

**Graduate Student Handbook
Department of Philosophy
Texas A&M University
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I. GRADUATE PROGRAM ADMINISTRATION

The Director of Graduate Studies (DGS) has primary responsibility for administering the graduate program. The DGS serves as the Chair of the Graduate Program Advisory Committee (GPAC), which develops policies and procedures for the graduate program and makes admissions decisions. One graduate student sits on the GPAC, though does not participate in admissions or other personnel matters. The University's Graduate Student Council (GSC) represents the interests of graduate students to the University administration, faculty, and the Student Government Association.

Each student will choose an **Advisory Committee**, with one or more individuals serving as the chair or co-chairs, during the course of his or her studies. For **PhD students**, this committee will oversee the student's dissertation, advanced exercises, etc.. This committee is formalized when the Degree Plan is submitted by the end of the second year. For **M.A. students**, this committee will oversee the student's thesis (for thesis option students); this committee is formalized when the Degree Plan is submitted, typically at the start of the second year. Students should begin establishing relationships with faculty in their field of research upon enrolling in the program.

For **PhD students**, the Advisory Committee must consist of at least four members of the graduate faculty, with a majority, including the chair or co-chair, from Philosophy, and at least one member from some other department at Texas A&M (each committee needs to have a minimum of three faculty from Philosophy). Students may change the composition of their committee after the initial degree plan is filed. It is possible to formally add a scholar from outside the university to the dissertation committee of a PhD student; the process takes several months, so must be initiated well in advance of examination. If you wish to pursue this option, please contact the Director of Graduate Studies. In any case, it is a good idea for students to form research relationships with scholars in their area of study outside the university, even if these scholars do not have a formal role on the advisory committee.

PhD students who participate in one of the multidisciplinary tracks will also form a second **Multidisciplinary Advisory Committee**, which will supervise their progress on that track. The membership of the Multidisciplinary Advisory Committee may or may not be identical to the regular Advisory Committee.

For **MA students**, the Advisory Committee must include no fewer than three members of the graduate faculty. The chair, or one of the co-chairs, of the advisory committee must be from the Philosophy Department, and at least one of the members must have an appointment at Texas

A&M in a department other than Philosophy. Masters' students must select their Advisory Committee by October of their second year, when their Degree Plans are due.

II. Information for PhD Students

A. Requirements for the PhD

Your curricular requirements will vary depending on whether:

- You will complete the supplementary Master's degree (Table A);
- You will complete one of the multidisciplinary tracks in lieu of the supplementary Master's degree (Table B); or
- You entered the program with an approved supplementary Master's already completed (Table C).

Table A. Curricular requirements for Ph.D. students pursuing Supplemental Master's

Requirement	Hours
Area Requirements	21
Philosophy Electives	15
Supplementary Masters	30-36
Logic proficiency exam	0
Two Advanced Exercises	0
Preliminary Examination	0
Additional	9-15
Dissertation/Research Hours (691)	15
Total Hours	96

Table B. Curricular requirements for Ph.D. students pursuing Multidisciplinary Track

Requirement	Hours
Area Requirements	21
Philosophy Electives	15
Multidisciplinary Track coursework	24-27 hours
Logic Proficiency exam	0
Two Advanced Exercises	0
Preliminary Examination	0
Additional	18-21
Dissertation/Research Hours (691)	15
Total Hours	96

Table C. Curricular requirements for Ph.D. students who satisfy the M.A. Requirement before beginning the program

Requirement	Hours
Area Requirements	21
Philosophy Electives	15
Logic proficiency exam	0
Two Advanced Exercises	0
Preliminary Examination	0
Additional	13
Dissertation/Research Hours (691)	15
Total Hours	64

The Department requires all Ph.D. students to complete a minimum of 27 hours of formal course work in graduate courses offered by our department (excluding hours of PHIL 685 or 691).

Students must have accumulated at least 94 hours before the start of year six. Credits are to be earned, in part, through summer teaching opportunities. The Department is only able to pay for 1 credit in each of the semesters in a student's sixth year. The student must also be eligible to serve as GAL in that year in order to be registered for 1 credit only.

Area Requirements.

History of Philosophy (6 credit hours). Students are required to take TWO courses from the History of Philosophy. Courses that fulfill this requirement are:

- PHIL 611, Ancient Philosophy
- PHIL 614, Medieval Philosophy
- PHIL 616, Modern Philosophy
- PHIL 623, American Philosophy
- PHIL 661, Seminar in History of Philosophy (through 19th C)
- PHIL 682, Philosophical Authors (author is a figure before 20th C)

Contemporary Traditions (12 credit hours). All students must take the following FOUR courses.

- *Foundations of Contemporary Philosophical Traditions I*
- *Foundations of Contemporary Philosophical Traditions II*

The foundations courses focus on continental and analytic philosophy respectively, where canonical texts and central problems will be covered.

Foundations courses will be taught every other Fall semester. All first and second year students are expected to enroll in them.

- One further course in Analytic Philosophy
- One further course in Continental Philosophy OR Philosophies of the Global South.

Writing Seminar (3 credit hours). All students must take the Department's Writing Seminar in their third or fourth spring (this course will be offered every other year). This course is meant to prepare students to publish an essay in a high-impact journal in their field, and learn to deliver an excellent conference presentation.

Important note: PHIL 685 may not be used to satisfy an Area Requirement.

Philosophy Electives. Philosophy electives must have the PHIL course designation. Students wishing to take courses in other departments (in addition to those related to the supplemental Master or the curriculum of a "track") can classify those under the "Additional" category in the curricula in Tables A-C above.

Restrictions: Only 6 hours of 685s may be used toward Electives;. Students wishing to take additional 685s may do so under the auspices of the 'Additional' category.

Logic Proficiency Exam. All PhD students should graduate from the program able to teach an Introductory level logic course. This will be measured by the ability to pass a logic exam. All PhD students must take and pass this exam by the end of their second year. This exam is available to be administered on request. Students may prepare for this exam through self-study, by auditing an undergraduate logic course, or taking a graduate level logic course (students should confirm with the faculty member that this course will properly prepare them).

Two Advanced Exercises. Ph.D. students are required to complete **at least two** advanced exercises assigned by their Advisory Committees. Committees will design these exercises, in consultation with the student, in order to best serve that student's professional development. More specifically, the advisory committee will attend to the following goals:

- Students should achieve a degree of competence in a range of fields in philosophy that prepare them to teach undergraduate courses in those fields;
- Students should attain the necessary skills and proficiency in their research specialization in order to make scholarly contributions to that field; and
- Students should be prepared to secure full-time academic employment upon graduation in a competitive academic job market.

