	Autumn term	14-Nov	15-Nov	16-Nov	17-Nov	18-Nov	19-Nov	20-Nov
8	Autumn term	21-Nov	22-Nov	23-Nov	24-Nov	25-Nov	26-Nov	27-Nov
9	Autumn term	28-Nov	29-Nov	30-Nov	01-Dec	02-Dec	03-Dec	04-Dec
10	Autumn term	05-Dec	06-Dec	07-Dec	08-Dec	09-Dec	10-Dec	11-Dec
11	Autumn term	12-Dec	13-Dec	14-Dec	15-Dec	16-Dec	17-Dec	18-Dec
12	Christmas Vac	19-Dec	20-Dec	21-Dec	22-Dec	23-Dec	24-Dec	25-Dec
13	Christmas Vac	26-Dec	27-Dec	28-Dec	29-Dec	30-Dec	31-Dec	01-Jan
14	Christmas Vac	02-Jan	03-Jan	04-Jan	05-Jan	06-Jan	07-Jan	08-Jan
15	Christmas Vac exams	09-Jan	10-Jan	11-Jan	12-Jan	13-Jan	14-Jan	15-Jan
16	Spring term	16-Jan	17-Jan	18-Jan	19-Jan	20-Jan	21-Jan	22-Jan
17	Spring term	23-Jan	24-Jan	25-Jan	26-Jan	27-Jan	28-Jan	29-Jan
18	Spring term	30-Jan	31-Jan	01-Feb	02-Feb	03-Feb	04-Feb	05-Feb
19	Spring term	06-Feb	07-Feb	08-Feb	09-Feb	10-Feb	11-Feb	12-Feb
20	Spring term	13-Feb	14-Feb	15-Feb	16-Feb	17-Feb	18-Feb	19-Feb
21	Spring term	20-Feb	21-Feb	22-Feb	23-Feb	24-Feb	25-Feb	26-Feb
22	Spring term	27-Feb	28-Feb	01-Mar	02-Mar	03-Mar	04-Mar	05-Mar
23	Spring term	06-Mar	07-Mar	08-Mar	09-Mar	10-Mar	11-Mar	12-Mar
24	Spring term	13-Mar	14-Mar	15-Mar	16-Mar	17-Mar	18-Mar	19-Mar
25	Spring term	20-Mar	21-Mar	22-Mar	23-Mar	24-Mar	25-Mar	26-Mar
26	Easter Vac	27-Mar	28-Mar	29-Mar	30-Mar	31-Mar	01-Apr	02-Apr
27	Easter Vac	03-Apr	04-Apr	05-Apr	06-Apr	07-Apr	08-Apr	09-Apr
28	Easter Vac	10-Apr	11-Apr	12-Apr	13-Apr	14-Apr	15-Apr	16-Apr
29	Easter Vac	17-Apr	18-Apr	19-Apr	20-Apr	21-Apr	22-Apr	23-Apr
30	Summer term + early exams	24-Apr	25-Apr	26-Apr	27-Apr	28-Apr	29-Apr	30-Apr
31	Summer term + early exams	01-May	02-May	03-May	04-May	05-May	06-May	07-May
32	Summer term + early exams	08-May	09-May	10-May	11-May	12-May	13-May	14-May
33	Examinations	15-May	16-May	17-May	18-May	19-May	20-May	21-May
34	Examinations	22-May	23-May	24-May	25-May	26-May	27-May	28-May
35	Examinations	29-May	30-May	31-May	01-Jun	02-Jun	03-Jun	04-Jun
36	Examinations	05-Jun	06-Jun	07-Jun	08-Jun	09-Jun	10-Jun	11-Jun
37	Summer term	12-Jun	13-Jun	14-Jun	15-Jun	16-Jun	17-Jun	18-Jun
38	Summer term	19-Jun	20-Jun	21-Jun	22-Jun	23-Jun	24-Jun	25-Jun
39	Summer term	26-Jun	27-Jun	28-Jun	29-Jun	30-Jun	01-Jul	02-Jul
40	Summer Vac	03-Jul	04-Jul	05-Jul	06-Jul	07-Jul	08-Jul	09-Jul
41	Summer Vac	10-Jul	11-Jul	12-Jul	13-Jul	14-Jul	15-Jul	16-Jul
42	Graduation *	17-Jul	18-Jul*	19-Jul*	20-Jul*	21-Jul*	22-Jul	23-Jul
43	Summer Vac	24-Jul	25-Jul	26-Jul	27-Jul	28-Jul	29-Jul	30-Jul
44	Summer Vac	31-Jul	01-Aug	02-Aug	03-Aug	04-Aug	05-Aug	06-Aug
45	Summer Vac	07-Aug	08-Aug	09-Aug	10-Aug	11-Aug	12-Aug	13-Aug
46	Summer Vac	14-Aug	15-Aug	16-Aug	17-Aug	18-Aug	19-Aug	20-Aug
47	Summer Vac	21-Aug	22-Aug	23-Aug	24-Aug	25-Aug	26-Aug	27-Aug
48	Summer Vac	28-Aug	29-Aug	30-Aug	31-Aug	01-Sep	02-Sep	03-Sep
49	Resit Exams	04-Sep	05-Sep	06-Sep	07-Sep	08-Sep	09-Sep	10-Sep
50	Summer Vac	11-Sep	12-Sep	13-Sep	14-Sep	15-Sep	16-Sep	17-Sep
51	Summer Vac	18-Sep	19-Sep	20-Sep	21-Sep	22-Sep	23-Sep	24-Sep
52	Summer Vac	25-Sep	26-Sep	27-Sep	28-Sep	29-Sep	30-Sep	01-Oct

* NB Graduation - Provisional, subject to change. Graduation dates apply to all three campuses

Please note Examination and Graduation dates may be subject to change

c) Events

Autumn Term (Week 1)

Week 1	Induction meetings for new Research students in the School Wednesday 5 October	
Week 8 (Reading Week)	Philosophy Research Colloquium Tuesday 22 November at 2.00 pm	1N1.4.1
	Graduate Feedback Meeting (SSLC) Wednesday 23 November (TBC) – Time TBC	Thomas' Room
	MPhil/PhD Supervisor Panels Thursday 24 November all day	Various offices
Week 10	Research Students Progress Board Christmas Party W/c 05 December 2016	TBC

Spring Term (Week 16)

Week 17/18	First Year MPhil Supervisory Panels	Various offices
Week 21 (Reading Week)	Graduate Feedback Meeting (SSLC) Date TBA	Thomas' Room
	Philosophy Research Colloquium Tuesday 21 February	1N1.4.1
	MPhil/PhD Supervisory Panels Thursday 23 February	Various offices

Summer Term (Week 30)

Week 31	Graduate Feedback Meeting (SSLC) Date TBC	Thomas' Room
Week 32	MPhil/PhD Supervisory Panels Thursday 11 May all day	Various offices
Week 36	School Summer Picnic Thursday 08 June – By the lake, weather permitting	
Weeks 37 & 38	MPhil/PhD Supervisory Panels & 1st Year Confirmation Panels Dates to be confirmed	Various offices
Week 38	Philosophy Research Colloquium Tuesday 20 June at 2.00 pm	1N1.4.1
Week 39	Research Students Progress Board Date and time to be confirmed	Room TBA
Week 42	Graduation Tuesday 12 – Friday 15 July 2016	Ivor Crewe

d) Supervision of Research Students during periods of research leave for academic staff

Academic Staff serving as supervisors of postgraduate research students will on occasion take periods of research leave (sabbatical) for research purposes. During some such leaves, supervisors may not be in residence at the University. It is incumbent upon supervisors, with the approval of the Director of Graduate Studies, to develop a plan for the continuing supervision of students during periods of research leave. In making such arrangements, it is the policy of the School that:

- a) Members of staff are expected to continue to carry out their role as Supervisor during periods of research leave.
- b) Members of staff on research leave are not expected to attend Supervisory Boards, but are expected to provide a written assessment of progress.
- c) Members of staff on research leave should make arrangements for continuing contact with their supervisees, whether through face-to-face meetings or through some form of remote communication.
- d) In cases where a member of staff plans to be out-of-residence for an extended period during research leave, an alternate member of staff should be named (by the Director of Graduate Studies, in consultation with the supervisor) as a local contact for the supervised student. The local contact is not meant to act as a substitute supervisor (see point (a), above) but to serve as a designated point of contact in the School during the period when the Supervisor is out-of-residence.

e) The *myEssex* student portal

myEssex is your online account. Use it to see your timetable, keep your personal details up-to-date, see how you're doing on your course, let us know if you'll miss a lecture or class, contact the Student Services Hub and much more. <https://www.essex.ac.uk/myessex/>.

1.2. About our School

a) Contact details of academic Staff

	Room	Tel	Email
Head of School			
Professor Fabian Freyenhagen	6.124	2713	ffrey
Director of Education			
Dr Fiona Hughes	5B.139	2718	fhughes
Director of Graduate Studies			
Professor Béatrice Han-Pile (AU)	5B.143	2532	beatrice
Dr Timo Jütten (SP & SU)	5B.113	2998	tjuetten
Postgraduate Taught Director (Art History)			
Dr Gavin Grindon (AU & SU)	6.129	2606	mtymkiw
Dr Michael Tymkiw (SP & SU)	6.135	3445	ggrindon
Postgraduate Taught Director (Philosophy)			
Dr Steve Gormley (AU & SP)	5B.127	2709	segorm
Dr Timo Jütten (SU)	5B.113	2998	tjuetten
Director of Centre for Curatorial Studies			
Dr Gavin Grindon (AU & SU)	6.135	3445	ggrindon
Dr Michael Tymkiw (SP & SU)	6.129	2606	mtymkiw
Employability Development Director			
Professor Peter Dews (AU)	5B.123	2714	peted
Professor Fabian Freyenhagen (SP & SU)	6.124	2713	ffrey
Senior Tutor/Disability Liaison Officer			
Dr Steve Gormley (AU & SP)	5B.127	2709	segorm
Dr Lorna Finlayson (SU)	6.146	3002	ljfinl
Study Abroad Officer			
Dr Matt Burch (Shadow: Dr Matt Lodder)	6.145	2708	mburch
PG Staff/Student Liaison Officer			
Professor Béatrice Han-Pile (Res and Chair) (AU)	5B.143	2532	beatrice
Dr Timo Jütten (Res and Chair) (SP & SU)	5B.113	2998	tjuetten
School Manager			
Hannah Whiting	6.122	2703	hannah.whiting
Deputy School Manager			
Sarah Mumford	6.130	2200	smumfo
Graduate Administrator			
Wendy Williams	6.139	2705	wgill

Art History Contact Details:

Dr Gavin Grindon (Research Leave SP 2017)	Email: ggrindon Tel: 3445 Room: 6.135
Dr Joanne Harwood	Email: harwjs Tel: 3971 and 3007 Room: CB.52 and 6.148
Dr Matt Lodder	Email: mlodder Tel: 2953 Room: 6.133
Dr Diana Bullen Presciutti	Email: dbpres Tel: 4058 Room: 6.141
Dr Caspar Pearson	Email: cpearson Tel: 2076 Room: 6.137
Dr Natasha Ruiz-Gómez (Research Leave SP and SU 2017)	Email: natashar Tel: 2999 Room: 6.131
Dr Michael Tymkiw (Research Leave AU 2016)	Email: mtymkiw Tel: 2606 Room: 6.129

Emeritus Professors:

Professor Dawn Ades	Email: dawnadesemail@gmail.com
Professor Valerie Fraser	Email: vfraser
Professor Margaret Iversen	Email: miversen
Professor Jules Lubbock	Email: lubbj
Professor Peter Vergo	Email: pjvergo Room: 6.148 Tel: 3007

Non-Essex users should add @essex.ac.uk to the above email addresses.

01206 87 needs to be added to the extension numbers if calling externally.

Philosophy Contact Details:

Dr Matt Burch	Email: mburch Tel: 2708 Room: 6.145
Professor Peter Dews (Research leave SP & SU 2017)	Email: peted Tel: 2714 Room: 5B.123
Dr Lorna Finlayson	Email: ljfinl Tel: 3002 Room: 6.146
Professor Fabian Freyhagen	Email: ffrey Tel: 2713 Room: 6.124
Dr Steven Gormley	Email: segorm Tel: 2709 Room: 5B.127
Professor Béatrice Han-Pile	Email: beatrice Tel: 2532 Room: 5B.143
Dr Fiona Hughes	Email: fhughes Tel: 2718 Room: 5B.139
Dr Timo Jütten (Research leave AU 2016)	Email: tjuetten Tel: 2998 Room: 5B.113
Professor Wayne Martin (Research leave 2016-17)	Email: wmartin Tel: 3405 Room: 5B.115
Dr Irene McMullin	Email: i.mcmullin Tel: 2711 Room: 5B.141
Dr David McNeill (Extended Research Leave until 2017-18)	Email: dmcneill Tel: 2716 Room: 5B.119
Dr Jörg Schaub	Email: jschaub Tel: 4768 Room: 5B.117
Dr Dan Watts (Research leave AU 2016)	Email: dpwatts Tel: 2706 Room: 5B.125

Non-Essex users should add @essex.ac.uk to the above email addresses.

01206 87 needs to be added to the extension numbers if calling externally.

b) School of Philosophy & Art History administrative staff

	<p>Hannah Whiting School Manager</p> <p>Hannah is responsible for the day-to-day smooth running of the School on the administrative side, and assists the Head of School and GTA Director.</p>	<p>Email: hannah.whiting@essex.ac.uk Tel: 01206 87 2703 Room: 6.122</p> <p>Office hours: Monday-Friday 9.00am - 1.00pm 2.00pm - 5.00pm</p>
	<p>Sarah Mumford Deputy School Manager</p> <p>Sarah is responsible for all matters relating to student administration. She can provide you with general information on the School and deals with queries relating to undergraduate course structures and module enrolment and examinations.</p>	<p>Email: smumfo@essex.ac.uk Tel: 01206 87 2200 Room: 6.130</p> <p>Office hours: Monday-Friday 10.00am - 1.00pm 2.00pm - 4.00pm</p>
	<p>Wendy Williams Graduate Administrator</p> <p>Wendy deals with all matters relating to graduate study in the School, including scholarships, studentships and funding applications. She works closely with the Director of Graduate Studies and PGT Director. Wendy is also responsible for the administration of our PG SSLC (Graduate Feedback Meetings).</p>	<p>Email: wjill@essex.ac.uk Tel: 01206 87 2705 Room: 6.139</p> <p>Office hours: Monday-Friday 10.00am - 1.00pm 2.00pm - 4.00pm</p>
	<p>Katherine Bailey Administrative/Finance Assistant</p> <p>Katherine is responsible for the day to day financial matters, as well as providing administrative assistance for the Interdisciplinary Studies Centre</p>	<p>Email: kbailey@essex.ac.uk Tel: 01206 87 2688 Room: 6.132</p> <p>Office Hours: Monday – Tuesday Thursday – Friday 10.30am – 4.00pm</p>

Graduate Teaching Assistants (GTAs)

The University Senate has approved a Code of Practice on Teaching by Graduate Students, which covers the selection and training of GTAs as well as teaching duties and School arrangements. The Code of Practice is available on the Registry web pages at:

<http://www.essex.ac.uk/academic/docs/regs/gstudents.shtm>.

