

# GRADUATE STUDENT HANDBOOK 2009-2010

*Updated July, 2009*

## **ABOUT THE HANDBOOK**

Graduate Students in the Philosophy Department produce this handbook annually. The purpose of the Handbook is threefold: to inform incoming graduate students of the nuances of the Department of Philosophy's Graduate Program, to foster mentor relations between Departmental Faculty and incoming students, and to generate relations among the graduate students in the Department. None of the information in this handbook should be considered final or "official." The content is collected from general information from the Department and the experiences of some graduate students who have been with the Department for at least one year.

For official requirements and information on the Graduate Program students should refer to the document entitled, "Graduate Program Rules: 2009-2010" (available from Karen Sites, our Graduate Program Assistant) and the Graduate Student Advisor, Mitzi Lee. Since departmental policies may change, information in the Handbook will vary from year to year. Should you find any information inaccurate or incomplete, we will always appreciate input for later Handbooks. Tyler Hildebrand and Cory Aragon updated this year's handbook for the department. If you would like more information about the Department, you can reach the Philosophy office at (303) 492-6132. Also, the **Department Website** is an excellent resource for current and prospective students. It includes an events calendar (which is well-maintained), faculty bios, official program requirements, a complete department directory (including graduate students), and much more.

## **THE DEPARTMENT**

Increasingly, the Department has an emphasis on analytical philosophy. Although there is a broad range of philosophical expertise among the faculty, an analytic tone should be expected.

## **DEPARTMENT RESOURCES AND PROGRAMS**

### **The Center for Values and Social Policy**

The Center for Values and Social Policy is located in Hellems 269, just above the Philosophy Department Office. The Philosophy Department, through the Center, offers B.A., M.A., and Ph.D. degrees with a concentration in values and social policy. These programs are designed to help students acquire both the philosophical skills and the broad understanding of public issues required to participate effectively in policy discussions and social research. The concerns of the Center include both theoretical and applied topics in moral, social, political, and legal philosophy. The Center is unique among ethics centers in that it is tied directly to the philosophy department and so encourages robust debate not only on the applied questions, but also on foundational metaethical concerns. Among other events, the Center sponsors a lunchtime brown-bag series on topics in practical ethics, as well as a public lecture series designed to encourage wider community participation in thought about issues in practical ethics. For more information on the Center, visit the website: <http://www.colorado.edu/philosophy/center>.

### **The Bertram Morris Reading Room**

The Bertram Morris Reading Room (also referred to as the “Library”) is located in the Center for Values and Social Policy in Hellems 269. The Reading Room is open to the public during weekday afternoons throughout the academic year. It houses a number of valuable resources for philosophy students, including numerous books and philosophy journals. For more information on the Reading Room, please visit: <http://www.colorado.edu/philosophy/ReadingRoom.html>.

### **Philosophy Outreach Programs**

The Philosophy Department sponsors three outreach programs designed to introduce philosophy to a broader audience throughout Colorado. Volunteering to teach for the outreach program is a good way to gain valuable teaching experience - especially for M.A. students who otherwise might not gain teaching experience. An added bonus is that you will be compensated financially for time spent teaching, as well as travel expenses. Daniel Sturgis is the current director of these three programs; if you are interested in participating, you may contact him at [daniel.sturgis@colorado.edu](mailto:daniel.sturgis@colorado.edu) or 303.735.5810.

(1) **The Philosophy Outreach Program of Colorado (POPCO)** offers high school and middle school students an introduction to philosophy. Through support by University Outreach Council, the Department of Philosophy, and the Center for Values & Social Policy, CU graduate students and faculty travel to Colorado schools to lead Socratic discussions for one to six class periods. POPCO provides middle school and high school students an exposure to philosophy that they might not otherwise obtain, and provides CU graduate students with an opportunity to teach a variety of interesting philosophical topics.

(2) **The Summer Philosophy Institute of Colorado (SPICO)** is a week-long residential program designed to offer a diverse group of high school students an exposure to college life in general and to philosophical subjects and skills. Three central goals spring forth from this general objective: to encourage both economically disadvantaged and culturally diverse students to pursue their education at the college level; to foster critical thinking skills that will help students in high school and college preparatory work; and to initiate a process to broaden the cultural diversity within the field of philosophy.

