

THE MRES HANDBOOK

*Your guide to the MRes
(Master of Research)
programme
in*

Philosophy

2013 – 2014

**To be used in conjunction with the School Postgraduate Taught Handbook
<http://www.socialsciences.manchester.ac.uk/intranet/pg/handbooks/>**

UPDATED 19.09.13

Contents

1.	Welcome	3
2.	The Philosophy Postgraduate Team	4
3.	Philosophy Contact List	5
4.	Information Points & communication University Student Portal E-Mail Contact Details School intranet Health & Safety Accident & Emergency	6
5.	Student –Facing IT Facilities Campus Solutions Blackboard	6
6.	Tier 4 Monitoring	7
7.	Getting Started Length of Prescribed Course Academic Year Choosing your MRes Course Units Changing your MRes Course Units Philosophy Research and PhD Seminars	9
8.	The MRes Assessment System Assessment Requirements for MRes course units Assessment Requirements for MRes Research Skills Presentation Assessment Participation	10
9.	Essay and Dissertation Assignment Guidelines Information for Assignment Submissions Turnitin Guidelines for Assignments The University’s Policy on late submissions Mitigating Circumstances & Extension Requests Grounds for Mitigation Circumstances which will NOT be regarded for Mitigation Assignment Extension Policy The External Examiner Accessing Marks	11
10.	Guidance to Students on Plagiarism and other forms of Academic Malpractice	15
11.	Ethical Issues in Research	15
12.	The Dissertation Notice to Submit Your Dissertation Dissertation Word Limit Dissertation Supervision Dissertation Presentation & Guidance Dissertation Submission Date	16
13.	Making Changes Applications to Interrupt Research Council-funded students Withdrawing from a Programme	18
14.	Opportunities for Further Study – A PhD	18
15.	Universities Policies & Regulations	20
16.	The MRes (Master of Research)	20
17.	Course Unit Descriptions 2013/14	22
18.	Other Useful information Alumni Careers Service IS Services Academic Appeals Complaints Dignity at Work & Study Student Representatives University of Manchester Library	35
19.	Timetables 2013/14	38

WELCOME TO PHILOSOPHY

Central to our vision for the future of Philosophy here at Manchester is a vibrant and successful postgraduate student community. Our aim is to make Manchester a world leader in philosophical research, and we want you as postgraduate students here to be part of that vision. We have introduced a number of innovative projects to nurture the growth of our postgraduate community: the MRes Research Skills seminars – where you will have a chance to present work, discuss papers with your peers, and prepare research proposals; the Philosophy DA research seminars – in which professional philosophers from other universities and members of staff from Philosophy at Manchester present papers on their current work; and the graduate conference – at which Philosophy graduate students from across the country have an opportunity to present their work and which we hope you will all help to make a success in semester 2 of this year.

For the most up-to-date information, please go to our website:

<http://www.socialsciences.manchester.ac.uk/disciplines/philosophy/>

We very much hope that you will enjoy your time with us in Manchester. I look forward to meeting you all soon.

Catharine Abell
PGT Programme Director

THE PHILOSOPHY POSTGRADUATE TEAM

Philosophy is one of six discipline areas in the School of Social Sciences. The School is itself one of 10 Schools that together make up the Faculty of Humanities.

Key members of the Philosophy postgraduate team are:

Director of PGT (Postgraduate Taught) Programmes in Philosophy

Semester 1 - Dr Joel Smith, Room 4.032, Tel: 0161 275 1760 (51760 from internal phone)

(Joel.Smith@manchester.ac.uk)

Semester 2 - Dr Catharine Abell, Room 4.030, Tel: 0161 275 1283 (51283 from internal phone)

(Catharine.abell@manchester.ac.uk)

Director of PGR (Postgraduate Research) Programmes in Philosophy

Dr Joel Smith, Room 4.032, Tel: 0161 275 1760 (51760 from internal phone)

(Joel.Smith@manchester.ac.uk)

Philosophy Postgraduate Administrator

Amanda Bridgeman, Room 2.003, Tel: 0161 275 4885 (54885 from internal phone)

(Amanda.bridgeman@manchester.ac.uk)

Office hours: 8.00-1.00, 1.30-4.00

Head of Philosophy

Professor Thomas Uebel, Room 4.046, Tel: 0161 275 4621 (54621 from internal phone)

Thomas.e.Uebel@manchester.ac.uk

PHILOSOPHY STAFF CONTACT LIST – 2013/14

Room	Name	Position	Phone	Email
4.030	Dr Catharine Abell	Senior Lecturer	275 1283	catharine.abell@manchester.ac.uk
4.027	Prof Tim Bayne	Professor	306 6944	tim.bayne@manchester.ac.uk
4.048	Prof Helen Beebee	Samuel Hall Professor	275 1755	helen.beebee@manchester.ac.uk
4.041	Dr Sean Crawford	Lecturer	275 1756	sean.crawford@manchester.ac.uk
4.044	Dr Chris Daly	Senior Lecturer	275 4892	christopher.daly@manchester.ac.uk
4.049	Prof Julian Dodd	Professor	275 3196	julian.dodd@manchester.ac.uk
	Dr Eve Garrard	Honorary Research Fellow		eve.garrard@manchester.ac.uk
	Dr Paul Knights	Research Associate		paul.knights@manchester.ac.uk
4.043	Dr David Liggins	Senior Lecturer	306 6947	david.liggins@manchester.ac.uk
4.030	Prof Cynthia MacDonald	Professor	275 1283	cynthia.macdonald@manchester.ac.uk
	Prof Graham MacDonald	Honorary Research Fellow		graham.macdonald@manchester.ac.uk
	Dr Thomas McClelland	Research Associate		thomas.mcclelland@manchester.ac.uk
4.035	Dr Philip Meadows	Lecturer	306 8030	phillip.meadows@manchester.ac.uk
4.045	Prof John O'Neill	Professor	275 4853	john.f.o'neill@manchester.ac.uk
4.047	Dr Michael Rush	Lecturer	306 8029	michael.d.rush@manchester.ac.uk
4.047	Dr Michael Scott	Senior Lecturer	275 3875	michael.scott@manchester.ac.uk
4.032	Dr Joel Smith	Lecturer	275 1760	joel.smith@manchester.ac.uk
4.028	Dr Thomas Smith	Lecturer	275 7886	thomas.smith@manchester.ac.uk
4.033	Dr Graham Stevens	Senior Lecturer	275 4886	graham.p.stevens@manchester.ac.uk
4.046	Prof Thomas Uebel	Professor and HoDA	275 4621	thomas.uebel@manchester.ac.uk
4.032	Dr Ann Whittle	Lecturer	275 1760	ann.whittle@manchester.ac.uk

INFORMATION POINTS & COMMUNICATION

University Student Portal

The University has a Student Portal through which you can view a summary of your e-mails, view your library account, get examination information, and access the Student System through which you register, find your timetable and marks. The portal also links through to all University Policy's and Procedures, some of which are referenced further on in your handbook. www.studentnet.manchester.ac.uk

E-mail

Most of the information sent out by administrators and academics comes via your *University of Manchester* e-mail address which you are allocated upon arrival (e.g. John.Smith@postgrad.manchester.ac.uk). This can be accessed via the internet, or you can set up your University e-mail to be diverted to your personal e-mail account. **It is your responsibility to ensure that you regularly check your e-mail accounts.** If you believe that you are not receiving all relevant e-mails, you must inform your Programme Administrator *immediately*.

Contact Details

It is your responsibility to keep all contact details up-to-date on the on-line student system (which you used to register). If you change address during the course of the academic year, you must update this system accordingly.

School of Social Sciences Intranet

The main reference point for information about your programme, the discipline and the School is the School's Student Intranet <http://www.socialsciences.manchester.ac.uk/intranet/pg/>

The individual discipline pages will also hold details of student representatives for each programme, once they have been nominated. <http://www.socialsciences.manchester.ac.uk/intranet/pg/reps/>

Health and Safety

There is a Health and Safety online course (SOCS61230) which is compulsory and available through Blackboard. A range of occupational health services are available to students. Further information is available at <http://www.studentnet.manchester.ac.uk/occupational-health/> including links to a range of policies.

With respect to Display Screen Equipment (including computer monitor screens) you can find further information at <http://www.socialsciences.manchester.ac.uk/intranet/healthandsafety/>

Accidents and Emergencies

All accidents at work or study must be reported to the School Safety Adviser for SOSS, Lucy Jones, Arthur Lewis Building, telephone 0161 275 1757, email: lucy.jones@manchester.ac.uk

There are first aid boxes located at main reception points in all buildings on campus and in some discipline areas. Contact details of first-aiders for each building can be obtained from the front desk.

STUDENT-FACING IT FACILITIES

Campus Solutions is the student system. From here you will be able to check your timetable, keep track of your course choices, grades, financial situation, and registration, along with many other functions. <https://www.portal.manchester.ac.uk/uPortal/render.userLayoutRootNode.uP>

Blackboard: courses and enrolments

The teaching and learning activities within your courses are enhanced and supported by the use of Blackboard. All of your courses/spaces are listed in: <http://my.manchester.ac.uk/> under the 'Blackboard' tab. Within this tab you will find:

- a list of all the courses you are registered to take, under the 'Course List',
- a list for Programme spaces or other 'Organisations', in the 'My Communities' list.