The School of Philosophy and Art History normally employs research students, once they have reached their second year of study, as graduate teaching assistants on some of their undergraduate modules. Applications are normally invited during the summer term for the following year.

The University provides training, which all new GTAs are required to attend.

General queries

Email: spahinfo@essex.ac.uk

Address: School of Philosophy and Art History, University of Essex
Wivenhoe Park, Colchester, CO4 3SQ

Philosophy

website: <http://www.essex.ac.uk/philosophy>

Facebook: www.facebook.com/PhilosophyatEssex

Twitter: @EssexPhilosophy

Art History

website: <http://www.essex.ac.uk/arthistory>

Facebook: www.facebook.com/EssexArtHistory

Twitter: @EssexArtHistory

Pinterest: www.pinterest.com/essexarthistory

Resources

Resources including forms and documents can be found on the Philosophy 'for current students' webpage:

http://www.essex.ac.uk/philosophy/current_students/resources/default.aspx

c) Philosophy staff profiles and research interests



Matt Burch completed a PhD in philosophy at Rice University, spent a postdoctoral year at Bergische Universität, Wuppertal, and taught at the University of Arkansas for five years. He served as senior research officer on the Essex Autonomy Project from 2013-2014. He has published articles on philosophical method and the phenomenology of agency. His current research focuses on the nature and limits of practical agency with an approach that draws on the resources of the social sciences and the phenomenological tradition. Research Interests: Practical deliberation, normativity, moral psychology, objectivity, and risk.

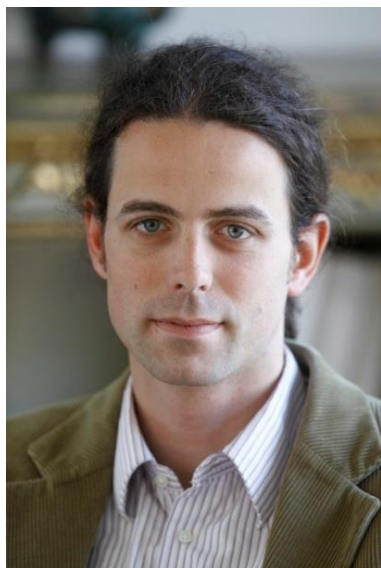
Peter Dews, BA Cambridge, MA Essex, PhD Southampton.

Peter read English at Queen's College Cambridge, and took an MA in the Sociology of Literature at Essex, going on to gain a PhD in Philosophy at Southampton University. Before coming to Essex, he taught philosophy at Middlesex University and European thought and literature at Anglia Ruskin University. He is the author of *Logics of Disintegration* (1987, reissued in the Verso 'Radical Thinkers' series 2007), *The Limits of Disenchantment* (1995), and *The Idea of Evil* (2008); he has also edited *Autonomy and Solidarity: Interviews with Jürgen Habermas* (1986), *Habermas: A Critical Reader* (1999), and co-edited *Deconstructive Subjectivities* (1997). He has been a Humboldt Fellow at the University of Tübingen, and has held visiting positions at the University of Konstanz, at the Institute for Human Sciences in Vienna, at the Graduate Faculty, New School for Social Research, at Columbia University, and in the Center for the Humanities, Grinnell College. Main interests: the history of German Idealism and its aftermath; the Frankfurt School and contemporary Critical Theory; French philosophy, from WWII to the present; philosophy and psychoanalysis (especially Lacanian theory). Current research interests include: the logic of transitions from transcendental to objective idealism, and the conception of system in Franz Rosenzweig's *The Star of Redemption*. He is also writing a book on Schelling's late thought as a confrontation with Hegel.



Lorna Finlayson

Lorna took both her BA and PhD in Philosophy at King's College, Cambridge, where she was then appointed to a four-year junior research fellowship, also acting as an affiliated lecturer at the Faculty of Philosophy. She is the author of *The Political Is Political: conformity and the illusion of dissent in contemporary political philosophy* (Rowman & Littlefield, 2015), and *An Introduction to Feminism* (CUP, forthcoming November 2015). She has interests in political philosophy and its methodology, critical theory and theories of ideology, feminist philosophy, philosophy of social science, and Arabic philosophy. As of September 2015, she is Lecturer in Philosophy at the School of Philosophy and Art History.



Fabian Freyenhagen, BA Oxford, PhD Sheffield.

Fabian read Philosophy, Politics and Economics at Exeter College, Oxford, and then completed a PhD in Philosophy at the University of Sheffield. Before joining the Department, he taught for two years at Cambridge. He is the author of *Adorno's Practical Philosophy* (CUP 2013) and papers in journals such as *Kantian Review*, *Hegel Bulletin*, *Proceedings of the Aristotelian Society* and *Politics, Philosophy & Economics*. Main Interests: Frankfurt School (especially Adorno), Ethics (particularly Kant's and Kantian ethics), Political Philosophy, Philosophy of Psychiatry. Current research: social pathology; autonomy and its social conditions; methodology in political philosophy; and ethics after Auschwitz. He is Co-Investigator of the AHRC-funded Essex Autonomy Project, an externally funded research project

concerned with the ideal of self-determination in human affairs. He is also the current Head of the School of Philosophy and Art History.

Steven Gormley, BA Kent, MA Warwick, PhD Essex. Steven studied Philosophy and Literature at Kent and Continental Philosophy at Warwick. He completed his doctoral work in philosophy at Essex, and then held a two-year junior research fellowship in the department. Main Interests: Political Philosophy; Critical Theory; Contemporary French Philosophy (particularly Derrida, Foucault, Rancière); Deconstruction; Phenomenology; Current research: democratic theory (agonistic, deconstructive, and deliberative); impossible ideals in ethics and politics; Nietzsche and indirect communication; rhetoric and public deliberation; social pathologies.



Marie Guillot – starting Spring 2017

Marie studied philosophy in France, at the École Normale Supérieure (Fontenay St Cloud), at the École des Hautes Études en Sciences Sociales and at the Institut Jean Nicod, where she did her PhD as well as an M.Sc. in cognitive science. She also studied fine arts at the École Nationale Supérieure des Arts Décoratifs (Paris). Before joining Essex, she was a research fellow at the Institut Jean Nicod, at Paris IV, at LOGOS (Barcelona), and at University College London. She has published articles in journals such as *Synthese*, *Teorema*, the *Review of Philosophy and Psychology* and *Philosophical Explorations*. She is currently working on a two-year Marie Curie project, PHENOSELF, which investigates the phenomenal basis of the concept of self.

Main interests: philosophy of mind, philosophy of language, epistemology, philosophy of psychology, aesthetics. Current research: the first person (linguistic and mental), indexicality, *de se* content, subjectivity, self-knowledge, phenomenal consciousness, phenomenal concepts.



Béatrice Han-Pile, Ecole Normale Supérieure d'Ulm, Agrégation de Philosophie, Thèse de Doctorat (Université de Paris XII).

Béatrice studied philosophy, history and literature at the École Normale Supérieure and was awarded a Fellowship from the Thiers Foundation while completing her doctoral thesis on Michel Foucault. Before coming to Essex, she taught in France at the Universities of Paris IV-Sorbonne, Reims and Amiens. She was invited as a Visiting Scholar twice by the University of California (Berkeley), and by the Université de Nice (France). She is the author of *L'ontologie manquée de Michel Foucault* (published in the autumn of 2002 by Stanford University Press as *Foucault's Critical Project: Between the Transcendental and the Historical*). She also has published various papers, mostly on Foucault,

Nietzsche, Schopenhauer, Heidegger and aesthetics. She is currently Principal Investigator on an AHRC-funded three year project on 'The Ethics of Powerlessness: the Theological Virtues Today' (EoP). The project will run for three years from July 1 2015 and investigate the nature of medio-passive agency, as well as the possible roles of the theological virtues for ethical guidance in situations of powerlessness. Main interests: Foucault and Continental philosophy, especially phenomenology; German philosophy (Kant, Schopenhauer, Nietzsche); past and contemporary theories of art (Heidegger, Merleau-Ponty, Maldiney). Current research: EoP related matters, a book on hope and various papers, mostly on Nietzsche, Foucault and Heidegger.



Fiona Hughes, MA (Hons) Edinburgh, DPhil Oxford. Fiona studied at Edinburgh as an undergraduate and at Tübingen, Germany (where she held the Stevenson Research Scholarship), and Merton College, Oxford as a graduate student. She was a junior Research Fellow at Wolfson College, Oxford and lecturer at the universities of Edinburgh and York. She has written articles on Kant, Merleau-Ponty, Nietzsche and philosophical aesthetics. Main interests: Kant, Merleau-Ponty, aesthetics, phenomenology (French and German), Nietzsche. Current research: the

relationship between Kant's epistemology and aesthetics, Merleau-Ponty's development of Husserl's phenomenology, the relationship between art and philosophy. Fiona is author of *Kant's Aesthetic Epistemology: Form and World* (Edinburgh University Press) June 2007 and *The Reader's Guide to Kant's Critique of Judgement* (Continuum Press) November 2009.

Timo Jütten, BA London, MA, DPhil Sussex.

Timo studied Political Studies at Hebrew at SOAS (University of London) and the Hebrew University of Jerusalem, and Social & Political Thought and Philosophy at Sussex. Before coming to Essex, he taught at University College Dublin and in Groningen. His main research interests are in critical social theory, political philosophy, philosophy and gender, and the philosophical foundations of human rights. He also remains interested in Kant and Post-Kantian European Philosophy (Hegel Marx). Timo has published articles in the *European Journal of Philosophy*, *Inquiry*, the *International Journal of Philosophical Studies*, *Constellations*, *Critical Horizons* and the *Deutsche Zeitschrift für Philosophie*. His current research is on commodification and the moral limits of markets, and on sexual objectification.



Thomas Khurana – starting Spring 2017

Thomas studied Philosophy, Sociology, Literature and Psychology in Bielefeld and Berlin and received his PhD from the University of Potsdam. Before joining the Department, he taught philosophy at the University of Potsdam, the Goethe-University Frankfurt, and the University of Leipzig. He was a Theodor Heuss Lecturer at the New School for Social Research in New York and a Humboldt fellow at the University of Chicago. Thomas is the author of three books, most recently "Das Leben der Freiheit: Form und Wirklichkeit der Autonomie" (Suhrkamp 2017).

His latest edited collection is “The Freedom of Life: Hegelian Perspectives” (August 2013). Thomas has also published various papers on Kant, Hegel, Heidegger, Wittgenstein, Adorno, Foucault, Derrida, Cavell, Brandom, Agamben, and others. His main areas of interest are: Kant and German Idealism, 19th and 20th century continental philosophy, practical and social philosophy, philosophy of language and mind, philosophy of culture and aesthetics. His current research focuses on the dialectics of second nature, the relation of self-consciousness and self-reification, ethical naturalism and the politics of life.

Wayne Martin, BA Cambridge, PhD Berkeley.

Wayne studied philosophy both in the UK and in the USA and taught for twelve years at the University of California, San Diego, before coming to Essex in 2005. He is the author of *Theories of Judgment: Psychology, Logic, Phenomenology* (Cambridge UP, 2006) and *Idealism and Objectivity: Understanding Fichte's Jena Project* (Stanford UP, 1997), as well as articles on Frege, Husserl, Lucas Cranach, Dutch Still Life painting, deontic logic and Philosophy of Psychiatry. He currently serves as Head of the School of Philosophy and Art History, and is Principal Investigator on the Essex Autonomy Project, an externally funded research project concerned with the ideal of self-determination in human affairs. He also serves as Series Editor for *Modern European Philosophy* (the monograph series at CUP).



Irene McMullin, MA Toronto, PhD Rice.

Irene joined the department of Philosophy at the University of Essex in 2013 after having spent a postdoctoral year at Bergische Universität, Wuppertal, Germany and teaching at the University of Arkansas, Fayetteville for six years. She completed her PhD at Rice University and her MA at the University of Toronto. She is the author of *Time and the Shared World: Heidegger on Social Relations* (Northwestern UP, 2013), as well as articles on Husserl, Heidegger, Kant, Sartre, Arendt, and virtue ethics. Her research interests include phenomenology, existentialism, moral psychology, ethics, and social/political philosophy. She is currently working on a book about the interface between existentialism and virtue ethics entitled “Existential Flourishing: A Phenomenology of the Virtues.”

Jörg Schaub, Dr. phil. Frankfurt.

Jörg studied Philosophy, Aesthetics, Art and Media Theory at the HfG Karlsruhe, Heidelberg University, the University of North Carolina at Chapel Hill and Cambridge University. He received a doctoral degree in philosophy from Goethe-University, Frankfurt. He was a Visiting Fellow at the Department of Philosophy at Essex University, and DAAD postdoctoral research fellow at the Faculty of Philosophy at Cambridge University. Before joining the Department, he taught at Mannheim University and Goethe-University. Main interests: Social and Political Philosophy (focus on contemporary theories and 19th century German authors), Frankfurt School and Contemporary Critical Theory, Philosophy of Art, Normative Ethics and Metaethics. Current research: the aesthetic moments in emancipatory politics; social pathologies; methodological approaches in contemporary social and political philosophy (ideal/nonideal theory, activist political theory, political realism, Critical Theory, Cambridge School); theories of justice (particularly Rawls).



Daniel Watts, BA PhD Sheffield.

Dan joined us from Trinity College Dublin, where he had taught Continental Philosophy and enjoyed a postdoctoral fellowship. He completed his doctoral work in philosophy at Sheffield, where he also read history and philosophy. His main research interests are in Kierkegaard, Wittgenstein and the phenomenological tradition. He also has interests in the philosophy of religion, ethics and political philosophy. He has published papers in *The European Journal of Philosophy*, *Inquiry*, *International Journal of Philosophical Studies*, *The Bulletin of the Hegel Society* and *Faith and Philosophy*. He is writing a book entitled *Thinking Humanly: Kierkegaard on Subjectivity and Thought*. Dan is also Co-Investigator on a major project, *The Ethics of Powerlessness*.

d) Art History staff profiles and research interests



Dawn Ades, Emeritus Professor, BA Oxford; MA Courtauld Institute, University of London

Dawn Ades is a Fellow of the British Academy and a former trustee of Tate (1995-2005) and was awarded a CBE in 2013 for her services to art history. She has been responsible for some of the most important exhibitions in major London venues and overseas over the past thirty years, including *Dada and Surrealism Reviewed*, Arts Council of Great Britain, 1978; *Art in Latin America: The Modern Era 1820-1980*, Hayward Gallery, London, 1989; *Salvador Dalí: The early years*, Hayward Gallery, London, 1995; *Salvador Dalí:*

centenary retrospective, Palazzo Grassi, Venice, 2004; *Undercover Surrealism: Georges Bataille and DOCUMENTS*, Hayward Gallery, London, 2006; *The Colour of my Dreams: the Surrealist Revolution in Art*, Vancouver Art Gallery 2011. She has published standard works on photomontage, Dada, Surrealism, women artists and Mexican muralists. She recently completed a collaborative project at the Getty Research Institute on Surrealism in Latin America and co-edited the resulting volume of essays *Vivísimo Muerto: Surrealism in Latin America* 2012. In 2015 Ridinghouse published her selected essays *Writings on Art and Anti-Art*.