(3) **PEPCO:** PEPCO is a philosophy outreach program geared toward the elderly. Modeled on the Elder Hostel Network and the Philosophy outreach program, PEP-CO consists of interested philosophy graduate students and faculty exploring issues with elder (55+) groups in Colorado.

### **DEPARTMENTAL REQUIREMENTS**

As mentioned above, the “official” document of degree requirements is the Graduate Program Rules available at [http://www.colorado.edu/philosophy/rules\\_grad.htm](http://www.colorado.edu/philosophy/rules_grad.htm). That document lists the general requirements for degree programs; however, a few words can be offered from experience. Whenever you are registering for courses to satisfy these requirements, you should double-check with the Graduate Advisor, Mitzi Lee, that the courses you are registering for do indeed satisfy the respective requirements.

## **Distribution Requirements**

M.A. students must take at least one course in each of the three core areas (history, metaphysics/epistemology, and values); Ph.D. students are required to take three. If you are taking a course to fulfill a distribution requirement please check with the Graduate Advisor to ensure that it will count; some courses, especially in the history of philosophy, will be considered too narrow to fulfill the general distribution.

## **Logic**

One central requirement is Logic. If you have studied predicate and sentential logic, you should check immediately with the Graduate Advisor, as you may have already fulfilled this requirement. If you believe that you have fulfilled the logic requirement, you will most likely need to produce a syllabus for the course you took, as well as proof of satisfactory performance in the course.

If you have not previously studied predicate and sentential logic, it will be necessary to satisfy this requirement, and the sooner the better. Meeting this requirement does a great deal in showing the department “reasonable progress” (see below). One way of satisfying this requirement is actually enrolling in the appropriate Logic course here at CU, Philosophy 2440. You would be registering for the course as a 5810, which would satisfy 3 credits towards your degree. However, this is seldom, if ever, done. A better approach would be to sit in on the course (unofficially with the instructor’s approval). There are two options for this process: (A) You can sit in on the course, doing the amount of work and taking the exams necessary in order for you to be able to pass the final exam and get a final minimum grade of B-, or (B) You can take a comprehensive test from the professor who is teaching Philosophy 2440 that semester, by arrangement with the professor. You must score at least a B- either way. The advantages of sitting in on the course are: 1) You need not waste the opportunity and credit hours on a class you might feel is less worthy than others; 2) There is no penalty if you deem it necessary to “drop out” in the middle of a semester; 3) Your attendance is entirely up to you; just keep in mind that you’ll be tested on the content of the course eventually; and 4) It’s free!

## **Transfer Credit**

If you are entering the Ph.D. Program you may be able to transfer up to 21 credits. If you are entering the M.A. program, you may transfer up to 9 graduate credits as long as they did not count toward a previous graduate degree. Again, these issues must be discussed with the Graduate Program Assistant and Graduate Advisor sometime during the first semester in order to avoid unexpected results (e.g. setbacks in credit accumulation).

## **Reasonable Progress**

The Department gauges your status as a student upon “reasonable progress.” This is an ambiguous term, which can include consideration of your course work, research interests and development, and potential as a professional philosopher. In the past, the Department applied “reasonable progress” status primarily to doctoral students, while master’s students simply received notification if their work was lacking in some area. For those graduate students who are funded, teaching is among the activities that count towards reasonable progress. All graduate students doing course work are currently expected to complete at least 18 hours of course work a year. The reason for this is twofold: first, faculty expectations have changed slightly in an effort to help students move through

the program more quickly and efficiently; second, the federal definition of 'full time student' changed recently, such that one must take at least 9 hours per semester in order to qualify as a full-time graduate student. **A failure to qualify as a 'full time student' as defined by federal standards affects the amount of federal student loans for which one qualifies** (more on loans later). If you have questions about the details or other benefits of being classified as a full-time student, ask Karen, our fantastic graduate program assistant (see below). It is good to get some idea about how you are doing within the Program before progress reports come out during the Spring semester. One way to get a feel of how the Department perceives your progress is to check your course evaluations. At the end of each semester, Professors do an evaluation of each graduate student in a course. These evaluations are located in the Department Office near the Graduate Program Assistant, and they are available for your perusal. You can look at them any time, once you know where they are located.