Examples of possible advanced exercises include written and/or oral exams based on reading lists, the submission of an article-length essay to a group of faculty who will judge whether it is of publishable quality, completion of fellowship or grant applications, language or other methodological tool acquisition, or a study abroad experience. Students should begin discussions with potential faculty advisors about the possible content of such advanced exercise requirements as soon as they enter the program. Given the many demands of our program, it is particularly important that students **use their summers wisely.**

The content, deadlines and process for the evaluation of the two advanced exercises should be specified in a memo of agreement signed by the Advisory Committee and the student. For purposes of the advanced exercise requirement, **the outside member of the Advisory Committee (see section I) need not participate;** approval by three philosophy faculty members

of the committee, including the chair, is sufficient. A copy of the memo should be submitted to the DGS, who will keep it on file. This memo should be filed by year 5 of the graduate student's course of study. Exercises that have already been completed may be included. Advisory Committees should notify both the student and the DGS in writing as requirements are completed so that this information can be kept on file.

Advisory committees and students can revise the memo of agreement simply by signing a new version and placing it on file with the DGS. Students can change advisory committees by making a new agreement with a different set of faculty members and filing it with the DGS

"Additional" Hours. The hours in the additional category may simply be more Philosophy courses. However, students often take additional Research hours. A maximum of 6 hours of 400-level undergraduate courses may be used toward meeting credit-hour requirements for the Doctor of Philosophy. 400-level courses may not be used to satisfy area requirements.

Preliminary Exam. Ph.D. students in Philosophy fulfill their Preliminary Exam requirement by defending their dissertation proposal. You are eligible to defend your dissertation proposal when you are within 6 credit hours of completing all formal coursework (i.e. classes other than PHIL 691, Research) and have fulfilled your Advanced Exercise agreement.

Your dissertation director will work with you to determine the scope and length of your proposal. Typically, the dissertation proposal should describe the issues you propose to address and how you propose to address them, the significance of your project to current philosophical work, the relevant scholarly literature, and outlines of the proposed chapters. Proposals are usually at least 5 to 10 pages in length and accompanied by a brief but comprehensive bibliography. Your Advisory Committee will then evaluate your draft proposal and, if they judge it to be acceptable, administer you an oral examination based on its content. The objective of the examination is to determine whether you are well prepared to carry out the project you have proposed and to provide advice for how to proceed. Following the examination, your Advisory Committee will assign you a grade of Pass or Fail for your Preliminary Examination. Once you have passed your Preliminary Examination, you should file your dissertation proposal (with any needed changes) for approval with the Office of Graduate Studies (OGS).

Your **Degree Plan** must be filed at least 90 days **before** you defend your proposal. If you are earning your supporting MA/MS degree at Texas A&M, you should aim at taking your Preliminary Examination as soon as possible after completing that degree.

Dissertation/Research. Satisfactory completion of an oral defense of the dissertation is the final step required for the Ph.D. degree. This examination must be scheduled at least ten days in advance, by paperwork filed with OGS, and may be held only after the dissertation is in substantially final form, and all members of the student's Advisory Committee have had sufficient time to review it.

Credit and Area Requirements for Work Done at Other Institutions. University regulations permit students to receive credit toward the PhD for courses taken at other institutions, **provided those courses were not used as credit for another degree.** Whether such credit may be counted as part of a student's degree plan will be determined by the Department of Philosophy Graduate Program Advisory Committee and the Office of Graduate Studies. The minimum hours required for a Ph.D. at Texas A&M is reduced to 64 for students already holding a Master's degree, so a student entering with the supporting master's degree in hand can expect to finish up to two years earlier. Students who already have a Masters degree in Philosophy from another institution will still be enrolled in the usual 96 hour PhD program.

Students who have done graduate coursework in Philosophy at another institution may petition the Graduate Program Advisory Committee to allow some of these courses to count towards area requirements in the Texas A&M Philosophy Ph.D (even if they were used towards another degree); an exception is the two Foundations courses. Requests should be submitted to the DGS with a syllabus of the relevant course and a transcript of the grade in it. Students must still take the required 27 hours of formal coursework, even if some area requirements are met in this way.

Grade Requirements. The Philosophy Department requires a minimum GPA of 3.25 in all courses taken since admission to our graduate program, and in all Philosophy courses taken as a part of the student's degree program. Relatedly, note that a course in which a student earns a grade of C or lower cannot count as fulfilling any requirement in our graduate program, and that courses in which a student earns a grade of D, F, or U cannot be removed from the student's permanent record. The Office of Graduate Studies will not allow a thesis to be defended if there is an F or an I on a degree plan.

Residence requirement. There is a University-imposed residence requirement for Ph.D. degrees. For students entering with the supplementary master's in hand, this requirement is fulfilled by taking a minimum of 9 credit hours for each of two successive semesters, or one semester and a 10-week summer session. in the same way as for master's students. For students entering without the supplementary master's in hand, this requirement is fulfilled by taking at least 9 credit hours for each of four successive semesters.

Continuous registration requirement. There is a university-imposed continuous registration requirement for the PhD. Students who have completed all coursework listed on their degree plan other than 691 (Research) units must be in continuous registration until all requirements for the degree have been completed. Students who leave the area for an entire semester may satisfy this requirement by registering for one unit of 691 in absentia.

Note: *This requirement applies even after students have successfully defended their dissertation. Students must meet this requirement until their dissertation is approved by the Thesis Office.*

Multidisciplinary Studies Requirement. As part of the PhD in Philosophy, students are required to complete a course of multidisciplinary study, preparing them to do research across academic disciplines. There are three ways this requirement can be fulfilled.

1. Students may enter the program with a Master's or equivalent (or higher) in hand. The GPAC will rule, at the time of admitting such students, on the acceptability of the proposed degree as a supplementary Master's, considering both the extent to which the degree is an academic Master's or equivalent, and the extent to which the degree is in a field other than philosophy.
2. Students may complete a Master's program in another discipline while at Texas A&M. Students must have their plan to pursue a particular Master's degree approved by the GPAC. They should secure formal admission to the chosen program by the end of their second year. (Students who are interested in pursuing a Master's at another institution should consult the DGS as soon as possible.)
3. Students may complete one of the approved multidisciplinary tracks described below, and in **Appendix A**. The department has approved five distinct multidisciplinary tracks, in Early Modern Studies; Gender and Philosophy; Latin American/Latinx and Africana Philosophy; Logic and Decision Theory; and Human, Social, and Cultural Studies.

Further tracks may also be approved by the department. They will need to be approved by GPAC, and then the faculty as a whole. Any such track must be related to academic interests of faculty members within the department of philosophy, must involve study in multiple academic disciplines other than philosophy, and must not substantially duplicate an existing Master's degree at Texas A&M University. Should further tracks be approved, they will be listed on the department website, and in future editions of the Graduate Handbook.

