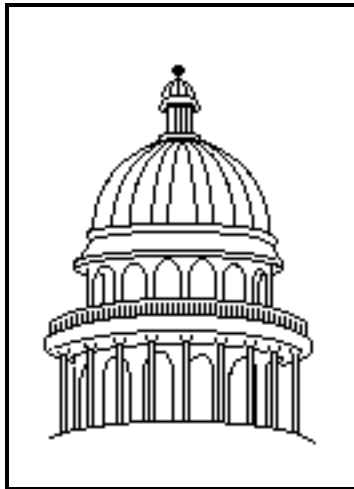


Department of Political Science



*Graduate Studies Manual
University of Notre Dame*

2002 - 2003

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Degree Requirements



Section 1

Although the Department of Political Science graduate program is primarily a Ph.D. program, it offers both Ph.D. and M.A. degrees. The latter degree is available in two forms: a Research M.A. and a Non-Research M.A. We encourage most students to pursue the latter M.A. option. There are ten University and Departmental requirements for the Ph.D. All ten must be satisfied within eight years. Students who have not successfully defended a dissertation within eight years must request an extension of eligibility and pay their own tuition. The degree requirements stated herein apply for all students who entered in August 2000 or thereafter. Students who began the program before May 2000 can choose the old requirements or the new ones.

Ph.D. Requirements

1) A total of **60 credit hours**. This includes 48 hours of substantive coursework listed below. Other credits may be in the form of examination preparation and thesis and dissertation research. A student may use 9 credit hours of course work from another completed Notre Dame M.A. program or law degree (6 credit hours if not completed) toward a Ph.D. in the Government Department. (For policies on credit transfer from other universities, see "Credit Transfer" in Section 4.) All students must be continuously enrolled and registered when they are not on an approved leave, as well as enrolled and registered for at least one credit hour for the semester in which they will be graduating, (Summer Session for August graduation).

2) At least **48 hours of substantive courses**. This includes all regular courses plus directed reading courses taken for a better grade; it excludes exam preparation, teaching seminars, thesis preparation, dissertation research and writing, non-resident dissertation research, and reading courses taken on a satisfactory/unsatisfactory basis. With the Director of Graduate Studies' permission, students may take up to 9 hours of 400 level courses for graduate credit.

3) The 48 substantive hours must include at least **four courses each in two of the Department's four major fields**. This requirement can be modified by petitioning the Director of Graduate Studies.

4) The 48 substantive hours must also include at least **three additional courses in an area of specialization**. Students choose their area of specialization in consultation with their advisor or the relevant field chair, and with the agreement of the Director of Graduate Studies.

Students may use a particular course to fulfill whichever requirement they choose, but they may not double count courses. If the Graduate School recognizes courses from graduate training prior to Notre Dame, these credits can be used toward meeting the course requirements for our program.

5) The **proseminar and at least one course in quantitative methods**. Both courses should be taken during the student's first year.

If a field committee believes that the quantitative requirement is not appropriate for a particular student's course of study, the committee will communicate its reasons to the Director of Graduate Studies, who will assign some alternative requirement suggested by the field committee, such as a second foreign language.

6) **Comprehensive exams in two of the Department's four main fields**. Written comps are 6 hours long. We allow an extra ninety minutes for non-native speakers of English. These exams are intended to show comprehensive knowledge of the given field. The exams are composed by the members of the field, and field chairs ensure that each exam is read in its entirety and by an appropriately large set of qualified faculty. Students should consult thoroughly with the members of the field, and especially the field chair, in preparation for the comp. Students are graded on a pass/fail basis.

Students may hand write, type, or use a computer for the comprehensive exams. When a comprehensive exam is handwritten, the following day the student will type it and sign a sheet affirming that she/he has not altered the text in any manner. If a student has particularly legible handwriting, she/he may, after the exam, ask the Graduate Director for an exemption from this rule. Students who later type the exam will turn in both the written and typed versions.

The field chair sends written notification to the student of the field committee's assessment, normally within three weeks after the examination. A Report on Comprehensive Examination for the Master's Degree form, available through the Graduate Studies administrative assistant, must also be signed by the field chair and forwarded to the Graduate School, if the student is seeking a Master's degree.

For students seeking the Ph.D. degree, the second comprehensive exam is a departmental requirement. Forms to be filed on completion of this exam are available through the Graduate Studies administrative assistant and are for departmental use only.

Students who enter without an M.A. are required to take their first comprehensive exam no later than May of the second year. They must take their second exam no later than January of the third year. Students who are able to do so are encouraged to take the second comp one semester earlier than stated above. If they wish to defer taking the exams, they must petition the Director of Graduate Studies.

Students who enter the program with an M.A. in political science must take their first exam no later than January of the second year. They must take their second exam no later than September of the third year. Students who are able to do so are encouraged to take the second comp one semester earlier than stated above. If they wish to defer taking the exams, they must petition the Director of Graduate Studies.

Written comprehensives are offered in late January, late May, and early September. Students who plan to take an exam should notify the assistant to the Director of Graduate Studies of this intention approximately two months in advance of the normal exam date (i.e., by mid-March, late June, or mid-November). The assistant will want to know which exam is being taken, which areas of specialization (thematic and/or area, depending on the exam) the student wishes to designate. Students who signal their intention in this way are not obliged to take the exam, and students who do not notify the assistant of their intention by the appropriate date are still allowed to take the exam, but their area specialization may not be fully taken into account when the exam questions are written.

In most cases, students either pass or fail the exam. However, when the members of the field grading an exam feel that the answers were borderline or very uneven, they may, at their collective discretion, offer a student the opportunity, in lieu of failure, to write an essay before the next exam on a question of the field's choice. Such essays are judged by the standards of a literature review. The student may decline this option and, upon the field committee's recommendation, retake the exam once at the next scheduled date instead as long as it is done by September of the third year (January of the second year for those entering with an M.A.).

7) **Reading knowledge of a foreign language.** This is demonstrated by passing a foreign language exam or by passing one of the summer language courses taught at Notre Dame. Students wishing to pursue significant quantitative training can, with the permission of the primary advisor and the Director of Graduate Studies, substitute two or more quantitative methods courses (beyond the introductory one) for the language exam. A student's field committee may require that she/he demonstrate competence in a second foreign language if the committee deems knowledge of that language necessary to the student's research. ESL (English as a Second Language) students may petition the Director of Graduate Studies to waive the foreign language exam requirements.

The language requirement must be completed before the student is permitted to take the oral examination.

8) **An M.A. paper.** The M.A. paper is aimed at helping the student develop skills in research and writing. The acceptability of the paper is not essentially tied to length, and the faculty will accept quality papers in the 30 to 40 page range or shorter if acceptable for publication in a refereed journal and the paper should be related to a student's first field of study. It is expected that the M.A. paper will be completed by the end of the fifth semester.

The M.A. paper must be approved by two readers, who should not only signal their approval, but also offer comments. Reader's Report forms must be signed indicating approval and are available through the Graduate Studies administrative assistant.

9) **An oral examination.** This examination is based on the dissertation proposal. Students must take their oral examination and have their proposal approved no later than their seventh semester. [Note: This is one semester earlier than the Graduate School's deadline.] The proposal should define the problem to be researched and include a review of the relevant literature. The oral exam will focus on the proposal submitted by the student, but it will extend to literature in the field perceived by the faculty to be relevant to the problem. Oral exams have an examining committee of four faculty members, who should in most cases be the members of the dissertation committee. One member may be from outside the department. If a member is from outside the University, a curriculum vita must be obtained and permission sought from the Graduate School by the advisor or the Director of Graduate Studies.

Students should seek the advice of all four faculty members regarding their proposal well before they intend to take their oral examination. The dissertation director should ensure that all of the committee members agree in advance that the proposal is ready to be defended. Once there is general agreement that the proposal is ready to be defended, students should establish an examination date in consultation with the faculty members. The Graduate School requires that it be notified at least two weeks (10 working days) in advance of oral examinations. The Graduate Studies administrative assistant will make room reservations, after a time and date has been established by the examination committee members. Students should submit the proposal to be defended to the members of the committee at least two weeks before the oral examination. The proposal should be no more than 15 double spaced pages.

A faculty member appointed by the Graduate School from a department other than the candidate's chairs the examination board. This chair represents the Graduate School and does not vote.

The student begins the exam with a brief (3-5 minute) statement regarding her/his proposal. Each of the four faculty members then has a ten minute period for questioning the student, followed by a second round in which each faculty member has a five minute period.

After completion of the exam, the chair calls for a discussion followed by a vote of the examiners. In order to pass the oral exam, the student needs a passing grade from three of the four examiners. A passing grade in the oral examination indicates that the faculty believes the student is prepared for and capable of doing satisfactory Ph.D. work. It does not necessarily mean that the committee members believe the proposal is completely satisfactory. A committee may pass the student but require further revision of the proposal. The committee will signal its final acceptance of the proposal by signing the cover sheet.

The committee outside chair sends a written report of the overall quality of the oral examination and the results of the voting immediately to the Graduate School. These results are officially confirmed by the Graduate School in writing to the student and the Director of Graduate Studies.

10) **The dissertation and its successful defense.** Students ask a faculty member to serve as their thesis or dissertation advisor. The student and her/his director select the other members of the committee. Students need four readers on their dissertation committees. At least three of these readers must be from the Department of Political Science unless the student petitions the Graduate School for an exemption to this rule.

Advisors and dissertation directors are normally chosen from the teaching and research faculty of the student's department. There also may be one codirector chosen from the faculty outside (or within) the student's department. In exceptional cases, a department may choose a dissertation director from the Notre Dame teaching and research faculty outside the student's department. Arrangements for extra-departmental directors or codirectors must be consistent with departmental policies and must be approved by the Graduate School. All readers must sign a Reader's Report acceptance form and return it to the Graduate School at least two weeks in advance of the dissertation defense. The dissertation defense follows the same format as the oral examination. Students should be aware that dissertations and Master's theses are available to the public.

Ph.D. Candidacy

The University formally classifies students as Ph.D. students only after they have completed requirements #2-9 above. These requirements should normally all have been met by the end of the first semester of the fourth year or, for those who have received credit for a previous M.A., by the end of the third year. Students who have had significant summer support, e.g., Presidential fellows, will be expected to advance more rapidly. An extension may be granted by the Director of Graduate Studies in consultation with the student's advisor, but students who have not advanced to Ph.D. candidacy by the end of the fourth year lose eligibility for all funding. This rule is strictly enforced by the Graduate School. The Director of Graduate Studies must recommend admission to Ph.D. candidacy in a statement to the Graduate School. This decision is made on the basis of the candidate's record as a graduate student, as demonstrated in classes, the M.A. paper, and the comprehensive examinations.

Oral Exam and Dissertation Guidelines

The following suggested guidelines are in addition to those provided by the Graduate School.

I. Choosing an Oral Exam (Defense of Proposal) Committee:

- The candidate is responsible for choosing an advisor.
- The remaining committee members are chosen in consultation with the advisor.
- The Defense of Proposal Committee is composed of four members. One member may be from outside the department. If an individual is from outside the University, permission is required by the Graduate School (Curriculum Vitae must also be submitted to the Graduate School).

II. Preparing for the Ph.D. Oral Candidacy Exam (Defense of Proposal):

- The candidate should affirm with each reader that the proposal is ready to be defended prior to arranging the date and time of the Ph.D. oral candidacy exam.
- The department must be notified of the date and time of the Ph.D. oral candidacy exam three weeks prior to the actual exam date.
- It is the responsibility of the candidate to find an agreeable time and date for the exam.
- The department is responsible for scheduling the room.
- The department is responsible for sending the "Ph.D. Oral Candidacy Exam" form, which includes the time, date and place of the exam. The Graduate School will provide the outside chair for the exam if **and only if** it receives ten working days notice.

