Since its inception as an organized discipline in 1893, Political Science has been a field in transformation. The aim of the Graduate Program is to provide students in Political Science with the opportunity to understand and assess, in a general way, the most recent developments in the discipline; to situate their understanding within the context of the discipline’s traditional scholarly concerns; and to focus their research in a set of specific sub-disciplinary concentrations. The Graduate Program is committed to educating graduate students whose scholarly work will be directed toward a focused area of study and informed by a wide range of intellectual interests in problems of politics and political science.

The Graduate Program is equally committed to creating good scholars in the classroom. Individuals who are able to present complex ideas in accessible ways and make political problems – in American Politics, International Relations, Comparative Politics, and Political Theory – compelling subjects for research and thinking are part of the heritage of this program. This complementary emphasis on good teaching is reflected in the department’s concern for the quality of its undergraduate courses and the responsibilities of its teaching assistants.

The following guide is a handbook of program requirements. Like the discipline itself, these features are in a constant state of transformation, but are always, we hope, aimed toward the best possible graduate education in political science.
# TABLE OF CONTENTS

Overview...........................................................................................................................6
Timely Degree progress .......................................................................................................6
Time to Completion .............................................................................................................6
Absolute Deadlines ...........................................................................................................6
Petitions for Exceptions and Leaves of Absence .................................................................7
Ph.D. Course Requirements ...............................................................................................7
  General policies for coursework used on the Graduate Degree Plan.........................7
  Major Coursework – 30 credits .......................................................................................7
  Minor or Supporting Program Coursework – 12 credits.............................................8
Research Tool Requirement ...........................................................................................8
Proseminars & Colloquia ..................................................................................................9
Thesis Credits (POL 8888 – 24 credits).................................................................10
Course Registration ........................................................................................................10
Transfer of Course Credits .............................................................................................10
Independent Study ...........................................................................................................10
S/N (Pass-Fail) Courses ..................................................................................................11
Incomplete grades .............................................................................................................11
Graduate Degree Plan ......................................................................................................11
Preliminary Examinations .................................................................................................11
  Prelim Written Exam Structure and Process .............................................................12
  Preliminary Written Exam Results ...........................................................................12
  Overview of Preliminary Written Exam by Field.....................................................13
  Preliminary Oral Examination ...................................................................................14
  Appeals .........................................................................................................................14
M.A. Degree ....................................................................................................................15
Steps to obtain the M.A. Plan B ....................................................................................15
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Spring Review</td>
<td>15</td>
</tr>
<tr>
<td>From ABD To Ph.D.</td>
<td>16</td>
</tr>
<tr>
<td>Final Examining Committee</td>
<td>17</td>
</tr>
<tr>
<td>External Committee Members</td>
<td>17</td>
</tr>
<tr>
<td>Remote Participation</td>
<td>17</td>
</tr>
<tr>
<td>Thesis Prospectus Meeting</td>
<td>17</td>
</tr>
<tr>
<td>Download Graduation Packet</td>
<td>18</td>
</tr>
<tr>
<td>Final Oral Examination</td>
<td>18</td>
</tr>
<tr>
<td>Formatting and Submission of Thesis</td>
<td>18</td>
</tr>
<tr>
<td>Forms and Policies</td>
<td>18</td>
</tr>
<tr>
<td>Department Funding</td>
<td>19</td>
</tr>
<tr>
<td>Banking Fellowship Years</td>
<td>19</td>
</tr>
<tr>
<td>Summer Fellowship Awards</td>
<td>19</td>
</tr>
<tr>
<td>7th Year+ Funding</td>
<td>19</td>
</tr>
<tr>
<td>Assistantships and Graduate Instructors</td>
<td>19</td>
</tr>
<tr>
<td>TA English Language Proficiency</td>
<td>20</td>
</tr>
<tr>
<td>Graduate Instructors</td>
<td>20</td>
</tr>
<tr>
<td>Additional Resources for Teaching Assistants and Graduate Instructors</td>
<td>20</td>
</tr>
<tr>
<td>Travel support</td>
<td>21</td>
</tr>
<tr>
<td>Placement Support (Grads on the Market)</td>
<td>21</td>
</tr>
<tr>
<td>Administrative Structure</td>
<td>22</td>
</tr>
<tr>
<td>Advisors</td>
<td>22</td>
</tr>
<tr>
<td>Director of Graduate Studies (DGS)</td>
<td>22</td>
</tr>
<tr>
<td>Graduate Work Committee</td>
<td>22</td>
</tr>
<tr>
<td>Director of Teaching Assistants</td>
<td>23</td>
</tr>
<tr>
<td>Department Chair</td>
<td>23</td>
</tr>
<tr>
<td>Placement Director</td>
<td>23</td>
</tr>
</tbody>
</table>
Graduate School .................................................................23
Graduate Student Services and Progress Office (GSSP)..........................23
College of Liberal Arts .....................................................................23
Grievances .....................................................................................24
Student Conduct ............................................................................24
Preliminary Written Exam Guidelines by Field ........................................25
American Politics ...........................................................................25
Comparative Politics ........................................................................26
International Relations ....................................................................28
Models and Methods .........................................................................29
Political Theory ..............................................................................31
OVERVIEW

• Coursework (years 1-3)
• Take initial field written prelim exam (years 2-3);
• Submit Graduate Degree Plan Form before signing up for second field’s prelim written exam. Students ask a faculty member to become their permanent adviser, and ask faculty to be members of the preliminary oral exam committee (years 2-3)
• Submit Certification of Foreign Language Form (with Grad Degree Plan) if you choose a foreign language option for fulfilling your research tool requirement.
• Take second written prelim exam (year 3)
• Take Preliminary Oral Exam during same term as second prelim written exam (year 3)
• Ask faculty to be members of the Final (Dissertation) Examining committee
• Write prospectus and hold prospectus meeting with final examining committee (year 3 or 4)
• Conduct dissertation research and write dissertation
• Hold dissertation defense with Final Exam committee and complete the degree

TIMELY DEGREE PROGRESS

Timely progress, outlined in the chart below, is crucial in all faculty evaluations of a student’s standing in the program. In assigning assistantships, awarding fellowships, nominating students for external awards, and all other important decisions, the department always takes a student’s timely progress through the program into account.

<table>
<thead>
<tr>
<th>Period</th>
<th>Timely Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st through 3rd year</td>
<td>Complete bulk of course work</td>
</tr>
<tr>
<td>Spring of 3rd year</td>
<td>Finish written and oral prelims</td>
</tr>
<tr>
<td>4th year</td>
<td>Hold prospectus meeting</td>
</tr>
<tr>
<td>5th (&amp; 6th year if needed)</td>
<td>Dissertation work</td>
</tr>
</tbody>
</table>

TIME TO COMPLETION

University policy requires Ph.D. students to complete all research and defend their dissertations within eight calendar years of matriculation (not including approved leaves of absence). Students may request up to two 24-month extensions, but such requests are not always granted and should not be considered routine. Students whose extensions are not granted are discontinued from the program; they must re-apply to the program for the term in which they plan to hold the defense. The defense should be tentatively scheduled and dissertation submitted to adviser before seeking re-admission for that term.

ABSOLUTE DEADLINES

• Students must complete their preliminary written exams no later than the summer of their 3rd year.
• The preliminary oral exam must be scheduled no later than fall term of the students 4th year.
• The prospectus must be successfully defended no later than spring of the student’s 4th year.
PETITIONS FOR EXCEPTIONS AND LEAVES OF ABSENCE

Students may petition the DGS for exceptions to these deadlines and may request leaves of absence in the case of serious personal challenges or emergencies.

Graduate students are expected to maintain active status through continuous registration from the time they matriculate until they graduate. Students in good standing, however, may request a leave of absence per U of M Policy. Leaves do not count toward a student’s time to degree. Students who are considering applying for a leave should consult with their faculty advisors and the DGS, and work with the DGS Assistant to complete the required documentation.

PH.D. COURSE REQUIREMENTS

Students are required to take a minimum of the following:

- Major coursework – 30 credits
- Supporting program or minor coursework – 12 credits
- Thesis – POL 8888 – 24 credits

GENERAL POLICIES FOR COURSEWORK USED ON THE GRADUATE DEGREE PLAN

- Coursework must be graduate level – 5xxx or higher;
- Audited coursework may be taken, however, it cannot be used to meet degree requirements;
- Courses may be taken S/N, however, two-thirds of the course credits on a degree plan must be taken A/F;
- Students may use up to two POL courses to meet supporting program requirements, however these should still represent an area that is outside the primary focus of the student’s doctoral program;

MAJOR COURSEWORK – 30 CREDITS

Students are required to take eight 8xxx level courses within two fields in Political Science (24 credits). These consist of the Core course plus at least three advanced seminars in each of the two fields.

Six additional credits are required within the major – these may be within the two primary fields or outside those fields.

Occasionally students will take a Core +4 and a Core +2; however, a field with only two advanced courses is not generally sufficient preparation for the prelim written exam in that field. Consult with the Field head of the Core +2 field and the DGS if you are considering this option.

COURSE DESIGNATORS BY FIELD:

- 81xx Political models and methodologies
- 82xx Political theory
- 83xx American politics
- 84xx International relations
- 86xx Comparative politics
ADDITIONAL REQUIREMENTS:

1) Students whose first field is American Politics are required to take the following two quantitative methods courses: POL 8106 (Quantitative Political Science I: Introduction to Probability and Statistics) and POL 8107 (Quantitative Political Science II: Regression).

