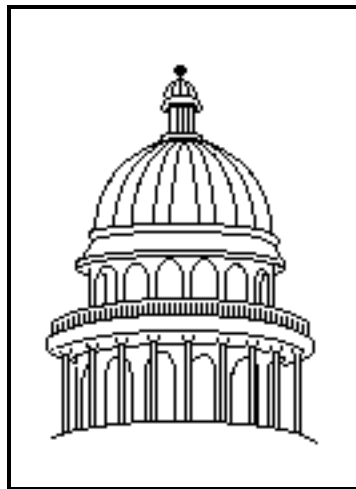


Department of Political Science



*Graduate Studies Manual
University of Notre Dame*

2004 – 2005

<http://www.nd.edu/~governme/grad/grad.html>

Table of Contents

<i>Section 1: Degree Requirements</i>	1
I. Ph.D Requirements	2
II. Ph.D. Candidacy	5
III. Oral Exam and Dissertation Guidelines	5
IV. Doctoral Degree Student Check List	6
V. Non-research M.A. Degree Requirements	7
A. Non-research M.A. Student Check List	7
VI. Research M.A. Degree Requirements	8
A. Research M.A. Student Check List	8
VII. Changing from M.A. to Ph.D. Program	8
VIII. Joint Notre Dame Degrees	9
VIII. Requirement Deadlines	9
X. Course Registration Guidelines	9
XI. Fields of Study and Comprehensive Exams	9
A. American Politics Reading List	10
B. Political Theory Reading List	15
C. Comparative Politics Reading List	18
D. International Relations Reading List	24
E. The Human Side of Comprehensive Exams	32
 <i>Section 2: Funding</i>	 34
A. Graduate Student Funding	35
B. Part-time Employment	38
C. Conference Funding	38
 <i>Section 3: Departmental Information</i>	 40
A. Advising	41
B. Incompletes	41
C. Credit Transfer	41
D. Interfield Studies & Interdepartmental Work	42
E. Student Participation on Search Committees	42
F. Teaching Opportunities	42

G. TA Award	42
H. Violations of Academic Integrity	42
I. Grievance Procedures	42
J. Parental Leave	42
K. Political Science Graduate Organization (PoGO)	43
L. Departmental and Graduate School Forms	43
<i>Section 4: Placement</i>	44
A. Overview	45
B. “How To Get A Job”	47
<i>Section 5: Graduate School Policies</i>	49

Degree Requirements



Section 1

The Department of Political Science graduate program is primarily a Ph.D. program. There are ten University and Departmental requirements for the Ph.D. According to University rules, all ten must be satisfied within eight years of initial enrollment. 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 Political Science Department. (For policies on credit transfer from other universities, see "Credit Transfer" in Section 3.) 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, (Fall for January graduation, Spring for May graduation and 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 letter grade; it excludes exam preparation, teaching seminars, thesis preparation, dissertation research and writing, non-resident dissertation research, and directed reading courses taken on a satisfactory/unsatisfactory basis. With the Director of Graduate Studies' permission, students may take up to 9 hours of 4X-XXX and 5X-XXX 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 in IR, Comparative, and Theory are closed-book exams, six hours long (with an extra 90 minutes for non-native speakers of English). Written comps in American are offered in two formats: Students in cohort 2003 and before may choose between the closed-book six-hour examination and a take-home examination over 48 hours (with an extra ten hours for non-native speakers of English). Students in cohort 2004 and after must use the take-home 48-hour examination format. Comprehensive exams are intended to show comprehensive knowledge of the given field. Exam questions are composed by the members of the field. 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, especially the field chair, in preparation for the comp. Students are graded on a pass/fail basis.

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 wishes to apply the examination towards a Master's degree.

For students seeking the Ph.D. degree, the second comprehensive exam is a departmental requirement only. 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 receive 0-11 transfer credits are required to take a first comprehensive exam no later than May of the second year. They must take a 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 receive 12-24 transfer credits must take a first exam no later than January of the second year. They must take a 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 and 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. 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. The student may decline this option. Such essays are judged by the standards of a literature review.

After failing an exam, the student may retake the exam once at the next scheduled date.

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. Waiver of the foreign language exam requirement is automatic for ESL (English as a Second Language) students.

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. Students without a MA by December of year 4, students with MA by September of year 4. [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 dissertation advisor. The student and her/his director select the other three members of the committee (these other members are referred to as "readers".) One member of the committee may be from outside the Department or University, with DGS and Graduate School approval.

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. A former faculty member may remain in the position of sole advisor as long as the Director of Graduate Studies consents to this arrangement. 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.

Students who have not successfully defended a dissertation within eight years may request an extension of eligibility for the Ph.D. and pay their own tuition. The Graduate School sometimes but not always grants a one-time, two-year extension.

Ph.D. Candidacy

In order for a student to achieve candidacy for the Ph.D., the Director of Graduate Studies must recommend admission to Ph.D. candidacy in a statement to the Graduate School. The DGS asks the University formally to classify a student as a Ph.D. student only after the student has completed requirements 2 through 9 above. These requirements should be met by the end of the first semester of the fourth year or, for those who have received 12-24 transfer credits., 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 to some deadlines may be granted by the Director of Graduate Studies, in consultation with the student's advisor, but in all circumstances a student who has not advanced to Ph.D. candidacy by the end of the fourth year loses eligibility for University funding and tuition (a rule strictly enforced by the Graduate School).

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 committee member 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 and to provide this information to the graduate studies administrative assistant.
- The Department's graduate studies administrative assistant 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 extra-departmental 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 (usually and at least three in number) 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 the director and the readers. One reader may be from outside the Department. If a reader 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's graduate studies administrative assistant 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

We seek to award the M.A. degree to deserving students whose final degree objective at Notre Dame is the Ph.D. and who have not previously received an M.A. degree. **We encourage virtually all students to pursue the more straightforward non-research M.A. option, rather than the research M.A.**

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 4X-XX and 5X-XXX 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 Political Science 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.