III. Choosing a Dissertation Committee:

- The candidate is responsible for choosing a dissertation director.
- The remaining readers are chosen in consultation with the dissertation director.
- The membership of the Proposal Committee and the Dissertation Committee need not be the same.
- The Dissertation Committee is composed of four readers. One member may be from outside the department. If an individual is from outside the University, approval is required by the Graduate School (Curriculum Vitae must also be submitted to the Graduate School).

IV. Working with your Dissertation Committee:

It is important that the candidate discuss procedures with his/her director. Among the questions which should be addressed are:

- Does the director want to read the dissertation by chapters, as completed, in order, etc?
- Does the director want to review and to approve chapters prior to the candidate providing them to the other readers?
- Will the director be responsible for handling differences of opinion among committee members?
- What is an agreeable time frame between the reader's reception of the manuscript and the reader's comments?
- How much time should the candidate provide to the readers for reading and commenting on the manuscript?

V. Preparing for the Defense:

- The candidate needs to make certain that she/he is knowledgeable of deadlines established by the Graduate School for completing the defense and graduation.
- Candidates should leave sufficient time to revise the dissertation, if necessary.
- The candidate should affirm with each reader that the dissertation is ready to be defended prior to arranging the date and time of the defense.
- The Graduate School must receive the signed Reader's Report forms from each reader at least two weeks before the defense. The forms may be obtained from the Department by the candidate and must be distributed to readers by him/her.
- The Department must be notified of the date and time of the defense three weeks prior to the actual defense date.
- It is the responsibility of the candidate to find an agreeable time and date for the defense.
- The Department is responsible for scheduling the room.
- The Department is responsible for sending the "Defense of the Doctoral Dissertation" form which includes the time, date and place of the defense. The Graduate School will provide the outside chair for the defense **if and only if** it receives ten working days notice.

**Doctoral Degree
Student Check List**

All of the following requirements must be met prior to being added to the Graduation list:

GPA (3.0 minimum) _____

Substantive credit hours (48 required) _____

Total number of credit hours at time of Graduation _____
(60 minimum)

1st Comprehensive exam passed on _____
(File report for department use. M.A. seeking students file to Graduate School)

M.A. Paper approved on _____
(File reader's report for department use only.)

2nd Comprehensive exam passed on _____
(File report for department use.)

Ph.D. oral examination passed on _____
(Written report to Graduate School by outside chair.)

Admission to Doctoral Degree Candidacy to Graduate School _____
(To Graduate School before deadline)

All reader's reports on the dissertation to the Graduate School prior to scheduling of defense. _____

Ph.D. defense passed on _____
(Dissertation defense approval form prepared by outside chair of defense. Written report to Graduate School.)

Check formatting of dissertation with Graduate School at least two weeks prior to deadline. _____

Continuously enrolled and registered, as well as enrolled and registered for at least one credit hour for semester in which you will be graduating (Summer Session for August graduation). _____

Non-Research M.A. Degree Requirements

- 1) At least 30 credit hours with a minimum 3.0 GPA. Credit is not allowed for 300 level courses, but a student can take up to 9 credit hours at the 400 level. A student may count no more than 9 credit hours of course work from another Notre Dame M.A. program or law degree toward an M.A in the Government Department.
- 2) At least 12 credit hours in one of the department’s four major fields, and at least 9 credit hours in a second major field within the department.
- 3) A comprehensive exam in one of the department’s four main fields.

Application for Admission to Master's Degree Candidacy must be filed with the Graduate Studies administrative assistant and is forwarded to the Graduate School. Complete student checklist for Non-Research Master's Degree below, before filing degree candidacy.

We encourage most students to pursue the easier non-research M.A. option.

**Non-Research M.A. Degree
Student Check List**

All of the following requirements must be met prior to being added to the Graduation list:

GPA (3.0 minimum) _____

Credit hours in first field (12 minimum) _____

Credit hours in second field (9 minimum) _____

Total number of credit hours at time of Graduation _____
(30 minimum)

Master's comprehensive exam passed on _____
(Report to the Graduate School)

Admission to Master's Degree Candidacy to Graduate School _____
(before deadline)

Continuously enrolled and registered, as well as enrolled and registered for at least one credit hour for semester in which you will be graduating (Summer Session for August graduation). _____

Research M.A. Degree Requirements

In order to obtain a Research M.A., students must complete the requirements for the Non-Research M.A. and write an M.A. thesis. In contrast to the M.A. paper, which is a Political Science Department requirement, an M.A. thesis must meet Graduate School requirements and must be recorded with the Graduate School. In conformity with Graduate School rules, the M.A. thesis must be approved by two readers in addition to the advisor.

Application for Admission to Master's Degree Candidacy must be filed with the Graduate Studies administrative assistant and forwarded to the Graduate School. Complete student checklist for Research M.A. Degree below before filing for Research Master's Degree candidacy.

**Research M. A. Degree
Student Check List**

All of the following requirements must be met prior to being added to the Graduation list:

GPA (3.0 minimum) _____

Credit hours in first field (12 minimum) _____

Credit hours in second field (9 minimum) _____

Total number of credit hours at time of Graduation _____
(30 minimum)

Master's comprehensive exam passed on _____
(Report to the Graduate School)

Check formatting of thesis with Graduate School at least two weeks prior to deadline. _____

Admission to Master's Degree Candidacy to Graduate School _____
(before deadline)

Continuously enrolled and registered, as well as enrolled and registered for at least one credit hour for semester in which you will be graduating (Summer Session for August graduation). _____

Reader's reports to Graduate School. Master's thesis completed and approved before Graduate School deadline _____

Submission of the Master's Thesis

Before a research master's student can submit the thesis to the Graduate School office, two reader's reports and notification of the passing of the master's comprehensive exam must reach the Graduate School office. **The thesis advisor may not be one of the two official readers.**

It is suggested that the student bring in the thesis for a preliminary format check well in advance (at least two weeks) of the deadline. The student should follow the guidelines in Graduate School's *Guide for Writing Dissertations and Theses*.

Two clean copies of the thesis, with the advisor's original signature on both copies must be submitted to the Graduate School office before the date listed on the Graduate School calendar.

Changing from the M.A. to the Ph.D. Program

Students who were initially admitted for a terminal M.A. must reapply for the Ph.D. program if they seek a Ph.D. The new application should include a transcript, new letters of recommendation from Notre Dame faculty, and a new statement of purpose. Students who have not previously taken the GRE or the TOEFL must take these examinations. The application should be given directly to the Graduate Studies Administrative Assistant by January 10 rather than sent to the Graduate School. There is no application fee.

Joint Notre Dame Degrees

Students who are obtaining joint degrees may count no more than 9 credit hours of course work from another Notre Dame M.A. department or law degree toward a degree in the Political Science Department.

Requirement Deadlines in the Ph.D. Program

(Students entering in fall semester)

	<u>Students without M.A.</u>	<u>Students with M.A.</u>
First written comp	May year 2	Jan. year 2
Second written comp	Jan. year 3	Sept. year 3
M.A. paper	Dec. year 3	Sept. year 3
Oral exam and proposal	Dec. year 4	Sept. year 4

Note: Students are encouraged to complete requirements earlier. In particular, it is anticipated that (1) students entering the program with an M.A. or (2) Presidential fellows or other students with substantial summer funding throughout their Notre Dame career will be able to complete oral exams and be admitted to candidacy by the end of year 3 or very early in year 4.

Course Registration Guidelines

Students are expected to complete **12 substantive credit hours per semester** in the first year, **9 credit hours per semester** in the second year while serving as a Teaching Assistant, and **to finish all 48 substantive credit hours by the end of the fifth semester** unless approval to take one semester longer has been obtained from the Director of Graduate Studies.

Students in third year who have completed 48 substantive credit hours must register for **nine credit hours per semester to qualify for full-time status, which is required to qualify for any funding.**

Students with at least 56 credit hours should register for only **1 credit hour per semester.**

Note: Students are considered full time **as long as credit hour requirements have been met,** regardless of amount of hours taken. (See *Full-time and Part-time Status* section of Graduate School rules on page 23.)

Fields of Study and Comprehensive Exams

The study of political science at Notre Dame is organized into four subfields: American Politics, Comparative Politics, International Relations, and Political Theory. Copies of old exams are available from the departmental administrative assistant and also online at www.nd.edu/~governme/grad/grad.html. Students are urged to review old questions to prepare for the exam. Students should also consult with the field chair and others in the field in the semester before the exam. Exam requirements in the four fields follow.

READING LISTS

American Politics (updated 2000)

The American politics field is divided into the following four subfields: American Democracy; National Institutions; Mass Behavior; and Public Law and Jurisprudence. The comprehensive examination will contain two questions in each of three of these subfields, the student is required to answer one question in each of these. It is mandatory that American Democracy be one of these three subfields; the student will choose the other two subfields for his or her examination from the remaining three. At least one month prior to the scheduled date for examination, the student who is registered to take the American comprehensive must inform the field's chair of the two subfields to be added to his or her examination.

The student interested in American politics as either a primary or secondary field should realize that the comprehensive examination is only one step in his or her education within this field; the exam is a teaching instrument and not an end in itself. It is one instrument in an integrated program aimed at educating skilled researchers and broadly based university-level teachers. This program should include, as its major components, a solid foundation in institutional-historical aspects of American politics, the acquisition of methodologies appropriate to a student's research interests, and intensive research experience through advanced seminars and individual faculty guidance.

In planning a program of study in American politics and in preparing for the field's comprehensive examination, the student should regularly consult an adviser drawn from the field. Any faculty member in the American field can be chosen for this purpose, and the student is urged to call upon that faculty person whose fields and research interests are closest to the student's own.

Upon entering course work in the American field and in consultation with a field adviser, students should assess their level of preparation in American politics. Those whose undergraduate backgrounds in the field are limited might well profit from auditing the lectures of the department's advanced undergraduate courses in American politics. Prior to taking the field examination, students should consult with faculty from the subfields they have selected for the exam.

Reading List

Aldrich, John H., 1985 *Why parties? The Origin and Transformation of Political Parties in America*. University of Chicago Press.

Alford, Robert. 1985. *Powers of Theory: Capitalism, The State, and Democracy*. Cambridge.

Cox, Gary, and Matthew McCubbins. 1993. *Legislative Leviathan*. U. of California Press.

Dahl, Robert. 1956. *A Preface to Democratic Theory*. University of Chicago.

De Tocqueville, Alexis. 1944 ed. *Democracy in America*, 2 vol. Random House.

Downs, Anthony. 1957. *An Economic Theory of Democracy*. Harper and Row.

The Federalist Papers. Any edition.

Garvey, John and T. Alexander Aleinikoff (ed.). 1994. *Modern Constitutional Theory: A Reader*, 3rd edition.

Hartz, Louis. 1962. *The Liberal Tradition in American*. Harcourt Brace Jovanovich.

Lowi, Theodore. 1979. *The End of Liberalism*. Norton.