Lisa Blackmore - starting August 2017

Lisa researches the aesthetics and politics of modernity in Latin American and Caribbean art, architecture, and visual culture, exploring historical contexts and epistemic pacts that entangle vision with power and knowledge. Her first book *Spectacular Modernity: Dictatorship, Space and Visuality in Venezuela (1948-1958)*, forthcoming from the University of Pittsburgh Press in 2017, draws on her AHRC funded doctoral dissertation in which she analysed an array of visual and spatial phenomena, from vintage newsreel and state propaganda to carnival pageants and military parades. After receiving her PhD in 2011, she taught at universities in Caracas and Leeds, and has worked as a curator and translator, focusing particularly on issues of memory, space, and digital culture. The postdoctoral research she has developed at the University of Zurich since 2014 seeks to expand the repertoire of the modern landscape in Latin America by directing attention to its blind spots: disordered forms of nature, ruination and memory, caused by different types of violence. Parallel to this, Lisa is collaborating with a filmmaker on two research-led films, the first of which will be completed in 2016, and is co-editing two volumes on culture and politics in Venezuela. She will join the School of Philosophy and Art History as Lecturer in Art History and Interdisciplinary Studies in August 2017.





Valerie Fraser, Emeritus Professor, MPhil, Warburg Institute, University of London; PhD Essex

Valerie Fraser specialises in the art and architecture of Latin America and Spain with particular emphasis on the early colonial period and the 20th/21st centuries. She is Chair of the Essex Collection of Art from Latin America (ESCALA). She has worked on a number of exhibitions including Kahlo's Contemporaries held at the University Gallery in 2005, and Latin American Art: Contexts and Accomplices at the Sainsbury Centre, University of East Anglia, 2004. She has won a number of major awards from the AHRC including funding for a fully-illustrated online catalogue of ESCALA, and recently completed a three-year AHRC-funded research project (2009-2012)

entitled Meeting Margins: Transnational Art in Latin America and Europe 1950-1978, a collaboration between the University of Essex and the University of the Arts London that investigated artistic relations between Europe and Latin America in the post-war period. She is currently researching artistic production in Chile from 1950 until the military coup in 1973.

Gavin Grindon, BA Leeds, MA, PhD Manchester

Gavin is the co-director of the Centre for Curatorial Studies. He specialises in modern and contemporary art, curating and theory. His research focuses on activist-art, social practice and institutional critique. He co-curated the exhibition *Disobedient Objects* (V&A 2014-15), and is currently completing a book on the history of activist-art. He has published in *Art History*, *The Oxford Art Journal*, *Third Text*, *Radical Philosophy* and *The Journal of Aesthetics and Protest*. Before coming to Essex, he was visiting research fellow at the V&A and postdoctoral fellow in visual and material culture at Kingston University. He completed his PhD, an intellectual history of theories of revolution-as-festival, at Manchester University under Prof. Terry Eagleton. He recently organised the conferences *Art... What's the Use?* (Whitechapel, 2011) and *The Politics of the Social in Contemporary Art* (Tate Modern, 2012); and has been invited to speak at CUNY Graduate School; York; UCL; Royal College of Art; the Courtauld; Warsaw Museum of Contemporary Art; and Queens Museum, New York. He has also spoken about his work for BBC Radio 4, *The New York Times*, *The Guardian*, *Le Monde* and consulted for arts programming on Channel 4. In 2010, he co-authored a pamphlet on activist-art, *A User's Guide to Demanding the Impossible* (Autonomedia/Minor Compositions), which has been translated into eight languages.



Joanne Harwood, MA PhD Essex

Joanne Harwood specialises in the art of Latin America with a focus on the pre-Columbian and early colonial period in central Mexico, particularly in relation to Aztec-Mixtec painted books. She teaches an undergraduate survey course on art from Latin America from pre-Columbian to contemporary art and architecture and her current research focuses on indigenism and post-indigenism in modern and contemporary art from Latin America. As Director of the Essex Collection of Art from Latin America (ESCALA) and alumna of the Museum Leaders Programme (University of East Anglia) she also contributes to the Centre for Curatorial Studies (CCS). She is currently also Director of Latin American Studies and Co-Director of the Centre for Latin American and Caribbean Studies.



Margaret Iversen, Emeritus Professor, MLitt Edinburgh; PhD Essex

Margaret Iversen is Professor in the School of Philosophy and Art History at the University of Essex. Her books include *Alois Riegl: Art History and Theory* (1993), *Beyond Pleasure: Freud, Lacan and Barthes* (2007), *Writing Art History* (with Stephen Melville) and *Chance* (both 2010). She co-edited with Diarmuid Costello special issues of journals: 'Photography after Conceptual Art' for *Art History* and 'Agency and Automatism' for *Critical Inquiry*. "Desire and the Diagrammatic," *Oxford Art Journal*, Vol. 39, No. 1, 2016, 1-17.

Review: *A Handful of Dust: From the Cosmic to the Domestic* by David Company. Le Bal/Mack, London, 2015.

History of Photography, Vol. 40, No. 2, 2016. "Carving, modelling, painting: Adrian Stokes and Merlin James," *Journal of Contemporary Painting*, Vol. 2, No.1, 2016, 115-131. Her most recent book is *Photography, Trace and Trauma* (University of Chicago Press, 2017).

Matt Lodder, BA Bradford, MA PhD Reading

Matt completed his PhD in 2010, having submitted a thesis entitled *Body Art: Body Modification as Artistic Practice*, and has taught contemporary art and theory at the Universities of Reading and Birmingham. His current research is principally concerned with the history of tattooing, and the artistic status of body art and body modification practices. He has lectured on topics including body modification practices, tattoos and tattooing; contemporary performance art; deconstructivist architecture; lowbrow and outsider art; pop surrealism; digital and internet art; art & science; and Deleuzian approaches to art.



Recently, he has acted as a contributor and expert consultant for various television projects on body art and body modification, including BBC Breakfast News, 'Coast' and National Geographic's 'Taboo', as well as on local, national and international radio. His first book "Tattoo: An Art History" is currently in production.

Jules Lubbock, Emeritus Professor, BA Cambridge University, MA Courtauld Institute of Art
Jules Lubbock is an expert on British architecture and town planning; his *Tyranny of Taste* explains how British architecture and design has been shaped by economic and moral concerns. He is co-author of a history of British architectural education, *Architecture: Art or Profession*. As architecture critic of the *New Statesman* and a speechwriter to the Prince of Wales he helped promote the policy of New Urbanism. His latest book *Storytelling in Christian Art from Giotto to Donatello* was published in 2006. In 2014 he curated 'Something Fierce: University of Essex: Vision and Reality' and published a short guide to the history of the University and its architecture. He is currently studying Ambrogio Lorenzetti's frescoes of Peace and War in the town hall of Siena.

Caspar Pearson, MPhil Birmingham, PhD Essex
Caspar Pearson specialises in the art, architecture and urbanism of the Italian Renaissance. He is particularly interested in the fifteenth-century architect and scholar Leon Battista Alberti. His book on Alberti's urban thought, *Humanism and the Urban World: Leon Battista Alberti and the Renaissance City*, was published by Penn State University Press in 2011. He also works on some aspects of architecture, urbanism, and visual culture in Britain and Europe in the contemporary period, especially in relation to the 'Urban Renaissance' in the UK and the visual imaginary of the European Union. His teaching is mostly focused on the painting, sculpture and architecture of fifteenth and sixteenth century Rome, Florence, and Venice, on the theory and philosophy of art, and on the buildings and spaces of the EU. Before coming to Essex, Caspar lived and worked in Rome for five years, where he was a fellow of the British School at Rome.



Diana Bullen Presciutti, BA Dartmouth College, MA Syracuse University in Florence, PhD University of Michigan. A specialist in the visual culture of Renaissance Italy, Diana received her PhD in the History of Art from the University of Michigan in 2008. Before coming to Essex, she taught at three American Universities: Rice University (Texas), Berea College (Kentucky), and the College of Wooster (Ohio). Her Primary research addresses the visual culture of social problems in late medieval and early modern Italy, with a particular emphasis on intersections between gender, class, and cultural production.

Her first book, *Visual Cultures of Foundling Care in Renaissance Italy* (forthcoming with Ashgate Press), explores how visual culture both framed in social problem of infant abandonment and prompted the charitable work of the founding hospital. She has published articles in *Renaissance Studies*, *Renaissance Quarterly*, the *Journal of Medieval and Early Modern Studies*, and *Artibus et Historiae*. She is currently at work on a new book-length project that contends that the visual representation of saints' miracles served in Renaissance Italy as a vehicle for contesting the public image of a number of social problems – problems like madness, vendetta, and illegitimacy.

Natasha Ruiz-Gómez, BA Columbia MA PhD Pennsylvania

Natasha Ruiz-Gómez specialises in French art of the late nineteenth and early twentieth centuries and is especially interested in the relationship between art and science. She has spent over a decade researching the impact of scientific and medical discourses on Auguste Rodin's oeuvre. Her current book project examines the artistic but purportedly objective practices of Doctor Jean-Martin Charcot and the Salpêtrière School. She has published articles on Auguste Rodin's sculpture, drawings and photographic collection, the pathological sculptures of Doctor Paul Richer of the Salpêtrière, and contemporary architecture. In 2014, she co-organised the international conference 'Collect, Exchange, Display: Artistic Practice and the Medical Museum' at the Hunterian Museum of the Royal College of Surgeons, London, funded by the Wellcome Trust. Before coming to Essex, she was a Kress Curatorial Fellow in the Department of European Art at the Brooklyn Museum.



Michael Tymkiw, BA Yale, MBA University of Chicago, PhD University of Chicago.

Michael specialises in modern and contemporary visual culture, with a particular interest in exhibition design; issues of spectatorship; the historiography of modernism; and intersections between pre-modern and modern art. Michael is currently working on three research projects. The first is a book entitled *Modern Exhibition Design under National Socialism*, an outgrowth of his PhD thesis. The second, which extends Michael's interest in exhibition design to a more applied realm, focuses on using digital tools to expand museum access for visitors with physical disabilities. The last project, which builds on Michael's interest in spectatorship but moves to forms of visual culture beyond exhibition spaces, explores the phenomenon of walking on images (e.g., on pavement mosaics, carpets, tomb slabs, and floor-based artworks).

Peter Vergo, Emeritus Professor, MA PhD Cambridge

Peter Vergo is recognized internationally as one of Britain's leading experts in the field of modern German and Austrian art. His exhibition *Vienna 1900* was the centrepiece of the 1983 Edinburgh Festival and led to the award of the Golden Order of Merit (*Goldenes Verdienstkreuz*) by the Republic of Austria for services to Austrian art. Other international exhibitions he has curated include *Abstraction: Towards a New Art* (Tate Gallery, 1980), *Expressionism: Masterpieces from the Thyssen-Bornemisza Collection* (1989-90) and *Emil Nolde* (Whitechapel Art Gallery, 1995-6). As editor of the 1989 anthology *The New Museology* he was at the centre of a growing debate about the role of museums in our society. His other main interest is the relationship between art and music - the subject of his two books *That Divine Order: Music and the Visual Arts from Antiquity to the Eighteenth Century* (2005) and *The Music of Painting: Music, Modernism and the Visual Arts* (2010, research for which was supported by a Major Fellowship awarded by the Leverhulme Trust. Until its dissolution in 2014 he was a member of the Société Kandinsky, an international body responsible for administering the estate of the Russian artist Wassily Kandinsky, one of the twentieth-century's pioneers of abstract painting. He was also responsible for the catalogue *Egon Schiele: The Radical Nude* and for helping to co-curate the exhibition of that name shown at the Courtauld Gallery in London during 2014-15.



e) Resources within the School

Common rooms

The School currently has two Common Rooms: 5B.137 and 6.143 (also affectionately known as 'Thomas' Room' in memory of Professor Thomas Puttfarcken, a former member of staff). Both rooms are for students to relax and meet informally with fellow students and staff and are open from 9.00 am – 5.00 pm. They are also used for various events and meetings throughout the year. Hot and cold drinks are available at reasonable prices – 50p per cup of coffee, tea or hot chocolate!

Various philosophical magazines and journals such as *Radical Philosophy*, *La Revue de l'art*, *Philosophy Now*, *The Philosophers* and *Think* are available to read in 5B.137 and 6.143. We do ask that these are not removed from the Common Rooms.

Graduate Rooms

5B.116 is a Graduate Study Room, which can be used by all graduate students in the School. This room contains tables, bookshelves, connections to the University's computing network, review copies of books kindly provided by the journal *Inquiry* (which may be signed out by students and staff affiliated with the School) and lockers (keys are available from Wendy Williams in 6.139, for a £5 refundable deposit).

Keys are available for this room from Wendy Williams in 6.139 for a £5.00 refundable deposit per key.

Philosophy computing resources

In addition, students have online access to both the *Philosopher's Index* and the *Routledge Encyclopaedia of Philosophy*.

The *Philosopher's Index* constitutes a comprehensive listing of major publications in contemporary philosophy, searchable by author or by topic. It is a major resource in guiding students (and researchers generally) to publications most relevant to a given topic. (Each entry is usually accompanied by a brief synopsis of contents.) The *Philosopher's Index* is accessible throughout campus and off-campus. To make sure that off-campus use is restricted to University of Essex members only, the links to the above are on a secure webpage. To access the above: (1) Click on the link on the library databases page. (2) A dialogue box appears requesting your University of Essex network password. (3) You will be taken to a secure webpage which contains the link to the database: "To access this database click here".

The *Routledge Encyclopaedia of Philosophy* offers introductory entries on almost any topic and thinker that a student is likely to study. The entries are reliable and accompanied by helpful reading lists. It is an obvious first port of call on almost any topic.

Jointly these two resources provide the philosophy student with ways of setting about the wide independent reading expected of any student at graduate level. In addition to enhancing philosophical knowledge, the use of these two resources will develop general transferable research skills.

f) Correspondence and communication

Office hours

All members of the full-time teaching staff (except those on leave) are required to set aside two hours each week, during term-time, when they are available to see students. These times are displayed on the individual's office door. If you wish to talk to a member of staff, you should go along during their office hours whenever possible. If this is not possible then email them directly. To see the Head of School outside office hours, you must make an appointment through the School Manager.

Staff Pigeon Holes

Staff pigeon holes are not accessible to students. If you have something you would like to pass onto a member of staff, please leave it with the Graduate Administrator in 6.139.

Notice Boards

General information on the School relevant for all students will be on the notice board opposite 6.130. This will include such information as staff office hours, School seminars and events, etc. The Graduate Notice board outside 6.139 contains module and timetable information. There are also notice-boards on level 6 announcing seminars and conferences, both at Essex and at other universities, and a variety of other information.

Mai/Email

Official letters will be sent to your contact (term-time) address and via email. It is your responsibility to make sure that the University has your correct contact address. Should you move house then please change your address via your student web portal, <http://www.essex.ac.uk/myessex.aspx>. School fliers and notices are usually sent via e-mail and are posted on Facebook and the School notice boards.