Students completing any multidisciplinary track must:

1. Have their planned course of study approved by the GPAC by the end of their third year.
2. Form a multidisciplinary committee of advisors (including four members of the graduate faculty, at least one of whom is drawn from a department other than Philosophy) by the end of their third year.
3. Complete 24 hours of non-philosophy graduate courses, with a grade of B or better, from a list approved for their track (see Appendix A), of which no more than four courses (12 hours) are in the same academic department.
4. Complete a 20-page (minimum) publishable paper (as determined by the multidisciplinary committee) that incorporates aspects of the student's multidisciplinary studies. (Students may take 3 hours of research in order to complete this requirement).

The non-philosophy graduate courses that can count towards fulfillment of each of the multidisciplinary tracks are listed in **Appendix A**. In addition, Special Topics (689) and Directed Studies (685) courses in other departments can be approved on a case-by-case basis by the student's multidisciplinary advisory committee. The GPAC will update the lists as course offerings at Texas A&M change. If a student believes that another course would be appropriate given their special interests, they should seek approval from their multidisciplinary committee.

Please see **Appendix A** for detailed information on the five approved tracks.

B. Graduate Assistantships: GATs, GARs and GALs

"GA" is a TAMU employment category. It stands for "Graduate Assistant." Most graduate students are employed as GAT (Graduate Assistants Teaching). Some students may, for periods of time, be employed as GARs (Graduate Assistant - Research); these positions are funded to support journal editors or from faculty grant funding, and are not standard forms of graduate employment in the Department. PhD students in their 5th year are usually appointed as GAR for one semester, to produce a summary of their dissertation research for the department website. PhD students in their 6th year should be appointed as GALs: Graduate Assistant – Lecturer, and will be assigned 3 courses over that year to teach as an Instructor of Record.

The Department of Philosophy offers GAT positions to incoming and continuing graduate students on the recommendation of the DGS, in consultation with the GPAC. The University pays for the tuition and fees of all PhD students that are GATs (and GARs, if they are internally funded) registered in the PhD program. GALs (who must have completed all requirements except their dissertation, and who are in year 6 of their PhD) are only registered for 1 credit a

semester; their tuition is also covered by the Department.

Tuition covers nine credit hours of classes (normally 3 courses) a semester. Graduate students must be registered for nine credit hours for each semester that they work as GATs or GARs (and they must be in good standing as a graduate student). Graduate students may take more than nine credit hours a semester, but they will have to pay additional tuition themselves. If appointed as GATs or GARs, they are entitled to in-state tuition.

All students who are on assistantships (at least 50% FTE) are entitled to benefits through Texas A&M Human Resources as Graduate Student Employees of Texas A&M. There is a 90 day waiting period before benefits become active. Spouses and dependents can also be covered on this health insurance, though these policies are significantly more expensive. For more information go to: <http://www.tamuinsurance.com/>

GATs serve as teaching assistants for a range of courses: Engineering Ethics, Contemporary Moral Issues, Introduction to Philosophy, Logic, and other courses as needed. Our aim is for students to graduate from the program having served as a TA for an applied ethics course, a logic course, and an introductory course. This means that GAT assignments will change over the course of a student's time in the program.

Responsibilities of GATs. *The specific responsibilities of your GA assignment will be given to you by your Instructor of Record.* These will likely include:

Attend all lectures of your assigned courses: You should not be assigned as a GAT to a course if you cannot attend the lectures. Even in a course for which you have acted as a GAT previously, it is likely important that you attend all lectures. The content of lectures varies from semester to semester, and you need to know what was said in the lectures, including knowing what specific examples were used for what purposes. This will help you answer questions from students.

Relatedly, always be attentive during lectures. Do not read or talk during a lecture (unless you are coordinating an in-lecture discussion) even if you know the material well and you have heard the lecture several times before – it gives students the wrong impression, and you might miss something about this particular lecture that would help you when working with students. If you *must* miss a lecture, let your supervising professor know ahead of time and make arrangements to catch up on what happened in the lecture that day.

Do all assigned readings on time. The first time you work a course, you should do the reading twice: once prior to attending the associated lecture, and again prior to teaching your

discussion sections. When you are TA-ing a course for the second or third time, you should at least repeat the reading prior to meeting your discussion sections or beginning your grading.

Be sure that you understand the readings and lectures. If you do not understand parts of the readings or lectures, discuss these parts with your fellow GATs and your supervising professor. Try to get things cleared up before students ask related questions, but if you are not sure about the answer to a student's question, don't be afraid to say so. Everyone is asked questions they can't answer from time to time! It's better to say that you don't know than to risk misleading students, but then do get the answer and report it to the students.

Announce and keep regular office hours. All GATs must hold regularly scheduled office hours for at least two hours per week and must be reasonably accommodating about making appointments with students whose schedules make it impossible for them to come in during regular office hours. Office hours should be kept in your assigned office on campus.

Grade assignments conscientiously and return them to students within a reasonable amount of time. When grading, work to maintain consistency, not only across the students that you grade yourself, but with the other GATs in your course. Normally, essays, exams and papers should be returned to students within two weeks. Students need to have their work returned in a timely fashion in order to improve their future performance. If you are not going to be able to return an assignment within two weeks, tell your supervising professor why and notify your students of this.

Manage your students' grades. Format your students' grades and store them using software as instructed by your supervising professor. Please note that any grade information stored on your office computer, a personal computer, or a portable storage device such as a USB memory stick must be stored in a way that meets Texas A&M System requirements concerning the protection and encryption of confidential information.

Keep all student work and records for one year. TAMU Student Rules (Part III, section 48.2) allow students to begin grade appeals up to 180 days (six months) after the end of the semester. We ask you to copy grade records to your supervising professor at the end of the semester and to keep all records and all course work not returned to students for a period of one year after the end of any class you assist or grade for. If you leave town less than a year after the end of a course, make sure that your supervising professor knows where you are leaving all of your students' unreturned work. If you discard outdated student work or grade information, you must do so in accordance with System standards of confidentiality (e.g. shred paper documents and erase computer files securely). When disposing of student records and graded work you

must shred them rather than recycling or just throwing them away.

If you are a TA with a recitation section, prepare for and teach your weekly discussion sections. If you have to miss a section, you are responsible for making, in advance, and in consultation with your supervising professor, alternative arrangements to meet your students' needs. Normally this will mean arranging for a substitute to take your class (one of your fellow GATs, the professor, or someone else acceptable to your supervising professor). In case of an emergency, contact your professor and/or the Department office staff as soon as practicable so that they can make arrangements to meet your students' needs.

Attend meetings and contribute to course planning. Your supervising professor may hold regular meetings for course planning purposes. It's important for you to share what you are learning about student reactions to the material, teaching and testing methods, etc. Your supervising professor will appreciate this kind of feedback.