2) POL 8106 (Quantitative Political Science I: Introduction to Probability and Statistics) is a pre-requisite for all other quantitative methods courses in the department. This pre-requisite may be waived by the Methods field chair and 8106 instructor; students seeking a waiver need to provide the course syllabus for the appropriate transfer course(s) to determine if substitution is possible. Thus, students who have Political Models and Methodology as the second of their two fields are required to take POL 8106 + Core (POL 8107) + 3 advanced seminars.

3) Students may not have Political Models and Methodologies as their first field.

MINOR OR SUPPORTING PROGRAM COURSEWORK – 12 CREDITS

Graduate students are required to complete either a minor or a supporting program of at least 12 credits.

A minor is a minimum of 12 credits as specified by the minor program. Political Psychology, for example, is a minor sponsored by the interdepartmental Political Psychology program. Contact the minor program to find out their specific requirements or view the requirements on the Political Psychology website.

The alternative to a minor is called a supporting program, which is comprised of a minimum of 12 credits representing a coherent area of work that is outside the primary focus of the student’s doctoral program. Most Ph.D. students in our department opt for supporting programs rather than minors because they are more flexible. No supporting program course can count as one of your preliminary-exam field courses.

You may use coursework from a variety of programs as well as up to two 8xxx level political science classes for a supporting program (the POL courses must be from fields other than your two prelim fields).

Double counting coursework within the same program is not permitted. Students enrolled in the Political Psych minor may, however, count Political Psychology minor coursework toward their major credit requirements (e.g. 8311 can count as an American field exam course within the major and as a Political Psychology minor course).

RESEARCH TOOL REQUIREMENT

Ph.D. students are required to develop research skills within an appropriate methodology and/or language skills for their dissertation research. Students should consult with their adviser and DGS about which of the following four options is most suitable.

Note: Students whose first field is American Politics are required to take the following two quantitative methods courses: POL 8106 (Quantitative Political Science I: Introduction to Probability and Statistics) and POL 8107 (Quantitative Political Science II: Regression). This meets the methods component of Option 3 below.

Option 1: Low proficiency in two languages: Low proficiency can be achieved through prior coursework. The French Department, for example, deems 1 year of undergraduate French taken in the past 5 years with a course grade of B or better to be “low proficiency.” Some European language curricula at the U of M include a one-semester course for graduate students; satisfactory completion of this course also constitutes “low proficiency.” For more information on language certification within the German, Scandinavian & Dutch programs (Danish,
Dutch, Finnish, German, Icelandic, Old Norse, Norwegian, Swedish, and Yiddish) see http://gsd.umn.edu/language/certificationGradDegrees.html

The first step is to talk with the DGS about your situation and objectives if you wish to satisfy the requirement in this way. In some circumstances the student will simply consult with the DGS about whether or not their languages skills are sufficient for their research work (in particular if the language isn’t offered at the U of M).

**Option 2: High proficiency in one language:** For language department certification – this form must be submitted to the Graduate Student Services and Progress Office (GSSP) with a copy to the Grad Program Assistant for student’s file. Consult the appropriate language department concerning requirements for demonstrating high proficiency. Any Ph.D. student in our department who completed a high school diploma or a college degree in a non-English setting has satisfied the requirement. Students in this situation should submit this form along with the Graduate Degree Plan form to the Grad Program Assistant. Consult with DGS when specific language certification is not available at the U of M.

**Option 3: Low proficiency in one language and low proficiency in methods:** Low proficiency can be achieved through prior coursework. (See Option 1 for more details.) The first step is to talk with the DGS about your situation and objectives. In some circumstances the student will simply consult with the DGS about whether or not their languages skills are sufficient for their research.

The methods component is two graduate-level courses from the U of M offerings in quantitative methods, game theory, and/or qualitative methods.

**Option 4: High proficiency in methods:** Students who do not have methodology as their second preliminary exam field can satisfy the high proficiency in methods requirement by taking 12 graduate-level credit hours in methodology: POL 8106 (Quantitative Political Science I: Introduction to Probability and Statistics) and POL 8107 (Quantitative Political Science II: Regression) and 6 additional methodology credits. Any student whose preliminary exam fields include methodology automatically satisfies this requirement.

### PROSEMINARS & COLLOQUIA

We offer field-specific Proseminars sporadically and have regular, student-run colloquia series for each field. Proseminars are 2-credit, S-N courses that meet 1-2 hours once a week or alternate weeks. Colloquia are not courses for which students can register. **Students can and are expected to attend colloquia even when not taken for credit.**

The goals of proseminars and colloquia are to provide an informal atmosphere and supportive forum for students to explore research ideas, to collaborate on research, to develop research skills and experience, and to listen to guest speakers discuss their research. They are also a vital component to a thriving intellectual community. Colloquia and proseminars are supplementary to substantive coursework.

We strongly encourage students to regularly attend at least one proseminar or colloquium series each semester, particularly in the primary subfield of interest. As students advance through the program, they should present their work at one of these functions.
THESIS CREDITS (POL 8888 – 24 CREDITS)

Per the University of Minnesota Policy on Credit Requirements for Master’s and Doctoral Degrees, doctoral students are required to register for a minimum of 24 thesis credits prior earning their degree. Students should begin registering for thesis credits (POL 8888) simultaneously with course credits starting with the term in which they take their second preliminary written exam.

COURSE REGISTRATION

Students can find course information and register online at One Stop Student Services. Typically, students in years 1-2 register for 9-12 course credits per term. Students must never register for more than 14 credits per term in order to stay within the graduate tuition band (6-14 credits).

Occasionally, students will ask if there’s a point at which they can no longer register for courses. While the department does not have a strict policy around this, students are encouraged to complete course (and thesis credit) registration as soon as possible. Students may, however, continue to take courses that are deemed necessary for their research. The department prefers to see students finish all coursework by the end of their 3rd or (at the latest) 4th year (see p. 16 for more information on ABD status).

REGISTRATION EXCEPTIONS

Should a student need to change their registration after a deadline has passed, the must request a Registration Exception. Because of the multiple consequences to retroactively changing registrations, it’s important to contact the Grad Program Assistant before submitting your request.

TRANSFER OF COURSE CREDITS

Students seeking to use prior graduate coursework to partially fulfill Ph.D. program requirements should consult with the DGS. Provide the DGS with a course syllabus and a suggestion for how you think the course might fit on the degree program (POL 8106 substitutions also require instructor permission). Students may NOT transfer in Core+3 in their two major fields.

All international coursework that appears on a Graduate Degree Plan needs to be approved by Jim Rowan in graduate admissions before CLA approves the Grad. Degree Plan form. The Grad Program Assistant insures this step in the process is completed.

INDEPENDENT STUDY

Very occasionally the interests and preparation of a student warrant a directed study in a subject that is not included in the department’s curriculum but is an area of expertise for a faculty member. Students should consult with the instructor about the scope of the independent study work and register for the appropriate number of agreed upon credits of POL 8990. Students may not include more than 6 credits of independent study coursework on their Graduate degree plan unless they receive prior approval from their adviser and DGS. Students may not use more than one independent study course (3 credits) to meet their two field requirements (e.g. POL 8990 may only be used to meet one of the 8 seminars required for the two field requirements).
S/N (PASS-FAIL) COURSES

Per University policy, a minimum of two-thirds of the course credits included on a degree plan must be taken A/F. Political science graduate students may not take a political science seminar S/N.

INCOMPLETE GRADES

The department strongly discourages incompletes, except in the case of serious personal challenges or emergencies (disabilities, maternity/paternity, divorce or other separation from a partner, illness or death in the family, or health problems).

Prior to signing up for the prelim written exam in any field, those incomplete courses must be completed and graded.

The program places a hold on registration of any student who has accumulated nine or more credits of incompletes at any one time. Permission of the DGS is needed to register under these circumstances.

Note: students must be registered full-time to receive funding from the department.

GRADUATE DEGREE PLAN

Submitting the Graduate Degree Plan (GDP) form is the first official milestone; this is a listing of coursework – planned or taken – that meets the program’s course requirements. Students may submit the Graduate Degree Plan form during their second or third year in the program. It must be submitted at least one semester prior to your preliminary oral exam. The GDP is reviewed by adviser, DGS, CLA and GSSP.

STEPS TO SUBMIT GDP:

- Consult with adviser about coursework;
- Once adviser approves coursework, email a draft GDP to Graduate Program Assistant for DGS review;
- Once approved, students are notified and asked to print GDP and obtain adviser’s signature (and minor DGS signature if applicable*);
- Submit to the Graduate Program Assistant for DGS signature and forwarding to CLA and GSSP;

*Minor coursework must be pre-approved by the minor program DGS.

GSSP notifies students once the GDP milestone is recorded and instructs students to electronically assign Preliminary Oral Examining Committee (at least one month before prelim oral exam).

If students need to change the coursework listed on their submitted GDP, they file a Petition Form. This must be done before a student will be cleared for the degree.

PRELIMINARY EXAMINATIONS

Students take preliminary written examinations (prelims) in each of their two fields of concentration. In the prelim, students are responsible for the contents of the core seminars in each field, their advanced seminars, and the dominant issues in the field.
After passing the preliminary written examination in two fields, students take a preliminary oral examination, which covers the two fields of concentration. The preliminary oral examination must be done during the semester in which the student completes the second written prelim.

**PRELIM WRITTEN EXAM STRUCTURE AND PROCESS**

Prelims are offered three times a year: generally in September, February, and July (IR utilizes a separate calendar). Students usually take their first and second field written exams at different times. All course work included in an exam must be finished and graded. If there are incompletes in the core+3 for the field, the student will not be permitted to take the exam.

Students must complete preliminary written and oral exams by the end of their third year.