When you first register you will be given an email address. A system of aliases allows members of staff to send messages simultaneously to groups of students registered for a particular course or module so it is vital to check email regularly. We therefore expect you to **check your email at least once a day during term time**. An email will be sent if a meeting or event has to be postponed or cancelled. We strongly advise you to arrange for your Essex emails to be forwarded to your personal emails if you are not checking your Essex email regularly – this is especially important after you have submitted

Job references: Requesting references from members of staff

If you require a personal reference, always ask permission from a member of staff before giving their name as a referee. You should consider from whom it is most appropriate to request a reference and who will be best equipped to evidence your character and performance in the subject.

For PhD students, their supervisor typically is the most appropriate person to ask for a reference. For GTAs, their teaching supervisor is another option, especially if the reference needs to speak to a student's teaching experience. Every reasonable effort will be made to meet a request for a reference for graduates up to three years after they leave the University. Requests received outside of this timescale may, of course, be met if a member of staff is equipped with the necessary information on the student and is willing to provide a reference. In the case of research students, it would be normal to expect to provide a reference for a more extended period of up to ten years.

It is helpful if you can provide the member of staff with details of the job you have applied for and, if relevant, a CV or other summary of your qualifications and experience. Please try to ask for references in good time – It is not usually possible for a member of staff to write a reference immediately.

Copies of references

A copy of any reference provided will be retained within our School for no longer than three years for taught students and ten years for research students. If a reference is retained beyond this timeframe, our School will seek explicit consent from the student concerned.

Photocopying

The Copy Centre is situated in Square 4 and offers a fast, efficient high quality photocopying and laser printing service in black and full colour with various binding options, using a varied range of materials.

Visit the website for more information:

<http://www2.essex.ac.uk/printing/copycentre/default.shtm> or contact the Copy Centre team on tel. 01206 873141 or email: print@essex.ac.uk.

g) Who to go to if you need help

The School encourages students to keep staff advised of any academic or personal difficulties they are experiencing. We are committed to supporting our students to the best of our ability, within the available resources. Certain members of staff, by nature of their duties, are more able to provide this support than others, and their names are given below.

If there is a member of staff not listed below, but to whom you would like to talk, then please feel free to do so. All members of the academic staff have two office hours a week. Details of these office hours are posted on office doors and the notice board opposite 6.132. If you are unable to see a member of staff during his/her office hours, then email them directly to make an alternative appointment.

Within the School the main point of contact is the Postgraduate Office (6.139).

The School provides the opportunity for you to raise with teaching staff any academic problems and personal issues that may affect your academic progress. Research students should speak to their supervisor in the first instance.

The following people will also be able to help you and offer advice:

Director of Graduate Studies	Room	Tel.	Email
Professor Béatrice Han-Pile (AU)	5B.143	2532	beatrice
Dr Timo Jütten (SP & SU)	5B.113	2998	tjuetten
Senior Tutor/Disability Liaison Officer	Room	Tel.	Email
Dr Steve Gormley (AU & SP)	5B.127	2709	segorm
Dr Lorna Finlayson (SU)	6.146	3002	ljfinl
Graduate Administrator	Room	Tel.	Email
Wendy Williams	6.139	2705	wgill
School Manager	Room	Tel.	Email
Hannah Whiting	6.122	2703	hannah.whiting

We will assist you in:

- finding sources of further information and help within the University, both academic and pastoral; and
- answering your questions relating to degree schemes, course options and other academic concerns such as progress.

If you have personal problems which are seriously interfering with your work, whether they are medical, emotional, financial or of any other kind, try and talk them over with an appropriate member of staff (for research students, this should be your supervisor), either in the School or, alternatively, outside the School with the University's Student Support Hub (SSH) based on the first floor, Silberrad Student Centre.

h) Conference Allowance for Research Students

Conference funding for students provided by the University currently is under review. Students will be emailed with information about the new arrangements. Please also consult the Proficio website: <https://www.essex.ac.uk/study/pg/proficio.aspx>.

CHASE-funded students also can apply to CHASE for conference funding. Please see www.chase.ac.uk.

Study Abroad

Erasmus Programme

Philosophy research students may be able to spend time abroad on an Erasmus Programme at our partner institutions in Germany (Frankfurt, Tübingen), France (Catholic University of Paris, Nanterre), and Ireland (UCD). In some instances financial support is available for students participating in an Erasmus exchange. Students interested in taking part should speak to their supervisor as early as possible, or contact the School's Study Abroad Officer.

Other Programmes

As well as the above opportunities, there are opportunities for Essex research students who wish to spend a term or year abroad in Europe, Japan, Latin America, Canada (the University of Guelph only), the Middle East, Russia and some US institutions (Mississippi, New Mexico and Purdue). In some cases there are grants available. The suitability of particular partner universities will depend upon your area of research. For further information and advice, please contact the Study Abroad Office, 1E.3.503 (entrance off square 1), e-mail: saoadmin or go to: www.essex.ac.uk/studyabroad/.

Start-of-Year Conferences for PhD Students

- (1) The Research Student Welcome Conference** (formerly the Doctoral Welcome Conference) - for first-year PGR students. Those who started in January or April 2016 and missed a welcome conference are encouraged to attend.

Content:

- Meeting the Requirements of a Doctoral/Research Degree. There will be four parallel talks, three for doctoral students given by a research director or an experienced supervisor from one of the Faculties and one for Masters by Dissertation and MPhil students to enable the content to be targeted. Topics covered will be: standards expected, expectations around research design, ethics, IT skills and data management.
- Student Convention. This will enable new students to meet 2nd/3rd-year PGR students from their own department. Their brief will be to give a student's view on the topics covered in the meeting the requirements talk, together with accepting feedback.
- World Café. This will feature small discussion groups facilitated by staff from Learning and Development covering: presentation skills/abilities - importance of presentation skills; situations you might present in; what is your current level of experience?; IT skills & research software needed; career ideas/plans; and time management.
- Making the Most of Your Supervisor (with contributions from Supervisors). Responsibilities of student and supervisor, accepting feedback, and standard of writing.
- Panel Session (2nd/3rd years student contributors), Developing your writing; using social media; and building an academic profile/networking.
- Becoming a professional researcher. Professional development and introduction to Proficio.
- Students will be asked to complete a hard copy training needs analysis form during the conference. They will be able to use this to complete the departmental training needs analysis proper following the conference.

(2) Progressing with your doctorate is aimed at students beginning their second year. Content includes:

- What do examiners expect in a research degree project?
- Recognising your strengths as a researcher and overcoming obstacles in your 2nd year.
- Your next steps: setting objectives.

(3) Completing your doctorate is aimed at students beginning their third year or completion year. Content includes:

- What are examiners looking for in your thesis?
- Managing your writing up: planning for success.
- Recognising your strengths as a researcher and overcoming obstacles in your 3rd year.
- Life Beyond a Doctorate: doctoral destinations; what do PhD graduates do?; and planned opportunism as a career management strategy.

The dates for this year's conferences are:

- Research Students' Welcome Conference 7 Oct 09.15-16.00 in ICLH
- Progressing with your doctorate 12 Oct 12.45-16.30 in ICLH
- Completing your doctorate 19 Oct 13.15-16.30 in ICLH Seminar Room

Section 2: Academic Matters

2.1. Learning and Teaching methods

a) Nature of Doctoral Studies

The Doctoral Thesis

The maximum length for a PhD thesis, whether by research or as part of the Integrated PhD, is 80,000 words; for the MPhil it is 50,000 words; and for the MA by Dissertation it is 30,000 words.

Examiners look for evidence of training in the appropriate methods, for knowledge of relevant literature concerning the topic in question, and for general competence in background related to the topic. In the case of a PhD thesis, in particular, examiners look for evidence of originality. A doctoral thesis must show evidence of being a significant contribution to knowledge and of the capacity of the candidate to pursue further research without supervision. The thesis should contain a significant amount of material worthy of publication, and presentation and style must meet standards of academic publication. Presentation and linguistic fluency are factors examiners can be expected to take note of and to regard as relevant. Length is not a virtue in itself: unnecessary length is liable to detract from the thesis.

Extensions

Students are expected to complete within the time-frame and will not be allowed to proceed to the completion period, and pay a reduced fee, unless they have written a substantial portion of the thesis in draft, and are likely to submit the thesis within the completion period (see Milestones below).

During the final year of the minimum period, the student may request an extension to the minimum period if they need an additional period of study. However, only in exceptional circumstances will an extension to a minimum period be granted. (See also 'Monitoring Progress').

If a student comes to the end of the completion period, has not submitted and does wish to register for a further year, they will find that the fees rise quite considerably. The maximum period that can elapse from the first date of registration is five years for a full-time PhD (not including periods of intermission).

Getting started

Postgraduate research, whilst exhilarating, also requires a high level of self-direction and organisation. A decision to pursue research implies that you are keenly motivated and interested in your chosen subject. You will already have some ideas about likely sources to be investigated. The opening phase of research can be peculiarly bewildering unless you devise a clear strategy from the outset. This obviously includes the working out of a general plan of research, the initial conceptualisation of the problems likely to arise, and a preliminary review of the most relevant literature. As you move further into the subject, you may well find that the plan changes and that the problems turn out to be somewhat different from those you have initially foreseen. But after a few months' work, it should be possible for you to have a clear idea of what you are aiming for, and by this stage you should be examining your primary

sources. Your major effort at investigating these will probably come between the end of your first year and the end of your second year. This leaves your third year for drafting the thesis and revising it into its final version.

As soon as possible, you should engage in research of an active, productive kind. Fairly early on in the research, usually by the end of the first term, it is appropriate to draft a tentative, but fairly developed synopsis or outline of the thesis you envisage based on your reading to date of the secondary sources and possibly, where appropriate, an overview of the availability of primary sources, the problems that these might create and the issues that they can address. This will provide you (and your Supervisor) with a solid foundation to build on, to see what further evidence you need to look for, what avenues of enquiry are likely to prove fruitful, how the thesis can be organised and, possibly, how the scope of the research may need to be redefined.

Accompanying the synopsis, you should produce a rough thesis plan (e.g., listing potential chapter headings). However, for your own purposes, you should draw up a more detailed plan of the thesis giving indications of the themes to be addressed in each chapter and the relative weight of these as soon as possible. In order for this to be effective, you should break the thesis down into its composite elements. Having done this, make a preliminary decision as to how the content is to be divided into chapters and work out the internal structure of each chapter; then by looking at connections across chapters, determine the order in which they should be presented and at what stage materials should be introduced and analysed. Eventually you should end up with a plan, which is essentially linear. It will likely have to be revised as your research progresses, but at least it will give you a framework within which to work.

When your basic research is completed and you have a clear overall picture of your thesis, you should begin writing the individual chapters, aiming at this stage to produce first drafts for your Supervisor to comment on and discuss with you. There is also no harm in asking other people, including your fellow students, to read and comment, as long as they are willing. It is generally best to give your Supervisor complete chapters, unless he or she requests otherwise. It is not necessary to work sequentially from the first to last chapter; it often proves easier to write first drafts of chapters out of sequence. It is also important to submit work regularly - as a rough guide, in order to complete within two to three years, you will need to produce at least one draft chapter per term. In all probability, these drafts will need to be modified, firstly in the light of your Supervisor's comments and later when you have done drafts of all the chapters (e.g., to iron out inconsistencies, fill in gaps, eliminate repetition, etc.). You should take your Supervisor's comments seriously and not be over-defensive about what you have written. If your Supervisor (who is fairly familiar with your work) can misunderstand you or fail to be convinced by your argument, it is a fair bet that the examiners, approaching your work for the first time, will do likewise. At the same time, you must remember that the thesis is your responsibility, not your Supervisor's. Your Supervisor is not infallible and cannot be expected to have a detailed grasp of your research, so it is up to you to evaluate his/her comments.

Permission to carry out research away from the university

University regulations require that students must speak to their supervisor if they are planning a research trip away from the university. Once supervision arrangements have been agreed, permission from the Dean of the Registry must be requested. This is especially important for international students who should be aware of the following:

'If you are an international student and have a UK visa, it is very important that you are aware of the immigration rules and requirements that apply to you. Please ensure that you check what action you need to take and if you are able to remain in the UK. Depending on your immigration permission the University may have to report changes in your planned study to the UK Border Agency. Immigration information is available on the University's website: www.essex.ac.uk/immigration/.

Regulation 4.28 relating to permission to carry out research away from the University can be found at: <http://www.essex.ac.uk/about/governance/regulations/>. Your supervisor will need to sign the relevant form which can be collected from the Graduate Administrator.

The following guidelines have been prepared by the School of Philosophy and Art History with reference to the 2004 QAA Code of Practice: Postgraduate Research Programmes and The University Code of Practice: Postgraduate Research Degrees. These notes are intended as a supplement to the University's Higher Degree Regulations. All research students should familiarise themselves with those regulations.

Choice of Research Topic

Students who enter to study for the MA, MPhil or PhD by research will arrive with their research topic already chosen. Those who are admitted to the Integrated PhD will be expected to have their research chosen, but it is accepted that this may be subject to change. Although it is always possible to modify or refine your topic later, an early decision helps give your work direction. (Narrow topics tend to broaden out, broad topics often dissipate hopelessly.) Approval of a topic is given by the Director of Graduate Studies and is in every case dependent on the availability of a supervisor who is able and willing to supervise it. The Director of Graduate Studies in giving his or her approval will take into account such questions as whether appropriate supervision will be available over the entire period of the student's research, whether the student has the basic skills necessary for the topic (e.g. languages) or training can be provided to secure those skills, whether the necessary materials (e.g. relevant books) are readily available, and whether one can reasonably expect that the research will be completed in the time available.

Supervision

Students may expect five supervisions a term on average: one format might be half an hour every fortnight, with a final one hour long supervision at the end of the term. (Part-time students receive two to three supervisions a term.) However, the nature of supervision means that there will be some flexibility about both the number of supervisions and their duration. The basic target is three contact hours a term. Written correspondence on work will count as a mode of supervision.

The point of supervisions is to discuss work previously submitted and, on the basis of this, directions for future. But this should not mean that a student is expected to hand in work for each supervision. Where work submitted merits extended discussion, it will be carried over to a second supervision.

The responsibilities of research students are laid down in the *University Code of Practice: Postgraduate Research Degrees*. Students should read these and bear them in mind at all times. However, complementary to the University Code of Practice, the School lays particular emphasis on the following responsibilities:

Supervisors and Supervision

Students and supervisors are required to communicate, whether face-to-face or by electronic means, to engage in discussion/review of the student's work and progress at least once per month. For part-time students contact should be at least bi-monthly. A record of this monthly contact should be kept in the School.

Supervisors are responsible for making contact with their student if the student fails to meet/communicate with them as expected each month. If the student fails to meet/communicate with the supervisor for three consecutive months, the supervisor should refer the student to the Director of Graduate Studies, who will arrange a meeting with the student to discuss their progress. If the student continues to fail to meet/communicate with the supervisor, their progress remains unsatisfactory, or they fail to attend the meeting with the Director of Graduate Studies, the matter should be considered by the Research Students' Progress Committee.

Confirmation of PhD status

All PhD students will be registered for a standard minimum period (three years for full-time students; six years for part-time students) and initially registered as MPhil/PhD. At the end of the first year of full-time study (or the equivalent for part-timers), students may have their PhD registration confirmed. The Research Students' Progress Committee shall decide that a student's PhD status be confirmed only if it is satisfied that the student has produced work of sufficient quality and quantity to provide evidence of appropriate PhD-level progress.