Check your official email regularly and respond to emails and phone messages. Students increasingly rely on email communication so you need to check and reply to your emails at least once per weekday. You should not discuss grades over e-mail, since this violates students' privacy. You are recommended not to forward your University e-mail to another private account.

Familiarize yourself with rules on academic misconduct and report suspected cases. At the beginning of your first semester as a GAT, you should familiarize yourself with section #20 of the TAMU Student Rules (<http://student-rules.tamu.edu/>), concerning academic misconduct (plagiarism, cheating, etc.), and the Aggie Honor System Office home page (<http://aggiehonor.tamu.edu/>) Each semester, you should discuss with your supervising professor how to spot and handle cases of plagiarism. Whenever you suspect a student of academic misconduct, you should promptly report this to your supervising professor. Do not confront the suspected student yourself. Always record in writing your reasons for suspicion and keep copies of all related evidence.

Perform other tasks assigned to you. Your supervising professor may ask you to do various other things, such as setting up the lecture hall before class, taking attendance, or proctoring exams.

Continuation of Appointment. Your appointment as a GAT is contingent upon satisfactory fulfillment of your responsibilities and satisfactory progress in your graduate program.

Rights of GATs

Workload. GATs are on half-time appointments. This means that their workload should *average out to* over 20 hours per week. However, the workload of a professor varies across the semester, and this is also true for GATs. For instance, if you are grading for a class in which students take written exams or write papers, there will be certain weeks when you have to do more than 20 hours of work (in order to return these assignments in a timely fashion while keeping up with your other duties in the course) but others where you have relatively little work to do. Still, across the weeks, counting everything you are required to do (including attend lectures and related meetings, prepare for and teach discussion sections, do the assigned readings, keep office hours and appointments, respond to student emails and phone calls, and grade assignments), your workload as a GAT should average out to 20 hours a week or less. If you find that it does not, discuss this with your supervising professor.

Assignments. As part of your professional training, the Department will aim to assign you courses in Moral Issues, Logic, and Introduction to Philosophy. This will prepare you for the job market upon completion of your degree.. The Director of Graduate Studies will make an effort to accommodate GATs' preferences, but the Department's need to meet its teaching obligations, including large sections of courses taught, makes it impossible to give each GAT the particular assignment they would prefer. If you are thinking about asking the Director of Graduate Studies for a different assignment, please bear this in mind. Also bear in mind that it usually takes less time to work the same class a second time than to work a new class the first time. However, before graduating as a PhD student, you will have had the opportunity to teach your own class at a lower level over the summer, and in your area of specialization in your sixth year.

Feedback from teaching mentor. When serving as GAT on a large undergraduate course, the supervising professor or professors is your teaching mentor. Faculty are responsible for observing every student (a) early in the first semester they are in the classroom; (b) in the first semester they assist in a new course; and (c) at least twice before they graduate. In addition to this, you have the right to request that your supervising professor attend some of your discussion sections and give you feedback on your pedagogy, and your professor has the right to sit in on some of your sections. You also have the right to have your professor read some of the written work you are required to grade and give you feedback on your grading, and your professor has the right to check your grading. For more information on what teaching observation means, see below.

Handling of problems. A GAT who finds the workload excessive or has other problems should

take them up with the supervising professor. However, if the problem is such that the GAT would feel uncomfortable discussing it with the supervising professor, the GAT may speak to the DGS, the Department Head, an HR representative, or another University official, as appropriate.

C. Graduate Student Teaching Development

Teaching Development Goals. Our students will have adequate mentoring and instruction to help them fulfill their TA-ing and other teaching responsibilities. In the case of PhD students, this means preparing students to teach their own courses and providing them with the opportunity to do so before going onto the job market.

Logic Proficiency. All Ph.D. students should graduate with the ability to teach an introductory course in logic. Each graduate student must pass a logic exam to demonstrate proficiency. This must be done by the end of year 2, though may be done upon request any time before. Students may prepare for this exam through self-study, auditing PHIL 240, or taking PHIL 641 when the instructor indicates that the course will be preparatory for the proficiency exam.

Teaching Development and Mentoring Plan. All students will have a teaching mentor. When serving as a GAT, this is their faculty Instructor of Record, and when teaching their own course, this will be the teaching mentor they have selected. The purpose of the mentoring system is to help students learn about teaching and to improve their teaching skills and habits.

Teaching mentors of GATs in large undergraduate classes are responsible for observing every student (a) early in the first semester they are in the classroom, and (b) in the first semester they assist in a new course. Teaching mentors of students working as Instructors of Record should discuss the syllabus with the student well in advance of the beginning of the course and observe them (a) early in their first semester of teaching it and (b) at least once in each subsequent semester of teaching. Students always have the option of being observed on request.

Mentors are required to meet with the students they observe both before and after the observation takes place, and can request to observe students if they believe it would benefit the student.

Before an observation, the student and mentor should discuss the objectives and anticipated challenges of the lesson to come. Together, they should determine several guiding questions that will enable the observer to focus his/her feedback in a way that is especially useful to the

student in improving his/her teaching. The following are examples of questions that might guide students and observers in requesting and giving feedback:

1. How does this instructor organize and manage class time? Does he/she retain students' attention and comprehension?
2. How does this instructor accomplish the learning objectives discussed prior to the class session? Is the instructor successful?
3. Is this instructor's knowledge of the content of the lesson accurate? Complete? Does it extend beyond the textbook? Does the instructor use salient examples and give clear explanations?
4. How does this instructor field questions from students? How does this instructor respond to student comments or answers to questions? How does he/she handle off-topic comments and questions?
5. Does this instructor engage the students in discussion? How does he/she facilitate interactions among students? What is the classroom environment like?
6. How does the instructor establish rapport with students? What is the character of the student-teacher relationship?
7. How is the instructor's style of presentation? What habits does the instructor have? Which habits or practices are distracting? Which are most effective?
8. How does the instructor encourage students to take responsibility for their own learning? How does he/she facilitate self-directed learning in the classroom?

During the observation, faculty should take detailed notes about the organization and execution of the class session with attention paid to the focus questions agreed upon ahead of time and anything else the professor deems relevant and helpful for the student.

Afterwards, student and observer will meet once more to evaluate together the success of the class session. Students should be invited to reflect on their performance and their students' responses. Observers should provide detailed feedback that includes positive comments and constructive criticism and suggests possible changes. Ideally, observers should provide written feedback that, with the permission of the student, can be kept on file for use in job letters.

D. DEPARTMENT POLICIES AND PROCEDURES GOVERNING GRADUATE STUDENTS AND GATs

In addition to university- and graduate school-imposed policies spelled out in the Graduate Catalog, by the Thesis Office, etc., the Philosophy Department has created the following policies regarding graduate students and GATs.