The Grad Program Assistant informs students of the specific prelim written exam dates and provides them with sign-up sheets and deadlines for notifying the Graduate Program Assistant of their intention to be examined in a particular field. Signing up for a preliminary examination commits the student to taking that examination. In other words, barring an emergency, failure to take the exam after signing up for it constitutes failure of the exam.

**Before** students can sign-up for the second field prelim exam they must:

1. have an approved Graduate Degree Plan form on file with GSSP;
2. identify and assign a preliminary exam committee;
3. schedule the preliminary oral exam (at least tentatively) with their committee members.

The preliminary examination questions reflect themes within the field as a whole, as well as the course and research experience of the student. Students will have a sufficient number of questions from which to choose. The questions will reflect the students’ actual graduate work, but will also reflect what scholars in the field would regard as its basic components. In other words, if a student’s work in the field is extremely narrow, that does not restrict the exam to those narrow limits. There is no requirement that the scope of a course-related question be limited to a single course; questions may relate to two or more courses simultaneously.

Once the prelim sign-up period ends, the Grad Program Asst. sends sign-up forms to the appropriate field chair. Field Chairs review student coursework to determine questions and make sure the exam provides appropriate choices and a variety of topics relevant to the student’s “course and research experience.”

Note: students who require accommodations for disabilities should make arrangements with the Office of Disability Services and the Grad Program Assistant.

The Grad Program Assistant calls for examination evaluations from the field chairs within three weeks of the exam date. The whole process of evaluating the exam and informing students of the results should take no longer than three weeks. Following the results of the second prelim written exam, the Grad Program Asst. records the official Prelim Written Exam grade with the Graduate School (Pass, Pass with Reservations or Fail).

**PRELIMINARY WRITTEN EXAM RESULTS**

The field chair is responsible for collecting the exam grades and reporting final results to appropriate faculty and the Grad Program Asst. Committee members must respond to the field chair if they have any objections.
concerning the results. As needed, the field chair will meet with committee members collectively in order to come to a consensus.

In the case of a possible grade of “fail” the committee must meet collectively and the field chair will provide the student with a written statement regarding the assessment (and notify the DGS and Grad Program Assist). The student then has four options:

- retake the exam in the same field
- appeal the results with the Grad Work Committee
- take the preliminary examination in a different field
- leave the program with an M.A. in recognition of the student’s satisfactory coursework

Student should talk with their adviser, appropriate field chair and DGS about these options.

In the case of two failures in the same written exam field, the student will be dismissed from the graduate program.

If a student receives a “pass with reservations”, conditions to be met must be given in writing to the student within ten working days, including a timeline for completion.

**OVERVIEW OF PRELIMINARY WRITTEN EXAM BY FIELD**

*(See detailed guidelines at end of the handbook)*

**AMERICAN, METHODS AND THEORY:**
Two days before the prelim written exam date, field chairs send questions to the Grad Program Assistant. At 8:00 am on the prelim exam day, the GPA emails the individually tailored questions to students with instructions to return the response via email no later than 4:00 pm the same day (no later than 8:00 am the following Monday for those taking the Theory prelim).

American and Theory are open book/notes exams and students may choose to take their exam in the POL lab or elsewhere. The Methods exam is closed-book and must be taken in the POL Lab; students may not use notes or books. Students may not discuss the examination with others while taking any of the exams.

Theory faculty revised their preliminary exam Fall 2013; it is now a 72 hour, open note, open-book take-home exam. It includes two parts, and within each part, students will choose to write an essay on one question from a set of two or more options, tailored to students’ interests.

Methods faculty adopted a new prelim written format effective Summer 2013. The old version is administered to students entering the program before Fall 2013. The new format includes a first set of questions on regression and maximum likelihood and a second set of general thematic questions from which students choose.

**COMPARATIVE:**
Effective Fall 2014, Comparative faculty revised their prelim written exam to include 2 questions: one which focuses on methodological issues in comparative politics that will require students to discuss methods in relation to substantive literatures in the subfield; the second is developed in consultation with one faculty member in comparative politics. Students are given 2 weeks to complete the exam and the due date will be the scheduled prelim written exam date.
INTERNATIONAL RELATIONS:

The International Relations preliminary examination consists of a two-part exam—neither of which requires students to be present on campus. The first part is a critical literature review essay, which should not exceed 30 manuscript pages. The second part is an IR theory take-home exam in which students are asked to write on one question out of two questions provided in IR theory. Students have one week to submit their essay, which is not to exceed 5000 words.

PRELIMINARY ORAL EXAMINATION

Students schedule their preliminary oral exam during the term in which they take their 2nd prelim written exam. Prior to scheduling the prelim oral (and taking the 2nd prelim written), students ask faculty to be on their preliminary oral exam committee. This committee consists of four faculty members - three from Political Science (advisor, faculty member from the student’s second field, appropriate third member) and one member representing a field outside the major. For more details on examination committees see: http://www.grad.umn.edu/students/examiningcommitteesnew/index.html

To schedule the exam:

1. contact adviser and other committee members and select a date/time;
2. schedule exam with the Graduate School online;
3. request a room from Kyle Edwards in 1414 Social Sciences (Lippincott or 1450 Social Sciences).

Once the exam is scheduled with the Graduate School, the student will be notified that the Preliminary Oral Examination Form is either available to pick up at GSSP (160 Williamson) or has been sent to the Prelim Committee Chair (advisor). Instructions on conducting and grading the exam are included with the exam form.

Following the examination, students deliver the signed Preliminary Oral Examination form to GSSP (160 Williamson). Possible outcomes are either Pass, Pass with Reservations or Fail. Note, if the result is Pass with Reservations, the committee is permitted one week to return the Prelim Oral Exam form along with a copy of the letter or email outlining the steps the student must take to remove the reservations.

If the prelim oral examination is deemed a failure by the committee, the student may re-take it once. In the event of a second failure, the student will be automatically dismissed from the graduate program.

APPEALS

A student who fails a preliminary written or oral examination may appeal to the Graduate Work Committee. If an appeal prompts a Graduate Work Committee member to be recused, the Chair of the department may choose a substitute. The Chair may also appoint an additional member in order to achieve an odd number of members.

An appeal must be initiated by the student as follows:

1. The student will first consult with the chair of the examining committee to air the appeal and discuss the evaluation.
2. The student may then consult with individual faculty members concerning the committee's evaluation of the examination.
3. If, at this time, the student still wishes to press an appeal, the student must present a brief statement in writing to the DGS within ten days of the announcement of the preliminary examination results.

4. Consideration of an appeal will be granted automatically by the DGS upon receipt of this statement.

5. The student will then prepare a written case, carefully outlining the reasons why the student thinks the examination grade is inappropriate or unfair. The case should address any points which emerged in the consultations with individual committee members.

The department will respond to student appeals as follows:

1. The Graduate Work Committee will review the examination in question and the student’s written case. If necessary or if deemed appropriate, the Committee may call upon the field chair for information.

2. The Graduate Work Committee will reach a provisional decision and inform the student. It will provide the student with a final opportunity to offer any new relevant information or arguments.

3. The Graduate Work Committee will reach a final decision and present it in writing to the student.

M.A. DEGREE

Upon successfully completing the prelim exams, Ph.D. students may receive a Master’s Degree in Political Science. Students are not required to obtain the M.A., however they may choose to do so in recognition of their achievements in the program.

In addition, students who complete all their coursework but do not pass the written or oral preliminary exams will receive an M.A. if they choose to leave the program.

STEPS TO OBTAIN THE M.A. PLAN B

1. Complete the Grad. Degree Plan form (GDP) for the M.A. Plan B. Students may list the identical coursework from the Ph.D. Grad. Degree Plan form; however, the actual course requirements are: 28 major course credits (in Political Science) and 6 course credits outside the major.

2. Obtain adviser’s signature on the GDP and submit to the Grad Program Assistant for DGS review. The form and transcript is then forwarded to CLA for approval and GSSP for recording.

3. Students follow M.A. Plan B Degree Completion steps (beginning with Step #2)

Note: When students apply for the M.A. degree and all paperwork has been submitted, they will be asked to attend "exit counseling" if they’ve ever received any financial aid (loans). This relatively new federal requirement must be done although students are continuing to pursue another degree. Per the Office of Student Finance this won’t affect student loans as long as students continue to be actively enrolled.

ANNUAL SPRING REVIEW

As required by the University of Minnesota, programs must review the progress of each doctoral student annually and must provide the results to the student in writing.

The Political Science program reviews students’ progress each Spring term based on course grades, seminar evaluations, adviser feedback and the student’s overall progress toward the degree. (First year students are reviewed during the summer following grade entry.)

Students are asked to submit a report on activities and progress that includes:
• Progress toward degree milestones
• Plan for Prelim Exams (first year students)
• Competitive Fellowships and Grants Received
• Conference and Other presentations
• Articles and Other Publications
• External travel/conference awards

The DGS and the Graduate Work Committee conduct a detailed review of each student’s progress and send letters to students indicating the results of the review. Generally, commentary is directed toward students whose records raise specific concerns and students whose records display unusual achievement. Each student has the right to discuss course grades, seminar evaluations, and research paper evaluations with the instructor concerned before these grades and evaluations become part of the student’s permanent file. This file is open to the student at all times. Students may also request additional details of the DGS and/or Adviser following receipt of the Spring Review letter.

On the basis of the annual review, a student may be advised to take one of several courses of action:

• continue toward the Ph.D. (possibly with suggestions for improvement)
• continue toward the Ph.D. pending the fulfillment of certain conditions related to milestones, incomplete grades, etc. (Deadlines for fulfilling conditions may also be set and failure to meet these deadlines may result in dismissal from the program.)
• proceed toward a Master’s degree with the understanding that the Master’s degree will be terminal
• drop out of the graduate program immediately (rarely advised)

FROM ABD TO PH.D.