You can also access Blackboard on your smartphone using the Blackboard Mobile Learn app. For guidance, search for 'How to: Access your Bb9 course through a Mobile Phone or Tablet' in the Knowledge Base at: <http://www.manchester.ac.uk/servicedesk/>

Courses become available to students one week before the start of teaching. For most courses in 2013/14 this is:

- Semester 1 and all-year courses: 9th September 2013
- Semester 2 courses: 20th January 2014

To ensure that you have access to all of your courses within Blackboard, you must be enrolled on them through the Student Records system. Once enrolled, your courses should appear in Blackboard within 24 hours. Also, your tutor needs to have 'activated' your Blackboard course in order for you to access it. If you cannot see a course you expect to see, please:

- contact your School Administrator to check that you have been enrolled;
- check with your tutor that they have made the course available;

Note: If you change your course enrolments there will also be a delay of up to 24 hours in acquiring your new courses and removing those you are no longer taking.

Your Blackboard course(s) will contain different elements, depending on how your tutor(s) have set them up. They may be used for course materials, lecture handouts, coursework submission, quizzes, additional resources, discussion boards or blogs, for example. If you have any queries about the content, please check with your tutor first.

After enrolment or changing your enrolments, if your courses are not correctly listed in Blackboard after 24 hours, please let us know which course(s) you are missing by going through <http://www.manchester.ac.uk/servicedesk/>

For general information on Blackboard and access to support information, please visit: www.studentnet.manchester.ac.uk/blackboard

Please note: periods when Blackboard access may not be possible (at-risk periods) are Sundays 2am to 5am, Easter holidays and the whole of July. Notification of significant downtime during Easter and July will be communicated through My Manchester Student News.

Tier 4 Visa Attendance Monitoring – for the attention of Tier 4 Visa holders.

As your Tier 4 sponsor, the University of Manchester must monitor your attendance and be assured that you are fully engaged with your course of study or research. We also need to ensure that you we have up-to-date contact details for you. If you leave Manchester for any reason during your studies we also need to know this.

You must attend the census points in addition to complying with the attendance requirement of your programme of study.

Attendance at lectures and tutorials is mandatory and this is recorded on campus solutions.

When are the census points?

The Census Dates for 2013/14 for all active Tier 4 students are as follows.

Census Point	Dates	Where
October 2013	30 September – 8 October 2013	New students - at central registration Returning students - Postgraduate Office, 2 nd Floor

		Arthur Lewis Building
January 2014	13 January – 24 January 2014	Postgraduate Office, 2 nd Floor Arthur Lewis Building
May 2014	14 May – 27 May 2014	Postgraduate Office, 2 nd Floor Arthur Lewis Building
July 2014	18 July – 25 July 2014	Postgraduate Office, 2 nd Floor Arthur Lewis Building

Please note:

- Please enter these dates in your diary. You must report in person on one occasion during each census period with your student card to the PG Reception Desk on the 2nd Floor of Arthur Lewis building during the dates specified.
- You must ensure that your current term-time address, telephone number and other contact details are correct and up to date at all times. How do I do this – [click here](#).
- If you are going to be away from Manchester during any period of your registration you need to let your administrator know by completing this [form](#).
- You will receive a reminder e-mail from the School about each census point. You must check your University e-mail account regularly. Failure to check your e-mail account is not a valid reason to be absent from a census point.
- If you cannot attend in person during the dates specified, please let the school know by completing this [online form](#).
 - If you cannot attend due to illness you must provide a copy of a medical certificate to your Programme Administrator
 - If you are unable to attend the census you should report in person to the School as soon as possible after you return to campus.
 - Students who are recorded as interrupting their studies are not expected to attend during their period of interruption

What happens if I cannot attend a census point?

The School must be able to confirm your presence to the UKBA by the end of each census point in the academic year. If you do not attend a census point when required and you do not provide a valid explanation for your absence you will be deemed to be “not in attendance”.

Those students identified as “not in attendance” will be reported to the UKBA and the University will cease to sponsor the student’s Tier 4 visa. The Tier 4 visa will then be curtailed and the student will be required to leave the UK within 60 days

Further information

For more information on Tier 4 visas:

www.ukba.homeoffice.gov.uk/visas-immigration/studying/adult-students/

Your responsibilities as a tier 4 student are outlined in the crucial guide [here](#).

If you have any concerns about the attendance monitoring census points, or your Tier 4 visa status, please contact pbs@manchester.ac.uk

GETTING STARTED

Length of the prescribed course

Masters degree:

According to the current regulations, the period of registration at this University for the degree of Master of Arts (MA), Master of Science (MSc) or Master of Research (MRes) is 12 months full-time or 27 months part-time. The period of registration commences in September 2013 until September 2014 for full time students and to December 2015 for part-time students.

The Academic Year

2013-2014
First Semester
Attendance: 16 September 2013 – 13 December 2013 Christmas Vacation: 14 December 2013 – 13 January 2014 Attendance: 13 January 2014 – 26 January 2014
Second Semester
Attendance: 27 January 2014 – 3 April 2014 Easter Vacation: 4 April 2014 – 28 April 2014 Attendance: 29 April 2014 – 6 June 2014

Choosing your MRes Course Units

The MRes degree is comprised of a number of course units which add up to **90** credits. To this the MRes adds a dissertation also worth 90 credits. Preparation for the dissertation begins early in the academic year, though the bulk of it is normally written over the summer. The MRes programme comprises one 30-credit unit (The MRes Research Skills Unit) and four 15-credit Research Papers divided equally between two semesters. A full listing of Philosophy MRes Research Papers will be provided with this handbook. They are also available at the following link:

<http://www.socialsciences.manchester.ac.uk/postgraduate/taught/modules/courselist.html?department=31>

You will have an opportunity during the induction week to discuss your module options with the programme director.

Changing Your Course Units

If you decide to change any of your course unit options, you can make the alteration yourself online (see 'Guide to Using Self-Service Course Unit Selection' included in your registration pack). However, before you process any changes, you will need to complete a *Course unit Change Form* (available from the School Postgraduate Office, room 2.003, Arthur Lewis Building or downloadable from the Intranet) so that we have a record of any alterations to your choice of course units. Changes to your choice of course units must be made no later than the dates specified.

In Semester I you must make any course unit changes by Friday 4th October

In Semester II you must make any course unit changes by Friday 7th February

Attendance Requirements

Attendance at all seminars for your course units is compulsory. If you know in advance of circumstances beyond your control preventing you from attending a seminar you should contact the course unit tutor as soon as possible to explain your absence. Unexcused absences may result in marks being deducted.

Seminar Series

Apart from the seminars, which you attend as part of your course work, you are strongly encouraged to attend both the Philosophy PhD Seminar and the Research Seminar, which run during semester time. At the PhD Seminar, PhD

students present papers based on their own research. In addition to providing an opportunity to learn about new issues in philosophy, these seminars are also a good way for those MRes students interesting in going on to do a PhD to gain insight into what it's like to undertake PhD research. The Research Seminar consists of both visiting and internal faculty research presentations. The PhD and Research Seminars take place on alternate Wednesdays at 4pm. More information can be found at:

<http://www.socialsciences.manchester.ac.uk/disciplines/philosophy/postgraduate/seminar/index.html>

<http://www.socialsciences.manchester.ac.uk/disciplines/philosophy/research/seminars/>

Members of the School may arrange other informal seminars from time to time - information will be made available via email about these as they arise.

THE MRES ASSESSMENT SYSTEM

There are no exams on postgraduate course units offered within Philosophy. Assessment is normally by an essay - normally 5000 words in length worth 100% in total of the final mark and compulsory non-assessed presentations. This does not apply to the Research Skills Unit which has a different assessment system. Some of our course units substitute individual presentations for seminar portfolios, group presentations, individual projects, class exercises and so on – all of which are designed to test and improve various skills. Moreover, the form of oral presentations can vary between course units and according to class size.

Assessment Requirements for MRes Course Units (Excluding Research Skills Unit)

- One essay equalling 100%.
- Compulsory non-assessed presentation.
- Attendance will be monitored and unexplained absences may result in marks being deducted

Assessment Requirements for the MRes Research Skills Unit

A four-part assessment regime is in place for this course unit:

- One Critical literature review or PhD Proposal 50% of total
- One short proposal 20% of total
- One presentation 20% of total
- Participation 10% of total

Presentation Assessment

If you make a competent effort to offer a presentation according to the tutor's guidelines regarding remit, length and format, then the presentation mark should have a minimal comparative effect on the essay marks. If you clearly fall short of the stated guidelines, fail to present at all, or make a particularly good job of it then the presentation mark should result in a small adjustment in comparative performance.

What constitutes a 'presentation' is for the tutor to decide. It might be a class paper with supporting material or it may be a series of more frequent exercises (such as a verbal summary and critique of a particular source). The objective is to test your capacity to demonstrate oral and other presentation skills within clear time constraints and independently of assessed written work.

Participation

Although attendance provides an obvious basis for comparative assessment, 'participation' is, again, a rather difficult area in which to pass fine judgement. Tutors are mindful of the dangers of overly penalising the shy or reticent student or over-rewarding those who are domineering or simply verbose. By and large this mark should not unduly influence comparative assessment unless you are particularly remiss with regard to your attendance and participation or particularly effective as a constructive and well-prepared contributor. The principal objective is to emphasise the development of a full range of skills during the discussions and exercises carried

out during seminars and to test and reward these. It also provides the tutor with an opportunity to penalise clearly inadequate attendance or participation and reward excellence in the seminar setting.

(Please note: courses taken outside of Philosophy are governed by the regulations of the discipline area that provides them. They may entail assessment by formal examination and may have different penalties for late submission, non-attendance and so on. If you take such a course you are obliged to make yourself aware of, and comply with, the rules of the discipline area offering it.)

The Taught Degree Regulations Glossary of Terms^[1] states the following with regard to Compulsory Course units:

'Compulsory Course units: Course units which cannot be substituted and must be taken in order to meet the intended learning outcomes of the programme (see pre-requisites). Compulsory course units are not normally compensatable.'