Annual Graduate Student Review Process (PhD only). The aim of the annual review process is to give graduate students a better idea of their own progress through the program, to allow the DGS and advisor to pick up on problems with teaching and scholarly progression early on, and, by doing so, to encourage timely graduation and improve teaching skills. Students will be evaluated according to: Unsatisfactory, Needs Improvement, Meets Expectations, Above Expectations, Exceeds Expectations. This evaluation is meant simply to give students an assessment of their progress toward a competitive dossier when seeking a job.

At the end of each spring semester the DGS will collect the following from all graduate students:

- Up to date CV
- Timeline for completing remaining milestones that will allow for the student to enter the job market with a marketable CV (dissertation timeline, supplementary MA timeline, publications, advanced exercises, key presentations in area of expertise)
- Transcript

The DGS will also make sure that class observations done by TA Instructors and by Teaching Mentors are included in student files.

Grades. The Philosophy Department requires a minimum GPA of 3.25 in all courses taken since admission to our graduate program and in all Philosophy courses taken as a part of the student's degree program. Relatedly, note that a course in which you earn a grade of C or lower cannot count as fulfilling any requirement in our graduate program, and that courses in which you have earned a grade of D, F, or U cannot be removed from your degree plan.

Incompletes. It is a requirement for receiving an assistantship (GAT, GAL, or GAR) that a graduate student has no more than one grade of incomplete (or F resulting from an expired incomplete) as of August 1. In exceptional circumstances, the GPAC may override this requirement.

Academic integrity. Graduate students are required to abide by the standards of academic integrity set by the University. These include, among other things, prohibitions on cheating and plagiarism. (For more information about the honor code, see <http://aggiehonor.tamu.edu>)

An instructor who suspects academic misconduct by a graduate student has the option of (a) handing the case over to the Aggie Honor System Office (AHSO) for investigation, and, if necessary, penalty determination; or (b) determining a penalty him/herself. In case (b), the instructor is requested to inform the AHSO of the penalty, and the AHSO automatically informs the department head. Students may appeal any sanction set by an instructor to the AHSO.

The most severe penalty that an instructor can levy on his/her own is the grade of F* ("failure due to academic dishonesty") and "Honor Violation Probation." The AHSO, however, can also suspend or expel students from the university.

Instructors and the department head are also asked to inform the GPAC of any case of academic misconduct by a graduate student who is employed or otherwise funded by the Department of Philosophy. Once it has been determined that an honor violation has occurred, and any appeals to the AHSO have been resolved, the GPAC may terminate the graduate student's GAT or GAR position, or any fellowships that might have been awarded by the department. In order to make such decisions, the GPAC must first meet with the instructor and with the graduate student. Any decision by the GPAC to terminate funding may be appealed to the department head. Any termination of funding on grounds of misconduct will go into effect at the end of the semester in which the decision is finalized.

Probationary status and dismissal. The Department has the following standards for evaluating graduate students and graduate assistants and, in certain circumstances, dismissing graduate students from the program and/or from the assistantship positions they occupy.

1. **Scholastic Deficiency.** No student may be dismissed from either the M.A. or the Ph.D. program on grounds of scholastic deficiency, or deprived of support on such grounds, without a probationary period of at least a full semester.
 - a. A student will automatically be deemed "scholastically deficient," if and only if (i) the student's grade point average falls below 3.25 either in all courses taken since admission to our graduate program or in all Philosophy courses taken as a part of the student's degree program, or (ii) the student fails the Ph.D. preliminary examination.
 - b. Students who fall into scholastic deficiency will immediately be notified in writing of their status by the Director of the student's graduate program, and a meeting will be arranged to counsel with the student about how best to rectify the deficiency.
 - c. Students who are scholastically deficient based on their GPA will have one semester to raise their GPA to an acceptable level, following which they will be subject to dismissal; students who fail the preliminary exam will have four semesters to pass the exam before being subject to dismissal.
 - d. At the end of each semester, the GPAC will meet to consider cases of students then subject to dismissal. Before each meeting, each student will be provided the opportunity to offer in writing any evidence he or she considers extenuating. The student will also be accorded the opportunity to address the meeting of the GPAC at which their case is considered. The Committee will vote as to whether the student should be dismissed. Decision will be by majority. The result of this vote will be

communicated in writing to the student, and will constitute a recommendation from the GPAC to the Graduate Faculty, which will then be asked to meet to consider and vote upon the case. Full documentation of the case will be provided to each member of the Graduate Faculty, including any additional information the student may wish to provide. The vote of the Graduate Faculty will constitute a recommendation to the Department Head, whose decision is final.

- e. At the end of every semester, the GPAC will solicit from the faculty any information they may wish to provide, positive or negative, about the academic performance of any graduate student. Any serious problem should be brought to the student's attention by the appropriate Director. Faculty will be informed at the beginning of each semester that this information will be requested when the semester is ended.

2. *Failure to Perform Assistantship Duties Satisfactorily*

- a. At the beginning of each semester, the GPAC Chair will write to faculty members receiving graduate assistance that semester, informing them of the graduate students assigned to their courses. The letter will remind the faculty member of the importance of making the Assistants' duties clear to them, and will urge that any serious or persistent deficit or failure in the performance of those duties be reported as soon as possible to the student's Program Director.
- b. Whenever a problem is brought to a Program Director's attention, he or she will counsel with the faculty member and the student in an effort to resolve it. If the Program Director deems it necessary, he or she may ask the GPAC to recommend that the student be placed on probationary status. If the Director considers the problem serious or pressing enough to warrant immediate termination of the student's Assistantship, or dismissal from the program, these measures too may be requested. The GPAC's decision in any of these matters will be by majority vote. If the request of the Director is approved, the decision will constitute a recommendation to the Department Head.
- c. Before considering such cases, the GPAC will provide the student in question with a written statement of the complaints against him or her. Both the student and the faculty member with whom the complaint originates will be accorded the opportunity to provide the Committee with any evidence they deem pertinent to the case, and to address in person the meeting of the GPAC at which the complaint is considered. The GPAC's decision on the case will be communicated in writing to the student. If the decision is to recommend action by the Department Head, the recommendation will be forwarded to the Department Head with full documentation, including anything additional the student may wish to provide. The decision of the Department Head is final.
- d. At the end of each semester, the GPAC will consider the case of any student on probationary status for deficiency or failure in the performance of Assistantship

duties. The committee will vote on whether to return the student to good standing, continue the probation, or recommend dismissal or termination of support to the Department Head.

E. Sample Time-line for completing the 96 credit hour Ph.D.

For this year's University-level dates, deadlines etc. please check with GPS.