Upon completing all course work, written and oral preliminary examinations and the prospectus meeting (see pg. 16-17), students achieve ABD (All But Dissertation) status. At this point students reach a new level of independence in their scholarly work.

The University of Minnesota also has a category associated with payroll called “Advanced Graduate Status” which students reach once they’ve completed the required 24 thesis credits. At this point students are placed in “Advanced Graduate Status” job categories, which allow the department to pay less toward tuition (students register as full-time for 1 credit POL 8444), and students to pay less student fees.

Note: Full-time student status (POL 8444 registration) must be maintained in order to work for the University, hold a University fellowship, defer student loans, and maintain International student visas. If you do NOT need to maintain full-time student status, but must keep your active student status, then you may register for GRAD 999, which is a no-cost, no-credit placeholder in the Grad School. For more information on these special registration categories, see:
http://onestop.umn.edu/special_for/SpecialRegistrationCategoriesforGraduateProfessionalStudents.html

Effective Spring 2015, students are permitted no more than 4 terms of GRAD 999 registration.
FINAL EXAMINING COMMITTEE

Before students are able to hold their thesis prospectus meeting, they must designate a Final Examining Committee. This committee consists of a minimum of four members, three within Political Science (including the advisor) and one representing a program outside the major. At least 3 members are “reviewers” (including the adviser and outside member) and they are responsible for approving the prospectus and, just before the dissertation defense, must verify that the dissertation is defensible by signing the “Reviewers’ Report form”. All committee members do read the dissertation; however, only the “reviewers” signatures are required on the form.

In addition, prior to holding the Prospectus meeting, students should electronically assign their final examining committee online with the Graduate School. The committee is approved by the adviser, DGS, and CLA before entry into the official student record.

Students who need to change their committee at some point should make the change electronically at the above link.

EXTERNAL COMMITTEE MEMBERS

Students seeking to include a committee member who is not currently affiliated with the University of Minnesota must send the following to the Grad Program Assistant for DGS and CLA approval. Students will be notified once the person is approved and can be electronically assigned to the committee.

- External committee member’s cv
- External committee member’s birth date
- Brief rational for including this person on your committee

(Per ruling by the Office of the General Counsel at the University of Minnesota, individuals in a student advising and/or examining committee role at the University must be actively affiliated with or have a legal relationship with the Institution.)

REMOTE PARTICIPATION

Increasingly, committee members (or students) participate in Preliminary and Final exams remotely. In these cases, the Graduate School allows only one signature that is not original to be submitted on the forms. The form can be scanned to the off-site committee member who will then sign it and email (or fax) it back. Contact the Grad Program Assistant for assistance with this.

Before considering remote participation, faculty and students should review the Required Conditions and Best Practices for Remote Participation in Graduate Examinations.

THESIS PROSPECTUS MEETING

The prospectus meeting is not an examination in the sense that a student can "pass" or "fail." The purpose of this meeting is to make sure that students formulate their plans explicitly at an early stage of work and receive faculty advice at a point when changes can still be made with relative ease.
Students hold this meeting with their Final Examining Committee (or reviewers) as soon as is practical after passing prelims - ordinarily within one semester of the prelim oral examination. To be construed as timely progress, the prospectus meeting should occur before the end of the fourth year.

Students need to have the Ph.D. Prospectus Meeting form signed by their reviewers at the time of the prospectus meeting; return it to the Graduate Program Assistant for recording.

DOWNLOAD GRADUATION PACKET

Once a student is preparing for the Final Oral Examination and completing the degree they should download the Graduation Packet, which includes:

- **Graduate Application for Degree form** – this must be submitted before the first day of the intended month of graduation;
- **Reviewers’ Report form** – this form is signed by committee reviewers and submitted to GSSP before the defense date. **NOTE: The Final Exam form (which is NOT in the Graduation Packet) will not be released by GSSP until the Reviewers’ Report form is submitted.**

FINAL ORAL EXAMINATION

Following completion of the thesis, the student must pass a final oral examination – more commonly known as the dissertation defense. This examination covers the thesis itself and related subjects in the discipline.

Students schedule the final exam date with their adviser and committee members. They must also schedule the exam online with the Graduate School. At this point, the student is cleared for the degree and will be notified about any outstanding requirements or discrepancies in the student’s record.

In addition, contact Kyle Edwards to schedule a room for the defense and notify the Grad Program Assistant of your defense date for recording on the Grad calendar.

FORMATTING AND SUBMISSION OF THESIS

Information on formatting and submitting the thesis is available on the Graduate School’s website.

FORMS AND POLICIES

All Graduate School forms are available at [http://www.grad.umn.edu/students/forms/doctoral/index.html](http://www.grad.umn.edu/students/forms/doctoral/index.html)

A link to each of these is also available on the Graduate School’s Degree Ph.D. Completion Steps page.

All Graduate School Policies and Governance are available at: [http://www.grad.umn.edu/about/policiesgovernance/](http://www.grad.umn.edu/about/policiesgovernance/)

All Political Science forms are available on the Graduate Intranet: [http://www.polisci.umn.edu/grad/intranet.html](http://www.polisci.umn.edu/grad/intranet.html)
DEPARTMENT FUNDING

Graduate students in Political Science receive full funding (stipend, tuition, health insurance) for 5 years. This guaranteed support is in the form of fellowships, research and teaching assistantships. Stipends are approximately $15,000 for the academic year and $8000 during summer term.

As a matter of general policy, the department strongly encourages and supports students’ endeavors to win both external (e.g. NSF) and internal (e.g. DDF, ICGC, FLAS) fellowships. Students who receive fellowships from outside the department will be able to bank one year of department support for future use per the following policy.

BANKING FELLOWSHIP YEARS

Students who receive an academic year fellowship (internal or external - e.g. DDF, DOVE, IDF, ICGC, FLAS, CLAGF, NSF, NIH) during their 5 years of guaranteed departmental funding may “bank” their departmental funding to be used in their 6th year. Generally, students with banked support for Year 6 will receive a dissertation completion fellowship during that year; however, they may instead have the option to apply to be a course instructor depending on 1) the student’s need for teaching experience, and 2) the instructional budget.

Students awarded the fellowship during their 1st year (DOVE, ICGC, CLAGF) may take their department 1st year fellowship anytime during years 2-6.

Students awarded more than one academic year fellowship will only be allowed to bank one year of departmental support (to be used during the 6th year).

Banking departmental support only applies to fellowships earned during years 1-5.

SUMMER FELLOWSHIP AWARDS

Students who receive a non-departmental summer fellowship during Years 1-5 (GRPP, FLAS, NSF, etc.) will receive their FULL departmental summer fellowship/stipend in addition to the external fellowship award unless prohibited by the external fellowship. All fellowships/stipends will be disbursed during the summer in which they are earned and will no longer be “banked”.

7TH YEAR+ FUNDING

Generally, students will not be funded during their 7th year or beyond. Only under extraordinary circumstances will a student receive funding during their 7th year.

ASSISTANTSHIPS AND GRADUATE INSTRUCTORS

The Department of Political Science offers Ph.D. graduate students financial support in the form of assigned Teaching and Research Assistantships as specified in the student’s admission letter. TA assignments are determined by the Director of Teaching Assistants and most RAs are chosen by faculty individually. Graduate student and faculty preferences are solicited prior to the start of each term.

Typically, graduate students hold the equivalent of a 50% graduate assistantship during each term (Fall and Spring). TA workload should not exceed an average of 20 hours (50%) or 10 hours (25%) per week. In addition, it is
important for both assistants and faculty to remember that the period of compensation commences before the beginning of classes and extends after the final exam period. The Chair will make every effort to insure that the workload of Teaching Assistants holding two 25% appointments does not exceed an average of 20 hours (for 50% time). **Faculty and students who have concerns about hours worked should contact the Chair.**

International students risk losing their visa status should they take on more than 50% time assistantships during the academic year.

### TA ENGLISH LANGUAGE PROFICIENCY

In support of high quality undergraduate education, the University requires those nonnative speakers of English employed as TAs to provide evidence of English language proficiency (27 or higher on the speaking portion of TOEFL for leading a discussion, or lab section of a course). Before beginning TA duties, students should review the [English Language Proficiency Requirements](#). If necessary, students can register for the SETTA (Spoken English Test for Teaching Assistants) through the Center for Teaching and Learning – 612-625-3041 or teachlrn@umn.edu. Check with the Grad Program Assistant if you have questions about this.

### GRADUATE INSTRUCTORS

Generally, students are given the opportunity to teach undergraduate courses for the department once they’ve reached ABD status (occasionally qualified pre-ABD students are also allowed to teach). Prior to each term, the Assistant to the Chair sends the announcement of courses available for graduate instructors to teach. Students then apply and the Applications to Teach are reviewed by the Chair, Director of Undergraduate Studies (DUS), and DGS.

During fall term the Assistant to the Chair solicits course proposals from grad students for the following summer (proposals are due in December). Students may submit a proposal for a course that doesn’t overlap with courses already scheduled to be taught. The proposals will be reviewed by the Chair and Director of Undergraduate Studies.

Occasionally, a Teaching Assistant or Graduate Instructor encounters inappropriate behavior from a student in the class to which they are assigned. These situations often involve, but are not always limited to, abrasive complaints about grades. Any situation that makes a Teaching Assistant feel uncomfortable because of an undergraduate’s behavior **should be promptly reported to the course instructor and to the DGS.** The department and University take this issue seriously and seek to be an active source of advice and support to its Teaching Assistants in such matters. For more information on student conduct see the [University of Minnesota Student Conduct Code](#).