The June Supervisory Board of the first year will be the Confirmation Board (second year for part time and Integrated PhD students). The Confirmation Board reviews the evidence to confirm whether or not progress and work is at PhD level and makes a recommendation to the Progress Committee. The School's expectation is that by the time of the Confirmation Board students will have satisfactorily completed the following elements of their research project:

- Critical Literature Review
- Project Outline
- A substantial piece of research towards the PhD (10,000 words)

For more information regarding the Critical Literature Review and Detailed Project Outline, please see Appendix A.

The Confirmation Board can make the following recommendations to the Progress Committee:

- Confirm PhD status
- Defer a decision to the next Board
- Downgrading to MPhil
- Discontinuation

When PhD status has been confirmed by the Deputy Dean (Education), the student will be sent a letter indicating that their formal registration status has been changed to PhD instead of MPhil/PhD. The minimum period will be unchanged. Students will continue to have two Supervisory Boards each year and the full range of decisions regarding progress will remain open to the Board, i.e. Confirmation is not a guarantee that a student will be permitted to enter Completion at the end of their minimum period or that a subsequent recommendation of downgrading or discontinuation could not be made if good progress did not continue. (On what constitutes good progress in this context, see the milestones specified below under 'Monitoring Progress').

If the first Confirmation Board does not recommend that a student's PhD status should be confirmed, the student will be permitted to continue as an MPhil/PhD student until the next Supervisory Board. If, however, a student accepts the assessment that their status be downgraded or discontinued, then this change will take place immediately. In such cases, the student does not have a right of appeal. A student who is downgraded to MPhil will have revised minimum and maximum dates.

If the decision regarding PhD status is deferred to a second Confirmation Board, or a student decides not to accept the recommendation of the first Confirmation Board of downgrading or discontinuation, then a second Confirmation Board will be held before the start of the next academic year. If, following the second Confirmation Board, PhD status is not confirmed, then the Board will recommend to the Progress Committee either downgrading to MPhil or discontinuation. At this point, a student has a right of appeal against that decision.

b) PhD Progress

Monitoring Progress

N.B. Special procedures for monitoring progress may be associated with various PhD scholarships, such as AHRC-funded CHASE awards. For details please refer to the terms and conditions of your award and the CHASE website: www.chase.ac.uk/.

Each student will meet with a Supervisory Board, consisting of at least two members of staff; typically, the supervisor and another member of staff as chair. Each committee will meet with the student at least twice a year, either in November and May or February and June.

However, **students in their first year of research have their first Supervisory Board in week 17/18 (January) and their Confirmation Board in week 37/38 (June).**

The purpose of the Supervisory Board is to form an overview of the student's work and to monitor progress, taking into account both academic and personal issues. The meeting is not normally expected to last more than 45 minutes.

Before every meeting the student will be required to submit an excerpt from the work currently underway. N.B. This need not be a polished piece of work and students should not feel anxious if it is only an initial draft. The aim is to give the Supervisory Board a sense of your progress. The submission should be no more than 10,000 words in length. *It is not expected*

that all the work completed will be presented to the board, although it should be available to the board if required. In addition to the excerpt, which may be no more than a first draft, students will be asked to comment on the context (chapter or paper) from which the excerpt is drawn, and to provide a brief outline of the whole project, explaining the place within it of the work currently underway. Students are also invited to provide a self-assessment of the development of their own research and other relevant skills.

Students are required to complete the first part of the appropriate Supervisory Board report form and submit it electronically as well as in triplicate, in hard copy form, along with two hard copies of their Supervisory Board work at least a week before their Supervisory Board. You can download the forms at the below web page, it should be clear which one you need but if in doubt contact the Graduate Administrator:

http://www.essex.ac.uk/philosophy/current_students/resources/default.aspx.

For the first board of the third year (or equivalent for part time students) the written submission will be replaced by an oral presentation of the same content. The presentation is not intended to be an overview of the thesis but to set out a string of arguments, very much as one would do in a written submission. The presentation should last about 20mn, and it will be followed by a critical discussion with the members of the board. It would be useful if students could provide some additional context by indicating beforehand in the supervisory board form where the presented content would fit in the thesis, and what part it would play. At the end of each board students will be invited to give informal feedback to the members of the board on the usefulness of this new format compared to the more traditional written submission.

A report of the Supervisory Board, produced by the Chair, is lodged on file, including an evaluation of progress and a note on the future work schedule from the supervisor. Concern about lack of progress must be noted either in this report, or separately in writing. The Director of Graduate Studies carries out a formal review of the progress of all research students half-way through the academic year.

In June, there is a meeting of a Research Students' Progress Committee, comprising the Director of Graduate Studies and two other experienced supervisors. The Progress Committee will examine the Supervisory Board reports and decide whether students are allowed to proceed or whether their studies should be discontinued or their status altered.

Supervisory Boards for part-time research students are to be held once in the first year of part-time study (typically in March), and twice a year thereafter (in the second year, in January and June; thereafter, either in November and May or in February and June). However it is recognized that progress of part-time students will be slower than full-time students. Accordingly, part-time students should develop a plan, in consultation with their supervisor and Supervisory Board, for suitable submissions to their Boards. Typically, it is expected that one board a year should involve an approximate submission of 10,000 words, but that the second board may involve a shorter submission.

Where the Progress Committee is considering a recommendation that a student's studies be downgraded or discontinued, it will invite the student to discuss this with the Progress Committee before making a final recommendation to the Deputy Dean (Education).

If downgrading or discontinuation is confirmed by the Progress Committee the student may then request a review of the recommendation using the appeals procedure published on the web at: <http://www2.essex.ac.uk/academic/students/appeals.html>.

The Progress Committee shall, exceptionally, be convened at any other point in the year at the request of a student, supervisor, the Director of Graduate Studies or the Deputy Dean (Education).

c) Standard Milestones for PhD Students

MPhD students are expected to have completed their Critical Literature Review and Project Outlines by their first Supervisory Panel which will be held in **weeks 17/18**. MPhD students should provide them plus an extra 10,000 words by their Confirmation Panel which will be held in week 37/38. For more information regarding the Critical Literature Review and Detailed Project Outline, please see Appendix A.

Milestones	Criteria for progress	Deliverables	Deadline
M1: Confirmation and Progress to Year 2 (or equivalent for part-time students)	A: Assess training needs and knowledge required to undertake research project and complete the thesis.	<ul style="list-style-type: none"> ▪ Training Needs Analysis to be completed. ▪ Attend Proficio courses and plan for further courses to attend, as appropriate. 	<ul style="list-style-type: none"> ▪ Term 1 for full-time students; Term 2 for part-time students ▪ By end of Term 3 for full-time students; Term 6 for part-time students
	B: Choose research topic and demonstrate significance/impact of research.	Research Project Proposal, including (dependent on subject area): <ul style="list-style-type: none"> ▪ Write central research problem/questions to be answered. ▪ Methodological considerations. ▪ Feasibility Report – identifying sources, access and ethical considerations ▪ Create project plan, outlining objectives for each stage. 	By Confirmation Board (Term 3 for full-time students; Term 6 for part-time students) Please note that for Philosophy and Art History students the expectation is that a research outline and a critical literature review will be presented at the first supervisory board, i.e. during <u>term 2</u> .
	C: Demonstrate understanding of chosen topic within the context of the field.	<ul style="list-style-type: none"> ▪ Critical Literature Review (where relevant) 	By Confirmation Board (Term 3 for full-time students; Term 6 for part-time students) Same as above: for Philosophy and Art History students this

			is during <u>term 2.</u>
	D: Demonstrate the ability to produce work of the quality and quantity in order to complete within the four year maximum period.	<ul style="list-style-type: none"> ▪ Evidence that academic writing is of standard and ability expected at PhD level, including adequate referencing and language skills. <p>This will standardly take the form of a 1000-word document in good draft.</p>	By Confirmation Board (Term 3 for full-time students; Term 6 for part-time students)
	E: Demonstration of effective project management through the setting of research goals and prioritisation of activities.	<ul style="list-style-type: none"> ▪ Create a detailed, realistic plan of work/ timetable for Year 2. ▪ Produce supervisory board report written in a clear and self-reflective style 	By Confirmation Board (Term 3 for full-time students; Term 6 for part-time students)
M2: Progress from Year 2 to Year 3 (or equivalent for part-time students)	A: Review training needs and knowledge required to continue with research project and complete the thesis.	<ul style="list-style-type: none"> ▪ Training Needs Analysis to be reviewed. ▪ Attend Proficio courses and plan for further courses to attend, as appropriate. 	<ul style="list-style-type: none"> ▪ Term 4 for full-time students; Term 8 for part-time students ▪ By end of Term 6 for full-time students; Term 12 for part-time students
	B: Demonstrate work of the quality and quantity expected at the end of Year 2	<ul style="list-style-type: none"> ▪ Produce another 10000 words in good draft. ▪ Report on research undertaken to date 	By end of year Supervisory Board (Term 6 for full-time students; Term 12 for part-time students)
	C: Review significance and impact of research and articulate output.	For example: <ul style="list-style-type: none"> ▪ Deliver workshop ▪ Present research to students and staff at seminars/conferences ▪ Write journal articles 	By end of year Supervisory Board (Term 6 for full-time students; Term 12 for part-time students)
	D: Demonstration of effective project management through the setting of research goals and prioritisation of activities.	<ul style="list-style-type: none"> ▪ Create a detailed, realistic plan of work/ timetable for Year 3. ▪ Produce supervisory board report written in a clear and self-reflective style 	By end of year Supervisory Board (Term 6 for full-time students; Term 12 for part-time students)
M3: Progress from Year 3 (or	A: Ability to reflect on skills and knowledge	<ul style="list-style-type: none"> ▪ Training Needs Analysis reviewed 	By end of year Supervisory Board

equivalent for part-time students) to Completion Year	development and its application to the research project		(Term 9 for full-time students; Term 18 for part-time students)
	B: Demonstrate work of the quality and quantity expected at the end of Year 3 (or equivalent for part-time students)	<ul style="list-style-type: none"> ▪ Research completed (experimental, empirical and theoretical work, where relevant) ▪ Have a substantial portion of the thesis in good draft (standardly about two thirds of the work). ▪ Present a paper at the Philosophy Research Colloquium in Year 2 or 3 (or equivalent for part-time students) 	By end of year Supervisory Board (Term 9 for full-time students; Term 18 for part-time students)
	C: Demonstrate ability to complete within the maximum period.	<ul style="list-style-type: none"> ▪ Produce a realistic completion year plan. ▪ Produce supervisory board report written in a clear and self-reflective style 	By end of year Supervisory Board (Term 9 for full-time students; Term 18 for part-time students)
M4: During Completion Year	A: Clear evidence of progress towards submission	<ul style="list-style-type: none"> ▪ Completed final draft of thesis for supervisor(s)/supervisory board comment 	By interim Supervisory Board prior to submission/Term 2 of completion year (Term 11/12 for full-time students; Term 20/21 for part-time students)

Completing your Thesis on Time

If your original research proposal was realistic and feasible, and if you abide by the general timetable suggested above, then you should be in a position to submit the finished thesis within three years. However, a number of students do experience difficulties achieving this.

For some, delay in completion is due to unforeseen circumstances - illness, unexpected closure or restriction of archives, etc. There are, however, a number of common problems, which can be avoided:

- A lack of planning and focus in the early stages of research. Three years may seem a long time, without regular 'hurdles' in the form of examinations. Supervisory Boards will help you focus on the progress of your work, but above all remember that time passes very quickly.
- Distraction from the main line of research. Here, it is important to strike the right balance. Many scholars will arrive at fresh insights as a consequence of reading a 'peripheral' document, but you must keep sight of your main objective.
- Poor record-keeping. It is not unknown for research students to find that notes taken in the first stages of research are inadequate. If those notes were taken in a foreign archive, the consequences can be serious. At an early stage, you need to work out how to ensure that your notes are suitably organised, indexed and referenced. If you have already written an undergraduate project or postgraduate dissertation, you should have some experience to draw upon.
- Over-perfectionism. There are always ways of improving your work, whether at the research or writing stage. However, you need to recognise the point at which to move on to the next stage or chapter, rather than continually seeking to polish and perfect work you have already done. This is particularly important at the writing stage.
- Other demands on your time. You may need to undertake some paid employment to assist with costs. Teaching experience can be very valuable, but, with all outside work, the financial and other benefits need to be weighed against the impact upon your research. Remember that a full-time research student is a student for twelve months of the year.

Notice of Intention to Submit

Students can obtain the 'Approval of Title' form here:

<http://www.essex.ac.uk/staff/exams/postgrad.aspx>.

It should be completed and sent to the Registry **no less than two months before submitting the thesis**. The purpose of this form is to confirm the title of the thesis and to give the Registry and the School time to make arrangements for the examination. This deadline should ensure that there is no delay in sending the thesis for examination once it has been submitted; the Registry will normally seek the nomination of external examiners within one week of receiving the form and send a submission form to the student to complete.

A copy of the notes for guidance can be downloaded from the following link
<http://www.essex.ac.uk/staff/exams/postgrad.aspx>.

For students who wish to attend a Degree Congregation, intention to submit should normally be given by 1 March for the July ceremony to secure an invitation to the ceremony; the degree can normally be expected to be conferred at the ceremony if the thesis is submitted by 1 January or 1 May respectively, provided the result of the examinations is known by four weeks before the date of the ceremony (but see 'Examination Period' below), the result is successful and the thesis is immediately available for binding.

Outline of Examination Arrangements for Research Students

The Registry publishes details of the arrangements for the examination of theses presented by research students, together with notes for guidance on how to present the thesis. These are available on the Registry web pages:

<http://www.essex.ac.uk/about/governance/regulations/>.

Once you have submitted the 'Approval of Title' form to the Registry (Silberrad Student Centre), they will send you the document 'Notes for Guidance on the Submission and Presentation of a Thesis'. All students must present their thesis in accordance with these guidance notes.

Word Length

Your thesis should include a 300-word abstract that should summarise the contents and main argument of the thesis. The thesis should also include a table of contents, a preface, footnotes (or endnotes), and bibliography; appropriate lists of tables, glossaries of foreign words, technical terms, etc., should also be included where necessary.

The maximum permitted length is:

- for a PhD thesis is 80,000 words;
- for an MPhil thesis is 50,000 words.

The University checks the length of theses and those which exceed the permitted length are not accepted. The word length refers to the text of the thesis. Therefore it does not include appendices, bibliographies, footnotes (provided that in the latter case the footnotes stand alone and thus do not form an intrinsic part of the argument of the thesis), etc.

Presentation

Using word processing software means that you are able to type and produce the final version of the thesis yourself. While this offers many advantages, e.g., greater control of presentation and easier amendment and editing, it also has some disadvantages. The sheer ease of amendment can tempt you into making set after set of 'final' changes; each change, however small, has knock-on ramifications (for example, page numbering, footnote location, etc.). Allow time for meticulous proof-reading (and remember that the examiner can require you to amend any errors before approving a pass).

Above all, keep back-up copies of all your work, and update them frequently.