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., which is rare, 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>if 0-11 transfer credits</u>	<u>if 12-24 transfer credits</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 before the above deadlines. In particular, students entering the program with substantial previous graduate work, Presidential Fellows, and other students with substantial summer funding throughout their Notre Dame career should complete oral exams and be admitted to candidacy by the end of year 3 or 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 who have completed fewer than 56 credit hours must register for at least **nine credit hours per semester to qualify for full-time status, which is required to receive any funding.**

Students with 56 or more credit hours should register for **one credit hour per semester.** Once a student has completed 56 credit hours, he or she is considered full-time if he or she registers for one credit hour per semester.

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 graduate program 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 must 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

(Language revised 8/01/05 to reflect information in previous topical e-mails sent to grads)

The American comprehensive examination is a take home (48 hours, extra ten hours for non-native speakers of English) for **cohort 2004 and after**. **Students in cohort 2003** and before may choose between the closed-book six-hour examination and a take-home examination.

The present form is this:

The exam consists of two parts:

Part One asks general, broad questions that bridge or cross sub-areas of the field. They are designed for generalists in American politics. These questions resemble to some degree those on the "American Democracy" portion of prior exams. Students receive *four* questions of which they must answer *two*. Everyone taking the exam receives the same questions.

Part Two is an area of specialization chosen by the student prior to the exam. These may be any of the subject headings on the new reading list (or something similar with the approval of the field chair).

Everyone choosing the same area of specialization receives the same questions. There are *two* questions of which students must answer *one*. These questions will resemble those that have appeared on prior exams under the rubric of Institutions, Public Law, etc.

If you have further questions, please contact the American field chair.

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 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.

American Reading List (revised 3/15/05)

Democratic Theory

Madison *Federalist* 10, 51

Dahl *Preface to Democratic Theory*

Schumpeter *Capitalism, Socialism, and Democracy* (Introduction and part IV only)

Machpeter *Life and Times of Liberal Democracy*

Dahl *Democracy and its Critics*

Lindbloom "The Market as Prison" *Journal of Politics* 1982
Held *Models of Democracy* 2nd edition (1997) (chapters 1-8)
Riker *Liberalism Against Populism*
Downs *An Economic Theory of Democracy*
Lijphart *Patterns of Democracy*

Political Parties

Downs, *An Economic Theory of Democracy* (1957), esp. chs. 2, 7-8
Aldrich, *Why Parties? The Origin and Transformation of Party Politics in America* (1996)
Carmines and Stimson, 1986 "On the Structure and Sequence of Issue Evolution" *APSR* 80:901-920
Mayhew, *Electoral Realignments: A Critique of an American Genre* (2002)
Erickson, MacKuen, and Stimson, *The Macro Polity* (2002), chs. 4 and 5
Green, Palmquist, and Schickler, *Partisan Hearts and Minds: Political Parties and the Social Identities of Voters* (2002)
Bartels, "Partisanship and Voting Behavior, 1952-1996," *AJPS* (2000)

Interest Groups

Baumgartner and Leech, *Basic Interests: The Importance of Groups in Politics and Political Science* (1998)
E.E. Schattschneider, *The Semi-Sovereign People* (1960)
Theodore Lowi, *The End of Liberalism*, Second Edition (1979)
Mancur Olson, *The Logic of Collective Action* (1965)
Schlozman and Tierney, *Organized Interests and American Democracy* (1986)

Mass Behavior and Public Opinion

Converse, Philip E. 1964. "The Nature of Belief Systems in Mass Publics." in *Ideology and Discontent*. ed. David Apter. NY: Free Press.
Campbell et al. 1960. *The American Voter* (abbreviated edition). New York: Wiley.
Zaller, John. 1992. *The Nature and Origins of Mass Opinion*. Cambridge: Cambridge University Press.
Niemi, Richard, and Herbert F. Weisberg (eds). 1993. *Controversies in Voting Behavior*, 3rd edition. Washington: CQ Press.

[Niemi, Richard, and Herbert F. Weisberg \(eds\). 2001. *Controversies in Voting Behavior*, 4th ed. Washington: CQ Press.](#)

[Jacobson, Gary C. 2001. *The Politics of Congressional Elections*. 5th ed. NY: Longman Press.](#)

General and Miscellaneous

[Note: Students should also be familiar with current debates and articles within the leading journals \(in particular, APSR, AJPS, JOP\).](#)

- Baumgartner, Frank R. and Bryan D. Jones. 1993. *Agendas and Instability in American Politics*. Chicago: University of Chicago Press.
- Bendor, Jonathan, Terry M. Moe, and Kenneth Shotts. 2001. "Recycling the Garbage Can: An Assessment of the Research Program." *American Political Science Review* 95:169-90.
- Chubb, John E. and Terry M. Moe. 1990. *Politics, Markets, and America's Schools*. Washington, DC: Brookings, chp. 1 (on new institutionalism only).
- Burns, Nancy, Kay Lehman Schlozman, and Sidney Verba. 2001. *The Private Roots of Public Action*. Cambridge, MA: Harvard University Press.
- Delli Carpini, Michael and Scott Keeter. 1996. *What Americans Know about Politics and Why it Matters*. New Haven: Yale University Press.
- Esping-Andersen. 1990. *Three Worlds of Welfare Capitalism* (chp. 1-5)
- Green, Donald P., and Ian Shapiro. 1994. *Pathologies of Rational Choice Theory: A Critique of Applications in Political Science*. New Haven, CT: Yale University Press.
- Key, *Southern Politics in State and Nation* (1949).
- Lupia, Arthur, and Mathew McCubbins. 1998. *The Democratic Dilemma: Can Citizens Learn What They Need to Know?* New York: Cambridge University Press.
- Morone, James A. 1990. *The Democratic Wish: Popular Participation and the Limits of American Government*. New York: Basic Books.
- Pierson, Paul. 2000. Increasing Returns, Path Dependence, and the Study of Politics. *American Political Science Review* 94 (June): 251-268.
- Putnam, Robert. 2000. *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon and Schuster.