- Mayhew, David. 1974. *Congress: The Electoral Connection*. Yale University Press.
- McCloskey, Robert G. 1994. *The American Supreme Court*, 2nd edition.
- Miller, Warren, and J. Merrill Shanks. 1996 *The New American Voter*. Harvard University Press.
- Murphy, Walter F. *Elements of Judicial Strategy*. 1964.
- Peterson, Paul. 1981. *City Limits*. University of Chicago.
- Schattschneider, E.E. 1960. *The Semisovereign People*. Holt, Rinehart, and Winston.
- Skowronek, Stephen. *The Politics Presidents Make*.
- Tanaki, Ronald. 1990. *Iron Cages*. Oxford.
- Verba, Sidney, Kay Schlozman, and Henry Brady, *Voice and Equality*.
- Walker, Jack. 1991. *Mobilizing Interest Groups in American Society*. U. of Michigan Press.

Political Theory
(updated 2001)

Students will need to demonstrate a thorough knowledge of four of six subfields of political theory on the comprehensive examination. Of these four, three must be taken from the following subfields: Ancient, Medieval, Early Modern, Late Modern, Contemporary, and American. One of those three subfields must be either Ancient or Medieval. With the permission of the field chair, the student may devise one subfield, e.g., in feminism or democratic theory, which is not currently offered as such.

This reading list is meant to help students prepare for their comprehensive exams in political theory. While all students should be familiar with its contents, the list is not comprehensive. Additional reading may be required for the exam. It cannot be overemphasized that no amount of studying from this list obviates the need to consult with the specialist attached to the specific subfield in which one plans to be examined.

Ancient

Plato: *Apology*
Crito
Republic
Laws
Statesman

Aristotle: *Nicomachean Ethics*
Politics

Cicero: *Republic*
Laws I, II (1-23)

Medieval

Augustine: *City of God* Book 1, 2, 4-8, 11, 14, 19, 22 (ch. 1-7).

Aquinas: *Summa Theologica* I-II, 49-52, 55-64, 90-108
Summa Theologica II-II 47-80, 120

Maimonides: *Guide to the Perplexed* Part I , ch. 71. Part II, ch. 32, 36-40, 45. Part III, ch. 27-28, 34. (In Lerner and Mahdi, *Medieval Political Philosophy*, 191-227.)

Marsilius of Padua: *Defensor Pacis* Discourse 1, ch. 1-13. Discourse 2, ch. 12. (In Lerner and Mahdi, *Medieval Political Philosophy*, pp. 439-492.)

Alfarabi: *The Political Rebirth*, Part II. (in Lerner and Mahdi *Medieval Political Philosophy*, pp. 31-57).

Early Modern

Machiavelli: *Prince*
Discourses on the First Ten Books of Livy

Hobbes: *Leviathan*, Part I, II, III (selections,), IV.

Locke: *Two Treatises of Government*

Rousseau: *First and Second Discourses*
The Social Contract

Wollstonecraft: *A Vindication of the Rights of Women*
Kant: *Foundations of the Metaphysics of Morals*
Political Writings, ed. Harry Reuss (Cambridge University Press)

Vico: *The New Science*, Book I, Section 2-4; Book II, Section 3-6; Book IV; Book V; Conclusion.

American

Declaration of Independence and the U.S. Constitution

The Federalist Papers: 1, 2, 6, 9, 10, 14-17, 23, 31, 35-37, 39, 46-47, 49, 51-53, 62-66, 70-72, 78, 85

Notes of the Debates of the Federal Convention of 1787 Reported by James Madison, ed.
Adrienne Koch (Ohio University Press)

The Portable Thomas Jefferson

The Anti-Federalist, ed. Herbert J. Storing (one volume University of Chicago Press)

Tocqueville, *Democracy in America* (Lawrence trans.)
Author's Introduction, Vol. I, Pt. I, Ch. 1-4, 5 (pp. 61-68, 87-98), 8 (151-70 only);
Vol. I, Pt. II, Ch. 1, 2, 5 (189-202, 208-12; 220-30 only), 7-10 (395-400), conclu.
to Vol. I (408-13)
Vol. II: Pt. I, Ch. 1-6, 8, 10, 13-14, 17, 20; Pt II, Ch. 1, 2, 4-5, 8-15, 17, 19-20
Pt. III, Ch. 1, 4, 7-12, 17-26; Pt. IV entire.

The Lincoln-Douglas Debates

Herbert Croly, *The Promise of American Life*

Reinhold Niebuhr, *Children of Light, Children of Darkness*

Yves Simon, *The Philosophy of Democratic Government*

Late Modern

Kant: *Perpetual Peace*
Foundations of the Metaphysics of Morals

Hegel: *Philosophy of Right*
Philosophy of History, Introduction only

Mill: *On Liberty*

Marx: *The Communist Manifesto*
"Alienated Labor" from the *Economic and Philosophic Manuscripts of 1844*
"The Jewish Question"

Nietzsche: *On the Genealogy of Morals* or
Beyond Good and Evil

Lenin: *State and Revolution*

Contemporary

Rawls: *A Theory of Justice* (selections from Rawls' introduction)
Political Liberalism

Adorno and Horkheimer: *Dialectic of Enlightenment*

Habermas: *Knowledge and Human Interest*
Legitimation Crisis

Heidegger: *Being and Time*, Introduction and Part I, Division I
Letter on Humanism
Question concerning Technology

Strauss: *Natural Right and History*

Arendt: *The Human Condition*

Oakeshott: *Rationalism in Politics* (title essay plus "Political Education," "Tower of Babel,"
"The Voice of Poetry in the Conversation of Mankind")

Voegelin: *The New Science of Politics*

Comparative Politics (updated 1999)

The comparative exam is divided into three sections. Students answer one question in each of the three.

Part I: Comparative Theory and Methods

This section may include questions on the history of the subfield of comparative politics, comparative methodology, and broadly stated paradigms and theories.

Part II: Middle Range Theory

This section may overlap to some degree with the first section. However, the goal of this section is to test students on middle-range theory. Students will be asked to list three middle range areas of interest. Students should turn this information over to the chairperson of the Comparative Committee at least one month before the exam. Each student will be advised that at least **one** of his/her stated interests in middle range theory will appear in this section.

Students need permission from the comparative politics field committee for their three middle range areas of specialization. The following areas have been pursued on past exams and do not require specific permission:

- social movements
- political parties and party systems
- transitions to democracy
- religion and politics
- authoritarian and totalitarian regimes
- corporatism
- nationalism

Part III: Area Studies

This question will remain largely the same as earlier exams. Questions in this section will ask students to draw on case material.

Additional Rules

1. No professor will write a question for all three parts of the exam.
2. No professor will ask more than one question on any part of the exam.

Core Readings (revised fall 1998)

CLASSIC WORKS

Karl Marx, "Eighteenth Brumaire of Louis Napoleon"

Joseph Schumpeter, Capitalism, Socialism, and Democracy

Adam Smith, Wealth of Nations

Alexis de Tocqueville, Democracy in America

Alexis de Tocqueville, The Ancien Regime

Max Weber, "Politics as a Vocation"

Max Weber, The Protestant Ethic and the Sprit of Capitalism

Max Weber, "Science as a Vocation"

MODERNIZATION AND ITS CRITICS

Gabriel Almond, "A Functional Approach to Comparative Politics," in Almond

and James Coleman (eds.), The Politics of Developing Areas
Samuel P. Huntington, Political Order in Changing Societies
Guillermo O'Donnell, Modernization and Bureaucratic Authoritarianism
Immanuel Wallerstein, "Rise and Future Demise of the World Capitalist System"

POLITICAL INSTITUTIONS

James G. March and J. P. Olsen, Rediscovering Institutions
Sidney Tarrow, Power and Movement
Thelen and Stenno, "Historical Institutionalism in Comparative Perspective"

POLITICAL ECONOMY

Alexander Gerschenkron, "Economic Backwardness in Historical Perspective"
Stephen Haggard, Pathways from the Periphery
Charles Lindblom, Politics and Markets
Adam Przeworski, Capitalism and Social Democracy

DEMOCRATIZATION AND THE REVERSE

Juan Linz and Alfred Stepan, The Breakdown of Democratic Regimes, Vol. 4
Juan Linz, Crisis, Breakdown of Democratic Regimes: Crisis, Breakdown and Rehabilitation
Guillermo O'Donnell, Philippe Schmitter, Laurence Whitehead Transitions from Authoritarian Rule (esp: Tentative Conclusions)

PARTIES AND PARTY SYSTEMS

Maurice Duverger, Political Parties
Giovanni Sartori, Parties and Party Systems

RATIONAL CHOICE AND GAME THEORY

Anthony Downs, An Economic Theory of Democracy
Donald Green and Ian Schapiro, Pathologies of Rational Choice
Mancur Olson, The Logic of Collective Action
George Tsebelis, Nested Games

POLITICAL CULTURE

Gabriel Almond and Sidney Verba, The Civic Culture
Ronald Inglehart, The Silent Revolution
David Laitin, Hegemony and Culture
Robert Putnam, Making Democracy Work
James Scott, Weapons of the Weak

NATIONALISM AND ETHNICITY

Benedict Anderson, Imagined Communities
Rogers Brubaker, Nationalism Reframed
Anthony Smith, National Identity

STATES AND REGIMES

Perry Anderson, Lineages of the Absolute State
Reinhardt Bendix, Nation-Building and Citizenship
Robert Dahl, Polyarchy
Arendt Lijpart, Democracies
Juan Linz, "Totalitarianism and Authoritarianism"
Barrington Moore, Social Origins of Dictatorship and Democracy
Theda Skocpol, States and Social Revolutions

METHODOLOGY

Charles Ragin, The Comparative Method

Gary King, Robert Keohane, Sidney Verba, Designing Social Inquiry

SURVEYS OF THE FIELD

Howard Wiarda, New Directions in Comparative Politics

Gabriel Almond, A Discipline Divided

SOME NOTES:

International relations and, possibly, political theory (that is, political thought and philosophy) may be relatively coherent subdisciplines. So is American government, simply because it concentrates on one country and because, for better or worse, the study of American politics has shaped so much of what passes for the discipline of political science. Comparative politics seems in principle the study of politics generally. It is as if we were on an infinite plane, with countries or political systems ranged to infinity along one axis and topics (parties, legislatures, dictatorships, so forth and so on) along another. In fact, the "topics" do not refer to mutually exclusive categories, so we really have a twilight-zone geometric configuration with third, fourth, fifth, sixth, nth dimensions, all stretching to infinity.

As a practical matter, the list includes topics and works normally covered in courses offered in this department. Beyond this, students should have at least a nodding familiarity with works and topics not currently or normally covered in the department, but which constitute part of what is considered political science: they should have a notion of what the discipline looks like, sufficient historical sense to have a feel for what it was like in the past and how it came to be the way it is today, and sufficient background for a reasoned, critical perspective on the discipline as a whole and parts of it. They should, in effect, be able to hold their own in discussions with political scientists from elsewhere, whether at job interviews, academic conferences, or on the street. They should be able to discuss the discipline generally with other students or, someday, with students of their own.

A student who becomes familiar with works on this list should be at least minimally well-read in comparative politics as an academic discipline. At the same time, there is the necessity, however philistine, to linking the suggested readings with the comprehensive exams. Although the comps are not supposed to be glorified course final exams, one assumes that the course work students take has something to do with their comprehensive understanding of the field. Yet course offerings have been generally limited in range, and the trend of university policy implies they will be even more limited in the future.

Neither students nor faculty should make a fetish of the list, and it is assumed that students will continue to rely on advice from faculty in studying for the comps. The list can play at least a limited role, in that the faculty should be able to assume students have looked at the material on the list, whether they have taken the relevant courses or even whether the relevant courses have been offered.