<https://grad.tamu.edu/knowledge-center/dates-and-deadlines/dates-and-deadlines>

Your progress through the department will depend on whether you entered the program with a supplemental Master's degree in hand, you will complete a Master's degree during your doctoral studies, or you will complete a multidisciplinary track. These different paths will determine how much coursework you need to complete. For purposes of illustration, however, below we provide a model timeline for a student completing the 96 hour Ph.D. in six years.

PHD YEAR 1

Research:

- Focus on coursework and getting to know professors in areas of interest.
- Take one Foundations course.
- Take courses meeting Philosophy area requirements and electives.
- Think ahead to the dissertation committee – especially choosing an advisor.
- Think seriously about identifying the supplemental MA or multidisciplinary track. Any decision should be made in consultation with professors you expect to have on your committee, and should be approved by the DGS.

Teaching:

- TA for a large section of an undergraduate course, such as Logic, Engineering Ethics, or Contemporary Moral Issues.
- Teaching should be observed by the professor who is Instructor of Record.

Professional Development:

- Attend workshops held by the Placement Officer.
- Attend Department sponsored colloquia, workshops, conferences.
- Participate in Departmental Study Groups

PHD YEAR 2

Research:

- Continue to work on courses and to complete Philosophy area requirements and electives.
- Take second Foundations course.
- File paperwork needed to join supplemental MA program with relevant department and with GPS. File with GPS a Petition for Change of Major, Department, or Degree Program. This will keep Philosophy as a primary degree, while studying for the Masters as a secondary degree. Alternatively, establish multidisciplinary committee.
- Submit degree plan and dissertation committee to GPS.
- Begin the supplemental MA or Multidisciplinary Track.
- Put advisory committee together and choose an advisor.
- Discuss with your advisor and your committee what your advanced exercises will be, and when they should be completed.
- If one advanced exercise requires pursuing a foreign language, consider a language institute over the summer. Otherwise, work on your advanced exercises over the summer.

Teaching:

- TA for a large section of an undergraduate course, such as Logic, Engineering Ethics, or Contemporary Moral Issues.
- Teaching should be observed by the professor who is Instructor of Record.

Professional Development:

- Attend workshops held by the Placement Officer.
- Attend Department sponsored colloquia, workshops, conferences.
- Participate in Departmental Study Groups

PHD YEAR 3

Research:

Ideally, an Advanced Exercise Requirement memo of agreement should be filed with the DGS by the end of semester 5. This must be signed by you, and all the philosophy members of your advisory committee, including the committee chair.

- Continue taking coursework.
- Take Writing Seminar, if offered in year 3.
- Work toward the completion of the supplemental MA or multidisciplinary track.
- Work toward completion of advanced exercises.
- Work with advisor to determine possibility of applying to conferences in your area of research and/or publishing.

Teaching:

- TA for a large section of an undergraduate course, or work as a grader for an upper-level class, as assigned.
- Select a teaching mentor to help you prepare a syllabus that you will teach in the summer between years 3 and 4 you will serve as an Instructor of Record for a lower division. (The DGS will tell you which course you will be assigned.) The syllabus must be approved by your teaching mentor and the Director of Undergraduate Studies well in advance of the start of the summer semester.
- As you prepare to be an instructor of record for the first time, form a plan with your advisor and DGS for which courses you would be serve your job market prospects when you graduate. We recommend that everyone have instructor-of-record experience in two lower-level courses and one upper-division course.

Professional Development:

- Consider taking a leadership role in GSIP.
- Attend workshops held by the Placement Officer.
- Attend Department sponsored colloquia, workshops, conferences.
- Participate in Departmental Study Groups.
- Consider participating in the Center for Teaching Excellence's Academy for Future Faculty and other workshops hosted by the Center.

PHD YEAR 4

Research:

- By the end of year 4, complete all coursework, including for supplemental Masters or multidisciplinary track.
- Take Writing Seminar, if not taken in year 3.
- Work towards completion of Advanced Exercises.
- Apply for conferences determined to be appropriate and beneficial to your research in consultation with your advisor; and work with the advisor to consider possible publications.
- Either in Spring or Summer of year 4, or Fall of year 5, pass the Preliminary Exam, which is based on dissertation proposal (must file paperwork for degree plan 90 days ahead of Preliminary Exam).
- File your dissertation proposal with GPS after passing the Preliminary Exam.

Teaching:

- TA for a large section of an undergraduate course, or serve as a grader for a course.
- Select a teaching mentor to help you prepare a syllabus that you will teach in the summer between years 4 and 5 you will serve as an Instructor of Record for a lower division. (The DGS will tell you which course you will be assigned.) The syllabus must be approved by your teaching mentor and the Director of Undergraduate Studies well in advance of the start of the summer semester.
- Continue to work and be observed by your teaching mentor and invite your advisor to observe your teaching.
- In the second semester of year 4, start thinking about the undergraduate course you will teach in Year 5 as instructor of record. Receive approval from your teaching member and the DUS well in advance.
- Consider participating in the Center for Teaching Excellence's Academy for Future Faculty and other workshops hosted by the Center.

Professional Development:

- Attend workshops held by the Placement Officer, especially those related to the professionalization and the job market
- Attend Department sponsored colloquia, workshops, conferences.
- Participate in Departmental Study Groups

YEAR 5

Research:

- Pass your preliminary exam and file your dissertation proposal, if not done during Year 4.
- Write your dissertation. Download the Thesis manual from <http://thesis.tamu.edu/> to avoid spending weeks correcting problems of form, notation and referencing etc. later.
- Complete advanced exercises, if not completed in year 4.
- Give at least one paper based on your own research at an appropriate conference determined in consultation with your advisor.
- Send at least one paper out to a peer-reviewed journal (most likely a dissertation chapter that has been revised appropriately for publication).
- Apply for dissertation fellowships once course work is complete and Preliminary Exam is passed (or before, depending).
- During your research semester, make progress on your dissertation.

Teaching:

- One semester 5th year students serve as Instructor of Record for a lower-division philosophy course; the other semester will be a 'research' semester without teaching duties. Be sure to secure approval for the syllabus well in advance.
- Start to build your teaching dossier, in consultation with the Placement Officer.
- In the summer between Year 5 and 6, plan the courses you will teach in Year 6, which will include an upper-division course. Work with the DGS and your advisory committee to identify which upper-division course you will request to teach.

Professional Development:

- Attend workshops offered by the GPAC and Placement Officer.
- Over the summer between year 5 and 6, prepare materials for the job market.
- Consider participating in the Center for Teaching Excellence's Academy for Future Faculty and other workshops hosted by the Center.