PGT Programmes in the School of Social Sciences have course units which are compulsory and may be termed as such. However, programmes in the School do allow compensation for compulsory course units in line with point 14 of the PGT regulations:

'PGT programmes can be compensated up to 30 credits for PG Diploma/ Masters and 15 credits for a PG Certificate. The number of credits compensated and those referred cannot exceed half the taught credits in total.'

ESSAY AND DISSERTATION ASSIGNMENT GUIDELINES

The following criteria for assessment govern the way in which we mark essays and dissertations. These guidelines have been established by the School of Social Sciences and, as such, operate across the School's discipline areas:

40 – 49% (40% = Pass at PG Certificate / Diploma level)	Work should be at a postgraduate level although not reaching the level required for a Masters programme. Such work should provide a competent discussion of relevant material, although this may be largely descriptive and lack critical/analytical depth. Work should be well structured, well presented and demonstrate an awareness of relevant literature.
50 – 59% (50% = Pass at MRes level)	This represents the minimum performance required on a Masters programme. Work should provide a competent discussion of relevant material and some evidence of critical/analytical thought. It should be well structured, well presented, demonstrate an awareness of relevant literature and consistently evidence arguments/assertions by reference to relevant literature/research.
60 – 69% (Merit at MA level)	Work that is competent and well presented, touching very good work at the top end of the range. This work should be critical and comprehensive in its coverage and have a degree of depth and imagination in the presentation and consideration of the material, especially at the top end.
70 – 79%	This is excellent work, showing evidence of comprehensiveness and focus, with critical depth and insight that befits work at graduate level. These grades mean that the study fellow is producing work that fits within a distinction profile.
80% +	This is outstanding work in every respect constituting or approaching publishable work.

^[1] <http://documents.manchester.ac.uk/display.aspx?DocID=13146>

Information for MRes Essay Submissions

Semester I	Final deadline - 3.00pm, Monday 13 th January 2014
Semester II	Final deadline - 3.00pm, Tuesday 6 th May 2014
Via Turnitin	

PLEASE REMEMBER THAT UNTIL THE PRELIMINARY EXAMINATION BOARD IN JUNE ALL MARKS ARE PROVISIONAL AND MAY STILL BE AMENDED UNTIL THE FINAL EXAMINATION BOARD IN NOVEMBER.

- Length of Assignments - Course unit convenors will state the specific length limits for individual pieces of work. (Assignments exceeding the specified length by more than 10 per cent will be penalised).
- Submissions - All assignments must be submitted to Turnitin via Blackboard by the deadline stated.
- Problems - If you are encountering any problems, please see either your course unit convenor or the Programme Director.
- Bibliography & Referencing - A full bibliography should be appended listing all sources consulted in preparing the assessment assignment. This should be arranged alphabetically, and in time order for publication in the case of where several works by the same author (or government or other collective source) are being used. Where no author is available for quotation, the title of the publication (for example, a newspaper or poster) should be placed alphabetically in the bibliography. Journals should be identified by their volume numbers as well as by the year of issue. A bibliography constructed in this way will permit references to be made easily in the text. In an appropriate place, the author, year of publication and page reference can be placed in parenthesis, for example (Banton, 1967, p. 143). In other words, use the standard Harvard referencing system.

Please read carefully the information on our policy on assignment extensions.

Turnitin

The University uses electronic systems for the purposes of detecting plagiarism and other forms of academic malpractice and for marking. Such systems include TurnitinUK, the plagiarism detection service used by the University.

As part of the formative and/or summative assessment process, you may be asked to submit electronic versions of your work to TurnitinUK and/or other electronic systems used by the University (this requirement may be in addition to a requirement to submit a paper copy of your work). If you are asked to do this, you must do so within the required timescales.

The School also reserves the right to submit work handed in by you for formative or summative assessment to TurnitinUK and/or other electronic systems used by the University. Please note that when work is submitted to the relevant electronic systems, it may be copied and then stored in a database to allow appropriate checks to be made.

Guidelines for Assignments

Students will receive an appropriate level of guidance to help them draft their assignments. The type and level of guidance will vary according to the specific needs of the subject matter, but some general guidelines will apply across all degree courses.

1. Students can discuss a plan of their assignment with the course convenor at an early stage. Approval of a plan, however, does not automatically translate into a good mark.
2. Students can expect to discuss only one plan of each assignment.
3. Course convenors are not expected to look over a draft of an assignment.
4. Assignment feedback and provisional marks will usually be available in accordance with the University's feedback policy.

The University's policy on late submission of course work assignments/essays and dissertations

If you submit your course work or dissertation late there will be a penalty of 10 marks per day (sliding scale) applied for up to 10 days. So, for example, if you submit your course work or dissertation 2 days late, 20 marks will be deducted after examination. A day includes weekends and weekdays.

Extensions to the submission deadline can be granted to students where there are exceptional mitigating circumstances (e.g. compelling medical reasons). It is vital that you provide documentary evidence to support your application. The application must be submitted before the due date of your work. You are advised to refer to the [University's Policy on Mitigating Circumstances](#) for what constitutes grounds for mitigation.

[Essay/Assignment Extension Application form](#)

[Dissertation Extension Request form](#)

Mitigating Circumstances and extension requests

If you think that your performance or academic progress is likely to be affected by your circumstances or that you may not be able to hand in your assignment/dissertation by the deadline, you may submit a Mitigating Circumstances form/extension request form, with relevant supporting documentation, for consideration by the Mitigating Circumstances Committee and Board of Examiners.

The nature of the supporting documentation required will vary according to the nature of the circumstances, but it must be sufficiently independent and robust to confirm the veracity of the case you are making. Please note that it is your responsibility as the student to submit a request for consideration of mitigating circumstances by the published deadlines. You should not wait until your results are issued or the deadline for the submission of your work to have passed to apply for mitigating circumstances as cases will not be accepted retrospectively.

Grounds for Mitigation

Students should be aware that grounds for mitigation are 'unforeseeable or unpreventable circumstances that could have a significant adverse affect on your academic performance'. Please see below for examples of possible mitigating circumstances as well as circumstances which will not be considered as grounds for mitigation.

Examples of possible mitigating circumstances:

- significant illness or injury;
- the death or critical/significant illness of a close family member/dependant;
- family crises or major financial problems leading to acute stress;
- absence for jury service or maternity, paternity or adoption leave.

Circumstances which will NOT normally be regarded as grounds for mitigation:

- Holidays and events which were planned or could reasonably have been expected
- Assessments which are scheduled closely together
- Misreading the timetable or misunderstanding the requirements for assessment
- Inadequate planning and time management
- Failure, loss or theft of a computer or printer that prevents submission of work on time: students should back up work regularly and not leave completion and printing so late that they cannot find another computer or printer
- Consequences of paid employment
- Exam stress or panic attacks not diagnosed as illness.

Assignment Extension Policy

For Mitigating Circumstances please read this in conjunction with the information on Medical & Personal Problems and Mitigating Circumstances as outlined on pages 29 – 32.

Please note that this policy also applies to the Dissertation. To apply for an extension:

1. Extension applications should be made on the 'Application for Extension to Submission Date' form available from the School website at:
<http://www.socialsciences.manchester.ac.uk/intranet/pg/>
2. Where relevant applications must be accompanied by documentary evidence e.g. certification by a qualified doctor specifying nature of illness, duration and impact on ability to study, letter from qualified counsellor, copy police incident report etc.
3. Applications must be submitted to your programme administrator
4. Applications for extension to the submission date must be made in advance of the published submission date. Applications received after the submission date will not be accepted.
5. Your application will then be considered by the Programme Administrator within your DA.
6. When the extension request is approved or rejected, the student will be formally notified by the School office by email.

The External Examiner

a. **Generic statement outlining the role of External Examiners**

External Examiners are individuals from another institution or organisation who monitor the assessment processes of the University to ensure fairness and academic standards. They ensure that assessment and examination procedures have been fairly and properly implemented and that decisions have been made after appropriate deliberation. They also ensure that standards of awards and levels of student performance are at least comparable with those in equivalent higher education institutions.

b. **Statement about External Examiners' reports**

External Examiners' reports relating to this programme will be shared with student representatives at the Staff Student Liaison Committee (SSLC), where details of any actions carried out by the programme team/School in response to the External Examiners' comments will be discussed. Students should contact their student representatives if they require any further information about External Examiners' reports or the process for considering them."

c. **External Examiners Details**

The External Examiner for this programme is Dr Daniel Whiting who is a Senior Lecturer in Philosophy at University of Southampton.

Please note that it is inappropriate for students to make direct contact with External Examiners under any circumstances, in particular with regards to a student's individual performance in assessments. Other appropriate mechanisms are available for students, including the University's appeals or complaints procedures and the UMSU Advice Centre. In cases where a student *does* contact an External Examiner directly, External Examiners have been requested not to respond to direct queries. Instead, External Examiners should report the matter to their School contact who will then contact the student to remind them of the other methods available for students. If students have any queries concerning this, they should contact their Programme Office (or equivalent).

Accessing Marks

The marks for January examinations, as issued to graduate students by the Postgraduate Office, are **provisional** marks and are provided for information only. **Provisional** marks for assessed essays submitted in Semester 2 may be given to students. **Confirmed** marks for examination papers will not be made available to students until after the June meeting of the School Postgraduate Committee. Students are advised that:

- these marks may be raised or lowered by the external examiners.
- once marks have been agreed by the internal examiners and issued to students, they can only be changed via the external examiners.

- if the mark for a particular exam is both 'marginal' and 'critical' to the overall result, the exam paper / assessed essay will always be referred to the appropriate external examiner.
- questions of compensation will be dealt with in the June Examinations Board, when the full range of results is available.
- marks are never confirmed until the meeting of the School Postgraduate Taught Programmes Examinations Board in June.
- the University does not allow student appeals against the academic judgements of Examiners.