Submission of Thesis

Please remember that when you submit your thesis you must inform both the School of Philosophy and Art History and the Registry of your contact address. Students should complete the submission form and bring it with two copies of the thesis (which at this stage may be comb-bound or heat-bound) to the Registry.

One copy is sent to the external examiner and one copy is sent to the internal examiner. (Your Supervisor is not allowed to be the internal examiner.) Students should have a further copy, which can be made available if required. If all the arrangements for examinations are complete, the Registry will normally despatch the thesis to the examiners within four days of receipt.

Examination Period

You must remember that examiners need a certain amount of time to read your thesis. The normal time is around three months. In certain circumstances it may be possible to ask the examiners to read your thesis more quickly, but they are under no obligation to do so.

The Examination

A thesis must show evidence of being a significant contribution to knowledge and of the capacity of the student to pursue further research without supervision. The thesis should contain a significant amount of material worthy of publication and must be of good presentation and style.

A thesis must be the sole work of the student; however, if the investigations which it describes are joint work, and other descriptions or publications have derived from this work, they may be referred to in the thesis, and copies of the work may be appended to the thesis (e.g., jointly authored published papers).

Students should be aware that examiners look for evidence of training in the appropriate methods, for knowledge of relevant literature concerning the topic in question, and for general competence in background related to the topic. Especially in the case of a PhD thesis, examiners look for evidence of originality and other particular strengths. They are also concerned with the quality of presentation of the thesis, including its literary presentation, and note whether the thesis has exceeded the maximum permissible length. The examiners will also need to be convinced that the student has acquired the relevant skills, which may include a reading ability in such languages as are germane to the topic of the thesis.

Oral Examination (Viva Voce)

The internal examiner will contact the student to arrange an Oral Examination (viva voce), which is held for all PhD and MPhil students. Exemptions from this rule are exceptional, and can only be granted on intellectual grounds, i.e., when the examiners are convinced that the thesis is so excellent that no further discussion of its contents is necessary. The Oral Examination usually takes about one and a half to two hours, and consists of a detailed discussion of the thesis and specific points contained in it. You will normally be told the result at the end (or soon after the end) of the Oral Examination.

d) Standards for Postgraduate Research Degrees

General

Examiners look for evidence of training in the appropriate methods, for a scholarly knowledge of literature relevant to the topic of the thesis, and for an awareness of how the research undertaken relates to a wider field of research and to ongoing debates in relevant domains.

MA by Dissertation

In the case of an MA thesis, examiners will expect to find evidence of an advanced and sophisticated understanding of the area of study. The thesis should be well structured, and build towards a clear conclusion. Presentation and style must meet standards of academic publication, and clarity of presentation and linguistic fluency are factors which examiners can be expected to take note of, and regard as relevant.

Master of Philosophy

In the case of an MPhil thesis, examiners will be looking for a presentation of the results of research which forms a well-ordered and critical exposition of existing views and arguments (where 'existing' can mean historical as well as current), and/or which makes an original contribution to the topic. Presentation and style must meet standards of academic publication, and clarity of presentation and linguistic fluency are factors which examiners can be expected to take note of, and regard as relevant.

Doctor of Philosophy

In the case of a PhD thesis, examiners will be looking specifically for evidence of originality. A doctoral thesis must show evidence of being a significant contribution to knowledge, and of the capacity of the candidate to pursue further research without supervision. The thesis should contain a significant amount of material that is worthy of publication, or would be so worthy after some further refinement of which the candidate is deemed capable. Presentation and style must meet standards of academic publication, and clarity of presentation and linguistic fluency are factors which examiners can be expected to take note of, and regard as relevant. It should be noted that length is not a virtue in itself; unnecessary length is liable to detract from the thesis.

Appointment of Examiners

The School procedure for appointing Examiners (internal & external) is that supervisors, after informal consultation with their supervisees, propose possible examiners. These proposals should then be handed in to the Graduate Administrator, for consideration by the Director of Graduate Studies (or the Head of School where the Director of Graduate Studies is the supervisor). The Director of Graduate Studies (or HoS) may decide to approach other examiners, however in all cases students will have the opportunity to comment on the choice of examiners prior to formal appointment. Both examiners will usually, but not invariably, be drawn from either a philosophy or art history department. The Director of Graduate Studies (or HoS) is responsible for writing informally to the proposed examiners asking whether they would be willing to act. Once informal consent has been secured from the examiners, their

details are forwarded to the Registry for the Dean to invite them formally to serve as examiners.

e) Examiners' Recommendations

It is University policy that research degree students are entitled to receive copies of the examiner's pre- and post-viva reports on their thesis on request, when examining is complete.

Following the examination, one of the following recommendations will be made

- **Pass - no corrections required**
- **Pass - with minor typographical/presentational corrections** – the student makes the corrections prior to binding the thesis;
- **Pass - with minor editorial revisions to be made within two months** – the examiners must provide a list of the revisions that they wish to see made and the internal examiner must confirm in writing that these have been made satisfactorily. Revisions must be made and the thesis submitted within two months;
- **Pass - with editorial revisions to be made within four months** – the examiners must provide a list of revisions that they wish to see made and the internal examiner must confirm in writing that these have been made satisfactorily. Revisions must be made and the thesis submitted within four months;
- **Referral - for re-examination in months** – the student may resubmit, on one occasion only, a revised thesis for re-examination within 12 months. The examiners must provide a statement describing the shortcomings of the thesis and the changes required. These may include, amongst other things, editorial corrections and revisions, rewriting a part, parts or the whole of the thesis, the carrying out of further research and/or experimental work. They must also specify the referral period required, which should not normally be less than four months or exceed 12 months;
- **Award of an MPhil** - the candidate has not met the requirements for a PhD but has met the requirements for the degree of Master of Philosophy. The candidate must amend the title page of the thesis;
- **Award of an MPhil - with minor typographical/presentational corrections** – the student makes the corrections prior to binding the thesis and the candidate must amend the title page of the thesis.
- **Award of an MPhil - with minor editorial revisions** – the candidate has not met the requirements for a PhD but has met the requirements for the degree of Master of Philosophy. The examiners must provide a list of the revisions that they wish to see made and the internal examiner must confirm in writing these have been made satisfactorily. Revisions must be made and the thesis submitted within two months;
- **Award of an MPhil - with editorial revisions to be made within four months**– the examiners must provide a list of the revisions that they wish to see made and the internal examiner must confirm in writing these have been made satisfactorily. Revisions must be made and the thesis submitted within four months;
- **Referral for an MPhil - for re-examination in months** – the candidate has not met the requirements for a PhD but may resubmit a revised thesis for re-examination for the degree of Master of Philosophy. The examiners must provide

a statement describing the shortcomings of the thesis and the changes required. These may include, amongst other things, editorial corrections and revisions, rewriting a part, parts or the whole of the thesis, the carrying out of further research and/or experimental work. They must also specify the referral period required, which should not normally be less than four months or exceed 12 months;

- **Fail** – the examiners must provide a clear statement describing the shortcomings of the thesis.

Please note that this list of possible recommendations currently is under review and may be amended during the academic year 2016/17.

Return of Thesis Copies

The copies of the thesis sent to examiners should be returned where possible to the student by the examiners immediately after the viva examination. However, in cases of referral, both copies should be returned directly to the Registry. The student will normally be informed formally of the result of the examination by the Registry within three months of the date of the oral examination.

Students **must** submit one bound hard copy of their thesis to the Library and an electronic copy of their thesis to the Repository in order to receive the confirmation of award letter.

The Thesis Deposit Agreement

- When submitting an electronic version, students will need to complete a Thesis Deposit Agreement at the Library and an electronic version of this for the Repository.
- Students will be expected to have the same requirements for their Library and Repository thesis copies regarding any embargoes.

Intellectual Property Rights of Students Work

Information can be found at: www.essex.ac.uk/academic/docs/cal/ipr.shtm

f) Research Student and Staff Expectations

Responsibilities of Students

- to agree to a regular schedule of meetings with his/her Supervisor throughout the prescribed period of study and any period as a continuation student, and to make clear to the Supervisor what forms of guidance and comment would be most helpful;
- to take the initiative in raising problems (including difficulties over the arrangements for supervision) at an early stage with his/her Supervisor, the Director of Graduate Studies or the Head of the School, as seems appropriate;

- to raise with the Director of Graduate Studies, and/or the Head of School and/or, if necessary, the Deputy Dean of Education, at the earliest possible opportunity, and in any case before submission of the thesis, any aspect of the Supervisory or other arrangements with which the student is dissatisfied, if necessary in confidence; and
- in the event of the informal discussions referred to above not having produced a satisfactory outcome, to complain formally to the Deputy Dean of Education (DDE) of the Registry concerning any inadequacy of Supervisory or other arrangements during the period of study; such complaints must be made in writing and preferably during the minimum period of study and research;
- to attend such modules or other meetings as have been agreed in consultation between the student and his/her Board or Supervisor, and to do the written work for those modules unless specifically released from that requirement;
- to maintain a regular flow of written work as agreed with the Supervisor; to prepare the necessary papers for his or her Supervisory Board meetings; to submit these in time for the Board to consider them and to attend the Board at the appointed time;
- to satisfy himself/herself that any piece of work submitted (including those intended solely for the Supervisor's attention) has not contravened any of the relevant rules concerning plagiarism. If in doubt, the student should check with his/her Supervisor;
- to become familiar with the appropriate Higher Degree Regulations;
- to decide when he/she wishes to submit, taking due account of his/her Supervisor's opinion, which is, however, advisory only.

Responsibilities of Supervisors

- to establish the student's training needs and suggest suitable means for meeting these;
- to arrange for the student's attendance and participation in appropriate modules, seminars and conferences;
- to give guidance about the nature of research and the standard expected, as well as about the best means available to the student for attaining that standard;
- to give detailed advice on the necessary completion dates of successive stages of the work so that the whole may be submitted within the scheduled time and to emphasise that the work must be capable of completion in accordance with University Regulations;
- to arrange, as appropriate, for the student to talk about his or her work to staff or graduate seminars and, as appropriate, to have practice in oral examinations;

- facilitating meetings between the student and other researchers in the field (including opportunities to present work to staff and fellow postgraduates and for attendance and participation in appropriate seminars and conferences);
- to maintain regular contact with the student through such tutorial and seminar meetings as were agreed upon with the student at the Board meeting and by setting aside further times when he/she will be available;
- to keep the student informed well in advance of any prolonged absences from the University;
- all Supervisors should keep a record of the dates of meetings with the student, which can be produced later if necessary;
- to request written work as appropriate and to return it with comments in reasonable time and to keep a record of work submitted, the dates of submission and when this received a response (in discussion and/or in writing) which can be produced later if necessary;
- convening meetings of the Supervisory Board (usually two but can be up to three meetings per year for full-time students) and (usually two but could be one meeting per year for part-time students), as well as more frequently when appropriate and/or when determined by the School's Research Students Progress Committee) and where appropriate co-ordinating contact with such associate supervisors as may be appointed;
- to submit a report on the student's progress to the student's Supervisory Board meeting and to attend the meeting;
- to submit, or to arrange for the Research Students' Progress Committee to submit, biannual reports (for full-time students) and annual reports (for part-time students) on the student's progress to the Head of School, and at other times as requested to do so;
- to warn a student of foreseeable problems on the horizon and, if necessary, to explain the ways in which the student's work is not of an appropriate standard;
- to notify the Director of Graduate Studies and/or the student's Board if as Supervisor he/she believes that the student is unlikely to reach the standard for the degree for which he/she is registered.

Integrated PhD

Our Integrated PhD Philosophy is a four-year doctoral programme that provides a rigorous training in philosophy. Your first year consists of an MA Philosophy combining taught modules with writing an MA dissertation, which prepares you for researching and writing a doctoral thesis over your next three years.

<http://www.essex.ac.uk/philosophy/pg/pgr/default.aspx>.

g) Registration, intermitting, changing your degree and the maximum and minimum periods of study

All new students and returning students must **register** at the start of each academic year. The full process for new students includes activating your student record for the academic year, your email account, access to IT and library services, enrolment on modules and confirming your contact details.

You should discuss **any proposed change of degree title** with your supervisor. Once you have decided you want to change your degree title, you will need to make a formal request using the online Change of Course/Degree title form (available here: www.essex.ac.uk/esf/)

Until your final term, you may request **a transfer from one mode of study** to another, for example from full time to part time, including distance learning, or vice-versa. You should discuss any proposed change with your supervisor.

If you are a **sponsored student**, you should discuss any proposed change with your funding body and/or check its terms and conditions. If you are a Research Council funded student you should contact the Student Services Hub to discuss your request to change your mode of study.

Once you have decided you want to change your mode of study, you will need to make a formal request, using the online **Change of Mode of Study form**, which will need to be approved by your department and the Dean. You can find the form at: www.essex.ac.uk/esf/

If your request is approved your minimum and maximum period will be adjusted pro-rata.

Please read carefully our guidance on Tier 4 and course changes here:

<http://www.essex.ac.uk/immigration/studies/changes>

Maximum and Minimum periods of study from 2008-09

Research degree	Mode	Minimum	Maximum
Masters by Dissertation (MA or MSc by dissertation)	FT	One year	Two years
	PT	Two years	Three years
Master of Philosophy (<i>MPhil</i>)	FT	Two years	Three years
	PT	Four years	Five years
Doctor of Medicine (<i>MD</i>)	PT only	Two years	Three years
Doctor of Philosophy (<i>PhD</i>)	FT	Three years	Four years
	PT	Six years	Seven years
Doctor of Philosophy Integrated (<i>PhD</i>)	FT	Four years	Five years
	PT	Eight years	Nine years
Professional Doctorate	FT/PT	See individual programmes	See individual programmes

(Table taken from the Principal Regulations for Research Degrees – Appendix 1)

h) Supervision

The following guidelines have been prepared by the School of Philosophy and Art History with reference to the *2004 QAA Code of Practice: Postgraduate Research Programmes* and *The University Code of Practice: Postgraduate Research Degrees*. These notes are intended as a supplement to the University's *Higher Degree Regulations*. All research students should familiarise themselves with those regulations.

Choice of Research Topic

Students who enter to study for the MA, MPhil or PhD by research will arrive with their research topic already chosen. Those who are admitted to the Integrated PhD will be expected to have their research chosen, but it is accepted that this may be subject to change. Although it is always possible to modify or refine your topic later, an early decision helps give your work direction. (Narrow topics tend to broaden out, broad topics often dissipate hopelessly.) Approval of a topic is given by the Director of Graduate Studies and is in every case dependent on the availability of a supervisor who is able and willing to supervise it. The Director of Graduate Studies in giving his or her approval will take into account such questions as whether appropriate supervision will be available over the entire period of the student's research, whether the student has the basic skills necessary for the topic (e.g. languages) or training can be provided to secure those skills, whether the necessary materials (e.g. relevant books) are readily available, and whether one can reasonably expect that the research will be completed in the time available.

For more information please see: www.essex.ac.uk/academic/docs/regs/researchap.shtml.

i) Placement Information

Doctoral Placement Workshops: Dates and times to be confirmed.