In compiling the list relatively little attention was given to intrinsic merit. The focus, rather, was on what is or has been influential in the "field." Some of this list should probably be revised regularly every few years. Some of it will endure. Some of what endures may itself be tripe, but so be it; that's the racket we're in. It is taken for granted that students will approach the works on the list with a critical attitude and will take pains to acquaint themselves not only with the particular works and approaches themselves but also with the various criticisms that have been brought against them.

International Relations

(Updated December 2001, this version posted August 2003)

Structure of Exam

The examination consists of five questions. The student must write on three of these questions. The questions attempt to be integrative – that is to demand the student demonstrate a comprehension that crosses the sub-field limits. Normally the sub-fields are thought of as being theory, American foreign policy, international political economy, international cooperation (law and organizations), and international security. So often questions will deal with real world cases (current and recent events) but will involve knowing the literature in one or more fields in order to answer the question. The best guide, however, to the exam is to look at the two or three previous examinations to understand what kinds of questions are asked.

The reading list is intended to help graduate students prepare for the comprehensive. Mastery of this is sufficient preparation with respect to the literatures and main debates in the field. Additionally students should be methodologically astute, able to write clearly, and able to make arguments.

We want our international relations students to be well versed in IR-related current events and historical developments for two reasons. First, they should be able to apply theoretical knowledge to real world issues. Second, student should develop their own strands on the main debates in international relations. A principal way of demonstrating their own point of view is to make informed and theoretical arguments about current events and historical issues. That is why most of the questions ask the student to expound their arguments with reference to current events and historical ideas.

Students preparing for this examination may also find it useful to review the last several years' issues of the principal journals in international relations, including *International Organization*, *International Security* and *World Politics*. Review of field seminar syllabi from schools that offer field seminars and talking with you IR professors are also encouraged.

Preparation for the exam is an opportunity to build a broader and more integrated view of the field. You should try to knit together theories, themes and arguments from your courses and outside readings so that they form a more coherent whole, and you should try to integrate international relations with your other field(s). This exam is part of the passage from being a student consuming IR courses to a professional producing political science knowledge. The IR exam is first and foremost part of your intellectual development.

The exam is also the faculty's chance to gauge your progress in our program. Success means that we certify you as a competent scholar in international relations. If we pass you, it means we believe you could hold your own in general international relations discussions at conferences or at a job interview and that you could teach an introductory IR class. Our field, our department, our university, and your peers on the job market have a vested interest in maintaining high standards.

- **THEORY**
 - **Methodology/Analytical theory**

Art, Robert and Robert Jervis (eds) International Politics: Enduring Concepts and Contemporary Issues (latest edition)

Baldwin, David (ed) Neorealism and Neoliberalism: The Contemporary Debate (1993)

Doyle, Michael, Ways of War and Peace (1997)

George, Alexander, "Case Studies and Theory Development" Diplomacy: New Approaches in History, Theory, and Policy (1979)

Gilpin, Robert, Political Economy of International Relations (2001)
Katzenstein, Peter, Robert Keohane, and Stephen Krasner, Exploration and Contestation in the Study of World Politics (1999)
Keohane, Robert, Gary King and Sidney Verba, Designing Social Inquiry (1994)
Milner, Helen, Interests, Institutions and Information: Domestic Politics and International Relations (1997)

• **Realism**

Carr, E.H., Twenty Years' Crisis (1946)
Gilpin, Robert, War and Change in World Politics (1981)
Keohane, Robert (ed) Neorealism and Its Critics (1986)
Machiavelli, Niccolo, The Prince (any edition)
Mearsheimer, John, The Tragedy of Great Power Politics (2001)
Morgenthau, Hans, Politics among Nations (any edition)
Waltz, Kenneth, Man, the State, and War (1959)
Waltz, Kenneth, Theory of International Politics (1979)

• **Institutionalism**

Axelrod, Robert, Evolution of Cooperation (1984)
Bull, Hedley, Anarchical Society, (1977)
Ikenberry, John. After Victory ((2001)
Robert Jackson, The Global Covenant (2000)
Keohane, Robert, After Hegemony (1984)
Keohane, Robert, International Institutions and State Power: Essays in International Relations Theory (1989)
Knight, Jack, Institutions and Social Conflict (1992)
Krasner, Stephen, International Regimes (1983)
Olson Jr., Mancur, The Logic of Collective of Action (1971)
Ostrom, Elinor, Governing the Commons: The Evolution of Institutions of Collective Action (1990)
Oye, Ken, Cooperation Under Anarchy (1986)

• **Liberalism**

Hoffmann, Stanley, "Liberalism and International Affairs," in Janus and Minerva: Essays in the Theory and Practice of International Politics (1987)
Kant, Immanuel, Perpetual Peace (any edition)
Katzenstein, Peter, Between Power and Plenty: Foreign Economic Policies of Advanced Industrial States (1978)
Moravcsik, Andrew, "A Liberal Theory of International Politics," International Organization (Autumn 1997)
Parkinson, F., chapter 4 in The Philosophy of International Relations: A Study in the History of Thought (1977).
Wolfers, Arnold and Laurence Martin (eds) The Anglo-American Tradition in Foreign Affairs (1956)

e. **Constructivism and Ideas**

Goldstein, Judith and Robert Keohane (eds) Ideas and Foreign Policy (1993)
Katzenstein, Peter, Culture of National Security (1996)
Wendt, Alexander, Social Theory of International Politics (1999)

f. Normative Theory and Ethics

- Charles Beitz, Political Theory and International Relations (1979)
Hoffman, Stanley, Duties Beyond Borders (1981)
Nardin, Terry (ed) The Ethics of War and Peace (1996)
Nardin, Terry and David Mapel (eds) Traditions of International Ethics (1992)
Walzer, Michael, Just and Unjust Wars (1977)

• INTERNATIONAL POLITICAL ECONOMY

• Trade

- Hirschman, Albert, National Power and the Structure of Foreign Trade (1945)
Katzenstein, Peter, Small States in World Markets (1985)
Milner, Helen, Resisting Protectionism (1988)
Rogowski, Ronald, Commerce and Coalitions (1989)

• Finance

- Cohen, Benjamin J., The Geography of Money (1998)
Eichengreen, Barry, Globalizing Capital: A History of the International Monetary System (1996)
Simmons, Beth, Who Adjusts? (1994)

c. Globalization

- Ian Clark, Globalization and International Relations Theory (1999)
Held, David *et al.*, Global Transformations. Politics Economics and Culture (1999).
Keohane, Robert and Helen Milner (eds) Internationalization and Domestic Politics (1996)
Rodrik, Dani, Has Globalization Gone Too Far? (1997)

• Regionalism Integration

- Moravcsik, Andrew, The Choice for Europe (1998)
Solingen, Etel, Regional Orders at Century's Dawn : Global and Domestic Influences on Grand Strategy (1998)

• Development

- Amsden, Alice, The Rise of "The Rest.": Challenge to the West from Late Industrializing Economies (2001)
Brewer, Anthony, Marxist Theories of Imperialism: A Critical Survey (1990)
Haggard, Stephan, Pathways from the Periphery (1990)
Sen, Amartya, Development As Freedom (2000).

- **INTERNATIONAL INSTITUTIONS and GLOBAL GOVERNANCE**

- **Historical International Orders**

Ferguson, Yale and Richard Mansbach, Politics (1996)
Huntington, Samuel, The Clash of Civilizations and the Remaking of World Order (1996)
Kennedy, Paul, The Rise and Fall of Great Powers (1987)
Polanyi, Karl, The Great Transformation (1944)
Wallerstein, Immanuel, The Essential Wallerstein (2000)

- **International Institutions**

Claude, Jr., Inis, Swords into Plowshares (1971)
Falk, Richard, On Humane Governance: Toward a New Global Politics (1995)
Keohane, Robert, "International Institutions" International Studies Quarterly (1988)
Krasner, Stephen, Sovereignty: Organized Hypocrisy (1999)
Weiss, Thomas, David Forsythe and Roger Coate, The United Nations and Changing World Politics (2001)
Young, Oran, Governance in World Affairs (1999)

- **International Law**

Akehurst, Michael, A Modern Introduction to International Law (1987)
Chayes, Abram and Antonia Handler Chayes, The New Sovereignty (1995)
Donnelly, Jack, Universal Human Rights in Theory and Practice (1989)

- **Transnational Actors and Interdependence**

Keck, Margaret and Katherine Sikkink, Activists Beyond Borders (1998)
Keohane, Robert and Joseph Nye, Power and Interdependence (1989)
Risse-Kappen, Thomas, Bringing Transnational Relations Back In (1995)

- **INTERNATIONAL SECURITY**

- **Power and Security**

Art, Robert and Kenneth Waltz (eds) The Use of Force (1999)
Sagan, Scott and Kenneth Waltz, Spread of Nuclear Weapons (1995)
Schelling, Thomas, The Strategy of Conflict (1960)

- **Causes of War, Collective Violence, and Peace**

Appleby, Scott, The Ambivalence of the Sacred : Religion, Violence, and Reconciliation (2000)
Betts, Richard, Conflict after the Cold War (1994)
Blainey, Geoffrey (ed) The Causes of War (1998)
Brown, Michael *et al.*, America's Strategic Choices (2000)
Brown, Michael, Ethnic Conflict and International Security (1993)
Brown, Michael (ed) Theories of War and Peace: An International Security Reader (1998)

- Brown, Michael, Sean M. Lynn-Jones and Steven E. Miller (eds) Debating the Democratic Peace (1993).
- Brown, Michael and Sean Lynn-Jones, Nationalism and Ethnic Conflict (1997)
- Brown, Michael, Sean Lynn-Jones and Steven Miller (eds) The Perils of Anarchy (1995)
- Geller, Daniel S. and J. David Singer, Nations at War: A Scientific Study of International Conflict (1998)
- Jervis, Robert, "Cooperation Under the Security Dilemma" World Politics (1978)
- Jervis, Robert, Perception and Misperception in International Politics (1976)
- Levy, Jack, "The Causes of War: A Review of Theories and Evidence," in Philip Tetlock, *et al.*, Behavior, Society and Nuclear War, Vol I (1989)
- Van Evera, Stephen, Causes of War (1999)
- Walt, Stephen, Origins of Alliances (1987)

- **FOREIGN POLICY**

- **Theories**

- Allison, Graham and Philip Zelikow, Essence of Decision (1999)
- Evans, Peter, Harold Jacobsen and Robert Putnam (eds) Double Edged Diplomacy (1993)
- Ikenberry, G. John (ed) American Foreign Policy: Theoretical Essays, 3 ed. (1999)
- Khong, Yuen Foong, Analogies at War (1992)
- Zakaria, Fareed, From Wealth to Power: The Unusual Origins of America's World Role (1998)

- **b. History and Cases**

- Gaddis, John Lewis, The United States and the Origins of the Cold War (1972)
- Gaddis, John Lewis, We Now Know: Rethinking Cold War History (1997)
- George, Alexander and Richard Smoke, Deterrence and American Foreign Policy (1974)
- Kennan, George F., American Diplomacy, expanded edition. (1984)
- Lynn-Jones, Sean and Steven Miller, The Cold War and After (1991)
- Pastor, Robert, A Century's Journey. How Great Powers Shape the World (1999)
- Tessler, Mark, A History of the Israeli-Palestinian Conflict (1994)

Notes on the Human Side of Comprehensive Exams

Our thanks to Dr. William DeMars, Ph.D. 1994

Preparing for and taking comprehensive exams (“comps”) is often a grueling, high pressure exercise. To reflect on its “human side” may seem a contradiction in terms. Yet comps are designed, taken, and evaluated by people who know one another and who bring to the process some shared goals and some divergent purposes. Comps are a tool for both faculty and students. Understanding the nature of the tool, and the purposes that its users bring to it, may prevent the academic equivalent of smashing one’s fingers with a hammer. It may also improve the quality of the finished product.