### ADDITIONAL RESOURCES FOR TEACHING ASSISTANTS AND GRADUATE INSTRUCTORS

The Center for Teaching and Learning offers courses, workshops, retreats and other teaching resources through the [Preparing Future Faculty](#) program. In preparation for teaching their own course, the department **strongly** encourage students to enroll in GRAD 8101 – Teaching in Higher Education (3 credits, S-N) at some point in the program. This course covers teaching methods and techniques and is the core course for the Preparing Future Faculty program. While the course is not required, many Political Science students have taken it and think it has value. Students have commented that the workload for PFF is much lower than the workload for a graduate-level political science class and many of the assignments in this class are focused on things students will need when they
go on the job market. For example, students write a teaching statement, a course syllabus, and a sample assignment.

In addition, note that graduate student instructors with low teaching evaluations may be required to take the course before being offered another teaching position within the department.

**TRAVEL SUPPORT**

Through funds provided by the College of Liberal Arts (CLA), the Department of Political Science supports graduate students presenting at professional conferences such as APSA, MPSA, ISA, etc. **To receive travel support funds, students must APPLY BEFORE traveling to present.** These CLA funds are limited, so not all requests will be approved. You will receive an email notification with reimbursement instructions once travel support is approved.

Students may also apply for “exceptions” to use a portion of their travel allotment to attend institutes (e.g. IQMR, ICPSR, Gregynog) or pursue research opportunities.

Travel awards are a maximum of $600 annually (Sept 1-August 31) to present at 2 domestic conferences ($300 each) or one international conference ($600).

Students are also encouraged to apply to COGS and/or GAPSA for additional travel support.

**TO APPLY:**

- complete the Travel Support Request form
- email official notification verifying acceptance to present to Grad Program Assistant

Occasionally, exceptions are made that allow students to use travel funds for other purposes (i.e. attending a summer institute, archival research, etc.), however, these exceptions must be requested well in advance and funding is dependent on the current budget. **Email your exception request to the Director of Graduate Studies and complete the Travel Support Request form.**

**PLACEMENT SUPPORT (GRADS ON THE MARKET)**

The department covers the cost of a 5-year Interfolio subscription to support ABD graduate students who are “on the market”. Students should talk with Kyle Edwards about purchasing the subscription. In addition, the department will pay up to $300 for copying and postage costs for students to send out materials (through Interfolio or elsewhere), but will NOT pay for expedited shipping (i.e. FedEx). To be reimbursed for these expenses, students should submit their receipts and the Employee Expense Worksheet to the Graduate Program Assistant as soon as possible after total expenses have been incurred.
ADMINISTRATIVE STRUCTURE

Each graduate student should have a working understanding of the functions and responsibilities of the several department and university jurisdictions that make policy affecting graduate study at Minnesota.

ADVISORS

The faculty advisor is the single most important source of information and professional guidance for graduate students during their graduate career. The advisor signs forms, serves as chairperson of the preliminary oral examination committee, and is the principal constructive critic for the writing of the thesis. Students choose their own advisors in accordance with their research and program interests. The DGS assigns an “initial adviser” to all new students. During the second year each student should select a regular departmental faculty advisor. Sometimes after the second year a student’s interest changes, and occasionally personal incompatibilities develop between a student and an advisor. These are valid reasons for changing advisors. No departmental stigma attaches to such a change; indeed, it happens with some frequency, especially as students move into thesis work.

To change advisers: Initiate conversations with both your prospective and current advisers regarding your proposed change. Once both have agreed to the change, email the Graduate Program Assistant with the update and copy both faculty members to indicate their approval. The Grad Program Assistant updates adviser information with the Graduate School.

DIRECTOR OF GRADUATE STUDIES (DGS)

The DGS is the faculty member primarily responsible for representing the Graduate Program in Political Science, both within and outside the University. In this capacity, the DGS is expected to exercise leadership in the organization and planning of graduate studies in the department; to act as a liaison between graduate students and faculty; and to convey the policies, interests, and views of the graduate program to the Graduate School, as well as to prospective students and the public at large. The DGS is also chair of the Graduate Work Committee, which is the primary decision-making body within the graduate program. The office of the DGS is the major departmental repository of records and administrative decision-making authority for the graduate program. Routine decisions and information about departmental policy can be secured from this office.

GRADUATE WORK COMMITTEE

The Graduate Work Committee (GWC) is normally a five-member committee (the DGS and four members of the faculty). The GWC makes many of the decisions implementing departmental policies as they affect the graduate program. The Graduate Work Committee also acts as a due process body to hear and rule on matters involving scholarly dishonesty and/or misconduct within the graduate program.

The Graduate Work Committee screens applicants for admission to graduate study in the Department of Political Science, and otherwise acts in the department’s name to execute its broad policies. The GWC review student progress through the program at the annual Spring Review.
DIRECTOR OF TEACHING ASSISTANTS

The Director of Teaching Assistants assigns teaching assistants to classes, taking into account both assistants' and faculty members' preferences, along with the needs of the class (e.g. enrollment and whether or not the course is writing intensive). If problems arise that cannot be worked out between an assistant and the faculty member, these should be brought to the DGS.

DEPARTMENT CHAIR

The Chair is appointed by the Dean of the College of Liberal Arts and is the chief executive officer of the Department and is responsible for directing the administration of departmental affairs.

PLACEMENT DIRECTOR

The department makes a collective effort to help all its graduates find academic jobs. The Placement Director oversees and coordinates this effort with a focus on those graduate students who are “on the market” for the first time and within a “two-year placement period”.

Beyond the two-year placement period, students may still receive informal departmental assistance and the aid of individual faculty members, but the department’s main placement effort will be reserved for students just coming onto the job market.

GRADUATE SCHOOL

The mission of the Graduate School at the University of Minnesota is to ensure quality in graduate education, advocate for the academic and professional development of graduate students, advance intellectual communication and scholarship across disciplines, and promote cultural diversity, scholarly integrity, and inclusivity. [http://www.grad.umn.edu/about/welcome/](http://www.grad.umn.edu/about/welcome/)

GRADUATE STUDENT SERVICES AND PROGRESS OFFICE (GSSP)

The GSSP office is in 160 Williamson (gssp@umn.edu or 612-625-3490) and serves as the primary contact point for graduate students after their admission and initial registration. This office is responsible for student academic matters, including monitoring student registration and degree progress, approving graduate degree plans, scheduling of examinations, accepting completed theses and dissertations, awarding of degrees, and maintaining permanent student records. GSSP advises faculty and students concerning graduate education and University policies and procedures.

COLLEGE OF LIBERAL ARTS

Established in 1868, the College of Liberal Arts supports the University of Minnesota’s land-grant mission as home to disciplines in the arts, humanities, and social sciences. [http://cla.umn.edu/](http://cla.umn.edu/)

The responsibilities of the CLA Graduate Programs office include:

- Working with faculty, staff, graduate students, directors of graduate studies and other consultative bodies to enhance the excellence of the college’s graduate programs and to ensure student success;
• Serving as the college’s liaison to other collegiate units with whom the college shares joint graduate programs;
• Facilitating graduate program and accreditation reviews;
• Enhancing the financial support for CLA graduate students and graduate programs;
• Leading collegiate efforts to enhance the diversity of CLA’s graduate students; and
• Serving as the college’s liaison to the Graduate School.

Information for current graduate students is available at: http://www.cla.umn.edu/students/graduate.php

**GRIEVANCES**

Students should initially bring their concerns to the Director of Graduate Studies or the Department Chair, who will recommend that the issue be directed to the Graduate Work Committee or the department’s Grievances and Academic Freedom Committee as appropriate (in rare cases both committees may be convened). For disputes and charges that are a violation of academic freedom and responsibilities, the Grievances and Academic Freedom Committee will attempt mediation.

A University-level committee handles complaints of sexual harassment. Anyone seeking information on such matters should contact the Office of Equal Opportunity and Affirmative Action.

**STUDENT CONDUCT**

The Department of Political Science expects graduate students to conform to high standards of academic achievement and scholarly integrity in their studies and research, and in their performance as teaching and research assistants. The Graduate Program operates under an honor code. The expectation is that graduate students will, at all times, recognize and adhere to norms of scholarly and professional responsibility consistent with the standards of our department and the University community in general. In addition to a code of scholastic honesty, these standards require a community free from violence, threats, intimidation, and harassment, protective of free inquiry, protective of the rights of others, open to change, supportive of democratic and lawful procedures, and mutually respectful in matters relating to the setting of policy and the resolution of disputes.

All graduate students should be familiar with the University’s Student Conduct Code and the Student Conduct Code procedure. In cases of alleged scholastic dishonesty within the department, and in the event that an instructor and a student cannot reach resolution of a complaint, the Graduate Work Committee will serve as a due process hearing body.
The American Politics preliminary exam will be an eight-hour, open-note, open-book exam.

Students must answer three questions. The format for each is listed below.

Question #1: This will be a general question. It will no longer come directly from a “list of thematics,” and students will no longer be given a list of thematics. Instead, the questions will be general questions to which any well-trained student of American politics should be able to respond intelligently, creatively, and knowledgeably. The questions will not be designed to “test” a student’s knowledge of any specific topic in the American politics literature, but rather, will ask the student to address an overarching debate in the field, for which examples from a variety of topical literatures (such as from political behavior, institutions, and/or public policy) might be marshaled. Students will be given 2-3 general questions and will be asked to answer 1 of them. Sample general questions appear at the end of this document.

Question #2: This will be a more specific question about a discrete area of research. The content of this question will be drawn from American politics seminars the student has taken, and may require students to integrate content from more than 1 seminar he/she has taken. Students will be given 2-3 more specific questions and will be asked to answer 1 of them.