State/Urban

- Robert Dahl, *Who Governs*.
- Robert S. Erikson, Gerald C. Wright, and John P. McIver, *Statehouse Democracy: Public Opinion and Policy in the American States*, 1993 (Cambridge University Press).
- Rodney E. Hero, *Faces of Inequality: Social Diversity in American Politics* (1998 Oxford University Press).
- John Pelissero, *Cities, Politics, and Policy: A Comparative Analysis* (2003, Congressional Quarterly Press).

Congress

Books

- Mayhew, David R. *Congress: The Electoral Connection* (1974).
- Fenno, Jr., Richard F. *Home Style: House Members in Their Districts* (1978).

Mayhew, David R. *Divided We Govern: Party Control, Lawmaking, and Investigations, 1946-1990* (1991).

Krehbiel, Keith *Information and Legislative Organization* (1991).

*Cox, Gary W. and Mathew D. McCubbins, *Legislative Leviathan: Party Government in the House* (1993).

Poole, Keith T. and Howard Rosenthal, *Congress: A Political-Economic History of Roll Call Voting* (1997).

Krehbiel, Keith *Pivotal Politics: A Theory of U.S. Lawmaking* (1998).

Articles

Polsby, Nelson W. "The Institutionalization of the U.S. House of Representatives," *The American Political Science Review*, Vol. 62, No. 1. (Mar., 1968), pp. 144-168.

Hall, Richard L. and Frank W. Wayman, "Buying Time: Moneyed Interests and the Mobilization of Bias in Congressional Committees," *The American Political Science Review*, Vol. 84, No. 3. (Sep., 1990), pp. 797-820.

Bartels, Larry M. "Constituency Opinion and Congressional Policy Making: The Reagan Defense Build Up," *The American Political Science Review*, Vol. 85, No. 2. (Jun., 1991), pp. 457-474.

Austen-Smith, David and John R. Wright (and subsequent exchange with Baumgartner and Leech in AJPS), "Counteractive Lobbying," *American Journal of Political Science*, Vol. 38, No. 1. (Feb., 1994), pp. 25-44.

Schickler, Eric and Andrew Rich (and subsequent exchange with Cox McCubbins), "Controlling the Floor: Parties as Procedural Coalitions in the House," *American Journal of Political Science*, Vol. 41, No. 4. (Oct., 1997), pp. 1340-1375.

Snyder, Jr. James M and Tim Groseclose (and subsequent exchange with McCarty, Poole, and Rosenthal in APSR), "Estimating Party Influence in Congressional Roll-Call Voting," *American Journal of Political Science*, Vol. 44, No. 2. (Apr., 2000), pp. 193-211.

Presidential Politics

Jon Bond and Richard Fleisher, *The President in the Legislative Arena*

Charles Cameron, *Veto Bargaining: Presidents and the Politics of Negative Power*

James Ceaser, *Presidential Selection*

William Howell, *Power Without Persuasion*

Sidney Milkis, *The President and the Parties*

Terry Moe, "The Politicized Presidency," in John Chubb and Paul Peterson, *The New Direction in American Politics*

Richard Neustadt, *Presidential Power* (1991)

Stephen Skowronek, *The Politics Presidents Make*

Jeffrey Tulis, *The Rhetorical Presidency*

Race and Ethnicity

Donald Kinder and Lynn Sanders, *Divided By Color: Racial Politics and Democratic Ideals* (Chicago: University of Chicago Press, 1996).

Michael Dawson, *Behind the Mule: Race and Class in African American Politics* (Princeton: Princeton University Press, 1994).

Paul Frymer, *Uneasy Alliances: Race and Party Competition in America* (Princeton, NJ: Princeton University Press, 1999).

Katherine Tate, *Black Faces in the Mirror: African Americans and their Representatives in the U.S. Congress* (Princeton: Princeton University Press, 2003).

Phillip Klinker and Rogers Smith, *The Unsteady March: The Rise and Decline of Racial Equality in America* (Chicago: University of Chicago Press, 1999).

Public Law List

I. The American Founding and the Constitution

Martin Diamond, *The Founding of the Democratic Republic* (1981)

II. Judicial Review and Democracy

John Hart Ely, *Democracy and Distrust* (1980)

Ronald Dworkin, *Taking Rights Seriously* (1977), chapter 5

Alexander Bickel, *The Least Dangerous Branch*, 2nd ed. (1986)

III. Supreme Court as Institutional Actor

Louis Fischer and Neal Devins, *The Political Dynamics of Constitutional Law* (2001)

Robert McCloskey and Sanford Levinson, *The American Supreme Court*, 4th ed. (2004)

David O'Brien, *Storm Center: The Supreme Court in American Politics*, 5th ed. (0000)

IV. Internal Politics of the Supreme Court

Walter Murphy, *Elements of Judicial Strategy*

Jeffrey Segal and Harold Spaeth, *The Supreme Court and the Attitudinal Model Revisited* (2002)

V. Constitutional Interpretation

John Garvey, T. Alexander Aleinikoff, and Daniel Farber, *Modern Constitutional Theory: A Reader*, 5th ed. (2004)

Michael Moore, "A Natural Law Theory of Interpretation," 58 [Southern California Law Review](#) 277 (1985).