The Placement Workshop is intended to prepare doctoral students for the academic job market. It meets with students in the final year of their PhDs. We meet for two hours most weeks, depending on demand. Throughout the autumn term we will work on constructing CVs, detailed dissertation abstracts, teaching statements, and cover letters. We will discuss where to find jobs and begin to make lists of the jobs/postdocs to which each student wishes to apply. We will discuss strategies for the best way to approach the applications for those jobs. In the spring term we will work on mock interviews and tailoring applications to specific job opportunities.

j) Information for disabled students

We would encourage all new students with a disability, long term medical condition, specific learning difficulty or mental health difficulty to disclose and register with the disability service so that we can plan how best to support you in your studies.

You can find out about the academic and learning support we offer here:
www.essex.ac.uk/students/disability/academic.

UK students may be eligible for a Disabled Students' Allowance grant. Go here for more information including application forms and key changes for 2016-17

www.essex.ac.uk/students/disability/funding.

k) Information for international students

We are proud to be a global community and we recognise that living and studying in the UK may be very different from your own country.

Essex has a wide range of support covering academic and health and wellbeing issues. Our friendly and professional staff will be able to guide, advise and assist you during your time at Essex.

You can find helpful information here - www.essex.ac.uk/students/new/international.

If you are studying on a Tier 4 visa, don't forget to read Tier 4 Information of this handbook which has further information and links.

l) Mature and part-time students

As a mature student you'll be in very good company – around 37% of our students are mature students.

We appreciate that studying as a mature student can present challenges. This is particularly true if this is your first experience of higher education and you have other commitments and responsibilities to meet such as work and family. We want you to be aware of the support available so that you can make the most of your time at Essex.

You can find more information here: www.essex.ac.uk/life/students/mature.

m) Student representation, Student Assessment of Modules and Teaching and Student Surveys

Student feedback is a vital part of the University's approach to quality assurance and enhancement. It is therefore important that you are given the opportunity to feedback and that you take the time to feedback to the University.

You can do this in a number of ways:

1. You can contact (or be elected as) a student representative who represent the voice of fellow students in School Student Staff Liaison Committees (SSLCs/Graduate Feedback meetings) and other University level committees.
2. You can find more information on the Students' Union website <http://www.essexstudent.com/representation/coursereprs/> and the University's policy here: http://www.essex.ac.uk/quality/student_representation/student_rep.asp.

3. You can find out information about Student Staff Liaison Committees (SSLCs/Graduate Feedback meetings) here:

http://www.essex.ac.uk/quality/student_representation/sslc.asp.

n) Library Services

At our Colchester Campus and located on Square 5, the Albert Sloman Library has long opening hours, a new extension, a dedicated postgraduate research room and 24 hour access in the weeks leading up to exam time. The library has a wide range of learning resources, including books, journals, British and foreign-language newspapers, databases, microfilms and audio-visual materials. There are quiet group study areas and networked PCs on all floors.

libwww.essex.ac.uk/.

2.2 Research and Skills training

a) Proficio: Professional Development for Doctoral students

Proficio is our innovative professional development scheme for doctoral students, and it's unique to Essex. We believe that your academic and professional development is vital to your growth as a postgraduate research student and so we credit your Proficio account with funds that can be spent on a variety of courses. You can find out more information via www.essex.ac.uk/study/pg/research/proficio and you can contact the Proficio team at proficio@essex.ac.uk.

b) School Seminars and training events

All postgraduate students are strongly encouraged to attend the School Seminars. The seminar is an opportunity for scholars to present work in progress, to receive feedback and to engage in productive discussion. Speakers include visitors from universities in Britain and abroad, as well as members of staff and PhD students at Essex. The seminars are an important part of postgraduate study and contribute significantly to the intellectual life of the School.

School Seminars start at 4pm on Thursdays throughout the autumn, spring and first few weeks of the summer term. The locations of the seminars will be announced early in the autumn term.

Look out for posters on our notice boards and email reminders. The programme for the current academic year can also be found on the School website:

www.essex.ac.uk/philosophy/news_and_seminars/ (Philosophy) and www.essex.ac.uk/arthistory/news_and_seminars/ (Art History).

Philosophy Research Colloquium

The Philosophy Research Colloquium meets three times a year, with the aim of developing the students' research and oral presentation skills. The Colloquium allows up to three research students to present their current work (a 30-minute presentation followed by 30 minutes of questions). Both staff and students are in attendance and the format is informal. The Colloquium allows research students to improve their confidence, and to gain experience of defending their ideas in discussion. It also allows students to get a better sense of the range of research in philosophy being done across the School. All Research Students must present at the Philosophy Research Colloquium at least once during their second or third year of study.

2.3. Progressions and assessment

a) Principal Regulations for Research Degrees and the Code of Practice for Research Degrees:

www.essex.ac.uk/about/governance/regulations/regulations-higher;
<https://www.essex.ac.uk/about/governance/regulations/codes-higher>.

The Principal Regulations and the Code of Practice are extremely important documents that set out both your responsibilities, and the responsibilities of the University to you. Take time to familiarise yourself with them. They outline the roles and responsibilities of you, your supervisor, your Supervisory Panel and the Research Student Progress Board.

b) Extenuating Circumstances, withdrawing and intermitting

www.essex.ac.uk/students/exams-and-coursework/ext-circ

Extenuating circumstances are circumstances beyond your control which cause you to perform less well in your work than you might have expected. In general, extenuating circumstances will be of a medical or a personal nature that affect you for any significant period of time and/or during the examination period.

Exceptional circumstances submissions relating to your overall postgraduate research studies should be made to the Supervisory Board and Research Student Progress Committee and you should consult your supervisor for the appropriate deadline.

Please read the guidance on extenuating circumstances very carefully before submitting your form and evidence. Please seek advice from the Students' Union Advice Centre, www.essexstudent.com/services/advice_centre/, or the Student Services Hubs, www.essex.ac.uk/students/contact/registry if you need any guidance.

Intermitting is a temporary withdrawal or leave of absence from your studies for one term, two terms or one academic year (stage). In exceptional circumstances, a period of up to two academic years away from our University may be allowed as long as it does not exceed your maximum period of study. Normally this is for reasons beyond your control such as health or

personal problems. An intermission is approved for a defined period of time after which you would return to your studies. This is a formal process which needs formal approval and must be supported by your supervisor.

If you are thinking about intermitting, there are some practical things you need to consider such as academic issues, for example the impact on your maximum period of study, accommodation, financial matters (including the impact on your fees) and visas if you have a student or Tier 4 visa.

If you decide to intermit your registration will be changed to partial registration, which means that you will no longer be entitled to supervision or to attend any modules or training events. You will still have access to your Essex email account which we will use to communicate with you and some library access.

If you decide to intermit, you will need to complete the online form at www.essex.ac.uk/esf/ and you will receive an email confirming whether your request to intermit has been successful.

You should read the guidance on intermitting very carefully before submitting your form, at: www.essex.ac.uk/students/course-admin/intermission.aspx. You are strongly advised to discuss intermitting with your department.

Withdrawing from your course is the formal process for permanently leaving your programme of study and the University. Before deciding that withdrawal is the best action for you, there are plenty of people at our University who can offer you information and advice. Where possible, we will try and give you the advice and support you need to help you stay and carry on with your studies.

You should consider whether taking a temporary break from your studies will help you to address the concerns that are making you think about leaving.

If you are thinking about withdrawing, there are some practical things you need to consider: accommodation; financial matters including your fees or funding body, visas (if you have a student or Tier 4 visa), careers advice available from our Employability and Careers Centre www.essex.ac.uk/careers/.

If you decide to withdraw, you will need to complete an online form (www.essex.ac.uk/esf/) and you will receive a letter confirming that your withdrawal has been completed.

c) Your viva and your examiners

Your supervisor will **not** normally be present during your viva and will not normally have any contact with your examiners other than to arrange their appointment.

d) Appeals and complaints

If the recommendation of your Research Students Progress Committee is that your degree should be downgraded or your studies discontinued, and you want to appeal, you must do so **within two weeks** of receiving the notification. You must do so in writing on the Form of Appeal which is available online at www.essex.ac.uk/students/exams-and-coursework/ppg/pgr.

You should read carefully the Appeals Procedure against a progress decision – postgraduate research students at: www.essex.ac.uk/about/governance/policies/research-progress-appeals.

You may also **appeal** against an examination decision. 'Failed' or 'referred' candidates may submit their appeal no later than **eight weeks** after the notification of the decision.

You should read carefully the Appeals Procedure against an examination decision – postgraduate research students (thesis) at: www.essex.ac.uk/about/governance/policies/research-progress-appeals.aspx#thesis.

Professional doctorate students may appeal against the recommendation of a Research Students' Progress Committee that they be discontinued or downgraded within two weeks of receiving notification of the recommendation. You should read carefully the Appeals Procedure for professional doctorate students at www.essex.ac.uk/about/governance/policies/research-progress-appeals.aspx#doctoral.

Making a **complaint**. The University is a large community engaged in many activities of both an academic and non-academic nature. From time to time, you may feel dissatisfied with some aspect of your dealings with the University and, when that happens, it is important that the issue is dealt with constructively and as quickly as possible without risk of disadvantage or recrimination. You can find the complaints procedure and the forms at www.essex.ac.uk/students/experience/complaints.

A complaint is defined as *the expression of a specific concern about matters that affect the quality of a student's learning opportunities* (this is in line with the QAA Quality Code for Higher Education, Chapter B9: Academic Appeals and Student Complaints). The University aims to resolve complaints quickly and informally.

e) Academic Offences Procedure

www.essex.ac.uk/see/academic-offence

All students are expected to behave with honesty and integrity in relation to coursework, examinations and other assessed work. If you do not do so, you may be found to have committed an academic offence. The University takes academic offences very seriously.

Academic offences can include plagiarism, false authorship, collusion, falsifying data or evidence, unethical research behaviour and cheating in an examination (this list is not

exhaustive). Academic offences can be committed as a result of negligence, meaning that you may be found guilty of an academic offence even if you didn't intend to commit one.

It is your responsibility to make yourself aware of the Academic Offences Procedure, the regulations governing examinations, and how to correctly reference and cite the work of others. If you aren't sure what referencing system you should use, you should ask your department and also refer to **Referencing and good academic practice** in this handbook.

f) Ethics

All research involving human participants, whether undertaken by the University's staff or students, must undergo an ethics review by an appropriate body and ethical approval must be obtained before it commences. You can find our Guidelines for Ethical Approval of Research Involving Human Participants here - <http://www.essex.ac.uk/reo/governance/human.aspx> - along with the University Ethical Approval application form.

'Human participants' are defined as including living human beings, human beings who have recently died (cadavers, human remains and body parts), embryos and fetuses, human tissue and bodily fluids, and personal data and records (such as, but not restricted to medical, genetic, financial, personnel, criminal or administrative records and test results including scholastic achievements). Research involving the NHS may require and research involving human tissue or adults lacking capacity to consent will require Health Research Authority approval.

Referencing and good academic practice

Respecting authorship through good academic practice is one of the keys to academic integrity, and a key value of higher education in the United Kingdom.

The Talent Development Centre provides online courses and guides to help you fully understand what is required from you. You can find out about the full range of workshops and resources that are available to you by visiting www.essex.ac.uk/see/tdc. You can also complete the online Academic Integrity course at <https://moodle.essex.ac.uk/course/view.php?id=5844>.

You should read the sections of this handbook which refer to referencing, coursework and examinations very carefully. Failure to understand the academic conventions may result in you being found to have committed an academic offence (see section on **Academic Offences Procedure**).

Remember, if you have any questions about referencing you can ask our academic staff, or staff in the Talent Development Centre.

g) Information relating to the University's policy on academic offences

Respecting authorship through good academic practice is one of the key values of higher education in the UK.

The University takes academic offences very seriously (please see 6.6). You should read the sections of this handbook which refer to referencing, coursework and examinations very carefully.

The Talent Development Centre offers a Moodle course in referencing via their website at: www.essex.ac.uk/students/study-resources/tdc/writing/default.aspx. You can also find online referencing guides for the main referencing guides used by the University at: www.essex.ac.uk/students/study-resources/tdc/research/referencing.aspx and attend workshops.

Further information relating to authorship and plagiarism is available at: www.essex.ac.uk/plagiarism/index.html.

Remember, if you have any questions about referencing you can ask our academic staff, or staff in the Talent Development Centre.

A good place to begin your search for information is the Philosophy School's own resources page here: http://www.essex.ac.uk/philosophy/current_students/resources/default.aspx.

You will find links here to many useful pages including the libraries own list of electronic and Internet philosophy resources. Most useful among these are "The *Philosopher's Index*" (an online database of journal articles and books) and "Erratic Impact" (a site dedicated to philosophy that has a very useful search facility). Typing in a few key words related to your current studies will bring up reams of useful information. There are many other excellent sites also linked to from both the philosophy pages and the library resources page for philosophy, these two are just a taster of what is on offer.

As with all things available on the Internet you should be careful when utilising the information you find there. First and foremost, you should always make sure that you correctly reference all information that you gained from the Internet and used in your essay, not doing this could result in your being accused of plagiarism, an offence under University regulations that is taken very seriously. Due to the varying nature of the way in which web pages are put together it is difficult to give a definitive way of citing these resources, fundamentally though you should make sure that the person reading your essay can find the information you used as quickly and as easily as possible. Here is a basic format for citing Internet resources:

Author's name (last name first). Document title. Date of Internet publication. Date of access <URL>

For example:

Newman, Lex. "Descartes' Epistemology". Published 1997. Accessed August 2002.
<<http://plato.stanford.edu/archives/fall1999/entries/descartes-epistemology/#Knowledge>>

Plagiarism, by means of inserting text from the Internet into your essay and not referencing it, can be detected and two such cases were found last year.

The other thing to be aware of is the potential for you to come across inaccurate and misleading information with regard to philosophy; the number of slightly mad sites on the Internet is as considerable as the number of useful ones! A sure way to keep to the useful information is by (a) using information from links provided by the philosophy pages or the library and (b) checking up on any references to secondary literature that the online articles may use themselves.

Finally, do not neglect the more traditional methods of study, i.e. reading! Although the Internet can provide much of the information you need to write good essays, most of the 'definitive' views on the philosophers you will be studying are in print on the shelves of the library, don't forget them.

Section 3: You Matter

3.1. Practicalities: Getting started and IT matters

a) Registration, enrolling and transcripts

All new and returning students must register at the start of each academic year. The full process for new students includes activating your student record for the academic year – which is held by our Postgraduate Research Education Team– getting your email account, gaining access to IT and library services, and enrolment on modules and confirming your contact details. As your studies draw to a close, once your exam board has met, it takes up to five working days for your results to be confirmed. The Postgraduate Research Education Team will publish your results, close your record and send you an award confirmation letter. Your award certificate and academic transcript cannot be produced until the Postgraduate Research Education Team has completed the above step so if you have not received your award confirmation letter, the Graduation Office cannot produce your documents. For more about registration and the Postgraduate Research Education Team, visit our student webpages.

www.essex.ac.uk/students/new/registration.

www.essex.ac.uk/students/graduation/award-documents.

b) Find Your Way and room numbering system

Find Your Way is our interactive campus map app. Download it to help you find any location on campus and get directions quickly and easily. There's also a handy web version - findyourway.essex.ac.uk/.

If you're looking for a specific room, follow these rules.