Question #3: Students will be asked to choose a literature in American politics about which they feel they have expertise. They will be given 1 of the following 2 questions (drawn randomly by the field chair), and will be asked to answer it with regard to their chosen literature:

Version 1: What is the most undertilled area of the literature, and why is it undertilled? What is the most ovetilled area, and why is it overtilled? How might one go about tilling the undertilled?

Version 2: Describe what you believe will be the most significant advance in the literature in the next decade. What about the current state of the literature leads you to believe that this will be the most significant advance?

Sample Questions:

GENERAL QUESTIONS:

The framers created the separation of powers to guarantee that no single branch of government can gain too much power over the others. In the past decade, scholars have derived models to explain the interaction that takes place among the three branches of government, and to predict how each of the branches will behave as they interact with one another. Do these models adequately capture the interaction among the branches? More generally, what have these models taught scholars about the separation of powers?

Are political representation and leadership irreconcilably in conflict? The concept of “representation” has multiple and competing interpretations. Compare the conception adopted by the Framers of the Constitution with alternative interpretations, and use research on American political behavior, institutions, and public policy to assess the relative merits of each interpretation. Is American politics representative?
In what ways does the American political system live up to its democratic ideals, and in what ways does it fail to do so? What accounts for these successes and failures?

We cannot understand American politics without understanding the politics of race, class, gender, and sexuality. We cannot understand the politics of race, class, gender, and sexuality without understanding broad themes in American politics. Discuss with reference to AT LEAST three of the following: public opinion; political behavior; voting and elections; political parties and interest groups; political institutions; and public policy.

The House of Representatives was designed with short, 2 year terms, so that its members would remain "close" to the people they represented and thus represent the passions of the public. Yet, in today’s House we see members serving for decades with reelection rates greater than 95%, while public opinion polls reveal that more than a majority of the public is unhappy with the job that Congress is doing. What accounts for this disconnect between public opinion and reelection rates? Does this disconnect undermine the House as a representative institution? Explain why or why not.

**COMPARATIVE POLITICS PRELIMINARY WRITTEN EXAM**

1. **Exam length:** 6,000 words, not including reference list

2. **Number of questions:** 2

3. **Foci of questions:**
   a. **The first question** will focus on methodological issues in comparative politics and will require students to discuss method in relation to substantive literatures in the subfield. Since students will need to reflect on methodological concerns in developing a dissertation project, the first question will help students to think through issues of research design, causal inference, and theory development. All students will be required to answer the same question, which the subfield chair will develop in consultation with faculty in the subfield. The subfield will assemble a reading list on methods in comparative politics to help students to prepare for this question, which the subfield chair will update periodically in consultation with other faculty in the subfield. Students will have flexibility in deciding which substantive literatures to draw on for illustrations (we anticipate that most students will draw from literatures that they have read in their coursework). These literatures must not overlap with the substantive focus of the second question.

   b. **The second question** will be developed by the student and one faculty member in comparative politics. The question should be pertinent to the student’s likely dissertation topic or give students the opportunity to explore a literature that will aid the student in crafting a dissertation topic. First field students will work with their advisor in comparative to craft the question, while second field students may select any faculty member in comparative with whom they have taken a seminar. When students register to take the prelim, they must inform the subfield chair which faculty member they will work with to craft the second question. The student should begin consultations with the faculty member at least one month prior to the exam due date. Faculty must send the final question to the subfield chair no later than two weeks prior to the exam due date.

4. **Time to complete the exam:** Two weeks
5. **Exam committee:** A committee of four comparative politics faculty will evaluate the exams. This committee will be composed of: a) the subfield chair, b) the faculty who taught the core seminar the year/s that the student/s took it, and c) if \( a + b < 4 \), then the remaining member/s will be drawn by lots. Once a faculty member is drawn from the pool and serves on the prelim committee in a given academic year, that person will be out of the pool for the remaining prelims that year. If we exhaust the pool before the year is up (due to leaves), all names will be returned to the pool.

6. **Exam evaluation:** The committee will evaluate each exam and select one of the following ratings for each: **high pass, pass, or fail**. If the committee is divided in assessing a student, the committee will consult with at least one faculty member who had the student in an elective seminar, seeking out faculty with expertise in the specialized literature that the student draws on in the prelim. For example, if the committee is torn between giving the student a pass or a high pass, and the student drew on the religion and politics literature extensively in her answer, the committee would consult with the member of the faculty who knows that literature best in order to ascertain whether the student’s engagement with that literature merits the higher or the lower evaluation. If the committee’s deliberations culminate in a recommendation to fail a student, the subfield chair will notify all comparative faculty. The final decision about failing a student will be made by the comparative faculty as a whole.

### COMPARATIVE POLITICS METHODS READING LIST


INTERNATIONAL RELATIONS PRELIMINARY WRITTEN EXAM

The International Relations preliminary examination consists of a two-part exam—neither of which requires students to be present on campus.

1) A critical literature review. This paper will be on a topic of the student’s choosing—approved in advance by the IR field head. The critical literature review may not be duplicative of previous literature reviews written by the student as part of class-work or for conference presentation. If the student wishes his/her literature review to build on previous work, s/he must present copies of that work to the IR field head, explain how the proposed literature review will substantially differ, and secure the field head’s permission to proceed with this topic. The critical literature review is due the day students begin the IR theory take-home exam, though it may certainly be submitted early. The IR field head will communicate via e-mail the due date for approval of critical literature review proposals, generally approximately two months before the essay is due.

The critical literature review should be modeled around review essays in leading scholarly journals, such as International Organization and World Politics. Like those essays, it should be organized around a group of 4-5 recent books but should range widely and deeply in the relevant literature. All good critical literature reviews will:

- address all relevant existing literature,
- analytically organize that literature
- review the existing literature’s flaws and strengths
- offer an argument about the existing literature
- suggest an agenda for improved future research
The critical literature review essay should not exceed 30 manuscript pages.

2) **IR theory take-home exam.** Students will be asked to write on one question, out of two questions provided, in IR theory. Because it is a take-home exam, substantive expectations about demonstrated depth of understanding of the field are high. Students will have one week to submit their essay, which is not to exceed 5000 words.

The IR field head will communicate well in advance via e-mail the date on which the critical literature review is due and on which the IR theory take-home exam will be distributed. Normally, the fall exam is conducted in the week prior to the start of the fall term; the winter exam is conducted in the week prior to the start of the spring term; and the summer exam is conducted some time in July.

Both parts of the exam are to be completed no later than the student's sixth semester in the program, consistent with Department policy.

---

**MODELS AND METHODS PRELIMINARY WRITTEN EXAM**

The Models and Methods preliminary exam (for students entering the program Fall 2013 and after) uses an eight-hour, three response closed book format.

**Part One** (one question) – covers linear regression and MLE. One of the four OLS/MLE questions below is chosen at random for the students.

**Part Two** (one question) – covers thematics. For any given exam, the field will choose a subset of questions for inclusion on the exam. Examinees will then choose one question from the presented subset to answer.

**Part Three** (one question) – covers seminar materials. These questions will be generated anew for each exam based on an examinee’s coursework. If coursework permits, examinees will be given more than one seminar question from which to choose.

---

**THEMATIC QUESTIONS (FOR STUDENTS ENTERING THE PROGRAM BEFORE FALL 2013)**

1. Obviously political science is the study of social behavior, including individual behavior, collective behavior, etc. How can a deductive mathematical approach be used to understand social phenomena? What is a justification for the appropriateness of mathematical and formal approaches to politics in your view?

2. What is the greatest advantage and greatest disadvantage of rational choice theory? Elaborate the critique of the application of rational choice models to politics. Discuss how one would defend the application of rational choice models to politics.

3. How do you explain the discrepancy in social choice theory between the formal conclusion of instability and the empirical observation of stability?

4. What is the level of analysis problem? Illustrate its seriousness. What can be done to solve it?

5. What are the key assumptions of the regression model? Which of these assumptions is most often violated in actual research or in research in given subfields? Are these violations serious? Why? Why not?
6. Evaluate the claim that the greatest barrier to scientific progress in the study of politics is our inability to conduct controlled experiments. Is this barrier equally serious in all subfields? Are quasi-experimental techniques sufficiently developed to allow sound scientific inference? How so?

7. What is the inherent meaning of “dynamic,” and how does a dynamic system differ from a static one?

8. Discuss the issues of reliability and validity in qualitative research. How do researchers assess reliability and validity? What can be done to enhance the reliability of qualitative research while maintaining its validity?

9. Critique and defend the notion of a Nash equilibrium. Under what situations are the assumptions of Nash likely to be reasonable? When are they likely to be unreasonable?

**OLS/MLE QUESTIONS (FOR STUDENTS ENTERING THE PROGRAM FALL 2013 AND LATER)**

1. What are the key assumptions of the regression model? Which of these assumptions is most often violated in actual research or in research in given subfields? Are these violations serious? Why? Why not? How can researchers detect these violations and what remedies can be employed to generate unbiased and efficient parameter estimates?

2. Once the parameters of an ordinary least-squares regression model have been estimated, we usually want information about the probable sampling variability of these estimates for hypothesis-testing purposes. Please explain the usual procedure for estimating the sampling variances of OLS parameter estimates, with reference to the underlying matrix algebra. In addition, please describe at least two alternate procedures for estimating the sampling variance of OLS estimates, and explain the conditions under which these alternate procedures are preferable to the usual procedure.

3. Explain the logic of maximum likelihood estimation using one of the following models as an example: ordered logit, multinomial logit, or the Poisson regression model. Briefly describe how estimates are obtained and variability of the estimates assessed. Identify when one would use the model, and explain the motivation behind the statistical model. Identify any identification issues and how they are handled. Describe specification problems that arise from violations of the assumptions of the basic model, and explain how the basic model is extended in response.