In addition to the standard preparation of taking courses, poring over books on the field reading list, and perusing past exams, there are a number of steps you can take to enhance your experience of the comp process (and perhaps your performance). Students will have a better comp experience who:

1) Meet with each of the faculty who will design and evaluate the exam. Faculty want to know the students whose comps they must create and read. Faculty understand that evaluating students at the graduate level is as much an art as a science, and they seek information to help them create a fair and effective evaluation tool. Meeting faculty and explaining your academic interests and background may or may not influence the way they write the questions, or how they evaluate your essays - but it can’t hurt.

2) Develop a sense for the field as a human project. Become a student member of the American Political Science Association and the appropriate professional associations for your fields. This is inexpensive at student rates, and the publications that come with membership include both scholarly journals (like the *APSR*) and professional periodicals (like *PS*) that may give you an inside view of how the discipline is sustained and transformed.

3) Nothing can substitute for attending a professional conference as a way to absorb the folkways of an academic field. They are the most accessible forum in which to observe how scholars define and frame problems and draw others into scholarly debate. The regional units of larger associations (APSA-Midwest, ISA-Midwest) are particularly accommodating for students-geographically, financially, socially and professionally; many students present their first papers at these meetings. What does this have to do with the comps? Play a game of drawing connections between the questions on recent comps and the issues raised in panels and sections of a recent conference. Comps are a means for drawing students into conversations among scholars; conferences are one of the main places where these conversations happen.

4) Many students find it productive to form study groups with their colleagues taking comps at the same time.

5) Tend to the physical context of the exam process. We are embodied persons, even when sitting and thinking (or typing). In a well-taken comp there are few surprises other than the questions on the exam. Arrive a few minutes early to locate the bathroom, water fountain, and snack machine. If the computer is unfamiliar to you, it may be worthwhile to make an appointment a few days before the exam to practice using the keyboard and word-processing program. With the exam period extended to five hours (six for those whose first language is not English) it should be viewed as a tense, high-performance workday, and workers need food. Students should eat before and sometime during a comp to maintain peak mental performance. Plan to take a short break each hour to stretch and walk a bit. A standard kernel of advice that is often ignored is to read all the questions carefully and outline your answers before starting to type. This simple act can allow you to move through the exam with a greater degree of composure in your frenzy. In other words--before running the race, plan the route.

Tending to the physical dimension of the comp process will ensure that the essays you write will give faculty the best possible opportunity to evaluate what you really know.

6) Understand the comp essay as a literary form. This is a slightly ironic way of saying that essays on comprehensive exams are unlike other kinds of writing, and that they can be excellent or mediocre according to fairly clear standards. A well-written comp essay may do many things, but it must give faculty a basis on which to evaluate the student's mastery of the literature and capacity for analysis. **Faculty look for two (or three) essential qualities in reading exams: First, mastery of the literature as evidenced by succinct summaries of the theories of particular named authors. Second, a capacity for analysis that may be indicated by a trenchant comparison and critique of rival theories, or (more rarely) by an original step beyond the existing arguments. The best comp essays carry forward the thread of an argument through their references to other theories. Third, in the empirical fields it is important that a comp essay include sufficient facts about areas of specialization to show how theoretical puzzles are rooted in political reality.**

Performing under time pressure and without access to notes, students are not expected to produce publishable essays. They are expected to provide evidence of a capacity for excellent scholarship by demonstrating mastery of a literature and a flair for analysis.

7) Develop multiple goals and criteria for success in preparing for and taking comps. For all students comprehensive exams are an obstacle to be overcome, but they can be more than merely a hurdle. Professional scholars and teachers are constantly being evaluated at all stages of their careers with tools that are not always finely tuned. It is a major challenge of academic life to use these experiences to further one's development.

Why not begin meeting this challenge in the first years of graduate school? One can begin by asking, How can I use the process of exam preparation to improve my intellectual abilities and professional skills?

8) Comps are a rite of passage along the path toward becoming a full participant in a community of scholars. Like all such rituals, they are designed to be challenging and difficult. Comps are also a tool, but one that, when well used, not only produces a product but cultivates an ongoing process--of learning. This tool is in the hands of both faculty and students, who share responsibility for how well it is used.

Graduate School Rules



Section 2

Graduate School Rules of Particular Relevance
(see the *Bulletin of Information* for the complete, official rules.)

Maximum Number of Hours

A graduate student in the academic year may not register for more than 12 credit hours of graduate courses, i.e., the 500-, 600-, and 700-level courses. An additional three credit hours of 400-level courses may be taken if authorized by the Department Chair and approved by the Graduate School. Graduate and research assistants should normally register for 12 credit hours, but they are restricted to nine credit hours of regular courses per semester. They should, however, take an additional three credit hours of seminars, workshops or practice in teacher preparation or appropriate supervised research courses. In the Summer Session, a graduate student may not register for more than eight credit hours. Tuition support for the Summer Session comes directly from the Graduate School; students must apply for it by a deadline in March. No tuition is charged for summer language classes.

Continuous Enrollment

All students must enroll each semester in the academic year to maintain student status. Continuous enrollment is met normally by enrollment in the university and registration in a graduate-level course relevant to the student's program. Any exception to this rule, including a leave of absence, must be approved by the Graduate School.

Degree students who have completed the credit hour requirement for their degree must register for at least one credit hour per semester, including the final semester or summer session in which they receive their degree. These students are considered full-time students whether or not they are in residence. Students not in residence and taking one credit hour pursuant to continuous enrollment requirements are charged a special reduced registration fee.

Leave of Absence

For exceptional reasons and on the recommendation of the Department, a student in good academic standing may request a leave of absence for a maximum of two consecutive semesters. A request for a leave of absence must be made before the semester in which the leave is taken and all leaves of absence must be approved by the Graduate School. If, for some urgent reason, a student is allowed to leave the University after the beginning of the semester, the withdrawal procedure below must be followed. If at the end of the leave of absence period the student does not return, the student is considered terminated. Application for readmission is required if the student wishes to return. In the case of a medical leave of absence, clearance from the University Health Center is required prior to readmission.

Withdrawal from the Program

To withdraw from the University before the end of the semester, a student must inform the department and the Graduate School as well as complete the notice of withdrawal in the Office of Residence Life, 315 Main Building. Upon approval of the withdrawal, the University enters a grade of "W" for each course in which the student was registered. If a student drops out of the University without following these procedures, a grade of "F" is recorded for each course. The credit for any course or examination will be forfeited if the student interrupts his or her program of study for five years or more.

Full-Time and Part-Time Status

A full-time student is one who (1) registers for nine or more hours of course work per semester in the academic year or six or more credit hours in the summer session or (2) has completed at least 56 hours toward a Ph.D. or 28 toward an M.A. A part-time student is any enrolled graduate student who does not fall within either of the preceding categories.

Changes in Student Class Schedules

A student may add courses only during the first seven class days of the semester. Students may add courses after this time only on recommendation of the department and with approval of the Graduate School. A student may drop courses during the first seven class days of the semester. To drop a course after this period and up to the midsemester point, a student must have the approval of the chair of the department offering the course, the student's adviser and the Graduate School. A course taken for credit can be changed to an audit course after the midsemester point only in cases of serious physical or mental illness.

Graduate Grades

Listed below are graduate grades and the corresponding number of quality points per credit hour.

A	4	A-	3.667
B+	3.333	B	3
B-	2.667	C+	2.333
C	2	C-	0
D	0	F	0
I	0 (Until I. is removed)	NR	None (No grade reported)
P	None (Pass)	S	None (Satisfactory)
U	None (Unsatisfactory)	V	None (Auditor—Graduate Students Only)
W	None (Withdrew)		

Academic Good Standing

Continuation in a graduate degree program admission to degree candidacy, and graduation require maintenance of at least a 3.0 (B) cumulative GPA.

A student may be dismissed from the department or program if the GPA in any one semester is below 2.5 or if the GPA is below 3.0 for two consecutive semesters. An adequate GPA is only one factor taken into consideration in determining a student's qualifications for advanced degree. Degree students should be aware of the Political Science department's performance criteria. The department and the Graduate School annually evaluate each graduate student's overall performance on the basis of these criteria. A student must be in academic good standing to be eligible for new or continued financial support.

Residency Requirements

The minimum residency requirement for the master's degree is registration in full-time status for one semester during the academic year or for one summer session.

Submission of Final Version and Microfilming of Dissertation

To receive the degree at the next commencement, the doctoral student who has successfully defended his or her dissertation must present two clean copies, signed by the dissertation director, to the Graduate School office. The delivery deadline is published in the Graduate School Calendar. The Graduate School office will verify the dissertation for compliance with the approved style manual. Two days should be allowed for this check. At this time the candidate must also pay for microfilming and binding, which costs at least \$84.00. The Graduate Council requires that all doctoral dissertations be microfilmed by University Microfilms International, Ann Arbor, Michigan. The administrative office in the Graduate School handles this publication requirement.

Academic Integrity

Integrity in scholarship and research is an essential characteristic of academic life and social structure in the University. Any activity that compromises the pursuit of truth and the advancement of knowledge besmirches the intellectual effort and may undermine confidence in the academic enterprise. A commitment to honesty is expected in all academic endeavors, and this should be continuously emphasized to students, research assistants, associates and colleagues by mentors and academic leaders.

The procedures for ensuring academic integrity in the Graduate School are distinct from those in the Undergraduate Honor Code. Violations of academic integrity may occur in classroom work and related academic functions or in research/scholarship endeavors. Classroom-type misconduct includes the use of information obtained from another student's paper during an examination, plagiarism, submission of work written by someone else, falsification of data, etc. Violation of integrity in research/scholarship is deliberate fabrication, falsification or plagiarism in proposing, performing or reporting research or other deliberate misrepresentation in proposing, conducting, reporting or reviewing research. Misconduct does not include errors of judgment, errors in recording, selection or analysis of data, differences in opinions involving interpretation, nor conduct unrelated to the research process. Misconduct includes practices that materially and adversely affect the integrity of scholarship and research.

If an individual suspects that a violation of academic integrity has occurred, he or she should discuss the matter confidentially with the department chair or appropriate director. If there appears to be a reasonable basis for further inquiry, the chair will select an impartial panel consisting of three members, one of whom may be a graduate student, to investigate the matter. The chair will inform the accused of the charges. The panel will determine initially whether to proceed directly to a hearing, to further investigate the case, or to dismiss the charges. If the panel decides to proceed directly to a hearing, the hearing will be held within 10 days of the original notification. If the panel decides that further investigation is necessary, it shall immediately notify the chair. If it decides that a hearing is not warranted, all information gathered for this investigation will be destroyed. The utmost care will be taken to minimize any negative consequence to the accused.

The accused party must be given the opportunity to respond to any and all allegations and supporting evidence at the hearing. The response will be made to the appointed panel. The panel will make a final judgment, recommend appropriate disciplinary action, and report to the chair in writing. The report will include all of the pertinent documentation and will be presented within 30 days after meeting with the accused, the chair, and the vice president. If a violation is judged to have occurred, this might be grounds for dismissal from the University; research/scholarship violations might be reported to the sponsor of the research effort (e.g., NSF, NIH, Lilly Endowment, etc.), if appropriate.