YEAR 6

Research:

- **By the time you begin year 6, you must officially be 'Admitted to Candidacy' or we cannot guarantee to pay tuition.** This means you must have: satisfied the residence requirement and the continuous registration requirement; had the dissertation proposal approved by your committee and filed with GPS; passed the preliminary examination; completed all formal coursework (i.e. non-research hours); no I or F grades listed on your degree plan; completed the supplementary master's degree, or multidisciplinary track.
- If your dissertation turns out very differently than your original filing, you should submit a revised dissertation proposal.
- Apply to graduate in January for May graduation <http://graduation.tamu.edu>
- Complete dissertation.
- Schedule your final exam/dissertation defense or 10 working days prior to the defense, whichever comes first.
- Ideally, defend dissertation in September-October so that you can concentrate on publications and the job market. You must defend by the end of February to graduate in May, and in May to graduate in August.
- **Submit your dissertation and approval form to the Thesis Office.** Dissertations must be uploaded via <http://thesis.tamu.edu> in PDF format. The original, hard copy of the approval form must be submitted to the Thesis Office (612 Sterling Evans Library). You will need to submit a second version corrected in the way necessary to satisfy the Thesis Office, and this may require a quick turnaround to graduate, so be diligent dealing with the corrections the Thesis Office asks you to make.

Teaching:

- Sixth year students are registered as GALs (Graduate Assistant – Lecturer).
- In year 6 serve as Instructor of Record on three courses, including an upper level course in your area of specialization one semester, and two sections of an introductory level course in the second year. Be sure to have syllabuses approved ahead of time.

Professional Development:

- Focus on job applications
- Practice job interviews, especially in online formats.
- Give a practice job talk in the Department.

F. SOURCES OF SUPPORT FOR PH.D. STUDENTS

Aside from GAT positions, our graduate program budget includes money to support travel by graduate students to present papers at conferences, workshops and other academic events. The amount of funding available may vary by year depending on budgetary constraints. At the start of each academic year, graduate students should coordinate with their advisors about which conferences, if any, they should submit to in the coming year. Graduate travel will only be approved and funded when submitted to GPAC via the online form, signed by the student's advisor.

Other sources of funding include:

- The **Melbern G. Glasscock Center for Humanities Research** has funding programs for graduate students: Graduate Residential Fellowships and Graduate Research Fellowships. Students need the approval of the DGS and Head to apply, and must be in good standing in the program to receive approval.
- **GPS** has a variety of different funding programs for graduate student research. Check these opportunities out at: <https://grad.tamu.edu/funding-opportunities-for-graduate-students>

III. GRADUATE STUDENTS IN PHILOSOPHY

Graduate Students in Philosophy (GSiP) is an organization run by the graduate students in the Philosophy Department at Texas A&M. Its primary aims are to contribute to the growth of the Philosophy Department and foster a system of support for the graduate student body. The GSiP provides the vehicle by which graduate student representatives are chosen, thereby acting as an intermediary between the department and the graduate student body and enabling a platform for the graduate student voice. It also carries on a variety of activities that are designed to promote and advance the interests of the graduate students. These activities include sponsoring and hosting workshops, lectures, professional development seminars, student-to-student mentoring, colloquia, and community outreach activities.

Once matriculating in either the MA or PhD program, a student will have gained membership into the GSiP. Membership will continue as long as an individual is actively working towards fulfilling the requirements of either curriculum. Upon becoming a member of the GSiP, one can attend GSiP meetings, participate in deliberations, vote on any issues raised during meetings, and conduct activities under the name of GSiP. There will be one mandatory meeting of the graduate students at the beginning of each school year, after which all meetings of GSiP will be held as needed while school is in session. Meetings are announced well in advance, and all graduate students are encouraged to attend. Members of the GSiP may also use the GSiP listserv

(gsip@philosophy.tamu.edu) to communicate via email with the graduate student body. This listserv only includes graduate students and is frequently used to disseminate information to members of the GSiP without holding meetings.

For information and contact details about current GSiP officers and student representatives, please see Part II of the handbook. For more information regarding the nature of each of these positions and GSiP election procedures, please consult the GSiP Guidelines.

Appendix A. Approved Multidisciplinary Tracks for the Ph.D. Program

The courses listed in each table are pre-approved for that multidisciplinary track. No more than four courses (12 hours) from the same academic department may be applied to a track. Additional courses, not included on the lists below might be approved by the student's Advisory Committee.

Early Modern Studies

Course No.	Course Title
ANTH 609	Culture and Evolution
ANTH 635	Violence and Warfare
ANTH 648	Issues in Human Evolutionary Theory
COMM/ENGL	History and Theory of Rhetoric to 1800
ENGL/LING 610	Topics in the History of the English Language (when applicable)
ENGL 611	Topics in Early Modern Literature and Culture
ENGL 613	Readings in Early Modern Literature
ENGL 618	Readings in 18th Century British Literature
ENGL 638	Topics in 18th/19th Century British Literature and Culture (when applicable)
ENGL 666	Topics in Textual Studies and Book History (when applicable)
ENGL 667	Topics in the History and Theory of Rhetoric (when applicable)
HISP 630	Studies in Latin American Literature (when applicable)
HISP 640	History of Ideas in the Hispanic World
HISP 665	Studies in Spanish Literature
HIST 601	Colonial North America
HIST 643	European History from the Renaissance to the French Revolution
POLS 650	Normative Political Theory
POLS 654	Theories of Political Legitimacy, Order and Obligation
	Special Topics and Directed Studies courses as appropriate

Gender and Philosophy

Courses cross-listed between WGST and another department may be counted in either department for purposes of the requirement that no more than four courses be in the same academic department.

Course No.	Course Title
WGST 603/SOCI 603	The Contemporary Family
WGST 610/SOCI 610	Reproduction, Birth, and Power
WGST 634/EHRD 634	Introduction to Gender and Education
WGST 639/ANTH 639	Gender, Ethnicity, and Class in Archaeological Research

WGST 645	Queer Theory
WGST 649/EHRD 649	Feminist Pedagogy
WGST 650/EHRD 650	Gender and International Education
WGST 652/COMM 656	Feminism and Rhetoric
WGST 657	Race, Gender, Science and Technology
WGST 661/SOCI 661	Sociology of Gender
WGST 680/ENGL 680	Theories of Gender
WGST 685	Directed Studies
WGST 689	Special Topics in...
WGST 694/FILM 694	Gender and Genre
COMM 634	Communication and Gender
COMM 652	Rhetoric of Social Movements
COMM 661	Media and Identity
ENGL 645	Topics in Gender, Literature, and Culture
HISP 645	Hispanic Women Writers
HISP 670	Seminar in US Hispanic Literature (depending on topic)
LAW 639	Employment Law
LAW 646	Family Law
LAW 652	Gender and Law
PERF 606	Performing Gender and Sexuality through Music
PERF 682	American Theater: Gender on the US Stage
PSYC 633	Gender and Minority Issues in Clinical Psychology

Latin American/Latinx and Africana Philosophy

In addition to the requirement that no more than four courses may be from a single department, for students pursuing this track, at least three courses must focus on Latin American/Latinx topics, and at least three courses must focus on Africana topics. Only one course may “double- count”, simultaneously counting towards the focus on Latin American/Latinx *and* Africana topics.