Another way to learn the Department's perception of your work is to ask the Graduate Advisor or a faculty member with whom you have developed a rapport. This last item is essential for graduate student survival. You need to have a good rapport with some member of the graduate faculty. This person acts not only as a mentor, but also as a representative for your work and academic progress. As it takes some time to establish this kind of relationship, the Graduate Student Internal Committee introduces incoming students to faculty members in their field of interest. The relationship you establish with faculty members is invaluable. The responsibility of establishing faculty-student relations obviously falls to both faculty and students. However, the value of pursuing these relations on your part should not be underestimated.

After your first year, it is a good idea to meet with the Graduate Advisor regarding thesis or dissertation hours. The Advisor will be able to inform you about your progress and the right time to begin forming a thesis/dissertation committee, as well as when to take thesis/dissertation hours. Do not assume that these hours cannot be taken until your course work is complete.

### **Grading Standards**

Grading standards can vary among professors. However, a majority of the faculty have come to a reasonable amount of consensus concerning grading standards for graduate students. The standards accepted by most professors are the following:

“The grades for graduate students tend to run from A to B+, although lower grades are occasionally given. In recent years more than half of the grades given have been straight As. Although professors naturally differ in their grading patterns, and in their understanding of those grades, there is some consensus among the faculty in the Department that As should be given for excellent work, A-s for good but not great work, and B+s for work that is problematic, though still satisfactory.”

### **Types of Courses**

There are several types of courses offered by the Department. It is important to recognize three main types:

(1) **“Slash courses”**: These courses are listed as 4000/5000 level courses, and are open to both graduate students and advanced undergraduates. Slash courses introduce graduate students and advanced undergraduates to fields of study at a level above the undergraduate level. For instance, if

you are unfamiliar with philosophy of mind, the slash course will bring you in above an undergraduate level, but not at the highest graduate level where you need to know the history and jargon of philosophy of mind. As a result, slash courses can be useful for those who want a general survey of a particular topic, or simply want to learn more before pursuing study at a higher level. One upshot of slash courses is that they usually fulfill distribution requirements in one of the three core areas, and they always count as 5000 level credit. The downside is that the class size is generally larger. Also, slash courses have limited slots for graduate students, so it is important to enroll early to guarantee your position in the class.

(2) **5000 level graduate courses:** 5000 level courses are pitched at a higher level that generally assumes some expertise, may be seminars in style, and are dedicated to graduate students. These do not necessarily satisfy the three core areas, although they will always count towards graduate credit.

(3) **6000 level seminars:** Courses taught at the 6000 level most resemble seminars; these are generally smaller courses that encourage the most active student participation. 6000 level seminars are often taught from the research interests and perspectives of the professor.

Graduate courses satisfying the Ancient and Modern requirements are not offered very frequently. Therefore, if you see courses that interest you in these areas, it is a good idea to take advantage of the opportunity.

### **5810 and Independent Study**

Graduate students may take undergraduate level courses as 5810, with the Graduate Advisor's and instructor's approval. Generally, you are required to do more writing at a more advanced level than are undergraduate students. If you are a Ph.D. student, only two 5810 courses can count toward your degree. If you are a M.A. student, only three 5810 courses can count toward your degree. So, most students save these credits for topics they really enjoy.

Some professors may be willing to do an Independent Study in a subject that is either very specialized or not generally offered. You will probably need to build a rapport with professors before they will agree to an Independent Study, so you should wait at least a semester before you pursue this option. M.A. students may only count a total of two independent studies toward their degrees; Ph.D. students may only count three.

### **Non-Philosophy Courses**

Since philosophy is an interdisciplinary field, you may occasionally find courses in other departments that fit with your areas of interest. With the approval of the Graduate Advisor, you may take up to 9 credits of graduate level coursework in other departments that count toward your degree, so long as they are directly related to your study of philosophy. In most cases, these courses will not count toward distribution requirements, so it is important to check with the Graduate Advisor before enrolling in courses outside the department.

### **GRADUATE CERTIFICATE PROGRAMS**

In addition to the Ph.D. degree, the graduate school offers a number of certification programs in conjunction with other departments. Graduate certificates offer students an opportunity for interdisciplinary study, and they can help students on the job market by increasing the number of positions for which they qualify. Some options: Cognitive Science; Women and Gender Studies (an

especially popular certificate for CU philosophy students); and Environment, Policy, and Society. For a list of available certificate programs please visit the graduate school's website: <http://www.colorado.edu/prospective/graduate/academics/certificates.html>.