If the room number has three parts and the first is alphabetical eg TC.1.20 then the room is in one of the outer buildings. The format is building.floor.room. The first part indicates the building - "TC" is the Teaching Centre and "LH" is the Ivor Crewe Lecture Hall. The second part tells you the floor and the third the room number. For example, LH.1.12 is Ivor Crewe Lecture Hall, floor 1, room 12.

If the number has three parts and the first contains numbers and letters eg 5N.7.16, then the room is in square 4 or 5. The format is entrance.floor.room. The first part tells you the square and corner (eg 4S is the south corner of square 4), which matches the labels on the entrances (eg door 4NW is next to The Store). The second part is the floor and the third part the room. For example, 5NW.6.12 is in the north-west (NW) corner of Square 5 (entrance "5NW"), floor 6, room 12.

If the number has two elements and the second element has three digits eg 4.722, the room is in the Maths/Social Studies/Rab Butler/Square 1 building area. The first number shows the floor and the last three digits show the room number.

Also... if the last three digits are 700-799 the room is off Square 1, and if the last three digits are 500-599 the room is in the Square 2 area (Computer Science). For example, 5.512 is room 512, floor 5.

www.essex.ac.uk/about/colchester/documents/location_of_teaching_rooms.pdf

c) IT support, wifi, email account, free MS office, computer labs, m:drive

Visit our website to set up your **IT account and password**. Once you're set up, you can access email, log on to lab computers, connect to eduroam wi-fi and much more.

www.essex.ac.uk/it/getaccount.

You must change your password within four weeks of starting, and then once every four months after that. The easiest way to **change your password** is online at:

www.essex.ac.uk/password.

As part of your Office 365 email account you get unlimited cloud storage space for all your documents with OneDrive. OneDrive lets you create, edit, and share documents online. You also get at least 300 MB of local storage, known as your M: drive. You can access this by going to 'My Documents' on any lab computer.

Visit the IT Services website for helpful information, including how-to guides, answers to frequently asked questions, and links to video screencasts. www.essex.ac.uk/it

If you can't find what you're looking for, or if you need to talk to someone, then you can get help from the IT Helpdesk in the Silberrad Student Centre. Open Monday to Thursday 8.30am to 6.00pm, and Friday 8.30am to 5.45pm.

You can also download Microsoft Office 365, for free. You can install it for free on up to five computers, and up to five mobile devices. www.essex.ac.uk/see/software

If you need to use a **computer on campus** our computer labs are the perfect place to study or work. Many labs stay open until late and some are open 24/7. For computer lab locations, opening hours and real-time availability visit: www.essex.ac.uk/it/computers/labs.

d) Tier 4 information

If you are a citizen of a country that is not part of the European Economic Area or Switzerland it is likely that you will require a **visa** to enter or remain in the UK to study. The type of visa you need to apply for will depend on your personal circumstances, proposed study and where you are applying from. Find out more on the University's website at:

www.essex.ac.uk/immigration/.

e) On-campus facilities

There is a broad range of **facilities** to support your living and learning experience at our Colchester Campus – including study-based services like the IT helpdesk and group study pods, but also various food and drink venues, three banks, a general store run by the Students' Union, a printing and copy centre, market stalls each Thursday, a Post Office, launderettes, and much, much more. Full details on all on-campus facilities feature on our student webpages and in the campus guide you received with your welcome information when you joined us as a student member.

www.essex.ac.uk/students and www.essex.ac.uk/welcome.

f) Graduation

The culmination of all your hard work, **Graduation** ceremonies take place at our Colchester Campus each July in the Ivor Crewe Lecture Hall. All eligible students studying at our Colchester, Loughton and Southend Campuses will be invited to attend. For more information visit our graduation pages:

www.essex.ac.uk/students/graduation/default.aspx.

3.2. Skills, Employability and Experience

a) Employability and Careers Centre

Our careers specialists can give you valuable advice throughout your time at Essex and beyond. We offer one-to-one advice and guidance, job-hunting workshops, CV and job application reviews, and online access to graduate and part-time job vacancies.

www.essex.ac.uk/careers.

b) Learning Languages at Essex

Learn a language at Essex to increase your global and cultural awareness. Language learning can give you the confidence to work and travel internationally, expand your options for studying abroad, and get a competitive edge when you're looking for a job. There are a number of ways to do it, so look online to discover the best option for you.

<http://www.essex.ac.uk/study/why/languages.aspx>

c) Talent Development Centre

Unleash your potential and visit our Talent Development Centre. Providing support on academic literacy, numeracy, English language, employability and IT to help you be the best you can be.

www.essex.ac.uk/students/study-resources/tdc/.

d) Career Hub

Browse hundreds of top jobs and graduate vacancies, sign up to exclusive careers events, book CV reviews and one-to-one careers advice, and connect with employers on CareerHub, our online jobs portal. www.essex.ac.uk/welcome/careerhub.

e) Frontrunners

Frontrunners is the on-campus work placement scheme, and one of the best ways to enrich Frontrunners is our unique placement scheme for students. We'll give you challenging employment opportunities on campus and help you develop the skills you need to compete for the best jobs. We'll even give you on-the-job training and pay you, too.

www.essex.ac.uk/welcome/frontrunners.

f) Student Ambassadors

Student Ambassadors are current students who help to promote the University and higher education. As a Student Ambassador you can get involved in a whole range of opportunities, in particular helping our Student Recruitment and Outreach teams. Student Ambassadors are normally recruited at the start of the Autumn Term.

www.essex.ac.uk/careers/job_hunting/on_campus.

g) Volunteering

There are plenty of opportunities to **volunteer** during your time at Essex. The Students' Union runs the vTeam, which is a fantastic opportunity to meet new people, make friends, give something to the local community, and gain valuable skills. www.essex.su/vteam.

h) Big Essex Award

This is the University's **employability award** and will help you stand out from the crowd and get University recognition for all your extra-curricular experience.

www.essex.ac.uk/careers/bige.

i) Essex Interns

Essex interns create paid internships exclusively for you as an Essex student. They're flexible too; part time during term time or full time in vacations. You can even take part up to three years after you graduate, as part of our Essex graduates support package.

www.essex.ac.uk/careers/internships.

3.3. You Matter: Health, Welfare, Support and Safety

a) Student Services Hub

If you need practical advice, a confidential conversation, or general information and guidance on University life, no matter what the issue is, the Student Services Hub is the place to go. Want to know how and when to apply for accommodation? Having problems with your funding? Struggling with exam stress? Your questions matter and you'll get answers from our team of experts.

Student Services Hub Colchester email: askthehub@essex.ac.uk.
www.essex.ac.uk/students/health-and-wellbeing.

If you get into financial difficulty get help and talk to someone as soon as possible. The sooner your problem is identified, the sooner it can be solved. Advisers in our Student Services Hub and our independent SU Advice Centre can listen and talk you through the issues.

<http://www.essex.ac.uk/fees-and-funding/money/>.
<http://www.essexstudent.com/advice/money/>.

b) Harassment advisory network, dignity and respect

We are Essex. We encourage a culture of dignity and respect. We're committed to upholding an environment that's free from any form of harassment or bullying. Though rare, these incidents can occur and if they do our network of trained harassment advisors are on hand to help.

www.essex.ac.uk/equality
www.essex.ac.uk/equality/harassment
www.essex.ac.uk/students/new.

c) Faith groups

We're proud of our vibrant and diverse multicultural community and we recognise and support the many different religions and beliefs on campus. The calm, friendly and supportive atmosphere in our Multi-Faith Chaplaincy is a welcoming place for staff, students and the wider community to meet, interact and engage with each other.

www.essex.ac.uk/students/experience/mfc.

d) Nightline

Established at Essex in 1970, Nightline is a friendly help and support service run by students, for students. We work under strict confidentiality ensuring complete anonymity, and we're always willing to listen. From tea and toast to campbeds, whether you're waiting for a taxi, need a revision break, or just want to chat, pop in or call us.

www.essex.ac.uk/students/health-and-wellbeing/nightline.

e) Health and safety on campus

Our campuses are generally very safe environments. We want to ensure that things stay this way. In order to achieve this we work closely with local agencies including the police and borough councils. Take a look at our website for general advice and information.

<http://www.essex.ac.uk/students/experience/safety>.

Please read the emergency evacuation notice in your accommodation, work or study location for fire safety procedures. If you have a permanent or temporary disabilities that may mean you have difficulty in evacuating one or more areas, you can arrange for a Personal Emergency Evacuation Plan (PEEP).

www.essex.ac.uk/students/experience/safety.aspx.

www.essexstudent.com/services/safety_bus.

www.essex.ac.uk/students/campus/emergency.aspx.

www.essex.ac.uk/ohsas/fireSafety/peep.htm.

f) Residence Life

Our Residence Life team is here to help you settle in and support you during your time living on campus. Each residents' assistant (RA) is assigned an area and will aim to get to know you and organise a range of social activities. Plus they can help if you've got any concerns or complaints. Residence Life operates outside of office hours when other University support services are closed. www.essex.ac.uk/accommodation/support/reslife.

g) Health Centre

If you're studying on a course for more than six months, you're required to register with a local doctor. Our Colchester Campus has its own health centre or you can use the NHS Choices postcode finder to find your nearest doctor. www.rowhedgesurgery.co.uk
www.nhs.uk.

h) Students' Union Advice Centre

Our SU advice centre offers free, confidential, independent and impartial advice on any issue that might be affecting you. Our friendly, trained staff are on hand to support you throughout your time at Essex. www.essex.su/advice. suadvice@essex.ac.uk.

01206 874034.

i) University Privacy Statement

Under the Data Protection Act 1998, any individuals about whom the University may be holding personal data have the right to access the data that is being held about them. Full details about how this works, and how to request such information are available on the Records Management web pages, see: 'How to access your personal data'.

[www.essex.ac.uk/site/privacy_policy.](http://www.essex.ac.uk/site/privacy_policy)

[www.essex.ac.uk/records_management/request.](http://www.essex.ac.uk/records_management/request)

Section 4: Essex Matters

4.1. The Essex Experience

a) The Essex Student Charter

Our **Student Charter** is developed by the University of Essex and our Students' Union as a part of our ongoing commitment to create an outstanding environment that offers the highest standards of teaching, research and support in an international and multi-cultural community: www.essex.ac.uk/students/experience/charter.

b) Freedom of speech policy and the Code of Conduct

For regulations relating to the **Code of Student Conduct**; procedures for investigating breaches; appeals process please refer to the Terms and Conditions apply booklet all new students receive with welcome information, previously known as the Code of Student Conduct and The Rulebook. This information is on the University's website and is updated annually. www.essex.ac.uk/students/study-resources/handbooks.
www.essex.ac.uk/about/governance/regulations/code-conduct.aspx.

c) Essex Spirit, social media and other channels of communication with students

Keep up-to-date with important news, events and offers from across the University with our Essex Spirit blog. Go to our email lists to subscribe to the fortnightly e-bulletin. <http://blogs.essex.ac.uk/essexspirit/>.
www.essex.ac.uk/students/new/.

We have more than 60 Facebook pages, including one for each department. We're also on Twitter. www.facebook.com/uniofessex/.
https://twitter.com/Uni_of_Essex.

Our 'What's on?' calendar brings together all the events happening across our three campuses, so you can make the most of your time at Essex. <http://www.essex.ac.uk/events>.

d) Students' Union

We're famous for our **Students' Union** at Essex, and for good reason. Here you're not just a member of a normal Students' Union, you're part of a family. We're here to cheer you on as you walk into exams and to help you absolutely destroy the competition in interviews and land your dream job. We've given students the tools to set up over 100 societies for anything they want. And if you're into sport – we run more than 40 sports teams and unlike other Universities ours are free to join. You choose what drinks we serve in our bar and what products we stock

in our shops, just write it on the wall and we'll do our absolute best to get it in stock for you ASAP. Say hello at [essex.su](https://www.essex.ac.uk/essex-su).

e) Alumni

Your time will fly by. But Essex is forever, not just for a few years, and you'll be part of this place for life. When you graduate, you'll get an alumni card, which gets you access to all alumni events, like our popular Sports Weekend, and allows you to keep using the gym and the library, so stay in touch. [alumni.essex.ac.uk/home](https://www.alumni.essex.ac.uk/home).

Appendix A: Critical Literature Review and Detailed Project Outline

The School of Philosophy and Art History requires first year research students to submit a Detailed Project Outline (PO) and Critical Literature Review (CLR) to their first supervisory board (normally in Wk. 17/18). The project outline and literature review are judged as satisfactory or unsatisfactory by the supervisory board. A student whose project outline and literature review are deemed unsatisfactory may be required to downgrade or discontinue. However, students have the opportunity to rework and resubmit unsatisfactory documents by around the end of Wk. 37/38. It should be noted that production of these documents is a minimum requirement, and need not preclude substantive work on sections of the thesis. The following are guidelines for the production of these documents.

Detailed Project Outline

This is a document of around 2,000 words, presenting a summary of the main lines of argument of the thesis as a whole, plus a moderately detailed account of the content of each chapter, and a bibliography of material relevant to each chapter (bibliographical material is not included in the word count). ***The following format is recommended, but some individual variation is permitted.***

The opening section, about a page to a page and a half, double-spaced, should be an overview, presenting the subject matter and main lines of argument of the thesis as a whole. For this purpose, it is not sufficient for the student to indicate a topic or area, or series of topics or areas, in which he or she has an interest. The research project of the thesis should be set in the context of the current state of philosophical discussion and / or historical research in the relevant area, and the originality of the lines of argument and enquiry to be pursued should be indicated. It is not necessary at this stage to indicate any firm conclusions, however.

The opening overview should be followed by an account of the content of each chapter (approximately one double-spaced page per chapter), in terms of material and issues discussed, and the broad direction of the enquiry / argument. Each chapter summary should be followed by a substantial (though not necessarily comprehensive) list of the most relevant primary and secondary material (both books and articles) relevant to the content to the chapter, with full bibliographical details in a standard style.

Critical Literature Review

The 'Critical Literature Review' is a document of around 5,000 words, which complements the Detailed Project Outline. Ideally, this document should present critical assessments, of around one or two double-spaced pages each, of two or three of the most relevant pieces of secondary literature listed at the end of each chapter description in the Detailed Project Outline (normally around 10-12 items in all). 'Critical assessment' here means an account of the philosophical strengths and weaknesses of the interpretations and / or arguments put forward in significant contributions to the secondary literature, informed by the broad perspective which will be presented and defended in the thesis. However, the selection of secondary literature may vary from case to case. In the interests of the progress of their research, some students may prefer to devote more time to an assessment of secondary

literature relevant to the earlier part of their thesis. Students should bear in mind, however, that approval of progress to the second year of research will depend on an assessment of the viability of the research project as a whole, and the level of knowledge / competence possessed by the student to carry it out.

Research students will naturally want to consult with, and seek advice from, their supervisors about their work on the PO and CLR. They should bear in mind, however, that although the supervisor will usually have suggestions for relevant reading, it is not the job of the supervisor to carry out detailed bibliographical searches in a student's precise areas of enquiry. Research students are expected to acquire the skills to carry out such searches themselves, and training sessions are provided by the Library to this end.

Examples of project outlines and CLRs from previous years are available for guidance on file in the Graduate Administrator's Office (6.139). Please bear in mind, however, that no single document necessarily exemplifies all the qualities required in full measure.