The pass mark on all our taught Masters programmes is 50%. The pass mark on the Postgraduate Diploma is 40%.

GUIDANCE TO STUDENTS ON PLAGIARISM AND OTHER FORMS OF ACADEMIC MALPRACTICE

Preface: please note that the School reserves the right to request electronic copies of course work assessments. These may be used to investigate suspected cases of academic malpractice. For help and advice on plagiarism and related matters, potential sources of assistance are: your academic advisor; your course tutors; the Student Guidance Service; and Paul Smith, the School's Student Support Officer.

Plagiarism is presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement. It also includes 'self-plagiarism' (which occurs where, for example, you submit work that you have presented for assessment on a previous occasion), and the submission of material from 'essay banks' (even if the authors of such material appear to be giving you permission to use it in this way). Obviously, the most blatant example of plagiarism would be to copy another student's work. Hence it is essential to make clear in your assignments the distinction between: the ideas and work of other people that you may have quite legitimately exploited and developed, and the ideas or material that you have personally contributed.

http://www.humanities.manchester.ac.uk/studyskills/essentials/writing/avoiding_plagiarism.html

ETHICAL ISSUES IN RESEARCH

In carrying out their work, researchers inevitably face ethical dilemmas which arise out of competing obligations and conflicts of interest. Research proposals involving human subjects are coming under closer scrutiny; it is an issue that the University takes very seriously. Therefore it is important that steps are taken to ensure that safeguards are in place, not only in the interests of the participants but also those of the investigator conducting the research. This brief statement aims to alert all postgraduate students undertaking research to issues that raise ethical concerns and more generally to identify good research practice. This might apply to any research student in the Faculty but is particularly relevant to students in the Social Sciences whose research work involves other humans. In general, "research on human beings" will raise ethical issues and this is why you are required to declare whether or not this applies to your dissertation topic and, if so, how these ethical issues are to be addressed. In doing so, you are providing an assurance that you have read the Notes of Guidance on completing an application form for the approval of a research project by the Committee on the Ethics of Research on Human Beings and the Guidelines for Applicants. The brief guide to Research Governance will help you and your supervisor ascertain if you require ethical approval. All of these guides are available on the School of Social Sciences intranet at <http://www.socialsciences.manchester.ac.uk/intranet/pg/ethics/>

In particular, a research student and their supervisor preparing a thesis must adhere to the following fundamentals:

- Researchers have a responsibility both to safeguard the interests of those involved in, or affected by, their work, and to report their findings accurately and truthfully. They need to consider the effects and consequences of their work for those they study and other interested parties.
- Researchers should satisfy themselves that the research they undertake is worthwhile and that the techniques proposed are appropriate. They should be clear about the limits of their detachment from, and involvement in, their areas of study and recognise the diversity of social and other research so that they can respond reasonably and courteously to those with whom they disagree.

- Researchers should never present others' work as their own. Nor should they misrepresent knowingly the findings of their research or the work of others. (See section on Plagiarism above).

Procedure for Pre-screening your research for ethical issues, confirming your Dissertation Title and submitting forms for Ethical Approval

- If you are on a MA, MSc, MRes or Diploma programme with option to upgrade to one of the aforementioned programmes, you will receive by email a form called "*Confirmation of Dissertation Titles & Pre-Screening of Applications For Ethics Opinion of Research Projects form*" from your Programme Administrator in February or March. This form is also available on our intranet. <http://www.socialsciences.manchester.ac.uk/intranet/pg/ethics/>
The purpose of this form is for you and your supervisor to confirm your Dissertation Title and to pre-screen your research to ascertain whether or not it will require ethical approval. The purpose of pre-screening is to ensure that your project is scientifically sound and that it has been assessed to see if it requires ethical approval. The purpose of pre-screening is **NOT** to undertake ethics review. This **MUST** be done by our University Ethics Committee with authority to undertake such a review. You and your supervisor should **complete and return this form** to your Programme Administrator **by no later than 1st May 2013**
- If your research requires ethical approval you and your supervisor must also complete an Application form for approval of a research project, available at <http://www.socialsciences.manchester.ac.uk/intranet/pg/ethics/index.html>, for consideration by the University's Ethics Committee. The deadline for you to return this form is **11th May 2013**, although you may wish to return it alongside your pre-screening form.
- Safety - If the project involves a likelihood of danger to the researcher above and beyond risks normally associated with social sciences research the student is required to complete a risk assessment form available from our intranet. <http://www.socialsciences.manchester.ac.uk/intranet/pg/ethics/>

The above dates are final deadlines. You can submit your forms anytime from 1st April with the approval of your supervisor..

You will find **full details**, along with our procedure, forms and Guidance notes on our website at <http://www.socialsciences.manchester.ac.uk/intranet/pg/ethics/>. When the University Ethics Committee is assessing applications for Ethical consideration, they may require further information. If this is the case students can expect to receive feedback directly by email from Committee. You and your supervisor may be asked to submit additional information or to attend the University Ethics Committee. No work on a research project can take place until pre-screening has been fully completed and, if required, formal ethical approval has been obtained. **Please be aware that the University cannot guarantee that it will provide the required insurance to students who embark on their research and have not submitted an ethical declaration.** More information on students and insurance can be found via our intranet site.

THE DISSERTATION

Notice to submit your Dissertation

Subject to you being Passed Subject To Dissertation at the Examinations Board in June you will be sent a "[Notice of Submission Form](#)", together with information about the presentation of your dissertation ie. [Guidance for the Presentation of Taught Masters Dissertations](#) <http://documents.manchester.ac.uk/display.aspx?DocID=2863>

This will only be sent to you if you have submitted your "[Confirmation of Dissertation Title & Pre-Screening for Ethical consideration](#)" form and, if applicable, your "[Application form for approval of a research project](#)". Please submit a completed, signed, paper copy of your Notice of Submission along with your dissertation.

Please note that according to our regulations you must complete the taught component (course units) of your degree before you can proceed to dissertation. A student who works on their dissertation before being formally passed subject to dissertation by our Examinations Board do so at their own risk.

Students registered on the MRes must submit a dissertation, which is normally **17,500 - 20,000 words long**. If you require an extension to your Dissertation submission then you must complete an extension form electronically and email to the programme director in the same way as with an essay extension request.

Dissertation Word Limit

All pieces of assessed work including the dissertation are subject to prescribed word limits. Students exceeding the maximum word limits on any assessed work may be penalised. All word limits are inclusive of footnotes, but exclusive of bibliography and appendices. The word count also includes quoted material. This applies to both essays and dissertations.

Dissertation Supervision

You will be allocated a supervisor in accordance with your research area and research interests. In all cases, you will be allocated a supervisor with the experience and expertise to facilitate the successful completion of your dissertation. You will be required to complete a Dissertation Proposal outline with a proposed Supervisor indicated. It is your responsibility to contact your preferred Supervisor and ask their permission.

You can expect to have no more than five meetings with your supervisor before the end of June. A student should meet regularly with her/his supervisor in order to obtain helpful guidance. At these meetings, a student is able to consult with the supervisor about the chosen topic, about narrowing the topic to a researchable question or problem, and about relevant primary and secondary sources. If you need help with primary and secondary sources, talk with your supervisor. Also, the student can discuss with the supervisor her/his reading and its relevance for the student's topic and also any problems that the student has encountered. These meetings with the supervisor will help establish the student's authorship of the submitted dissertation.

Given the differences between a dissertation and a course essay and given the aims and objectives of the dissertation, a student writing a philosophy dissertation should not expect her/his supervisor to provide a topic and/or reading list. However, the supervisor is available to help a student define a researchable question or problem and to provide advice about relevant sources, both primary and secondary. Hence, meeting with the supervisor should help ensure that the student's research remains focused on the student's chosen topic. In addition, the supervisor can help a student with the structure of the dissertation.

Furthermore, a supervisor will read and comment upon a dissertation plan and draft material. By giving draft chapters to her/his supervisor, the student helps to establish her/his authorship of the final dissertation. A student can only expect her/his supervisor to read and comment upon material if s/he submits the material no later than the end of June. While a supervisor might read and comment upon material submitted after that date, a supervisor has no obligation to do so.

Dissertation Presentation and Guidance

Guidelines on the presentation of your dissertation including binding requirements are available on the intranet at the following:

<http://www.socialsciences.manchester.ac.uk/intranet/pg/dissertation/>

(See Section 4: Preparing Your Dissertation)

Students will be required to submit two bound copies and upload an electronic version on Turnitin. Further details are available in the Postgraduate School Taught Programmes handbook (bound back to back with the paper copy of this handbook) and available electronically at:

<http://www.socialsciences.manchester.ac.uk/intranet/pg/handbooks/>

Dissertation Submission Date:

Monday 1st September 2014 – for all full-time students who started in September 2013

Monday 1st December 2014 for all part-time students who started in September 2012.

For **those students who fail to satisfy the taught element of their PGT programme and have to do referrals in the August** Exam period before being permitted to proceed to dissertation, the deadline for you to submit your dissertation will be **Monday 13th January 2014**. Students who do not satisfy the examiners after referrals will be considered against the criteria for award of a PG Diploma or Certificate.

MAKING CHANGES**Applications to interrupt the course**

A student may be permitted to interrupt the course for good cause, such as illness, family crisis or bereavement. The provision for interruption is important because it effectively ‘stops the clock’ and postpones the programme. It is therefore very much in the student’s interest to seek formal interruption where the progress of study has been disrupted by any unforeseen circumstance. In such cases, the Graduate Office should be informed of the reasons for the request and a medical certificate should be provided if an interruption is sought on health grounds. Where appropriate, students are also advised to consult their funding body before making such an application.