If the student chooses to appeal, he or she must address the appeal in writing to the Vice President for Graduate Studies and Research within 10 days. The student has the right to appear before the vice-president or his or her delegate. The vice president may decide to appoint an ad hoc committee to handle this appeal, if deemed necessary.

Policies on Harassment and Other Aspects of Student Life

Sexual and discriminatory harassment are prohibited by the University. Definitions and policies regarding sexual harassment, discriminatory harassment and other aspects of student life and behavior are described in du Lac, which is the University's description of student life policies and procedures. Students in the Graduate School must abide by those portions of du Lac which explicitly refer to graduate students or to the Graduate School. Copies of du Lac are mailed to all continuing students at the beginning of the fall semester, and may be obtained from the Office of Residence Life.

The Vice President for Graduate Studies and Research has appointed an academic counselor in the Graduate School to be available to graduate students who want to discuss confidentially problems they are having in their programs. The counselor can help a student decide how to resolve the problem.

Discriminatory Harassment

I. Policy

The University of Notre Dame believes in the intrinsic value of all human beings. It is, moreover, committed to the full peaceable participation of all its members in the educational endeavor it fosters. This is the reason that the University prohibits discriminatory harassment as defined below. The University is also committed to the free expression and advocacy of ideas; it wishes to maintain the integrity of this commitment as well. For this reason, cases of verbal harassment are defined here with great caution. Harassment in general is prohibited elsewhere in the University's regulations.

II. Definition

For purposes of this policy:

A. Harassment

Harassment is any physical conduct intentionally inflicting injury on the person or property of another, or any intentional threat of such conduct, or any hostile intentional, and persistent badgering, addressed directly at another, or small group of others, that is intended to intimidate its victim(s) from an University activity, or any verbal attack, intended to provoke the victim to immediate physical retaliation.

B. Discriminatory Harassment

Conducted as described in A., above, constitutes discriminatory harassment, if, in addition, it is accompanied by intentionally demeaning expressions concerning the race, gender, religion, sexual orientation, or national origin of the victim(s).

III. Prohibition

All discriminatory harassment is prohibited.

IV. Administration of Policy

It is appropriate to report any allegation of discriminatory harassment to the authorities of the University. The ways available for doing this are as follows:

A. Students

An alleged incident of discriminatory harassment by a student toward another student that occurs outside a residence hall is to be reported to the Office of Residence Life and shall be handled in the same manner as other violations of University rules and regulations. Likewise, any alleged incident of discriminatory harassment by a student toward a faculty member or staff member is to be reported to the Office of Residence Life. Any alleged incident of discriminatory harassment by a student toward a faculty member or staff member is to be reported first to the Rector and in consultation with the Office of Residence Life, a determination shall be made as to whether the allegation should be handled at the hall level or whether the matter should be referred to the Office of Residence Life.

B. Faculty

An alleged incident of discriminatory harassment by a faculty member is to be reported to the chair of the academic department, or, in cases involving the chair, to the dean of the college. If the matter cannot be resolved at the department or college level, it is to be referred to the Provost's Office.

C. Staff

An alleged incident of discriminatory harassment by a staff member is to be reported to the Director of Human Resources, and shall be handled by the Office of Human Resources in the same manner as any other violation of University rules and regulations as outlined in the Human Resources Manual.

D. Administration

An alleged incident of discriminatory harassment by an administrator is to be reported to the appropriate superior officer of the person involved.

E. Ombudsperson

Notwithstanding the above, a person alleging discriminatory harassment may choose to report the incident to the University ombudsperson. This is to be a member of the University community selected by the President, in consultation with the other officers of the University, for that task. The ombudsperson, after taking information of the incident, is to help the complainant handle the matter, either by informal conciliation, or by helping the complainant proceed with the reporting procedure described above.

V. Existing University Rules and Regulations

This policy is intended to be an addition to existing University rules and regulations and does not alter or modify any existing University rule or regulation.

Sexual Harassment

I. Policy

The University of Notre Dame prohibits sexual harassment by all faculty, staff and students. Sexual harassment by any faculty, staff or student is a barrier to the educational, scholarly and research purposes of

the University of Notre Dame and is a violation of law and University policy. The University of Notre Dame affirms its commitment to maintaining a learning and working environment which is fair, respectful and free from sexual harassment. To these ends, the following sexual harassment policy has been adopted.

II. Definition

The determination of what constitutes sexual harassment will vary with the particular circumstances, but may be described generally as: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1) Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of instruction, employment, or participation in other University activity; 2) submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions affecting an individual; or 3) such conduct had the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile, or offensive University environment.

III. Administration of Policy

A. Students

An alleged incident of sexual harassment by a student toward any other student or faculty or staff member, should be reported to the Vice President for Student Affairs and shall be handled by the Office of Resident Life in the same manner as any other violations of University rules and regulations.

B. Faculty

Any incident of sexual harassment by a faculty member toward any student, staff personnel or other faculty member shall be reported to the Provost's Office, and shall be handled by the Provost's Office. If a formal charge is to be filed, it shall be administered in the same manner as a charge for Serious Cause for dismissal as outlined in the Academic Articles.

C. Staff

Any incident of sexual harassment by a staff member toward a student, faculty member or other staff member, shall be reported to the Director of Human Resources, and shall be handled by the Human Resources Office in the same manner as any other violation of University rules and regulations as outlined in the University Human Resources Manual.

D. Confidentiality

Sexual harassment is a particularly sensitive issue, which may affect any member of the University community. The right to confidentiality of all parties involved in a sexual harassment charge shall be strictly adhered to insofar as it does not interfere with the University's legal obligation to investigate allegations of sexual harassment when brought to the University's attention, and to take corrective action.

E. Resolution

A sexual harassment charge may result in a finding that no action is warranted, or may be handled by: 1) informal resolution, 2) reprimand, 3) disciplinary sanction, or 4) termination or expulsion.

F. Non-Retaliation

Any attempt by a member of the student body, staff or faculty to penalize in any way, a person bringing a sexual harassment charge, or any other form of retaliation, is prohibited and will be treated as a separate incident to be reviewed in its own right.

G. Protection of the Accused

(a) In cases under III (B.) or III (C.) during the investigation and before formal charges, the accused will be informed of the allegations, the identity of the complainant, the facts surrounding the allegations, and given the opportunity to respond.

(b) In the event the allegations are not substantiated, all reasonable steps will be taken to restore the reputation of the accused if it was damaged by the proceeding.

(c) A complainant found to have been intentionally dishonest in making the allegations or to have made them maliciously is subject to the full range of the University's disciplinary procedures from official reprimand to dismissal.

IV. Consensual Relationships

Because of the unique relationships between student and faculty members, with the faculty member serving as educator, counselor and evaluator, and the possibility of abuse of this relationship or the appearance of abuse, the University views it as unacceptable if faculty members (including all those who teach at the University, graduate students with teaching responsibilities and other instructional personnel) engage in amorous relations with students enrolled in their classes or subject to their supervision, even when both parties appear to have consented to the relationship. In keeping with this philosophy of the University, if charges of sexual harassment are made, it shall not be a defense to allege that the relationship was consensual.

Graduate School Assistance for Student Family Medical Care

The Graduate School has established a fund to assist the neediest graduate families in seeking medical care, with maximum assistance being \$500. Graduate students with a spouse and/or at least one child and an annual household income of less than \$15,000 are eligible. Admission to the program is by application to the Graduate School. For more information, contact the Graduate School.

Funding



Section 3

Graduate Student Funding

1) The Department hopes to offer some financial aid—at least tuition scholarships—to all students in the Ph.D. program who make satisfactory progress. These students should generally be funded during their first four years of graduate studies. In recent years we have been able to fund most fifth year students. We hope to be able to do so into the future, and we believe that doing so is highly desirable. In 1997, for example, funds were sufficient to allow eligibility for funding for up to 5.5 years. The current policy, thus, makes provision for funding into the first semester of the sixth year if funds permit and the student is

making strong progress on the dissertation. Nevertheless, we are unable to make promises on this matter, both because of sharp limits in our available funding and because the Graduate School determines the number of fellowships we can offer. Because we need to meet our commitments to students in the first four years of the program, funding fifth year students will be a lower priority than funding students in years one through four. We cannot ordinarily fund terminal M.A. students.

2) The program offers the following kinds of financial assistance:

a) First year fellowships are awarded to outstanding entering graduate students. They provide full tuition plus a stipend for living expenses.

b) Graduate assistantships require that the student render services to the Department. Usually assistants are assigned to faculty members teaching introductory courses. They may also be assigned to work as a teaching assistant for a large 300 level course or as a research assistant.

Assignments for teaching and research assistants are determined by the Graduate Director in consultation with the Chair. The Graduate Director consults students and faculty regarding their preferred assignments and attempts to make assignments that are satisfactory to both. These assignments are made after pre-registration is closed so that we know approximately how many students will be enrolled in different courses. This means that they occur toward the end of any given semester for the following semester. If research assistantships are available, they will be distributed on a competitive basis, with selections made by the members of the Graduate Policy Committee.

c) Dissertation fellowships are semester or year-long fellowships given to students who are working on their dissertations. Students at the dissertation stage are given the opportunity to apply competitively for these fellowships. The application portfolio will include a copy of the student's dissertation proposal, a statement of where in the dissertation stage the student is, and a statement of how the student would use the dissertation fellowship.

Students interested in dissertation-year fellowships are strongly encouraged to have their proposals approved before the spring departmental funding meeting. Nevertheless, having an approved proposal is neither a sufficient nor a necessary condition for winning a dissertation fellowship. The faculty exercises discretion in allocating the dissertation fellowships. A qualitative assessment regarding the student's performance is the primary criterion.

Students who have already received the equivalent of a Notre Dame-funded dissertation-year fellowship (through opportunities such as the University Presidential fellowships, Kellogg Institute dissertation fellowships, Phillip Moore fellowships, or a prior departmental Dissertation-Year fellowship) are not normally eligible for a departmental dissertation fellowship; however, they are welcome to apply if such funds may be available.

d) Through the College of Arts and Letters, the Department sometimes offers adjunct teaching positions for advanced graduate students. This offer does not include tuition.

e) The Graduate School and the College of Arts and Letters award a number of University Teaching Fellowships on a competitive basis. Students teach one course of their own in the First Year Writing program both semesters, in exchange for tuition support and a fellowship. These fellowships are not earmarked for any particular department.

f) Graduate students may be allowed, on a competitive basis, to teach their own course either as adjuncts (as stated above) or as part of their service to the Department. The pay for this service tends to be less than a full semester stipend. The procedure for reviewing proposals by graduate students who would like to teach their own course is as follows:

i. The student should be ABD at the time of presenting the proposal, or at least by the time of offering the course.

ii. Students will present their proposal to the Chair and the Director of Graduate Studies. The proposal should include a course description.

iii. Proposals will be evaluated on the basis of 1) the strength of the proposal; 2) the record of the student as an instructor (based on TA evaluations, on recommendations by faculty members who had the student as a TA, or through a course on teaching); 3) how the proposed course would fit into the other departmental offerings; 4) the department's ability to pay the student (in cases where the student is no longer on departmental funding) or to release the student from other responsibilities.

iv. Students should be aware that even if there is support for having them teach, they may be asked to change the specific course that they propose.

v. After the Chair and the Director of Graduate Studies evaluate the proposals, they will recommend some names to the Committee on Promotion and Appointments. The CAP must approve any favorable recommendations.