VI. Cases in American Constitutional Law

Marbury v. Madison (1803)

McCulloch v. Maryland (1819)

Gibbons v. Ogden (1824)

Dred Scott v. Sandford (1856)

The Slaughterhouse Cases (1873)

Civil Rights Cases (1883)

Plessy v. Ferguson (1896)

Brown v. Board of Education (1954)

Adamson v. California (1947)

Lochner v. New York (1905)

Griswold v. Connecticut (1965)

Roe v. Wade (1973)

Planned Parenthood v. Casey (1992)

West Coast Hotel v. Parrish (1937)
NLRB v. Jones & Laughlin Steel Corporation (1937)
Wickard v. Filburn (1942)
United States v. Lopez (1995)
United States v. Morrison (2000)
Youngstown Sheet & Tube Co. v. Sawyer (1952)
Morrison v. Olson (1988)
Ex Parte Milligan (1860)
Ex Parte Quirin (1942)
Hamdi (2004)
Schenck v. United States (1919)
Brandenburg v. Ohio (1969)
New York Times v. Sullivan (1964)
Everson v. Board of Education (1947)
Lemon v. Kurtzman (1971)
Sherbert v. Verner (1963)
Employment Division v. Smith (1990)
Boerne v. Flores (1997)

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 Regime*, 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

Major revision completed June 2003, Posted to Manual 9/17/03

After 2003 each section will be up-dated separately

See the most current version <http://www.nd.edu/~mcoppedg/Field/CompRules.htm>

Comparative Politics, which covers the whole world and all of human history, is too vast a subfield to be mastered in one lifetime. One has to be selective. However, we have tried to provide the best guidance we can for your selectivity. In 2002-2003, three of our graduate students compiled the reading lists for comparative politics comprehensive exams and field seminars used at 37 of the National Research Council's "top 50" political science graduate programs in the United States. (Their analysis appeared in the Winter 2003 issue of APSA-CP.) Their work yielded a ranking of the top works in comparative politics. The comparative field then used this ranking as a starting point for the exam reading list we use today. The field chose the small number of works cited by at least a third of the departments as a set of core readings. This is as close as anyone could get to a list of readings that are required in the eyes of our subfield. Beyond these top works, there is very little consensus in the subfield about the specific works one should read. Therefore, beyond these core works (and some essential methods, selected by our comparative faculty as a whole), we allow our students to specialize by choosing modular reading lists on more specific topics. These topic lists were compiled by subcommittee of our comparative faculty, informed by the overall ranking. These lists will be updated separately, as needed. In addition, we expect students to develop some expertise on one geographic region. Appropriate readings for this part of the exam must be developed by each student in consultation with relevant faculty.

I. Core Readings

This section has two parts: The Current Canon: Best-Known (if not Best-Loved) Works; and Comparative Methods.

You must read all items on both parts and pass one question on these core readings.

The Current Canon: Best-Known (if not Best-Loved) Works (Spring 2003)

<i>Work</i>	<i>Also keep these core works in mind as you prepare the topics listed below.</i>
Schumpeter, Joseph, <i>Capitalism, Socialism and Democracy</i> , 1942	Regimes; Political Economy (both)
Downs, Anthony, <i>An Economic Theory of Democracy</i> , 1957	Regimes; Institutions; Parties; Political Economy (both)
Gerschenkron, Alexander, <i>Economic Backwardness in Historical Perspective</i> , 1962	State; Political Economy (both)
Almond, Gabriel and Sidney Verba, <i>The Civic Culture</i> , 1963	Identity; Association
Olson, Mancur, <i>The Logic of Collective Action</i> , 1965	Institutions; Association; Social Movements; Political Economy (both)
Moore, Barrington, <i>Social Origins of Dictatorship and Democracy</i> , 1966	State; Regimes
Lipset, Seymour Martin and Stein Rokkan, <i>Cleavage Structures, Party Systems and Voter Alignments</i> , 1967	Parties; Association; Identity
Huntington, Samuel, <i>Political Order in Changing Societies</i> , 1968	State; Regimes; Institutions
Dahl, Robert, <i>Polyarchy</i> , 1971	Regimes

Skocpol, Theda, <i>States and Social Revolutions</i> , 1979	State; Revolution; Political Economy (both)
Bates, Robert, <i>Markets and States in Tropical Africa</i> , 1981	State; Political Economy of Developing Countries
O'Donnell, Guillermo and Phillippe Schmitter, <i>Transitions from Authoritarian Rule: Tentative Conclusions about Uncertain Transitions</i> , 1986	Regimes
Almond, Gabriel, <i>A Discipline Divided</i> , 1990	Methods
Benedict Anderson, <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i> , rev.ed. (New York: Verso,1991).	Identity
Putnam, Robert w/ Robert Leonardi and Raffaella Nanetti, <i>Making Democracy Work: Civic Traditions in Modern Italy</i> , 1993	Regimes; Institutions; Association; Social Movements; Political Economy (both)
Tarrow, Sidney, <i>Power in Movement</i> , 1994	Social Movements

Comparative Methods (June 2003)

Kuhn, *The Structure of Scientific Revolutions*, 1970
Przeworski and Teune, *The Logic of Comparative Social Inquiry*, 1970
Sartori, "Concept Misformation in Comparative Politics," 1970
Lijphart, "Comparative Politics and the Comparative Method," 1971
Eckstein, "Case Study and Theory in Political Science," 1975
Ragin, *The Comparative Method*, 1987
Collier, "The Comparative Method," 1993
Green & Shapiro, *Pathologies of Rational Choice*, 1994
King, Keohane and Verba, *Designing Social Inquiry*, 1994
Collier and Mahoney, "Insights and Pitfalls: Selection Bias in Qualitative Research," 1996
Bates et al., *Analytic Narratives*, 1998

II. Topics

There are separate, short reading lists on the nine topics below. You must prepare three of these, but will be asked questions on only two of them on the exam. One of the two should demonstrate competence in the cross-regional literature. The other should show competence in applying the literature to your region of specialization.

The State
Regimes and Regime Change
Institutions and Institutionalisms
Parties and Elections
Association, Participation, and Representation
Social Movements and Revolution
Identity, Ethnicity, Culture, and Religion
Political Economy of Advanced Industrial Societies
Political Economy of Developing Countries

If you choose one Political Economy list, you may not also choose the other, due to overlaps. You may, with permission and supervision, design your own topic to substitute for one of the nine above. Below are the reading lists for each topic.