Interruption applications should be made on the ‘Application to Interrupt Programme’ form available from the School website at: <http://www.socialsciences.manchester.ac.uk/intranet/pg/>

Research Council-funded students

Students funded by a UK Research Council (e.g. ESRC, AHRC) **must** obtain permission by completing the relevant form as explained above. Applications must be accompanied by full supporting evidence (supervisors statement of support, medical note etc). The School will then apply directly to Faculty for approval and the Research Council will be contacted accordingly.

Withdrawing from a Programme

If, after consultation with your supervisor, you decide, for whatever reason, to withdraw from a programme of study you must inform the Postgraduate Office by completing the relevant form.

The Postgraduate Office will then update your Student Record, which will prompt the Fees Office to contact you regarding any refund due.

Withdrawal applications should be made on the ‘Application for Withdrawal from Programme’ form available from the School website at: <http://www.socialsciences.manchester.ac.uk/intranet/pg/>

OPPORTUNITIES FOR FURTHER STUDY – A PHD?

The School welcomes enquiries and applications for research programmes throughout the year.

If you are interested in applying for funding for a PhD please be aware that it is now **generally** required that you have completed a Research Training (RT) Masters in the first instance. However, we do of course welcome applications from any Masters student regardless of what programme they are doing. The School’s current RT courses are:

Political Science (Research Route)	MA	PG Diploma
International Politics (Research Route)	MA	PG Diploma
Human Rights (Research Route)	MA	PG Diploma
Political Economy (Research Route)	MA	PG Diploma

Economics	MSc
Economics and Econometrics	MSc
Econometrics	MSc
Sociological Research	MSc
Anthropological Research	MA
Philosophy	MRes
Social Research Methods & Stats.	MSc PG Diploma

The minimum academic entry requirements for admission to the PhD is a Masters degree at Merit level, which MUST include an overall taught course average of 60% (with no mark below 50%) **and** a dissertation mark of 60%

The University normally holds a Postgraduate Open Day in November and further details will be available via <http://www.manchester.ac.uk/postgraduate/opendays/>

Information on all School funding opportunities, including details on the deadlines will be advertised via <http://www.socialsciences.manchester.ac.uk/postgraduate/funding/>

Competition for funding is very strong and we therefore advise that you consult with a prospective supervisor regarding your research proposal before submitting a full application. Applications must be submitted via the on-line application service at <http://www.manchester.ac.uk/postgraduate/howtoapply/>

If you have any further queries please email pg-soss@manchester.ac.uk

UNIVERSITY POLICIES & REGULATIONS

There are a number of University policies and regulations which apply to you during your period of registration. Further details can be found at <http://documents.manchester.ac.uk/studentrelatedlist.aspx>

These policies may undergo changes during your period of registration. You will be notified when changes take place, e.g. by email or by posting updates to the Document Resources section of the School of Social Sciences website at: <http://www.socialsciences.manchester.ac.uk/intranet/pg/>

THE MRES (MASTER OF RESEARCH)

Our MRes lasts for either twelve (full-time) or twenty-four months (part-time) and comprises 5 individual modules (one worth 30 credits, and four worth 15 credits), a 17-20,000 word dissertation (worth 90 credits), and a compulsory non-credit bearing health and safety course (SOCS61230). Research Papers are taught on a weekly basis in two hour classes over seven weeks (the schedule for the MRes Research Seminar, however, may span the whole semester for 2 semesters). To balance your work load, the MRes is organised so that you take 2 modules in Semester One (September to December) and 2 in Semester Two (February to May). Each of the modules is examined on the basis of coursework essays. Preparation for the dissertation begins early into the academic year. Here we provide you with training in question formation, and research planning and design. We also put in place a supervisory arrangement enabling you to get help and advice throughout the process. The bulk of writing on the dissertation then occurs between May and September.

There is **one compulsory module** (the MRes Research Seminar) that offer you the essentials of the discipline and provide you with the skills training necessary to successfully complete your MRes. We also provide training in computing, and career and communication skills. The remainder of your MRes comprises those courses that you choose, enabling you to make the MRes uniquely your own.

MRES PHILOSOPHY

Semester 1

Semester 2

SECTION 1

Compulsory modules – you must complete the module in this section – 30 credits

PHIL60010 MRes Research Skills

SECTION 2

Research Papers – you then choose four modules from this section – 30 credits per semester

Semester 1

Semester 2

PHIL6005I Ethics

PHIL60232 Evaluating Emotions

PHIL6022I Philosophy of Social Science

PHIL60282 Aesthetic Values

PHIL6025I Intentionality

PHIL60342 Consciousness

PHIL6027I Mental Causation

PHIL60502 Grounding

MRes Course Units

Course Unit Descriptions 2013/14

Course	PHIL60010
Title	MRes Research Skills
Tutor	Prof Helen Beebee (Sem 1) & Dr Catharine Abell (Sem 2)

Aims:

- To identify and address students' research training needs.
- To enable students to plan their research and to write a proposal.
- To give students the skills required to manage their own personal development, training, and progress through their graduate studies.
- To equip students to write their Dissertation.
- To introduce students to a range of central philosophical texts outside their main areas of interest.
- To get students to lead, sustain, and participate in philosophical discussions that are not aided by a tutor.
- To get students to present a short philosophical paper, with appropriate visual aids, and answer questions about it.

More generally, the aim is to provide students with a course unit that makes the MRes programme clearly satisfy the AHRC's notion of a 'Research Training Scheme', and also the QAA's PDP requirement. It also aims to foster a cohesive, research-oriented intellectual environment amongst our MRes students.

Intended Learning Outcomes:

On completion of this unit successful participants will:

- Have identified a range of research training needs and taken reasonable steps to address some of them.
- Have completed a reflective Personal Development Plan and made some progress in developing areas of personal development therein.
- Have found a suitable Dissertation topic and a supervisor who is willing to supervise a dissertation on that topic.
- Have written an MRes research proposal and have formulated a plan for completing their dissertation within 3 months of completing the unit.
- Have understood, critically analysed and discussed some central philosophical texts.
- Be able to lead, participate in and sustain seminar discussions.
- Be able to present and publicly discuss a short philosophical paper
- Have written a critical literature review and dissertation plan which: identifies the key question(s) to be addressed by the dissertation; identifies and evaluates the main approaches to answering the question presented in the existing philosophical literature; outlines the position to be defended in the dissertation and the argument that will be put forward for that position; and presents a planned structure for that argument.

Key Transferable Skills:

On successful completion of this course unit, participants should have developed:

- Problem solving skills.
- Analytic and critical skills.
- The ability to argue from evidence.
- The ability to communicate ideas effectively.
- The ability to set appropriate goals and to work independently and/or cooperatively.

Curriculum Content:

The course unit will consist of three main areas:

1. Personal Development Planning (PDP)

The starting-point for the PDP element of the course unit will be the Faculty's online Postgraduate Skills Audit, supplemented by discussion of other PDP-relevant elements not covered by the Skills Audit; in particular, career development.

2. Key texts: critical analysis and discussion of key texts

Several seminars will be devoted to the discussion of selected key texts in philosophy. The aims of these sessions are to develop students' ability to analyse and develop cogent and creative criticisms of philosophical texts, to place particular views and arguments within a more general philosophical debate, and to take responsibility for sustaining fruitful and inclusive seminar discussions.

3. Dissertation Research Design

Information and advice will be provided concerning rules and regulations, plagiarism, identifying a topic and a supervisor, identifying relevant texts, how to write a research proposal, and how to plan one's research. There will also be class discussion of what constitutes good philosophical writing. Students will engage in small-group discussions of their own proposals, addressing such questions as: can the aims of the proposed research be met within the time constraints and the word limit? Is the philosophical thesis to be defended sufficiently interesting/novel/controversial? Is due attention being paid to the existing literature? Students will be encouraged to reflect on how their proposals could be developed in order to form the basis of an AHRC doctoral award scheme proposal. They will also write an assessed critical literature review and dissertation plan.

4. Student Presentations

Each student will present a 20-minute paper on their chosen dissertation topic, followed by a discussion. This presentation will take the form of a critical evaluation of a recent journal article or book chapter that is relevant to the student's chosen dissertation topic. All students will have prepared by reading the proposed article/chapter in advance. These presentations play a key role in the development of students' philosophical research skills as required for the completion of dissertations.

Teaching and Learning Methods:

Teaching will be seminar based, with a two hour seminar each week (spread over two semesters). Seminars will cover PDP/dissertation research design, in addition to presentations and discussions.

Assessment

Assessment activity	Length required	Weighting within unit
Presentation (Semester 2)	20 minutes	20%
MRes research proposal + bibliography (to be approved by prospective supervisor prior to submission) (Semester 1)	1500 words*	25%
Critical literature review and Dissertation Plan (Semester 2)	3000 words	40%
Seminar preparation and participation (Semesters 1 and 2)	n/a	15%

* **Word limit does not include bibliography.**

MRes Research Papers – Overview

Each MRes Research Paper is a single 15 credit course. Students must take four MRes papers. (two per semester for full time students and one per semester for part time students)

Aims:

- To introduce students to an advanced topic in one of the following areas: metaphysics, epistemology, the philosophy of language, aesthetics & ethics, philosophical psychology, and history of analytical philosophy.
- To introduce students to the seminal and recent literature on an advanced topic in one of the above areas.
- To equip students with the advanced research skills needed for the MRes dissertation and doctoral research.