3) Major funding decisions are made at two times. The Graduate Admissions Committee makes choices about fellowship offers for first-year students. The faculty as a whole meets toward the end of the spring semester to review student progress and to make decisions about continued funding. This general meeting is preceded by field meetings to evaluate student progress. For continuing students, funding decisions and evaluations of student progress are based on the quality of students' work in courses, exams, proposals, M.A. papers, and dissertations, as well as their rate of progress in the program.

4) Summer funding will be granted on a priority basis to four categories of projects: (a) research and writing conducted by advanced graduate students, especially but not exclusively related to their dissertations; (b) students seeking to acquire special skills not readily available at Notre Dame and necessary for the student's development in the program (primary funding for this category will be defrayed by a special line item in the departmental graduate program budget); (c) students preparing a special scholarly publication or conference paper eventually intended for publication; and (d) students serving in summer research apprenticeships with a faculty member, where the resulting article, chapter or book will be jointly authored by the student (no funds will be allocated to the faculty member).

Students will apply competitively for summer funding. To be eligible, students should be part of the normal funding cohort in the graduate program, i.e., those finishing years one through five (or someone in year six who has had substantial outside funding). Students who already have a significant summer stipend through a special fellowship (e.g., Presidential Fellowships) will not be eligible for stipend funding, but will be considered if they apply for funds for training not available at Notre Dame. Students who receive outside summer funding after being awarded departmental funding must report this to the Director of Graduate Studies, and may expect a partial reduction of their summer stipend.

Within the eligibility guidelines, proposals for summer funding will be evaluated primarily on the basis of the quality of the student's work throughout the program, plus the quality of the proposal. A secondary consideration might be the amount of other sources of summer funding already obtained by the student; the Department might be less disposed to fund someone who has already obtained ample summer funding.

Because the amount of summer funding varies greatly from year to year, some flexibility in criteria for eligibility and evaluation is essential. Similarly, the amount of the awards may vary according to the size of the pot.

5) Summer language courses are usually tuition free. The Graduate School will provide the tuition required for Latin and Greek (3 hours).

6) Students who have an M.A. in political science from another institution will receive one less year of funding from Notre Dame. Courses from graduate training prior to Notre Dame can be used toward meeting our requirements, provided that the Graduate School recognizes these credits.

7) In most years we cannot consider funding sixth year students. However, when funds are available and progress on the dissertation is strong, the Department will consider funding for the first semester (i.e., total of 5.5 years). For students who entered with the M.A., the usual provision of one less year of eligibility for support applies.

8) In awarding assistantships, priority is given to students already at Notre Dame. We will not offer assistantships to incoming students if doing so means not being able to provide academic-year funding for deserving students who are already in the program.

9) Funding for the Department is determined by the Graduate School, usually in January for the following academic year. Funding decisions by the faculty therefore depend to a great degree on circumstances over which the Department has little control.

10) Students are strongly encouraged to apply for outside funding. It is to their advantage to do so. Every semester of funding from outside Notre Dame that a student is awarded *after* enrolling extends his or her eligibility for departmental funding by one semester, as long as other university requirements for funding eligibility (making satisfactory progress, maintaining a 3.0 GPA, continuous enrollment and registration, the 8-year limit, etc.) are met. Such extensions of eligibility do not guarantee funding in the later years, as there are no absolute guarantees that appropriate funds will be available. However, the department's intention is to manage enrollments so that funding is available for all deserving students for as long they are eligible. Outside funding that a prospective or admitted student is awarded *before* enrolling at Notre Dame does not extend his or her eligibility for departmental funding. Rather, it is factored into budget projections so that the department can afford to admit a larger number of students and make commitments to them in future years.

Several times a year, the Graduate School publishes a bulletin that lists the most important sources of graduate student funding. Students should regularly read this bulletin carefully and apply for fellowships when they meet eligibility criteria. The Graduate School also compiles an on-line searchable database of grant opportunities for graduate students. Furthermore, they are encouraged to subscribe to the Community of Science through the Office of Research. This service provides automatic e-mail notification of grant opportunities. For purposes of aiding students in preparing dissertation and grant proposals, the Director of Graduate Studies has a file of past proposals. Students are encouraged to consult old proposals.

11) The Department will generally not award new funding to students who came into the program without funding.

12) The Graduate School has a rule that Departments not provide tuition support past a student's eighth year.

Part-time Employment

The Graduate School has quite strict rules disallowing this practice. It does, however, allow the departmental Director of Graduate Studies some discretion to deal with hardship cases, following discussion with the student and the student's advisor.

Most directors of graduate studies disallow part-time work altogether; for example, in the colleges of Science and Engineering and in the Theology department the provision is strictly enforced. In Economics and Philosophy, several students are permitted to do part-time work.

1) Human Resources does not allow a full-time student to be a full-time employee.

- 2) The Graduate School does not allow Presidential Fellows to perform part-time work at any time that it is providing twelve-month support.
- 3) Students receiving summer support not equivalent to the maximum may work to receive the difference of their support and the maximum; however, this is not encouraged.
- 4) Graduate Teaching Fellows are not allowed to teach additional sections during the academic year, since the intent of the named fellowship is to give the appointee time to finish the dissertation.
- 5) The Graduate School, College, and Department have adopted a similar philosophy with regard to dissertation-year fellowships. No student on a dissertation year or semester appointment should be performing part-time work for the duration of the appointment.
- 6) Beyond these categories, the approach of the Graduate School and of the Department is as follows:
 - (a) Graduate students are provided stipends so that they can make substantial progress toward the degree. Part-time work during the academic year -- in addition to classes, teaching, and research -- may impede such progress and is normally forbidden. It is allowable only in exceptional cases.
 - (b) If a student feels mitigating circumstances warrant an exception, she or he should discuss the possibility of employment with their adviser and then the Director of Graduate Studies before committing to a part-time job. Mitigating circumstances might include the opportunity to do research related to one's primary field of inquiry on the part-time job, family financial pressure, or other compelling hardship.

Conference Funding

The Graduate School now designates a departmental budget for conference travel, recruitment of new students, and travel for special colloquia or training programs in areas where the Department or University lacks appropriate training (e.g., some foreign languages, Inter-University Consortium for Political and Social Research).

The Graduate School and the Department's Graduate Policy Committee have established guidelines for these funds:

Only travel where a paper or its equivalent is delivered at a professional conference can be subsidized. Serving as a discussant, roundtable participant, or panel chair does not qualify. (The object is to move written work toward publication.)

The following maxima apply:

Actual costs of transportation, lodging, and registration fees not to exceed \$400 per trip to a North American location or \$600 overseas. The annual maximum is \$600, incurred between July 1st and June 30th. There is no longer any graduate career maximum. If the student is eligible under Graduate Student Union guidelines, funding for portions of professional travel may be submitted for GSU funding. Please consult guidelines from the Graduate Student Union.

Original receipts are required for all expenses.

Transportation - actual costs, equivalent of round-trip coach airfare with weekend stayover, odometer reading for personal auto mileage (not to exceed total maximum allowable per trip)

Lodging - actual room costs, does not include phone calls, etc.

Registration - actual costs, maximum \$100.

Travel
Reimbursement Policy of Graduate School (October 2002)

Expense Reports are the primary form used to reimburse students for expenses incurred for travel or entertainment.

- Detailed receipts are required for all expenses even those less than \$25. An Affidavit of Missing Receipt must be completed and attached for any missing receipts.
- On-line transactions must include copy of a credit card statement showing that expense.
- When paying mileage, please include the actual miles traveled in the “details” section of the form.
- Foreign Travel must be completed in US Dollars. Please include documentation of the rate of conversion.

Departmental Information



Section 4

Advising

Students are encouraged to seek advice from their colleagues and from a wide range of faculty members. Formally, the Director of Graduate Studies acts as the default advisor to all first-year students. However, students are encouraged to find an advisor with expertise in their areas of interest as soon as possible. By March of their second year, students are *required* to choose an advisor, who signs a form indicating her or his agreement to assume that responsibility. The primary reason for this requirement is that students need to begin developing a mentoring relationship with at least one faculty member as early as possible.

Students may change advisors after this initial choice, but they must inform the Director of Graduate Studies of this change.

The Director of Graduate Studies is available for advice to all students in the program. Field chairs and relevant faculty should always be consulted well in advance of the time when students plan to take a comprehensive exam. Students should seek to build a close working relationship with faculty in their field during their first two years, even before they are required to make a formal choice of advisors.

Incompletes

A student receives the temporary grade of “I” when, for acceptable reasons, he or she has not completed the requirements for a 500 or higher-level graduate course within the semester. The student must then complete the course work for a grade prior to the beginning of the final examination period of the next semester. If a student receives an “I” for a summer session course, he or she must complete the course work for a grade before the final examination period begins for the next semester or summer session (whichever comes first) in which the student is enrolled. This policy is strictly enforced by the Graduate School.

Should the student not complete the course work as required, the “I” remains on the academic record and is computed in the G.P.A. as an “F.” Students whose G.P.A. falls below a 3.0, even for this reason, can be denied funding.

The Department and the Graduate School will review a student who receives more than one “I” in a semester or an “I” in two or more consecutive semesters, to determine his or her eligibility for continued support and enrollment.

Credit Transfer

A student may transfer credits earned at another accredited university only if: 1) the student is in a degree program at Notre Dame; 2) the courses taken are graduate courses appropriate to the Notre Dame graduate program and the student had graduate student status when he or she took these courses; 3) the courses were completed within a five-year period prior to admission to a graduate degree program at Notre Dame or while enrolled in a graduate degree program at Notre Dame; 4) grades of “B” (3.0 on 4.0 scale) or better were achieved; and 5) the transfer is recommended by the Department Chair and approved by the Graduate School.

These five requirements also apply to the transfers of credits earned in another program at Notre Dame.

The University considers a request for credit transfer only after a student has completed one semester in a Notre Dame graduate degree program and before the semester in which the graduate degree is conferred.

A student transferring from an unfinished master’s program may not transfer more than six semester credit hours into a Notre Dame master’s or Ph.D. program.

If the student has completed a master’s or Ph.D. program, he or she may transfer up to six semester credit hours to a Notre Dame master’s program and up to 24 semester credit hours to a Notre Dame Ph.D. program.

Interfield Studies and Interdepartmental Work

The department encourages graduate students to build programs of study and research that cross over the four substantive fields described above. Examples of such possibilities include work in religion and politics, women and politics, and studies connected to different areas of the world.

Students are also encouraged to pursue opportunities in Notre Dame departments that complement the programs of Political Science. This includes the departments of Philosophy, Economics, Sociology, and History, as well as the Kroc Institute for International Peace Studies. Course work in a department other than Political Science can, with the permission of the Director of Graduate Studies, be counted toward

filling requirements for the two major fields in the Department. Alternatively, it can be counted toward the area of specialization requirement.

Student Participation on Search Committees

When the department is engaged in a search, a student from that particular field will serve on the committee. Students on search committees will have access to the same information as the faculty members of the committee, except for confidential letters and other confidential matters; during discussion of such matters students should be excused. Their opinions regarding whom should be interviewed and hired will be of an advisory nature.

Teaching Opportunities

In addition to the teaching opportunities available at Notre Dame (see items 2d, 2e, and 2f under Graduate Student Funding above), advanced students are encouraged to look into opportunities to gain teaching experience at local colleges, including Indiana University at South Bend, St. Mary's, Bethel, Andrews, Western Michigan, Valparaiso, Goshen etc.