4. After estimating a maximum likelihood model, why (and when) is it important to present substantive quantities of interest, as opposed to directly interpreting your model’s coefficient estimates? In answering this question, provide specific examples of what some of these substantive quantities of interest might be, and describe a preferred technique that you would use to derive these quantities. You might find it helpful to discuss these issues with reference to a particular model, such as a binary or ordered logit/probit, a count model, duration model, etc.

**THEMATIC QUESTIONS (FOR STUDENTS ENTERING THE PROGRAM FALL 2013 AND LATER)**

1. Obviously political science is the study of social behavior, including individual behavior, collective behavior, etc. How can a deductive mathematical approach be used to understand social phenomena? What is a justification for the appropriateness of mathematical and formal approaches to politics in your view?

2. How do you explain the discrepancy in social choice theory between the formal conclusion of instability and the empirical observation of stability?
3. What is the level of analysis problem? Illustrate its seriousness. What can be done to solve it?

4. Evaluate the claim that the greatest barrier to scientific progress in the study of politics lies in our inability to conduct controlled experiments. Is this barrier equally serious in all subfields? Are quasi-experimental techniques sufficiently developed to allow sound scientific inference? How so? To what extent can field experiments facilitate scientific progress?

5. Compare and contrast the ways in which the concept of “equilibrium” is used in political science. Explain how this concept is used in static versus dynamic analyses and how the study of in- and out-of-equilibrium behavior is understood in different contexts. Finally, of what normative significance is the concept of equilibrium?

6. What methods are most useful for drawing causal inferences about politics? Answer with reference to specific applications of different methods in political science.

7. What assumptions regarding preferences orderings and actions are necessary and sufficient for an actor to be "rational" in the sense of rational choice theory? Why are these assumptions both necessary and sufficient? Defend and critique these assumptions as they apply to political behavior.

POLITICAL THEORY PRELIMINARY WRITTEN EXAM

The preliminary written exam in political theory has several goals. Above all, it offers an opportunity for students to demonstrate a strong grounding in political theory, which for purposes of the exam means competence in three central areas: a) the received tradition of influential texts, including the historical “canon” and contemporary inquiries and historical context; b) the range of historical, normative, and empirical questions and debates that fall under the umbrella of political theory and c) the set of analytic and conceptual frameworks, tools, and methods theorists bring to political questions. This broad grounding in political theory is a crucial preparation for strong teaching at the undergraduate and graduate levels as well as for successful dissertation projects and future research.

SECTION I. EXAM FORMAT

The exam is a 72 hour, open note, open-book take-home exam. It includes two parts, and within each part, students will choose to write an essay on one question from a set of two or more options, tailored to students’ interests. There is a 20-page limit, total (typed, double-spaced, 12pt font). The questions and essays are of equal weight.

In accordance with University policies, the preliminary written examination will be graded either pass, pass with reservations, or fail. The department will occasionally also designate outstanding exams with the grade pass with distinction. For students who pass with reservations, conditions to be met will be given in writing to the student as quickly as possible, including a timeline for completion.

For a pass, students are expected to meet the following standards: For each part of the exam, students are expected to demonstrate their grounding in the three central aspects of political theory noted above, particularly 1) strong command of the received tradition of political theory, including major texts from ancient through contemporary political theory and their historical contexts; 2) familiarity with key works from the secondary literature; 3) engagement with central issues and problems of interpretation and theorization. Students will be expected to offer their own arguments and to demonstrate their ability to take well-substantiated positions on relevant conceptual, interpretive, and normative questions. Students are expected draw carefully and insightfully
on the literature, and to demonstrate their understanding of and ability to apply some of the analytic and conceptual tools of political theory.

The 2 essays written for the exam should demonstrate strong competence in the historical study of political theory and contemporary concerns in political theory.

PART ONE: THEMES AND CONCEPTS

Part One focuses on analyzing substantive themes and central concepts of political theory, such as power, identity, liberty, rights, the state, democracy, liberalism, individualism, conservatism, community, justice, rationality, law, history, slavery, struggle, rebellion, ideology, labor, empire, and so on. Students will be asked to answer a thematic question with reference to two or more specified authors or texts drawn from Reading List 1 below, “The Received Tradition.” The themes or concepts addressed in this question will be drawn from a list of thematic fields of interest previously defined by each student, as noted in section II below. Students should be prepared to consider their chosen theme(s) in relation to the full range of authors in Reading List 1, although the exam questions typically invite focusing on a subset of 3 or so authors or texts from the received tradition.

PART TWO: CONVERSATIONS BETWEEN HISTORICAL AND CONTEMPORARY POLITICAL THEORY

Part Two focuses on placing texts from the history of political theory in conversation with contemporary interpretations and concerns. Questions for this part of the exam ask students to write on at least two authors from Reading List 1, “The Received Tradition,” as well as at least one text from Reading List 2, “Contemporary Interlocutors and Approaches.” The authors/texts included in this question will be selected from a list previously identified by each student, as noted in Section II below. Students should be ready to answer questions across the entire thematic range of texts they prepared.

SECTION II. GUIDELINES AND GOALS FOR EXAM PREPARATION

Sign-up: Students who wish to take the political theory prelim must declare their intention to do so in advance, according to departmental deadlines.

Submitting lists of themes and authors: At least six weeks prior to the exam, students must submit to the political theory field chair a written list of 3 thematic fields they will prepare for Part One and a list of 6 authors they will prepare for Part Two. These lists must be based on consultations with at least one faculty member in political theory, and students are encouraged to consult with political theory faculty well in advance of the deadline for submitting their lists.

Preparation: Preparing for preliminary exams in Political Theory offers graduate students the opportunity to lay the groundwork for teaching the canon and undertaking informed research. To prepare for the exam, students should normally do two years of coursework in political theory, followed by 3-4 months of more intensive preparation. Students are strongly encouraged to attend the courses in the undergraduate sequence in the history of political thought to fill gaps in their preparation.

In addition, students are encouraged to form exam study groups to discuss texts, develop arguments, and challenge each other’s thinking.

Exam preparation should include attention to the following:

a) Considering the contributions of key authors and texts: What might be considered their central arguments, analyses, and concepts? What contributions, resources, or challenges do they offer to political theory as a field of inquiry and debate? What is the historical context in which they write? How have secondary writings furthered or complicated understandings of these authors and texts?

b) Considering key concepts, themes, and frameworks: How do particular political concepts, themes, or frameworks organize debates within the theory subfield (e.g. about power, democracy, freedom)?

c) Considering the history of political theory as an interpretive tradition: What are the main features, strengths and limitations of various interpretive approaches within political theory (e.g. Cambridge
school, critical theory, hermeneutics)? How do these interpretive approaches to given texts yield different thematic emphases? How do they construct different political theory “canons”?

SECTION III. SAMPLE QUESTIONS

If student A selects “liberty,” “violence,” and “conservatism” as thematic fields for Part I, and “Rousseau,” “Publius,” “Burke,” “Tocqueville,” “Kant” and “Fanon” as authors for Part II, that student might receive the following types of questions:

SAMPLE QUESTIONS PART ONE:

1) Constant famously juxtaposes the liberty of the ancients to that of the moderns. Assess Constant’s argument with reference to Aristotle and Hobbes. Feel free to include other authors, but be sure to discuss to what extent Aristotle’s and Hobbes’s views on liberty fit Constant’s conceptual framework.

2) “When it comes to the question of violence, Machiavelli, Nietzsche, Schmitt and Fanon constitute a counter-tradition in the modern canon of political theory.” Discuss.

SAMPLE QUESTIONS PART TWO:

1) Even though Madison, Burke, and Kant are all proponents of representative government, each is skeptical about democracy. Evaluate these authors’ arguments against democracy. Is the juxtaposition of democracy to representative government a convincing conceptual framework for the analysis of modern politics?

2) Rousseau has been read as a republican, a radical democrat, a proto-socialist, an elitist, and a source of 20th century totalitarianism. What makes his work susceptible to such varied interpretations? Outlining three major interpretive strands, discuss one or two key interpretive problems in Rousseau’s work and explain how each interpretive approach yields a radically different “Rousseau.”

SECTION IV. EXAM READING LIST

The following reading list is designed to help students prepare for the exam. It includes two lists: 1) The Received Tradition and 2) Contemporary Interlocutors and Approaches.