## **FUNDING**

### **Department Funding**

Perhaps the most important practical issue for the graduate student is how to fund one's education and life in Boulder. The Department offers funding in various ways. The most common manner of receiving Departmental funding is through Teaching Assistantships (TA) and Graduate Part-Time Instructorships (GPTI). Both types of funding carry with them a tuition waiver in addition to a stipend. This type of funding is limited and competitive. Generally, one must be a TA for some period of time before becoming a GPTI. The Department decides these funding packages as students are accepted into the Program, and during the late part of the Spring semester.

Similar funding can come in the form of Research Assistantships (RA), which are decided under the same conditions. Likewise, several Department fellowships are distributed each year, which provide funding and do not require students to teach. At rare times, the Department has generated specific positions of administrative and research assistantships that carry partial tuition waivers. If you are funded through the Department, you need to maintain and complete at least 5 credit hours each semester. Also, incoming TAs should contact the Lead GPTI (this year, Barrett Emerick) before the Fall semester begins.

In most cases, only doctoral students receive funding through the department, although one's status as a Ph.D. student is neither a necessary nor sufficient condition for receiving departmental funding. In some cases, for instance, faculty may have research grants; they often need graduate students to work for them, and do not restrict the projects to doctoral students. It is good to ask faculty you know well, or have worked well with, if there are such grants around. These positions usually involve reading papers/books, or doing library research.

Generally, TAs teach two sections a semester of 25 students each. GPTIs teach one or two courses a semester of 33 students each. The department's policy is that students do not GPTI until their third year (unless they have had past teaching experience). The pay of GPTIs, set by university policy, is completely out of the department's control. The pay of TAs is set up in such a way that TAs are paid roughly what GPTIs get, for roughly the same number of students over the course of a year.

### **Financial Aid**

Students should take the opportunity to apply for financial aid each year, even if you do not end up accepting any loans. Doing so allows you to be eligible for "work study" that will allow you to earn a wage doing a job within the department or in the university generally. To find out about work-study opportunities available in the department, contact the Department's Program Assistant, Maureen Detmer. She will know whether positions or work in the Department is available. If you are awarded work-study money, you should inquire whether anyone needs a grader. The Department sometimes has grading positions open to students with work-study grants. If you receive a work-study position, see Maureen Detmer in order to set up employment. Work-study opportunities are not limited to Doctoral students and usually do not include any kind of tuition waiver. However,

these positions are a good way to get in on the system and to work with particular professors. In addition, grading positions offer an opportunity to do philosophical labor.

University Financial Aid also has resources on grants and fellowships university-wide, state-wide, and nation-wide. These resources are also available in Norlin Library. Searching for these kinds of funding is time-consuming and requires some research. If you do apply for any outside funding, that which is not provided by the Department or general Financial Aid, your efforts should be reported to the Graduate Advisor. In the first place, the Advisor may be able to assist your efforts. In the second place, when the Graduate School makes funding available to the Department, it is partially on the basis of student attempts for outside fellowships and grants.

Lastly, student loans are a common resource for graduate students. Student loans are awarded through the University Financial Aid. Students who are not funded or on student loans are often working part-time jobs to support the cost of living and education. Particularly in the case of many Masters students, this is the only means of support. As noted above, your status (full time vs part time) will affect the amount of federal loans for which you qualify. Students should be aware, however, that it is certainly possible to live comfortably in Boulder, Colorado on the standard TA stipend. Given the average salary for philosophy professors, it is advisable to exit graduate school with a minimal amount of debt. Questions? Ask Tyler or Cory, your current Graduate Student Presidents.

### **GENERAL POINTS AND SUGGESTIONS**

There are a few miscellaneous points from graduate students' experiences. Although this is a highly competitive program, most incoming students find that the graduate students are supportive of each other's endeavors. Perhaps the crucial element to student survival is the relations among the students in the Department. You will find a variety of personalities and interests among the students, but most of all, you will find students concerned for each other's interests, welfare, and success. Especially for incoming students, your best resource will likely be the other students. Do not hesitate to ask someone for help or information: we all know what it is like to be entering this program.

The Department currently urges students to take three courses per semester. Without generating a conflicting story, student experience suggests that, if possible, you take familiar courses in the first semester. It is highly recommended that you satisfy the logic requirement (if needed) as early as possible. Satisfaction of this requirement is a major advantage in your progress and acclimation to the Department.