Intended Learning Outcomes:

On completion of this unit successful participants will be able to:

- Complete a substantial piece of research in an area of analytical philosophy;
- Present a substantial piece of research to a critical audience;
- Demonstrate a broad knowledge of seminal and recent literature on an advanced topic in analytical philosophy.
- Conduct independent research, under supervision by an expert supervisor.
- Understand, critically assess, and respond to advanced philosophical writing.

Key Transferable Skills:

On successful completion of this course unit, participants should have developed:

- Problem solving skills.
- Analytic and critical skills.
- The ability to argue from evidence.
- The ability to communicate ideas effectively.
- The ability to set appropriate goals and to work independently and/or cooperatively.
- The ability to undertake a substantial research project independently and/or under the guidance of a supervisor.

Curriculum Content:

MRes Research Papers are research led course units convened by an active specialist in the field. These units will be listed in the MRes handbook at the start of the year.

Teaching and Learning Methods:

A minimum of 7 MRes Research Papers will be offered each academic year (of which full time students must take 4). Each unit will be based on the current research of the course convenor. Each course involves 1 x 1-hour introductory lecture and 7 x 2-hour seminars. Students also have the opportunity to consult course convenors during designated office hours. Reading for the seminars is set by the course convenor. Each student presents a 20 minute paper during the course. The MRes Research Paper is very specific, thus the presentations, tutorials and essay will all be on the same topic, with the essay being the students final position, revised in light of feedback on tutorial contributions and presentations.

MRES RESEARCH PAPERS

Semester One

Course	PHIL60051
Title	Ethics
Tutor	Dr Michael Rush

Aims:

The aim of this course is to familiarise students with some central philosophical concepts in ethics.

Intended Learning Outcomes:

On completion of this unit successful participants will have:

- (a) read and understood some of the main texts from the relevant reading lists and from elsewhere;
- (b) attended the seminars, and participated in discussion;
- (c) acquired and developed the analytic skills which are necessary for the formation of their own considered views, for the evaluation of questions, and for putting forward good answers.

Key Transferable Skills:

On successful completion of this course unit, participants should have developed:

- Problem solving skills.
- Analytic and critical skills.
- The ability to argue from evidence.
- The ability to communicate ideas effectively.
- The ability to set appropriate goals and to work independently and/or cooperatively.

Curriculum Content:

The course will begin with a discussion of three questions of ethics: (i) what sorts of things are of value, and why they are valuable? (ii) How does such value relate to our reasons to act in certain ways? (iii) How do we determine what we ought to do?

We will then consider a pair of concepts central to the philosophical discussion of ethics in the social and political sphere. These concepts are (i) promising and (ii) gratitude.

Teaching and Learning Methods:

Teaching will be seminar based, with a two hour seminar each week over seven weeks. A student will introduce each week's topic by giving a presentation on it. There will also be an initial one hour meeting in which the convenor will present an overview of the course and its topics, and a final meeting of one hour.

Assessment

MRes - Assessed Essay 5000 words 100%

MA – Assessed Essay 3500 words 75%, presentation 15% and participation 10%

Preliminary Reading

Wiggins D. Ethics: Twelve Lectures on the Philosophy of Morality. London: Penguin, 2006

Williams B. Ethics and the Limits of Philosophy. London: Fontana, 1985.

Course	PHIL60221
Title	Philosophy of Social Science
Tutor	Prof Thomas Uebel

Aims

The course unit aims to

- provide students with a detailed understanding of some of the issues that make up philosophy of social science in general and philosophy of economics in particular
- to help students come to terms with some central texts in the field
- encourage students to think through these issues for themselves and arrive at well-argued conclusions

Objectives

On completion of this unit successful students will be able to demonstrate:

- a critical understanding of some of the disputes that make up philosophy of social science in general and philosophy of economics in particular
- a thorough knowledge of some of the central texts of the field
- an ability to write concisely, relevantly and analytically about the issues raised, both in an essay and under examination conditions

Assessment

MRes 5000 Word (100%)

MA 3000 - 3500 word Essay (75%), Presentation (15%), Participation (10%)

Course Content

This course will survey some philosophical issues that are shared by all of the social sciences. Topics covered will include the role of causal explanation in social science and its relation to functional, structural and narrative explanations; reductionism and “methodological individualism”; conceptual issues in rational choice theory; the supposed dichotomy of explanation and understanding; values, ideology and objectivity in social science.

Teaching Methods

After an initial meeting, there will be seven two-hour seminars, at which students will give presentations, and the tutor will lead a discussion of issues raised by texts that we have read.

Students will also have the opportunity to discuss their private reading and writing assignments one-to-one with the tutor.

Preliminary reading

M. Hollis, *The Philosophy of Social Science. An Introduction*. Cambridge: Cambridge University Press, 1994.

D. Little, *Varieties of Social Explanation. An Introduction to the Philosophy of Social Science*. Boulder, Col.: Westview Press, 1991.

Course	PHIL60251
Title	Intentionality
Tutor	Dr Sean Crawford

Aims:

The course unit aims to:

- explore the philosophical problems of intentionality and critically evaluate current philosophical theories of intentionality.

Learning Outcomes:

On completion of this unit successful students will be able to demonstrate:

- an understanding of the philosophical problems of intentionality
- an understanding of various approaches to these problems and their strengths and weaknesses
- the ability to evaluate critically philosophical theories of intentionality
- the ability to develop and defend a theory of intentionality
- an awareness of the role and importance of intentionality in an understanding of the mind.

Course Content

The intentionality of a mental state is its property of being directed towards something, being about something, or representing something. Our thoughts reach out to or aim at or represent things beyond themselves. How are our thoughts able to do this? How is that I can think about London, Venus, water, or Queen Elizabeth I? It appears that I am able to do this because I bear a certain relation to these objects. But what then of thoughts about non-existent objects, such as unicorns and dragons and cities made of gold? Since none of these things exist, I cannot actually be related to them. How then can I think about them? How is thought about the non-existent possible? Moreover, how do we individuate thoughts? Is the belief that Hesperus is a star different from the belief that Phosphorus is a star, as Frege held, even though Hesperus and Phosphorus are the same object, namely, the planet Venus? Or is there really just one thought content here, because there is only one object, as contemporary Russellians argue? And what determines what the content of my thought is exactly? Could I be having the thoughts I am having now, even though unbeknownst to me no external world existed, as Descartes and contemporary “internalists” maintain? Or do features of the physical and even social environment in which I am embedded play a necessary role in determining the contents of my thoughts, as “externalists” hold? In order to think about an object must my thought contain a “sense” or “mode of presentation” that presents the object to me, as Frege again argued? Or can I think directly about some or even perhaps all objects without an intervening sense? This course will focus on the nature of intentionality, the philosophical problems surrounding intentionality, and contemporary philosophical theories of intentionality. We will explore one or more of the various problems of intentionality and critically evaluate one or more current approaches to intentionality. The exact content of the course will change from year to year, depending on the exact topic or theory chosen for consideration and the state of the art at the time. Possible topics include: internalism and externalism about thought content, Twin Earth arguments, narrow versus broad content, externalism and self-knowledge, externalism and mental causation, externalism and psychological explanation, externalism about experience, perception and the nature of perceptual content, conceptual versus non-conceptual content, Frege’s classic puzzles about cognitive significance, Kripke’s puzzle about belief, de re versus de dicto propositional attitudes, propositional versus non-propositional or “objectual” attitudes, object-dependent thoughts, indexical thoughts, Fregean versus Russellian (or Millian) theories of propositional content, thought about the non-existent, singular thoughts, theories of reference, sense versus reference, modes of presentation, direct reference, thoughts about natural kinds, naturalizing mental content, intentionality versus intensionality, the relation between language and thought, Brentano’s thesis and criteria of the mental, intentional objects, and illusory or hallucinatory thoughts.

Information

This year we will focus on a single monograph: R. M. Sainsbury and Michael Tye, *Seven Puzzles of Thought and How to Solve Them. An Originalist Theory of Concepts* (Oxford, 2012). The paperback can be purchased on Amazon for less than £15. The blurb on the back of the book is as follows:

“How can one think about the same thing twice without knowing that it's the same thing? How can one think about nothing at all (for example Pegasus, the mythical flying horse)? Is thinking about oneself special? One could mistake one's car for someone else's, but it seems one could not mistake one's own headache for someone else's. Why not? Mark Sainsbury and Michael Tye provide an entirely new theory—called 'originalism'— which provides simple and natural solutions to these puzzles and more. Originalism's central thesis is that concepts, the constituents of thoughts, are to be individuated by their origin, rather than epistemically or semantically. The doctrine has further valuable consequences for the nature of thought, our knowledge of our own thoughts, the nature of experience, the epistemology of perception-based beliefs, and for arguments based on conceivability. Sainsbury and Tye argue that although thought is special, there is no special mystery attaching to the nature of thought. Their account of the mind considers it as part of nature, as opposed to something with supernatural powers—which means that human beings have more opportunities to make mistakes than many have liked to think.”

Assessment

Research Paper 5000 words - 100%

20 minute compulsory Presentation - non-assessed

Participation/Attendance - non-assessed but marks may be deducted for unexplained absences

Teaching Methods

1 x 1-hour introductory lecture, 7 x 2-hour seminars

Preliminary Reading

1. Tim Crane, 'Mind' and 'Thought', chapters 1 and 4 of *Elements of Mind* (Oxford: Oxford University Press, 2001).
2. Pierre Jacob, 'Intentionality', *Stanford Encyclopedia of Philosophy*, available online at: <http://plato.stanford.edu/entries/intentionality/>
3. Gabriel Segal, 'Intentionality', in Frank Jackson and Michael Smith (eds.) *The Oxford Handbook of Contemporary Philosophy* (Oxford: Oxford University Press, 2005).
4. Sean Crawford, 'Pure Russellianism', *Philosophical Papers* 33 (2004): 171-202.