The State (May 2003)

Max Weber, *Economy and Society*, 2 vols. (Berkeley: Univ. of California Press, 1979 [1921]; other editions acceptable): Chapter III: The Types of Legitimate Domination; Chapter X: Domination and Legitimacy; Chapter XI: Bureaucracy; Chapter XII: Patriarchalism and Patrimonialism; Chapter XIII: Religious Ethics and the World; Chapter XIV: Charisma and Its Transformation; Chapter XV: Political and Hierocratic Domination.
Reinhard Bendix, *Nation-Building and Citizenship* (Somerset, NJ: Transaction Publishers, 1996 [1964]).
Stephen Skowronek, *Building a New American State* (New York: Cambridge Univ. Press, 2002).
Charles Tilly, *Coercion, Capital, and European States* (Oxford, UK: Blackwell Publishers, 1992).
Thomas Ertman, *Birth of the Leviathan* (New York: Cambridge Univ. Press, 1997).
James Scott, *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed* (New Haven: Yale Univ. Press, 1999).

Regimes and Regime Change (May 2003)

Linz, "Totalitarianism and Authoritarianism," 1975
Linz and Stepan, *The Breakdown of Democratic Regimes*, 1978
O'Donnell, Schmitter and Whitehead, *Transitions from Authoritarian Rule: Comparative Perspectives*, 1986
Przeworski, "Democracy as a Contingent Outcome of Conflicts," 1988
Huntington, *The Third Wave*, 1991
Przeworski, *Democracy and the Market*, 1991

Diamond, "Economic Development and Democracy Reconsidered," 1992
 Juan Linz, "Presidential or Parliamentary Democracy: Does It Make a Difference?" in Linz and Valenzuela, eds., *The Failure of Presidential Democracy*, 1996
 Linz and Stepan, *Problems of Democratic Transition and Consolidation*, 1996
 Whitehead, "International Dimensions of Democratization: Europe and the Americas," 1996
 Bunce, "Comparative Democratization: Big and Bounded Generalizations," 2000
 Przeworski, Alvarez, Cheibub, and Limongi, *Democracy and Development*, 2000

Institutions and Institutionalisms (June 2003)

March, James & Olsen, "The New Institutionalism," 1984
 North, Douglass, *Institutions, Institutional Change and Economic Performance*, 1990
 Steinmo, Sven and Kathleen Thelen, "Historical Institutionalism in Comparative Perspective," 1992
 Linz, Juan, "Presidential or Parliamentary Democracy: Does It Make a Difference?" 1994
 Tsebelis, George, "Decision Making in Political Systems: Veto Players in Presidentialism, Parliamentarism, Multicameralism, and Multipartyism," 1995
 Hall, Peter and Taylor, "Political Science and the Three New Institutionalisms," 1996
 Cox, Gary, *Making Votes Count*, 1997
 Lijphart, Arend, *Patterns of Democracy*, 1999
 Haggard, Stephan and Matthew McCubbins, *Presidents, Parliaments, and Policy*, chapters 1-2 2001
 Stepan, Alfred, "Toward a New Comparative Politics of Federalism," in his *Arguing Comparative Politics*, 2001
 Pierson, Paul and Theda Skocpol, "Historical Institutionalism in Contemporary Political Science," in Ira Katznelson and Helen V. Milner, eds., *Political Science: The State of the Discipline* (New York and Washington, DC: W.W. Norton and American Political Science Association), 2002
 Weingast, Barry "Rational-Choice Institutionalism," in Ira Katznelson and Helen V. Milner, eds., *Political Science: The State of the Discipline* (New York and Washington, DC: W.W. Norton and American Political Science Association), 2002

Parties and Elections (June 2003)

Michels, Robert, *Political Parties*, 1911
 Kirchheimer, Otto, "The Transformation of Western European Party Systems," 1966
 Sartori, Giovanni, *Parties and Party Systems*, 1978
 Przeworski, Adam and John Sprague, *Paper Stones: A History of Electoral Socialism*, 1986
 Panebianco, Angelo, *Political Parties: Organization and Power*, 1988
 Laver, Michael and Norman Schofield, *Multiparty Government*, 1990
 Hinich, Melvin and Michael Munger, *Ideology and the Theory of Political Choice*, 1994
 Kitschelt, Herbert, *Logics of Party Formation*, 1998
 Mainwaring, Scott, *Rethinking Party Systems in the Third Wave of Democratization*, Chapter 2, 1999
 Kitschelt, Herbert, "Linkages between Citizens and Politicians in Democratic Politics," 2000

Association, Participation, and Representation (June 2003; to be shortened)

Pitkin, *The Concept of Representation* (Berkeley: U California Press, 1967)
 Hirschman, *Exit, Voice and Loyalty*, 1970
 Verba, Nie and Kim, *Participation and Political Equality*, 1978
 Schmitter, "Still the Century of Corporatism?" 1979
 Schmitter and Lehbruch, *Trends Toward Corporatist Intermediation*, 1979
 Berger, *Organizing Interests in West Europe*, 1981
 Przeworski and Sprague, *Paper Stones*, 1986
 Scharpf, *Crisis and Choice in European Social Democracy*, 1991
 Kitschelt, *The Transformation of European Social Democracy*, 1994
 Keck and Sikkink, *Activists Beyond Borders*, 1998
 Przeworski, Stokes, and Manin, *Democracy, Accountability, and Representation*, 1999
 Kitschelt, "Linkages between Citizens and Politicians in Democratic Politics," 2000
 Piattoni, *Clientelism, Interests, and Democratic Representation*, 2001

Social Movements and Revolution (May 2003)

- Scott, James, *The Moral Economy of the Peasant*, 1975
Tilly, Charles, *From Mobilization to Revolution*, 1978
Popkin, Samuel, *The Rational Peasant: The Political Economy of Rural Society in Vietnam*, 1979
Gurr, Ted Robert, *Why Men Rebel*, 1980
Horowitz, Donald, *Ethnic Groups in Conflict*, 1985
Scott, James, *Weapons of the Weak*, 1985