Graduate students are allowed to take incompletes in the event that they are unable (or unwilling) to complete the course load during a semester, but it is preferable to avoid incompletes if possible. If you do take an incomplete, it is wise to finish the coursework as soon as possible after the semester has ended. The requirements for incompletes vary from professor to professor.

Do not overlook the slash courses as an option in areas in which you have less expertise. It is possible that some courses will be closed your first semester, since you are registering later than the other students. If there is a particular closed course that you really want to take, please contact Karen Sites - she can often override and enroll you in the course, sometimes with the instructor's

verbal approval. Since the progress reports for first year students will mainly be dependent upon the work of your first semester, it is a good idea to take those comfortable courses, or the courses that you know will show off your good work. During the first semester, it is a good idea to get acclimated, take in the workings of the Department, and learn how to pace yourself for the expectations of this Department. Obviously, you should not feel compelled to take this advice.

The Department requires all incoming Ph.D. Students to enroll in a common class – the “pro seminar” - during both the fall and spring semester of their first year. New Ph.D. students are automatically enrolled in the course; if you are a M.A. student, please call or e-mail Karen Sites to get enrolled. Although not a requirement for first-year M.A. students, taking the pro seminar is recommended. The idea, in brief, is to offer one course each semester that would be compulsory for all new incoming Ph.D. students. In the fall, all new Ph.D. students must enroll in either Epistemology (PHIL 5340) or Metaphysics (PHIL 5360), depending on the year; in the spring, all new Ph.D. students must enroll in Ethics (PHIL 5100). The purpose of this requirement is to offer new students a chance to have a common experience together, and to provide new students with a foundation in some of the fundamental areas of the discipline. In addition, you will be introduced to the particular philosophical approaches that are typically pursued by members of this department. So, as you are registering for fall classes and then, during the fall, for spring classes, be sure to keep this requirement in mind.

The value of establishing rapport with faculty members cannot be overstated. The faculty has expressed a growing interest in developing mentor relations with students. You should take advantage of their interest. In the long run, keeping informed by the Graduate Advisor and having a strong professional contact with faculty will be to your best advantage. Additionally, each new graduate student is assigned a faculty mentor at the start of the semester. You are strongly encouraged to take advantage of this mentor – it gives you an excuse to get to know someone on the faculty, and this is the only kind of official advisor (except for the Graduate Advisor) you will have until you pick a thesis advisor. Although your mentor is intended to continue in this role throughout your graduate career, the relationship is fairly flexible. In other words, you should feel free to develop interests in other areas and/or a good working relationship with another faculty member.

As mentor relations and possibilities develop, keeping in mind potential members for your thesis/dissertation committee is a good move. It should be noted, however, that very rarely does someone enter the Program knowing his or her thesis/dissertation topic. You should not feel that during your first year you need to have this issue settled. Commonly, students change research directions during their graduate career. Mentors are often the source of these research shifts, and sometimes the impetus for creating thesis/dissertation topics. A mentor also may be of real help as an advocate for a student, even in cases where the student turns out to specialize in an area far from the mentor’s areas of interest.

## **DEPARTMENT ACTIVITIES**

The Department has a number of extracurricular activities, some of which have pseudo-obligations attached.

### **Departmental Colloquia**

The Department sponsors a colloquium series in which philosophers from around the globe deliver papers and rub elbows with the faculty and graduate students. Attendance at the Colloquium is not obligatory, but it is good for both "face time" in the Department and the academic value of the talks. Speakers generally have time to meet with graduate students, and opportunities abound to have lunch or dinner with the speakers. Department colloquia are almost always held on Friday afternoons, so it is a good idea to keep this time slot free if at all possible.

### **Center Talks**

The Center for Values and Social Policy sponsors a lunchtime brown-bag series, which is held nearly every Friday in the Morris Reading Room. These talks are given by resident faculty in philosophy and other related departments, advanced graduate students, and various visiting speakers and scholars. Attendance at these talks is also highly encouraged, and provides an opportunity for a more informal discussion of various topics in ethics, metaethics, and social/political philosophy.

### **Morris Colloquium**

Every year, the Bertram Morris Fund and the Center sponsor the Morris Colloquium, which is generally a two-day event focusing on a particular issue in social and political philosophy. The Morris Colloquium features a number of top philosophers from around the country, and attendance is highly encouraged.