Course No.	Course Title
AFST 601	Methods of Inquiry into Africana Studies CPSY 637 Latino Psychology
SPSY 629	Psychosocial Variables in the Education of Minority Children

ENGL 668	Topics in African American and Africana Literature and Culture
ENGL 669	Topics African American Literature/Culture
ENGL 670	Topics in Latino/a Literature and Culture
EDCI 641	The African American Learner in Urban Settings
EDCI 642	Multicultural Education: Theory, Research, and Practice
EDCI 643	Teaching in Urban Environments
EDCI 710	Hispanic Learning in Urban Settings HLTH 635 Race, Ethnicity, and Health
HISP 606	Spanish in the United States
HISP 625	US Hispanic Literature and Culture
HISP 630	Studies in Latin American Literature
HISP 640	History of Ideas in the Hispanic World
HISP 646	Seminar in Cultural Encounters and Borders
HISP 670	Topics in Latino/a Literature and Culture
HISP 671	Bilingualism in the Spanish-Speaking World
HIST 601	Colonial North America
HIST 615	Colonial Latin America
HIST 621	The Emergence of Modern America
HIST 625	Readings in Race, Ethnicity, and Migration
HIST 636	History of the American South
HIST 674	Reading Chicano-Latino History
HIST 675	Research Seminar on Chicano-Latino History

Logic and Decision Theory

Several of these courses have prerequisites that are not on the list. Many students will have completed the equivalents of these prerequisites at their undergraduate institution, but for students that have not, one of these prerequisites may count towards the total number of courses

required for the track. Additional prerequisites, if needed, must be taken as electives in addition to the courses in the track.

Course No.	Course Title
CSCE 625	Artificial Intelligence
CSCE 627	Theory of Computability
CSCE 629	Analysis of Algorithms
CSCE 631	Intelligent Agents
CSCE 633	Machine Learning
CSCE 636	Neural Networks
CSCE 637	Complexity Theory
CSCE 639/MEEN 676	Fuzzy Logic and Intelligent Systems
CSCE 640	Quantum Algorithms
ECON 607	Foundations of Microeconomic Theory
ECON 618	Behavioral Financial Economics
ECON 629	Microeconomic Theory I
ECON 630	Microeconomic Theory II
ECON 631	Microeconomic Theory III
ECON 632	Microeconomic Theory IV
ECON 655	Experimental Economics
ECON 659	Behavioral Game Theory
ECON 668	Decisions Under Risk and Uncertainty
MATH 601	Methods of Applied Mathematics I
MATH 606	Theory of Probability I
MATH 619	Applied Probability

PSYC 603	Motivation and Cognitive Processes
PSYC 605	Memory and Consciousness
PSYC 606/NRSC 606	Learning
PSYC 620	Theories of Social Psychology
PSYC 621	Seminar in Social Psychology

Human, Social, and Cultural Studies Track

Students who specialize in an area of humanistic, social science, and/or cultural studies (e.g. religion) are expected to conduct in-depth study of within the context of culture and society—this will include themes and figures that represent the myriad disciplines that cultural studies comprises, including but not limited to religion, anthropology, communication, sociology, and psychology. Instead of pursuing a separate master’s degree, students have the option of taking 24 hours of approved graduate courses in several fields (anthropology, communication, economics, education, English, Hispanic Studies, history, performance studies, political science, psychology, sociology, and other areas with approval).

Course No.	Course Title
RELS 489	Special Topics (taken for graduate credit)
RELS 392/ ENGL 392	Studies in Literature, Religion and Culture
RELS 485	Directed Studies (taken for graduate credit)
RELS 425/HIST 425	The Sacred and Profane in History
RELS 464/PHIL 464	Modern Jewish Thought and Philosophy
RELS 403/ ANTH 403	Anthropology of Religion
RELS 480/ COMM 480	Religious Communication
PSYC 620	Theories of Social Psychology

PSYC 621	Seminar in Social Psychology
PSYC 622	Affective Science
PSYC 660	Self and Identity
PSYC 690	Cognoscenti: Professional Issues in Cognitive Psychology
PSYC 685	Graduate Directed Study
PSYC 689	Special Topics
ANTH 602	Archaeological Methods and Theory
ANTH 609	Culture and Evolution
ANTH 623	Folk Narrative
ANTH 622	Folklore Forms and Methods
ANTH 630	Human Evolutionary Ecology
ANTH 635	Violence and Warfare
ANTH 641	Applied Anthropology
ANTH 658	Quantitative Ethnographic Methods
ANTH 685	Graduate Directed Study
ANTH 689	Special Topics
COMM 620	Communication Theory
COMM 628	Political Communication
COMM 653	Rhetoric and Public Culture
SOCI 605	Social Movements
SOCI 615	Contemporary Sociological Theory
SOCI 618	Sociology of Education
SOCI 621	Social Psychology
SOCI 651	Sociology of Culture
SOCI 685	Directed Studies

SOCI 689	Special Topics in...
WGST 603/ SOCI 603	The Contemporary Family
WGST 610/SOCI 6 10	Reproduction, Birth, and Power
WGST 634/EHRD 6 34	Introduction to Gender and Education
WGST 639/ ANTH 639	Gender, Ethnicity, and Class in Archaeological Research
WGST 645	Queer Theory
WGST 649/EHRD 6 49	Feminist Pedagogy
WGST 650/EHRD 6 50	Gender and International Education
WGST 652/ COMM 656	Feminism and Rhetoric
WGST 657	Race, Gender, Science and Technology
WGST 661/ SOCI 661	Sociology of Gender
WGST 680/ ENGL 680	Theories of Gender
WGST 685	Directed Studies
WGST 689	Special Topics in...
WGST 694/ FILM 694	Gender and Genre
COMM 634	Communication and Gender
COMM 652	Rhetoric of Social Movements
ENGL 645	Topics in Gender, Literature, and Culture
HISP 645	Hispanic Women Writers
HIST 666	History of Technology

HIST 674	Readings in Chicano-Latino History
LAW 639	Employment Law
LAW 646	Family Law
LAW 652	Gender and Law
PERF 606	Performing Gender and Sexuality through Music
PERF 682	American Theater: Gender on the US Stage
POLS 673	Seminar in Gender and Politics in Comparative Perspective
PSYC 633	Gender and Minority Issues in Clinical Psychology