Identity, Ethnicity, Culture, and Religion (June 2003)

- Geertz, Clifford, "Thick Description: Toward an Interpretive Theory of Culture," 1973
Lijphart, Arend, *Democracy in Plural Societies*, 1977
Almond, Gabriel and Sidney Verba, *The Civic Culture Revisited*, 1980
Gellner, Ernest, *Nations and Nationalism*, 1983
Horowitz, Donald, *Ethnic Groups in Conflict*, 1985
Scott, James, *Weapons of the Weak*, 1985
Fearon, James and David Laitin, "Explaining Interethnic Cooperation," 1996
Huntington, Samuel, "The Clash of Civilizations and the Remaking of World Order," 1996
Inglehart, Ronald, *Modernization and Postmodernization*, 1997
Laitin, David, *Identity in Formation*, 1998

Political Economy of Advanced Industrial Societies (June 2003)

- Karl Polanyi, *The Great Transformation*, 1944
Mancur Olson, *The Rise and Decline of Nations*, 1982
Ronald Rogowski, *Commerce and Coalitions*, 1989
James E. Alt and Kenneth Shepsle, eds., *Perspectives on Positive Political Economy*, 1990
Gosta Esping-Andersen, *The Three Worlds of Welfare Capitalism*, 1990
Alberto Alesina, Nouriel Roubini, with Gerald Cohen, *Political Cycles and the Macroeconomy* (Cambridge, MA: MIT Press, 1997), chapters 1, 6, 7, and 10. 1997
Carles Boix, *Political Parties, Growth and Equality: Conservative and Social Democratic Economic Strategies*, 1998
Geoffrey Garrett, *Partisan Politics in the Global Economy*, "Chapter 1: Introduction" (pp. 1-25), "Chapter 2: Politics, Policy, and Performance" (pp. 26-50), and "Chapter 6: Conclusion (pp. 129-58)," 1998
Torben Iversen, "Introduction" (pp. 1-14) and "Conclusion" (pp. 166-76) in his *Contested Economic Institutions: The Politics of Macroeconomics and Wage Bargaining in Advanced Democracies*, 1999
Torsten Persson and Guido Tabellini, *Political Economics: Explaining Economic Policy*, 2000
James E. Alt, "Comparative Political Economy: Credibility, Accountability, and Institutions," in Ira Katznelson and Helen V. Milner, eds., *Political Science: The State of the Discipline* (New York and Washington, DC: W.W. Norton and American Political Science Association), pp. 147-71, 2002
Peter A. Hall and David Soskice. 2002. "An Introduction to Varieties of Capitalism," in Peter A. Hall and David Soskice, eds., *Varieties of Capitalism: The Institutional Foundations of Comparative Advantage* (Oxford: Oxford University Press), pp. 1-68, 2002

Political Economy of Developing Countries (June 2003; to be shortened)

Hirschman, *The Strategy of Economic Development*, 1958

Wallerstein, *Modern World System*, 1974

Gourevitch, "The Second Image Reversed," 1978

North, "Institutions and Economic Growth: An Historical Introduction," 1989

Wade, *Governing the Market*, 1990

Przeworski, *Democracy and the Market*, 1991

Evans, *Embedded Autonomy*, 1995

Haggard and Kaufman, *Political Economy of Democratic Transitions*, 1995

Barro, *The Determinants of Economic Growth*, 1997

Scott, *Seeing Like a State*, 1998

Przeworski, Alvarez, Cheibub, and Limongi, *Democracy and Development*, 2000

Kohli, "State, Society, and Development," 2002

III. Area Studies

There is no separate Area Studies question on the exam. However, you will be asked to demonstrate area-studies knowledge on one of your topics. Because you do not know in advance which topic will require area knowledge, you should be prepared to do this on all three topics. You must consult with relevant faculty to draw up a reading list on one of the following geographic areas:

Western/Central Europe (European Union)

Eastern Europe and Former Soviet Union

Latin America

Africa (Sub-Saharan)

Middle East and North Africa

East and Southeast Asia

South and Central Asia

The field will develop a standing basic list on the two most-commonly-chosen regions—Western/Central Europe and Latin America. The basic list should include works on the region in general. However, you will have to supplement it in two ways. First, your list should include several works on at least three specific countries of your choice. Second, the list should prepare you to apply area-specific evidence when answering questions on any of your three topics.

International Relations (Updated 10/04)

Guidance

This reading list is designed to help graduate students prepare for their comprehensive examination in the political science subfield of international relations. Since it is impossible to provide a truly comprehensive list of all of the important works in the field of IR, students preparing for this examination may also find it useful to review the last several years' (or decades, for the eager) 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 your international relations professors are also encouraged. Students preparing for this examination should also be methodologically astute, able to write clearly, and able to make compelling 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, students should develop their own stands 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. Because of this, almost all of our examination questions ask students to demonstrate their arguments with reference to current events and historical issues.

Preparation for this exam is a chance to build a broader and more integrated view of the field of international relations. 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 international relations courses to a professional producing political science knowledge. The international relations examination is first and foremost part of your intellectual development.

The exam is also our 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 that you could teach Introduction to International Relations, and that you could hold your own in general international relations discussions at conferences or at a job interview. Our field, our department, our university, and your peers on the job market have a vested interest in maintaining high standards.

1.THEORY

a.Methodology/Analytical theory

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

Axelrod, Robert, Evolution of Cooperation (1984)

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

Carlsnaes, Walter *et al.* 2002. Handbook of International Relations (Sage Publications).

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

Fearon, James (1991). "Counterfactuals and Hypothesis Testing in Political Science," *World Politics*, 43 (2), January: 169-95.

Fearon, James D. 1998. "Bargaining, Enforcement, and International Cooperation." *International Organization*. 52: 269-305.