### **Think! Public Lecture Series**

The Center, with the generous support of The Collins Foundation, also sponsors a public lecture series. These talks are geared toward a wider community audience, and provide a forum for the philosophical discussion of current issues related to ethical and social/political concerns.

### **Work-In-Progress (WIP) Sessions**

Work-in-progress sessions provide an opportunity for faculty and graduate students to learn more about each other's research interests and provide feedback in a fairly informal setting. These sessions involve a short presentation of a paper still in progress, followed by a (generally) friendly discussion. Both faculty and graduate students may present at WIP sessions.

### **Graduate-Work-In-Progress (GWIP) Sessions – New for 2009/2010!**

Graduate-work-in-progress sessions are structured in the same way as WIP sessions (see above). However, attendance and participation is strictly limited to graduate students (unless the presenter wishes to invite individual faculty members). The GWIP sessions offer students the opportunity to present their work in preparation for conferences, qualifying papers, etc. in a relaxed and informal setting.

### **Publication Workshop – New for 2009/2010!**

Beginning in the Fall of 2009, the department will offer a workshop to teach advanced graduate students how to write articles that are suitable for publication in peer-reviewed philosophy journals. The organizers hope to eventually extend this program into a seminar that can be taken for course credit.

### **Committee on the History and Philosophy of Science (CHPS)**

The Committee on the History and Philosophy of Science at the University of Colorado, Boulder seeks to bring together scholars from the sciences and the humanities in order to promote cross-disciplinary communication that may promote work done in both general areas. The Committee sponsors inter-departmental meetings within the university, invites distinguished speakers from other institutions, and holds an annual conference attended by regional, national and international scholars. Funding for the Committee is provided by the College of Arts and Sciences and the Departments of Chemistry and Biochemistry, Communication, Molecular Cellular and Developmental Biology, Geological Sciences, History, Philosophy, and Physics.

### **Regional Conference on the History and Philosophy of Science**

The Regional Conference on the History and Philosophy of Science is an annual event focusing on a critical area of history and philosophy of science. Special invitations are extended to scholars in the Colorado area, but national and international participants are also welcome. Recent conference topics include Values in Science, Microbiology, and Evolutionary Theory.

### **Reading Groups**

At any given time, there are a number of reading groups going on in the department. Reading groups range from informal to formal, general to specific, depending on the interests of those involved in arranging them. Reading groups can be a good way to meet other students and learn more about topics for which courses are not offered and/or you know little about. In the past, reading groups have focused on such diverse topics as applied ethics, global justice, Nietzsche, metaphysics, and even philosophy of color and philosophy of music!

### **Rocky Mountain Philosophy Conference**

Every year, the graduate students in the philosophy department organize a student conference featuring one or more well-known keynote speakers and a number of invited paper presentations from graduate students at other institutions. The conference provides students here with the opportunity to select papers for presentation, comment on papers that are presented, and meet graduate students from other schools. All graduate students are expected to contribute to the conference in some form or another.

### **Other Activities**

There is usually a lot going on in the department, so it is important to regularly check for upcoming events. Your best resource is News and Notes, which comes out every Monday during the semester. It contains notices of all upcoming talks and events; it will be e-mailed to you as well as posted around the Department.

### **E-MAIL AND THE CAMPUS TECHNOLOGY SYSTEM**

Early in the Fall semester, you should establish your IdentiKey and e-mail account through the University. Once you establish your IdentiKey, you will be able to access a number of important University resources, including:

(1) **CULink**, the e-mail and calendaring program, which serves as the primary means of department and university communication;

(2) **CUConnect**, the web portal, which allows you to register for classes, pay your tuition, and even look at pictures of your students;

(3) **Norlin Libraries** online research resources.

For more information on how to set up your IDentiKey account, as well as information on other neat things you can do with campus technology, visit the Getting Started with Campus Technology page: <http://www.colorado.edu/TTS/gettingstarted>. A copy of the booklet can also be picked up at the IT Service Center.