Course	PHIL60271
Title	Mental Causation
Tutor	Prof Cynthia MacDonald

Aims:

The course unit aims to:

- provide students with an advanced understanding of some of the most central issues and disputes in contemporary philosophy of mind
- introduce students to the theoretical context some of the recent work in the area
- equip students with the advanced research skills needed for dissertation writing and doctoral research.

Learning Outcomes:

On completion of this unit successful students will be able to demonstrate (areas to address include Knowledge and understanding, Intellectual Skills, Practical Skills, Transferable Skills and personal Qualities):

- a critical understanding of some of the most central issues and disputes in contemporary philosophy of mind
- a thorough knowledge of some of the recent work in the area
- an ability to understand, critically assess, and respond to advanced philosophical writing
- an ability to conduct independent research, under supervision by an expert supervisor.

Key Transferable Skills: On successful completion of this course unit, participants should have developed:

- Problem solving skills.
- Analytic and critical skills.
- The ability to argue from evidence.
- The ability to communicate ideas effectively.
- The ability to set appropriate goals and to work independently and/or cooperatively.

Content:

The course will survey some philosophical problems that arise in philosophy of mind that are central to understanding the place of mind in a physical world. Topics covered will include mental causation and explanation, causal competition between mental and physical phenomena and explanatory competition between mentalistic and other explanations in the sciences, reductionism, and the theory of mind debate concerning how one understands, predicts, and explains the behaviour of others.

After the first introductory meeting, seminars will begin with the student presentations and be followed by general discussion of the topic of the week's seminar led by the course convenor. There will be extended periods for clarificatory and follow-up questions and discussions.

It must be stressed that all students are expected to do the core reading assignments and not leave that up to those who give the presentations. Without such preparation students will get considerably less out of these seminars, since it will be far more difficult to assimilate previously unfamiliar material in a relatively informal fashion.

Meeting 1: Organisation and Introduction: The Problem of Causal and Explanatory Exclusion

Meeting 2: Dretske and the Two-Explananda Strategy

Meeting 3: Reductionism I: Holism, Variable Realizability

Meeting 4: Reductionism II: Wide vs. Narrow Content

Meeting 5: Supervenience

Meeting 6: Anomalous Monism and Mental Causation

Meeting 7: Causal Relevance of the Mental

Meeting 8: Theories of Mind: Theory-Theory and Simulation Theory

Teaching and learning methods:

The course will be taught on the basis of eight 1 hour 50 minute seminars. Seminars are absolutely central to the learning experience at Master's level and attendance is compulsory.

Assessment:

MA Students: One essay of 3000 - 3500 words: 75%, Seminar presentation, ca. 20 mins: 15%, Discussion contributions: 10%.

MRes Students: One essay of 5000 words: 100%

Preliminary reading:

1. Greenwood, John D., ed., *The Future of Folk Psychology*.
2. Macdonald, C. & G., eds., *Philosophy of Psychology: Debates on Psychological Explanation, vol. I*.

In addition, there will be supplementary on-line readings available through Blackboard.

Semester Two

Course	PHIL60232
Title	Evaluating Emotions
Tutor	Dr Joel Smith

Course Content: Emotions are central to our lives, the source of comfort, frustration and meaningfulness. They also stand at the intersection of the philosophy of mind and psychology, on the one hand, and ethics on the other. Emotion research is thriving in both philosophy and psychology and we will pursue a number of the questions central to this research, including: What kind of entity are emotions? How are emotions related to beliefs, desires, perceptions and bodily sensations? What is the difference between emotional episodes, emotional dispositions, moods and character traits? Is it possible for emotional reactions to be appropriate, or justified? How are emotions related to value judgements? Each week we will read both a recent journal article and a chapter of Deonna & Teroni's excellent new introduction.

Teaching Methods: 1 x 1-hour introductory lecture, 7 x 2-hour seminars

Assessment

MRes 5000 Word (100%)

MA 3000 - 3500 word Essay (75%), Presentation (15%), Participation (10%)

Preliminary reading

Deonna, J. A. & Teroni, F. 2012. *The Emotions: A Philosophical Introduction*. London: Routledge.

Goldie, P. ed. 2010. *Oxford Handbook of Philosophy of Emotion*. Oxford: Oxford University Press.

Solomon, R. ed. 2004. *Thinking About Feeling: Contemporary Philosophers on Emotions*. Oxford: Oxford University Press.

You should also read de Sousa's "Emotion" in the *Stanford Encyclopedia of Philosophy*, and Johnson's "Theories of Emotion" in the *Internet Encyclopedia of Philosophy*.

Course	PHIL60282
Title	Thinking About Values in Aesthetics
Tutor	Prof Julian Dodd

Aims: The course unit aims to:

- Introduce students to some of the philosophical issues regarding the nature of aesthetic evaluation.
- Introduce students to seminal and recent literature in this area.
- Equip students with the advanced research skills needed for dissertation writing and doctoral research.

Learning Outcomes: On completion of this unit, successful students will be able to demonstrate:

- Detailed knowledge and understanding of some of the key issues concerning aesthetic value.
- The ability to complete a substantial, cogent and scholarly piece of research in this area of analytical philosophy.
- The ability to conduct independent research, under supervision by an expert supervisor.
- The ability to understand, critically assess, and respond to advanced philosophical writing.

Content: This course unit considers a number of fascinating questions concerning aesthetic evaluation. Here are some examples. Is there a clear distinction between aesthetic value and artistic value? Is aesthetic value instrumental? Is an artwork's aesthetic value a matter of the nature of the experiences it affords us? Does an artwork's aesthetic value depend solely on how it appears? Do artworks have cognitive value? Are our aesthetic evaluations subjective or objective? What is the value in listening to works of 'absolute' music? What are the performance values operative within our practice of performing works of Western 'classical' music?

Teaching and learning methods: 1 x 1-hour introductory session, 7 x 2-hour seminars, each based on one or two key texts.

Assessment: One essay of 5000 words: 100%,

Preliminary reading:

- Robert Stecker, 'Value in art', in J. Levinson (ed.), *The Oxford Handbook of Aesthetics* (O.U.P., 2003).
- Malcolm Budd, *Values of Art* (Penguin, 1995), Ch. 1; reprinted as 'Artistic value', in P. Lamarque and S. Olsen (eds.), *Aesthetics and the Philosophy of Art* (Blackwell, 2004).
- R.A. Sharpe, 'The empiricist theory of artistic value', *Journal of Aesthetics and Art Criticism* 58 (2000): 321-32.
- Nelson Goodman, *Languages of Art* (Hackett, 1976), Ch. 3.
- Dominic Mclvor Lopes, 'The myth of (non-aesthetic) artistic value', *Philosophical Quarterly* 61 (2011): 518-36.
- Jerrold Levinson, 'Evaluating musical performance', *Journal of Aesthetic Education* 21 (1987): 75-88; reprinted in his *Music, Art and Metaphysics* (Cornell U.P., 1990).

Course	PHIL60342
Title	Consciousness
Tutor	Prof Tim Bayne

Aims: The course unit aims to:

- explore the philosophical problems of consciousness and critically evaluate current philosophical theories of consciousness.

Objectives: On completion of this unit successful students will be able to demonstrate:

- an understanding of the philosophical problems of consciousness
- an understanding of various contemporary approaches to these problems and their strengths and weaknesses
- the ability to evaluate critically philosophical theories of consciousness
- the ability to develop and defend approaches to the study of consciousness
- an awareness of the role and importance of the study of consciousness in an understanding of the mind.

Information: We will begin with some classic papers on consciousness (Nagel, Jackson and Kripke), before turning to a number of more recent treatments of consciousness. Particular topics to be addressed include: the knowledge argument and the debate about phenomenal concepts; the question of whether phenomenal character can be captured in terms of representational content; externalist analyses of phenomenal consciousness; the nature of conscious thought; and the relationship between consciousness and attention.

Course Content: Consciousness is often alleged to be an intractable mystery. What exactly is the mystery about consciousness supposed to be? Is there really a mystery here? If there is, can we solve the mystery? This course will focus on the nature of consciousness, the philosophical problems surrounding consciousness, and contemporary philosophical theories of consciousness. We will explore the various problems of consciousness and critically evaluate a number of the current approaches to consciousness. Topics to be covered include: the so-called “hard problem” of phenomenal consciousness, the explanatory gap, various anti-materialist arguments (e.g., zombies and the conceivability argument, the knowledge argument, and the modal argument), consciousness and intentionality, subjectivity, phenomenal concepts, the nature of conscious thought, and the relationship between consciousness and attention.

Teaching Methods: 1 x 1-hour introductory lecture, 7 x 2-hour seminars

Assessment: Research Paper 5000 words - 100%

Preliminary Reading

1. Tim Bayne, ‘Consciousness’, In J. Symons & P. Calvo (eds.) *Routledge Companion to the Philosophy of Psychology* (Routledge, 2009)
2. Tim Bayne & Michelle Montague. Introduction. In T. Bayne and M. Montague (eds.) *Cognitive Phenomenology* (Oxford, OUP, 2011).
3. Tim Crane, ‘Consciousness’, chapter 3 of *Elements of Mind* (Oxford: OUP, 2001).
3. Robert Van Gulick, ‘Consciousness’, Stanford Encyclopedia of Philosophy, available online at: <http://plato.stanford.edu/entries/consciousness/>.
4. Frank Jackson, ‘Consciousness’, in Frank Jackson and Michael Smith (eds.) *The Oxford Handbook of Contemporary Philosophy* (Oxford: Oxford University Press, 2005).