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

Gourevitch, Peter. "The Second Image Reversed: The International Sources of Domestic Politics" *International Organization*, 32:4 (Autumn 1978): 881-911.

Hirschman, Albert, Exit, Voice, and Loyalty (1970)

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. 1998. "Rationalizing Politics: the Emerging Synthesis of International, American, and Comparative Politics," *International Organization*, 52, 4, 759-88.

Olson Jr., Mancur, The Logic of Collective of Action (1971)

Putnam, Robert. 1988. "Diplomacy and Domestic Politics: The Logic of Two-Level Games." *International Organization* Vol. 42 No. 3 (Summer):427-460.

b.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)

c.Institutionalism

Bull, Hedley, Anarchical Society, (1977)

Ikenberry, John. After Victory ((2001)

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)

Mearsheimer, John J. (1994/95). "The False Promise of International Institutions." *International Security*, 19, 3, Winter, 5-93 (includes responses by Keohane and Martin and by Wendt).

Morrow, James. 1994. "Modelling the Forms of International Cooperation: Distribution vs. Information." *International Organization* 48(3).

Ostrom, Elinor, Governing the Commons: The Evolution of Institutions of Collective Action(1990)

Oye, Ken, Cooperation Under Anarchy (1986)

d. 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)

Milner, Helen, Interests, Institutions and Information: Domestic Politics and International Relations (1997)

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)

Ruggie, John Gerard, Constructing the World Polity: Essays on International Institutionalization (1998)

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)

2.INTERNATIONAL POLITICAL ECONOMY

a.Trade

Alt, James E. and Michael Gilligan, "The Political Economy of Trading States: Factor Specificity, Collective Action Problems, and Domestic Political Institutions," *Journal of Political Philosophy* 2:2 (1994), 165-192.

Alt, James E., Jeffrey Frieden, Michael Gilligan, Dani Rodrik, and Ronald Rogowski. "The Political Economy of International Trade: Enduring Puzzles and an Agenda for Inquiry." *Comparative Political Studies* Vol. 29 No. 6 (December):689-717.

Bailey, Michael, Judith Goldstein, and Barry R. Weingast, "The Institutional Roots of American Trade Policy: Politics, Coalitions, and International Trade," *World Politics* 49, no. 3 (April 1997): 309-338.

Hiscox, Michael. "The Magic Bullet? The RTAA, Institutional Reform, and Trade Liberalization," *International Organization* 53, no. 4 (Autumn 1999), 669-698.

Katzenstein, Peter, Small States in World Markets (1985)

Milgrom, Paul R., Douglas C. North, and Barry Weingast, "The Role of Institutions in the Revival of Trade: The Law Merchant, Private Judges, and the Champagne Fairs." *Economics and Politics* 2, no. 1 (1990): 1-23.

Milner, Helen, "[Trading Places: Industries for Free Trade](#)" *World Politics*. April, 1988, pp. 350-76.

Rogowski, Ronald. 1987. "Political Cleavages and Changing Exposure to Trade." *American Political Science Review* 81, 1121-1137.

Scheve, Kenneth, and Matthew Slaughter. 2001. "What Determines Individual Trade-Policy Preferences?" *Journal of International Economics* 54, no. 2 (August): 267-292.

b.Finance

Broz, J. Lawrence and Jeffrey A. Frieden, "The Political Economy of International Monetary Relations," *Annual Review of Political Science*, volume 4, 2001.

Cohen, Benjamin J., The Geography of Money (1998)

Eichengreen, Barry, Globalizing Capital: A History of the International Monetary System (1996)

Frieden, Jeffrey A. (1991) "Invested Interests: the Politics of National Economic Policies in A World of Global Finance." *International Organization*, 45(4):425-451.

Helleiner, Eric. (1994) *States and the Reemergence of Global Finance: From Bretton Woods to the 1990s*, Ithaca: Cornell University Press.

Leblang, David and William Bernhardt. (1999) "Democratic Institutions and Exchange Rate Commitments," *International Organization* 53:71-97.

Obstfeld, Maurice. 1998. "The Global Capital Market: Benefactor or Menace?" *International Organization* 12, 4:9-30.

Quinn, Dennis and Carla Inclan. "The Origins of Financial Openness: A Study of Current and Capital Account Liberalization." *American Journal of Political Science* Vol. 41 No. 3 (July):771-813.

Simmons, Beth, Who Adjusts? Princeton University Press, 1994.

c.Global and Regional Integration

Ian Clark, Globalization and International Relations Theory (1999)

Garrett, Geoffrey. (1998) "Global Markets and National Politics: Collision Course or Virtuous Circle?" *International Organization* pp. 787-824.

Garrett, Geoffrey. (2000) "The Causes of Globalization," *Comparative Political Studies* 33:941-991.

Held, David *et al.*, Global Transformations. Politics Economics and Culture (1999).

Keohane, Robert and Helen Milner (eds) Internationalization and Domestic Politics (1996)

Krasner, Stephen D. (1991). "Global Communications and National Power: Life on the Pareto Frontier," *World Politics*, 43, April, pp. 336-66.

Rodrik, Dani, Has Globalization Gone Too Far? (1997)

Moravcsik, Andrew, The Choice for Europe (1998)

Moravcsik, Andrew. 1991. "Negotiating the Single European Act: National Interests and Conventional Statecraft in the European Community." *International Organization* Vol. 45 No. 1 (Winter):19-56.

Mosley, Layna. 2000. "International Financial Markets and National Welfare States," *International Organization* 54, 4:737-74.

Solingen, Etel, Regional Orders at Century's Dawn : Global and Domestic Influences on Grand Strategy (1998)

c.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).