## **ORIENTATION MEETING AND RECEPTION**

At the beginning of the Fall semester, there is an orientation meeting for incoming graduate students. This meeting is an opportunity for you to meet the Department Chair, the Graduate Advisor, the Graduate Program Assistant, the Graduate Student President, and other incoming students of your degree program. The meeting includes a general introduction to the Department and Program, as well as a briefing on the degree requirements. You should consider this meeting a requirement for the Program. Although it is considered optional, many students who miss this initial meeting take a longer time to grasp the nuances of the Department. Naturally, it takes some time to acclimate to the new academic environment, and the orientation meeting is meant to facilitate that process.

In addition, the Department holds a reception for incoming students early in the Fall semester. This is a purely social occasion. At the same time, it is a particularly unique occasion, as it is in your honor. The central purpose for the reception is for you to introduce yourself to faculty members. It is a rare chance to meet the whole faculty in a casual setting and learn who is in your field of interest. It is also an opportunity to meet fellow graduate students.

## **GRADUATE PROGRAM ASSISTANT**

Karen Sites is the Graduate Program Assistant. She is here to help you understand the departmental policies and to provide essential information about the Graduate Program in the Department as well as the Graduate School. You will inevitably need Karen's services, so it is a good idea to introduce yourself to her early on. You will need to get a key to Hellems 180, otherwise known as the Graduate Lounge and home of your departmental mailbox. Karen will make your key card, which is needed to obtain your key from the University Key Shop, located at Folsom Stadium. There is a \$5 deposit for this key.

## **HOUSING**

Finding affordable housing in Boulder is a challenge. There are several resources for finding housing. The University Memorial Center (UMC) has an Off-Campus Housing Office, on the fourth floor, which provides lists of current off-campus rentals. They also have a web site: <http://www.colorado.edu/OCSS>. Some of the same information is found in the classified ads of the local newspapers, The Daily Camera, and the Colorado Daily. There is a bulletin board on the first floor of the UMC where housing opportunities are posted. Here you can also find postings for furniture, computers, etc. You are also highly encouraged to use the phil-grad mailing list (see below) to ask for recommendations, housing opportunities, roommates, and the like.

The University offers fairly affordable housing in Boulder. On-campus housing includes dormitory

rooms; job positions in dormitories where housing, food, and pay are part of the deal; and graduate student housing for single and married students. Graduate student housing and married student housing are rent controlled and located near campus. For single graduate students there is a substantial waiting list. Married student housing generally has a shorter list and the marriage requirements are not very strict. Common-law is the basic requirement. Common-law status can be provided by the housing department. This is merely an agreement between living partners with no set time period. The University is not quite clear about these housing provisions for same-sex couples. The Family Housing Office is on 20th Street, south of Arapahoe Avenue.

## **RESIDENCY**

It is crucial to get your Colorado Residency as soon as possible. Due to State and University budget constraints, the University is becoming very stringent about requirements for residency. The best thing to do is to get an application for in-state residency as soon as possible; you can pick one of these up in the basement of Regent Hall. Residency requires getting a Colorado Driver's License, registering to vote in the state of Colorado; getting a Colorado registration for your car (if applicable), filing at least a part-time Colorado State Income Tax Form for 2007 (even if you didn't earn any money here); establishing a lease; and transferring some finances to a Colorado institution (e.g., opening a checking account). Although it takes a year to establish residency, these items should be satisfied as soon as possible. Out-of-state tuition is significantly higher than in-state. If you receive Departmental funding, your funding will only cover out-of-state tuition for a year; this means that if you fail to establish residency, you will have to pay extra money out-of-pocket. The Graduate School's policy is not to give appointments to domestic students who do not have residency by their second year. This does not apply to foreign students.

Other important information about student services, the Graduate School, courses, faculty, and activities can be found at the University's web site: <http://www.colorado.edu> and the Philosophy Department web page: <http://www.colorado.edu/philosophy/>

## **PHIL-GRAD**

One of the most valuable resources available is the assistance of other graduate students. Although this is a competitive department, graduate students are generally friendly and are willing to help each other out. With the phil-grad e-mail list ([phil-grad@colorado.edu](mailto:phil-grad@colorado.edu)), you can instantly contact all the other graduate students in the Department. The phil-grad e-mail list is used for a variety of purposes, including housing/roommate searches, job opportunities, searches for library books, and planning social events.

## **PHIL-DISCUSS**

The phil-grad list is used for the purposes above. A separate email list, phil-discuss, is provided for philosophical discussions (and rants). Ask Karen if you would like to be added to this list.