Course	PHIL60502
Title	Grounding
Tutor	Dr David Liggins

Aims: The course unit aims:

- To introduce students to the philosophical issues regarding grounding and non-causal dependence.
- To introduce students to the literature on this topic.
- To equip students with the advanced research skills needed for dissertation writing and doctoral research.

Intended Learning Outcomes: On completion of this unit successful students will be able:

- To complete a substantial piece of research in an area of analytical philosophy.
- To demonstrate a broad knowledge of the literature on an advanced topic in analytical philosophy.
- To conduct independent research, under supervision by an expert supervisor.
- To understand, critically assess, and respond to advanced philosophical writing.

Course Content: It is commonly supposed that the values of things depend on their non-evaluative features, that the possession of mental properties depends on the possession of non-mental properties which realize them, and that the mass of a whole depends on the masses of its parts. The kind of dependence involved in these examples is not plausibly thought to be causal. This course will examine non-causal dependence, often known as *grounding*. When we say that something *makes something the case*, or that something obtains *in virtue of* something else, we are probably talking about grounding. Causation has been studied in detail by philosophers, but grounding is only now beginning to receive careful attention. In this course, we will consider the metaphysics and epistemology of grounding -- and ask what studying grounding can tell us about truthmaker theory and the nature of truth. The readings will consist of recently published papers and yet-to-be-published drafts.

Teaching and Learning Methods: 1 x one-hour introductory meeting, 7 x 2-hour seminars

Students will also have the opportunity to discuss their private reading and writing assignments one-to-one with the tutor.

Assessment: Assessed Essay 5000 words 100%

Preliminary reading

Rosen, Gideon 2010. Metaphysical dependence: grounding and reduction. In Bob Hale and Aviv Hoffmann (eds) *Modality: Metaphysics, Logic, and Epistemology*. New York: Oxford University Press: 109–35.

Schaffer, Jonathan 2009. On what grounds what. In David Chalmers, David Manley, and Ryan Wasserman (eds) *Metametaphysics*. Oxford: Clarendon Press: 347–383.

OTHER USEFUL INFORMATION

The University of Manchester Alumni Association

What does alumni mean? It simply means 'former student' and you become one after studying here.

The University of Manchester Alumni Association is the main point of contact for the University's global network of over 270,000 former students. It gives you the opportunity to continue a lifelong connection with us and to remain an active part of The University of Manchester. It also gives you some added extras; we offer exclusive discounts and services, you can continue learning with discounted CPD courses and access to learning resources, and get insight into cutting-edge research through our alumni events – including the annual Cockcroft Rutherford lecture – exclusive and free to alumni. This lecture has been delivered by Professor Andre Geim, discoverer of graphene, and leading science communicator Professor Brian Cox.

You automatically become a member of the Alumni Association on graduation, but to get the full benefit you should register with our online alumni community 'Your Manchester Online'

www.manchester.ac.uk/yourmanchester during your final year.

Careers Service

From the moment you arrive to university, we encourage you to be proactive about planning and developing your career. The Careers Service can help you in many ways, including:

- Exploring your career options and ideas
- Looking for part-time or vacation work
- Finding out about specific jobs and sectors
- Improving the skills sought by employers
- Finding graduate jobs, internships or postgraduate study;
- Writing strong applications and CVs
- Succeeding at interviews and assessment centres
- Starting your own business, and much more.

Please do not wait until your final year to access these services, or you might find that you have missed out on an important opportunity, such as a summer internship.

The Careers Service is located in the Atrium, University Place.

(<http://www.manchester.ac.uk/medialibrary/maps/campusmap.pdf>) Building number 13.

tel: 0161 275 2829

email: careers@manchester.ac.uk

www.manchester.ac.uk/careers/students/

IS Services within the Faculty of Humanities

Students at the University of Manchester enjoy access to a wide range of high quality IS services provided across campus. Within Humanities itself there are in excess of 500 computers located within Faculty buildings available for student use complementing the 1000+ seats provided by the University in public clusters – including a public cluster at Owens Park.

All cluster computers are configured in the same way and provide access to services offered by schools, faculties and central service providers such as Humanities ICT Office (<http://ict.humanities.manchester.ac.uk/>), IT Services (<http://www.studentnet.manchester.ac.uk/it-services/>) and the University Library (<http://www.library.manchester.ac.uk/>). These include printing, scanning and copying and access to a wide range of general use and course specific software on the Windows 7 operating system. A list of software is available at

<http://ict.humanities.manchester.ac.uk/facilities/software/HumanitiesClusterSoftware.html>

Full details of the services offered, including a list of available locations, can be found at

<http://www.itservices.manchester.ac.uk/wireless/>.

Help and advice is available from our Service Desk which can be contacted by phone, via the web, email or in person. Physical Service desk support is available at the University Library and the Joule Library. Details of opening hours and other contact details can be found at <http://www.itservices.manchester.ac.uk/contacts/>. Telephone support is available 24 hours a day throughout the year.

Academic Appeals

The purpose of this regulation is to safeguard the interests of students and may only be used when there are adequate grounds for doing so which are outlined in the regulation. It may not be used simply because you are dissatisfied with the outcome of your assessment or other decision concerning your academic progress.

Appeals based upon provisional decisions of the University cannot be considered.

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/formal-procedures/academic-appeals/>

Complaints

If you have a complaint it should be made as soon as possible, and in any case within eight weeks, of the events or actions (or lack of actions) which have prompted the complaint. The University will not normally consider complaints made after this period, unless there is good reason for the delay.

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/formal-procedures/complaints/>

Dignity at Work and Study

The University of Manchester does not tolerate any form of harassment, discrimination or bullying. If you believe that you are being bullied or harassed, you can contact a Harassment Advisor. Harassment Advisors provide confidential support and information to students and staff on the University's policy and will be able to explain the options available to you. For further information see

<http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=2755>

Student Representation

The University of Manchester is committed to receiving and responding to student feedback in order to bring about improvement in the quality of the student experience and development of learning and teaching within the institution.

Student representation covers a diverse range of activities and structures and student feedback can be provided by a number of different means, for example, through programme evaluation questionnaires, the academic advisor system or through students being present at Staff-Student Liaison Committees or Programme Committees. Representation enables dialogue between the student body and staff in order to aid development of programmes of study, the student experience and the quality of the institution as a whole. This dialogue can take place in both formal and informal structures and circumstances.

For further information please go to the Students Union Website

<http://manchesterstudentsunion.com/voice/academicreps>

Student representatives will also be called upon to attend one or two Faculty-level meetings per year.

Student representatives may also be sought during the course of the year to sit on smaller working groups where student input is important.

The individual discipline pages will also hold details of student representatives for each programme, once they have been nominated.

<http://www.socialsciences.manchester.ac.uk/intranet/pg/reps/>

The University Of Manchester Library

<http://www.manchester.ac.uk/library>

The University of Manchester Library, one of the best-resourced academic libraries in the country, provides you with the resources and support you need throughout your programme.

The Library houses all the essential text books, across various sites, and has an extensive online collection of e-books, e-journals and research databases.

Facilities

The Main Library holds the principle collections for social sciences, including social anthropology, and offers group study rooms, individual study spaces and computer clusters. Wi-Fi is available throughout the building and a cafe lounge can be found on the ground floor.

The Alan Gilbert Learning Commons provides a state of the art 24/7 learning environment, offering flexible open learning spaces, multimedia facilities, computer clusters and bookable group study rooms plus runs a wide range of study skills workshops throughout the academic year.

In addition to the main sites, there are a number of specialist libraries located across the campus which may hold texts for your area and provide study facilities.

For details of Library locations, facilities and opening hours see the [library website](#).

Getting Started: Quick Guide

You will need your student card to access all library sites around campus and your central university username and password to access the electronic resources.

Use [Library Search](#) to find books, eBooks, online journals and articles.

The [Library Subject Guides](#) are a very useful starting point for finding information on relevant library resources for your subject area. There are guides for all subject areas including Economics, Philosophy, Politics, Sociology, Social Anthropology and Social Statistics. Use these guides to find out which databases to use, how to reference, how to keep up to date with research and access online training tutorials.

[My Manchester](#) *MyLibrary* tab has quick links to all of the Library's resources and services available,

Training and Research Support

The Library runs a series of information skills sessions and skills clinics throughout the year. Details of sessions, times and how to book are available via the [My Learning Essentials](#) Training Calendar.

For general enquiries or support with finding, accessing or using the electronic resources contact the library in person, via phone or online.

See the [Enquiries and Feedback](#) page or complete the Library Request form via [MyManchester](#).

Library News and Updates

Keep up to date with the latest library developments via [Facebook](#) or [Twitter](#).

MRes Philosophy Timetable – Semester One 2013/14

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
11.00-12.00	PHIL60051 Ethics (MR) ALB G.018			
12.00-1.00		PHIL60271 Mental Causation (CM) ALB G.018		PHIL60221 Philosophy of Social Science (TU) ALB G.019
1.00-2.00				
2.00-3.00		PHIL60010 MRes Research Skills (HB) ALB G.018		
3.00-4.00				PHIL60251 Intentionality (SC) ALB G.018
4.00-5.00			Research Seminar/PhD Seminar (JD)	
5.00-6.00				

MRes Philosophy Timetable – Semester Two 2013/14

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
10.00-11.00	PHIL60502 Grounding (DL) ALB G.018			
11.00-12.00		PHIL60010 MRes Research Skills (CA) ALB G.018		
12.00-1.00				
1.00-2.00		PHIL60232 Evaluating Emotions (JS) ALB G.019		
2.00-3.00				
3.00-4.00		PHIL60282 Aesthetic Values (JD) ALB G.018		PHIL60342 Consciousness (TB) G.018
4.00-5.00			Research Seminar/PhD Seminar (HB)	
5.00-6.00				