3.INTERNATIONAL INSTITUTIONS and GLOBAL GOVERNANCE

a.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)

b.International Institutions

Abbot, Kenneth, and Duncan Snidal. 1998. "Why States Act through Formal International Organizations." *Journal of Conflict Resolution* 42(1) 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)

c. International Law

Abbott, Kenneth W., Robert O. Keohane, Andrew Moravcsik, Anne-Marie Slaughter, and Duncan Snidal. 2000. "The Concept of Legalization." *International Organization* Vol. 54 No. 3 (Summer):401-419.

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)

Goldstein, Judith L., Miles Kahler, Robert O. Keohane and Anne-Marie Slaughter. 2000. [Introduction: Legalization and World Politics](#) *International Organization* Vol. 54 No. 3 (Summer): 385 – 399.

Kahler, Miles. 2000. [Conclusion: The Causes and Consequences of Legalization](#) *International Organization* Vol. 54 No. 3 (Summer): 661 – 683.

Kahler, Miles. 2000. [Legalization as Strategy: The Asia-Pacific Case](#) *International Organization* Vol. 54 No. 3 (Summer):549 – 571.

Simmons, Beth A. 2000. "International Law and State Behavior: Commitment and Compliance in International Monetary Affairs," *American Political Science Review* 94, 4 (December 2000).

d. 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)

4. INTERNATIONAL SECURITY

a. 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)

b. 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)
- Fearon, James. 1994. "Domestic Political Audiences and the Escalation of International Disputes." *APSR* 88(3).
- Fearon, James. "Signaling vs. the Balance of Powers and Interests." *Journal of Conflict Resolution* 38(2): 236-69.
- Fearon, James. 1995. "Rationalist Explanations for War." *International Organization* 49(3).
- 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)
- Reiter, Dan. 2003. "Exploring the Bargaining Model of War," *Perspectives on Politics* 1 (March): 27-43.
- Van Evera, Stephen, Causes of War (1999)
- Walt, Stephen, Origins of Alliances (1987)

5. FOREIGN POLICY

a. 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 ed. (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 six hours (an extra 90 minutes for non-native speakers of 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.

Funding



Section 2

Graduate Student Funding

1) The Department seeks to offer financial aid—usually a fellowship and tuition but at least tuition—to all funding-eligible students in the Ph.D. program who make satisfactory progress. All students making good progress should generally be funded during their first five years of graduate studies. In recent years we have been able to fund students through the first semester of the sixth year, a practice we view as desirable. Nevertheless, we are unable to make a firm promise beyond the fifth year, because of sharp limits in our available funding and because the Graduate School determines the number of fellowships we can offer. We do not fund our few 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. No teaching service to the Department is required of a student in the first year.

b) The Department usually receives funds from the Graduate School that are dedicated for faculty to use in the hiring of research assistants. If such funds are available, they will be distributed to faculty-graduate student teams on a competitive basis, with selections made by the members of the Graduate Policy Committee.

c) Most graduate students beyond the first year receive a fellowship in the form of a Graduate Assistantship. A Graduate Assistantship requires that the student render services to the Department. Given the Department's strong teaching needs, graduate assistants are usually assigned to assist faculty members in the teaching of undergraduate courses. In rare cases an assistant is given research assistant or other duties.

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.

Teaching assistants are required to attend a training seminar for TAs, such as one organized by the Kaneb Center for Teaching and Learning, once, as early as possible in their career.

d) 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. Applications are reviewed by the Graduate Policy Committee, chaired by the DGS.

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.

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

f) 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.

g) Graduate students may be invited, 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.

h) First-year graduate students may work as a research assistant up to **five hours per week**; advanced graduates may work as a research assistant up to **ten hours per week**.

3) Major funding decisions are made by the Graduate Admissions Committee for newly admitted students and by the Department faculty as a whole for all other students. The Graduate Admissions Committee, chaired by the Director of Graduate Studies, makes decisions about the Department's recommendations for University fellowship offers to newly admitted students. The Department's faculty as a whole meets toward the end of the spring semester to review recommendations of the DGS regarding the funding of continuing students. The DGS makes recommendations to continue, change, or discontinue funding based on materials in a student's written file, including evidence of whether or not a student is meeting Ph.D. requirements on schedule. The DGS also presents recommendations from the Graduate Policy Committee, chaired by the DGS, with respect to applications from continuing students for service-free funding such as Dissertation-Year and Moore Fellowships.

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 amount of available funds.

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

6) Students who receive 12-24 transfer credits 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 the Department cannot consider funding students beyond the fifth year. 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 receive 12-24 transfer credits., 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 admit or 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 coming 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 provides no fellowship or tuition support beyond 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 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 for departmental reimbursement:

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.

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, movies, laundry service, etc.

Registration - actual costs, maximum \$100.

Method of Reimbursement:

File for reimbursement with the Graduate Student Union utilizing the GSU form, see www.gsu.nd.edu for details.

Include a Travel Expense Report IF the amount to be reimbursed exceeds the maximum allowed by the GSU. GSU will forward this report, along with the original receipts to the department.

Additional Information:

- 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 (proof of payment).
- The conference title page showing conference name, date and place and the page showing your name and the title of the paper presented must be included.
- When requesting mileage, please include the actual miles traveled in the “details” section of the form. You cannot file for both “mileage” and fuel.
- Foreign Travel must be completed in US Dollars. Please include documentation of the rate of conversion.

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 student obtains this form from the graduate studies administrative assistant. 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 graduate course within the semester. The student must then complete the course work and receive a grade prior to the beginning of the final examination period of the next semester. 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 2e, 2f, and 2g 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, and others.

TA Award

Several units of the University make annual awards recognizing excellent TAs. The DGS solicits nominations from members of the faculty. The DGS makes the Department's recommendations.

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, <http://graduateschool.nd.edu/bulletin>).

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 should 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 4

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. “eJobs” is APSA’s year-round online source for information about jobs. It is free to APSA members. 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 govtgrad@nd.edu. The *Chronicle of Higher Education* lists some positions that are not posted in eJobs; 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, unrefereed 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.

Graduate School Policies



Section 5

Consult <http://graduateschool.nd.edu/html/policies>