TA Award

The University makes several annual awards for the best Teaching Assistant in an academic year. Any faculty member may nominate any graduate student who has served as a TA during that academic year. Evaluations are based on TCEs and on comments from the faculty member supervising the TA. For any departmental award, the Director or Graduate Studies will form a committee, typically the Graduate Policy Committee, to evaluate candidates. The award winner will be announced during the summer or early in the fall semester. No student will be eligible to win the award more than once. Someone who TAs one semester but teaches or is an RA the other semester is eligible (but may be at a competitive disadvantage).

Violations of Academic Integrity

The instructor should report the case in writing to the Chair. The Chair will appoint a committee to review the case. After a hearing involving the instructor and the student, the committee will make a recommendation. The Chair will inform the student of the committee's ruling and will specify a time within which the student may appeal. A penalty against a graduate student must be approved by the Graduate School.

A student who has had recourse to the departmental grievance procedure may appeal to the Graduate School (see the Graduate School policy regarding academic integrity, p. 23).

Grievance Procedures

Students who wish to file a formal grievance on academic matters should begin the process by contacting the Director of Graduate Studies, the Chair, or their advisor. These three individuals or some subset thereof will designate a committee of three to five faculty members to evaluate the grievance. A student may appeal the decision of the departmental committee to the Graduate School.

Parental Leave

Having children during Graduate School, although clearly an added responsibility for both female and male students, should not be incompatible with advancing in the program. All graduate students have some flexibility in planning their programs, and the options change with each stage of a graduate career. A student preparing for a child is responsible, in consultation with an advisor and the Director of Graduate Studies, for developing a realistic plan tailored to the student's individual situation. In some situations, that plan may include a leave of absence, temporary reduction of substantive coursework, or relaxation of relevant deadlines (e.g., comprehensive exams or M.A. paper).

Students with children can also utilize resources available within the University. University Village offers low-cost housing for students (single or married) with children. The University Counseling Center provides a variety of services free-of-charge to students. Graduate students may enroll their preschool children (ages 2 through kindergarten) in the Early Childhood Development Center (ECDC-ND), an on-site child care facility which provides a variety of part- and full-time care arrangements.

Political Science Graduate Organization (PoGO)

The Political Science Graduate Organization has four main purposes:

- 1) To foster and develop activities, meetings, and workshops designed to increase professionalism of Political Science graduate students.
- 2) To serve as a social organization for Political Science graduate students;
- 3) To increase communication between graduate students and faculty;
- 4) To represent the views of graduate students to the Department.

Officers are elected on an annual basis for a one- year term, and meetings are announced to all students. PoGO is also responsible for assigning the library carrels made available to the Department's graduate students.

Departmental and Graduate School Forms

Students and faculty can request the appropriate forms from the graduate studies administrative assistant.

<u>Departmental</u>	<u>Graduate School</u>
Advising Agreement	Application to Master's Degree Candidacy
Distribution of Credit Hours	Application to Doctoral Degree Candidacy
Doctoral Degree Student Check List	Dissertation Defense Exam (Scheduling form)
Non-Research M.A. Student Check List	Eligibility Extension/Leave of Absence
Reader's Report for M.A. Paper	Graduation Information Form
Report on Comprehensive Exam II	Master's Degree Comprehensive Exam Report
Research M.A. Student Check List	Ph.D. Oral Candidacy Exam (Scheduling form)
Summary of Accomplishments	Reader's Report – Doctoral Dissertation Reader's Report – Master's Thesis (Research M.A. only) Transfer of Credits

Placement



Section 5

Placement

Placement involves persistent effort beginning after the first year of graduate study. It is not something that suddenly commences in the fall semester of the candidate's final year. Below, we describe some of the university and departmental services related to placement and offer some tips about effective positioning.

The Career and Placement Services will send out candidate placement materials for you. Your minimal dossier should include your curriculum vitae, a dissertation abstract, letters of recommendation, and a teaching portfolio. You may request that TA evaluations from your departmental file be placed in your dossier. It is a good idea to request that the Director of Graduate Studies review your file to see whether anything else from it should be included in the dossier.

Both the Director of Graduate Studies and your dissertation adviser should be available to review the cover letter and CV. Having a good cover letter and CV are of the utmost importance. It is prudent even to have other committee members and colleagues review these materials carefully. Placement candidate information and CV may be placed online at www.nd.edu/~governme/grad/grad.html if requested.

In recent years, beyond this minimal information, competitive candidates at Notre Dame have also included:

- 1) abstracts of papers delivered at professional conferences;
- 2) abstracts of their published articles or articles under review by refereed journals;
- 3) listings of teaching experience, including service as a TA and as an instructor of one's own course; normally that would involve TA experience with the introductory course in one's principal field and sometimes the secondary field, as well as full teaching responsibility for intermediate-level courses in one's specialization;
- 4) summaries of sequenced teacher/course evaluations that show strong performance or at least improvement; and
- 5) many will describe responsibilities on funded research projects or other forms of grant support.

Candidates who lack such credentials may be at a competitive disadvantage for positions at American universities in the current market.

Students who intend to be on the job market should be aware that they usually need to have three or more dissertation chapters, a CV, and a cover letter in pretty good shape by August of the year they enter the market. Potential employers want to be confident that the dissertation will be completed before you begin work with them. If you enter the market with only a prospectus or a chapter or two, this does not predict well to timely completion.

Actually, market entry is the culmination of two to three years of positioning for entry. During that time, the candidate will normally deliver several papers at professional conferences. The period after the conference is an opportune time to exchange correspondence with scholars on the panel or those who offered comments from the audience. At professional meetings you will want to engage presenters and discussants from several panels in conversation, followed by professional communication. By the time the candidate actually enters the market, she/he will have been a vigorous participant in an invisible college of scholars working on similar topics. Candidates who take a quantitative empirical approach to their work should have attended the summer sessions of the Inter-university Consortium for Political and Social Research, where they will learn essential skills, interact with peers who will eventually be on the market at the same time and with whom they will be professional colleagues for life, prepare papers, and meet faculty from other schools who are doing the same. Candidates who take any of a variety of humanistic approaches to their work should attend appropriate workshops funded by the National Endowment for the

Humanities, state humanities organizations, or private foundations. Candidates who would like to teach at church-related liberal arts colleges should attend sessions of the Collegium or other Lilly Endowment initiatives that help to relate faith with learning. Candidates in the comparative or international relations fields will have missed no opportunities to participate in active ways in Kellogg or Kroc Institute conferences.

The Director of Graduate Studies and/or the Graduate School will organize a workshop every year on tips for the job market. This workshop will discuss how to prepare CVs and write cover letters, how to think strategically about positioning, and how to prepare for campus visits. Students are encouraged to attend this session a year in advance of their market entry, and perhaps to repeat it in their market year.

The Director of Graduate Studies will also arrange for practice job talks. Students who have been on the market have found it very helpful to give a practice talk before going to a campus interview. The candidate should also encourage her/his dissertation adviser and one or two readers to be present for the practice job talk.

Your dissertation adviser and principal readers are absolutely essential in the process of job placement. You have chosen them as your closest mentors, not only because you expected to learn a great deal from them but because they are recognized scholars in your general and, often, specific field. You should study programs from the conferences they attend and remember the panelists with whom they share the dais. Ask them to introduce you to scholars and to correspond on your behalf. If possible, attend APSA section meetings and receptions with them so that they can tout their protégé.

Finding Out about Job Openings. The department receives a copy of the APSA Employment Newsletter, which students on the market should read carefully every month. The Chair and the Director of Graduate Studies often receive announcements about positions; such announcements are posted in a notebook in the departmental office and sent by email from govgrad@nd.edu. The *Chronicle of Higher Education* lists some positions that are not posted in the APSA Employment Newsletter; students should read it.

Other Sources of Information for the Job Market. The Director of Graduate Studies has assembled a large packet of materials with tips for the job market; these materials are available upon request. A copy of these materials is also available in the departmental office. A book with helpful information on the job market, as well as many other issues related to the profession, is Mark P. Zanna and John M. Darley, eds., *The Complete Academic: A Practical Guide for the Beginning Social Scientist*. It is well worth the minor time investment to explore these sources. An hour or two spent reading about the job market may make the difference between success and failure; an additional hour or two on your dissertation is unlikely to have such an impact.

Students can increase their job chances by sending a memo to all faculty indicating where they have applied for positions, and requesting that faculty members with acquaintances at those departments contact those acquaintances.

If you position yourself for market entry, you will not be an unknown commodity who first pops up in half-hour interviews with strangers at national or regional meetings. You and your advisor will be in a position to write or call professors who already have had conversations and correspondence with you, and you can have more pointed conversations with them about their available position or others with which they are familiar. And mostly, be patient but not passive. The right job may take more than a year to locate, but it will not be located by the candidate who has not been preparing for that opportunity.

Getting Information about Colleges. Sources for information on colleges include *Peterson's Competitive Colleges*; *The Fiske Guide to Colleges*; and *The Insider's Guide to the Colleges*.

Postdoctoral fellowships. Such fellowships can often provide an enormous professional boost. Students are encouraged to carefully read the bulletins, such as Notre Dame Research, printed by the Graduate School and to consult the information available in the Institute for Scholarship in the Liberal Arts.

How To Get a Job
by Michael Coppedge
review and minor revisions by dept. faculty May 2002 (A. Gould)

1. Write a great dissertation.
 - a. be finished, or be able to promise credibly that you will be finished by May.
 - b. a theory dissertation must be complete when you are on the market.

2. Other accomplishments:

	<i>Publication</i>	<i>Conventions</i>	<i>Teaching (priority depends on what kind of job you seek)</i>	<i>Other</i>
<i>Absolutely, even if it slows you down</i>	one article if a refereed journal	1-2 papers	some sort of evaluation	3 enthusiastic letters from ND
<i>Highly desirable if it does not slow you down too much</i>	another article published or under review	more papers; organize a panel	TA award good evaluations from active TAing TA certification	additional letter from a respected scholar outside ND
<i>Desirable, but will slow you down</i>	research assistance on an unrelated project		teach your own course	
<i>Helpful but less desirable</i>	co-editing a book, book reviews, refereed publications		teaching a second course	
<i>To be avoided</i>			teaching a third course (because it will slow you down too much)	major nonacademic activities: jobs, novels, other distractions
<i>HOW?</i>	submit MA paper to journals, co-publish with mentor, consult APSA guide to journals, look at type of articles published by likely journals in the past 2-3 years, read journal instructions to contributors	watch for calls for papers and deadlines, remember that proposing is easy, ask mentor to organize a panel and offer to do the correspondence and paperwork, submit paper proposal anyway, take advantage of Dept. and GSU funding	Get Kaneb center certification, take summer course, ask to be nominated for a TA award (there are several)	Send your conference papers and published work to leading scholars; put your work on the PoGO paper server and/or your web page; correspond with selected leading scholars

3. Read the Personnel Service Newsletter, even before you are on the market.

4. Put your CV on the Department web page.

5. Apply for many jobs: CV, letters, 1-2 articles/chapters/papers, dissertation outline, abstracts of publications or work under review, teaching portfolio (if a strong point), cover letter targeted to the specific opening. For the jobs that interest you most, get committee members to call the hiring department for inside information.
6. Mobilize committee and others to make personal contacts at the hiring department.
7. Do a practice job talk, even before you are invited for an interview.
8. Be prepared to talk intelligently about how you would teach 2-3 courses.
9. Be prepared to talk intelligently about your exciting post-dissertation research agenda.