1) The Received Tradition

   A. Ancient and Medieval Political Thought
      • Thucydides, Peloponnesian War
      • Plato, Apology, Crito, Republic, Laws
      • Aristotle, Nicomachean Ethics, Politics,
      • Augustine, City of God or Confessions
      • Aquinas, Summa Theologica
      • Marsilius of Padua, Defensor pacis

   B. Early Modern Political Thought
      • Bartolomeo de Las Casas, Short Account of the Destruction of the Indies
      • Machiavelli, The Prince, Discourses on Livy
      • More, Utopia
      • Hobbes, Leviathan
      • Locke, Second Treatise of Civil Government, “Letter Concerning Toleration”
      • Rousseau, Discourse on the Origin of Inequality, The Social Contract
      • Smith, Wealth of Nations or Theory of Moral Sentiments
• Burke, *Reflections on the Revolution in France*
• Paine, Thomas, *Common Sense, The Rights of Man*
• Publius (Hamilton, Jay, and Madison), *The Federalist Papers*
• Wollstonecraft, *Vindication of the Rights of Women*

C. Modern & Contemporary Political Thought
• Constant, “The Liberty of the Ancients Compared with that of the Moderns,” "The Spirit of Conquest and Usurpation and their Relation to European Civilization"
• Hegel, *Philosophy of Right or Lecture on the Philosophy of World History or The Phenomenology of Spirit*
• Kierkegaard, *Fear and Trembling*
• Tocqueville, *Democracy in America, Vols 1-2*
• Mill, J.S. *On Liberty, Considerations on Representative Government, The Subjection of Women*
• Nietzsche, *The Genealogy of Morals, Beyond Good & Evil*
• Weber, *The Protestant Ethic and the Spirit of Capitalism; "Politics as a Vocation;" "Science as a Vocation”*
• Freud, *Civilization and Its Discontents, “Totem and Taboo”*
• Du Bois, *Souls of Black Folk*
• Gandhi, *Hind Swaraj*
• Dewey, *The Public and its Problems*
• Horkheimer and Adorno, *The Dialectic of Enlightenment*
• Gramsci, *The Prison Notebooks*
• Schmitt, *The Concept of the Political or Political Theology*
• de Beauvoir, *The Second Sex*
• Arendt, *The Human Condition, On Revolution*
• Habermas, *The Structural Transformation of the Public Sphere or Between Facts and Norms*
• Rawls, *A Theory of Justice*
• Foucault, *Power/Knowledge, Discipline and Punish or History of Sexuality vol. 1*

2) Contemporary Interlocutors and Approaches
• Althusser, Louis, and Balibar, Etienne, *Reading Capital*
• Bennett, Jane, *The Enchantment of Modern Life*
• Berlin, Isaiah, "Two Concepts of Liberty"
• Brown, Wendy, *States of Injury*
• Butler, Judith, *Gender Trouble and/or Bodies that Matter*
• Dahl, Robert, *Preface to Democratic Theory and/or Dilemmas of Pluralist Democracy*
• Euben, Peter, *The Tragedy of Political Theory*
• Foucault, Michel, “Truth and Power,” “Nietzsche, Genealogy, History,” “What is an Author,” “Politics and the Study of Discourse,” “Governmentality”
• Freed, Michael, *Ideologies and Political Theory*
• Gadamer, Hans-Georg, *Truth and Method*
• Gutmann, Amy and Dennis Thompson, *Democracy and Disagreement*
• Latour, Bruno, *We Have Never Been Modern*
• Lefort, Claude, *Democracy and Political Theory*
• MacIntyre, Alisdair, *After Virtue*
• Macpherson, C.B. *The Political Theory of Possessive Individualism*
• Nozick, Robert, *Anarchy, State, Utopia*
• Nussbaum, Martha, *Fragility of Goodness, and/or Sex and Social Justice*
• Okin, Susan Moller *Justice Gender and the Family, and/or Women in Western Political Thought*
• Pateman, Carole, *The Sexual Contract, and/or Participation and Democratic Theory*
• Pettit, Phillip, *Republicanism*
• Pitkin, Hannah, *Fortune is a Woman; and/or The Concept of Representation*
• Pocock, J.G.A., *Politics, Language and Time and/or The Machiavellian Moment*
• Polyani, Karl, *The Great Transformation*
• Rancière, Jacques, *Disagreement*
• Rorty, Richard, *Contingency, Irony, Solidarity*
• Said, Edward, *Orientalism;*
• Sandel, Michael, *Democracy and Its Discontents*
• Sen, Amartya, *Human Rights and Capabilities and/or The Idea of Justice*
• Shklar, Judith, ”The Liberalism of Fear” and/or *Ordinary Vices, After Utopia, Political Theory and Ideology*
• Skinner, Quentin, ‘Meaning and Understanding in the History of Ideas;’ *Foundations of Modern Political Thought*, and/or *Liberty before Liberalism*
• Strauss, Leo, *What is Political Philosophy?*
• Taylor, Charles, *Sources of the Self, "The Politics of Recognition," "Atomism"*
• Tully, James, *Meaning and Time and/or Public Philosophy in a New Key*
• Walzer, Michael, *Spheres of Justice,*
• Wolin, Sheldon, “Political Theory as a Vocation,”(APSR), *Politics and Vision*, also recommended “Paradigms and Political Theories”
• Young, Iris Marion, *Justice and the Politics of Difference*

**RUBRIC FOR EVALUATING POLITICAL THEORY COMPREHENSIVE EXAMS**

The criteria are listed in terms of their importance for the assignment of a final grade.

<table>
<thead>
<tr>
<th>Criterion/ Grade</th>
<th>Pass w/ Distinction</th>
<th>Pass</th>
<th>Pass w/Reservations</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argument and Analysis</td>
<td>The argument is novel and creative or reflects and presents an existing argument in a distinctive and articulate way</td>
<td>There is an argument that compares the theorists/concepts under discussion</td>
<td>The essay does not consistently support the claimed argument or fails to emphasize important elements of the argument</td>
<td>There is no argument or a deeply flawed analysis/argument (e.g., the argument is contradictory)</td>
</tr>
<tr>
<td>Displays Knowledge of the Topic</td>
<td>The essay reflects a detailed and fluent understanding of the views of the theorists under discussion</td>
<td>The essay demonstrates solid knowledge of the primary texts</td>
<td>The essay demonstrates a basic or superficial knowledge of primary texts</td>
<td>The essay misunderstands or ignores basic concepts, mistakes theorists’ positions</td>
</tr>
<tr>
<td>Errors</td>
<td>The essay contains few or no factual or textual errors</td>
<td>The essay contains few factual or textual errors</td>
<td>The essay contains several factual or textual errors</td>
<td>The essay contains serious factual or textual errors</td>
</tr>
<tr>
<td>Use of Secondary</td>
<td>The essay makes good and</td>
<td>The essay makes little or</td>
<td>The essay is deficient in</td>
<td>The essay relies</td>
</tr>
</tbody>
</table>
**APPENDIX: ADDITIONAL READING OF POTENTIAL INTEREST**

The following suggestions may be of use to students who are interested in extending their reading in particular historical eras or themes. The list does not seek to be comprehensive, but rather suggests a variety of important texts beyond the received traditional western political thought, as well as identifying some additional texts from canonical authors.

**SOME ADDITIONAL READINGS OF POTENTIAL INTEREST FROM THE CLASSICAL AND MEDIEVAL ERA:**

- Aristotle, *Rhetoric*
- Al-farabi, *The Model City, On the Philosophy of Plato and Aristotle*
- Aristophanes, *The Complete Plays*
- Averroes, *The Philosophy and Theology of Averroes; Tractaca*
- Ban Zhao (Pan Chao), *Lessons for Women*
- Bhagavad Gita
- Buddha (Siddhartha Gautama), "The Sutra of Turning the Wheel of Dharma", *The Dhamapada*
- Cicero, *De Republica*
- Christine de Pizan, *The Book of the City of Ladies*
- Confucius, *The Analects*
- Dante, *Commedia*
- Kautilya, *Arthashastra*
- Lau Tzu, *Tao Te Ching*
- Maimonides, *Guide of the Perplexed*
- Manu, *The Manava Dharma Shastra (The Laws of Manu)*
- Mencius,
- Seneca, *Moral and Political Essays*
- Sophocles, Euripides, and Aeschylus, *Five Great Greek Tragedies*
- Sukra, *The Sukraniti*
- Sun Tzu, *The Art of War*
- *The Hebrew Bible and New Testament*
- *The Koran*
- *The Upanishads* or *Vedanta*
- Vivekananda, *Vedanta Philosophy*
- Vyasa, "Santiparvan" in *Mahabharata*

**SOME ADDITIONAL READINGS OF POTENTIAL INTEREST FROM THE EARLY MODERN AND ENLIGHTENMENT ERAS:**
• Apess, William, *A Son of the Forest, Eulogy on King Philip*
• Astell, Mary, *A Serious Proposal to the Ladies, An Impartial Enquiry into the Causes of Rebellion and Civil War in this Kingdom, Reflections upon Marriage*, An Essay in Defence of the Female Sex (authorship disputed),
• Bacon, Francis, *New Atlantis*
• Bodin, Jean, *Six Books of the Commonwealth*
• Bellamy, Edward, *Looking Backward*
• Burke, Edmund, “Speech to the Electors of Bristol,” “A Vindication of Natural Society”
• Calhoun, John C., *A Disquisition on Government*
• Cavendish, Margaret, *DESCRIPTION OF A NEW WORLD, CALLED THE BLAZING WORLD, THE World’s Olio*
• Condorcet, “A Survey of the Principles underlying the Draft Constitution,” “On Giving Women the Right of Citizenship”
• D’Alembert and Diderot, *Encyclopedie*
• Descartes, *Discourse on Method*
• Douglass, Frederick, *My Bondage and My Freedom, The Life and Writings of Frederick Douglass* (ed. Foner)
• De Gouges, Olympe, *Declaration of the Rights of Women*
• Fitzhugh, George, *Sociology for the South, or, the Failure of Free Society*
• Grotius, Hugo, *Rights of War and Peace*
• Jefferson, Thomas, *Notes on the State of Virginia*
• Lincoln, Abraham,
• Montaigne, *The Essays*
• Murray, Judith Sargent, “Equality of the Sexes,” “Observations on Female Abilities”
• Paine, “Common Sense,” *The Rights of Man*
• Rousseau, *Emile, The Government of Poland, and Discourse on the Science and Arts*
• Sophia, “Woman Not Inferior to Man,” “Woman’s Superior Excellence over Man”
• Storing, ed., *The Anti-federalist*
• Spinoza, *Ethics, TRACTATUS THEOLOGICO-POLITICUS*
• Swift, *Gulliver’s Travels*
• Vico, *The New Science*
• Voltaire, *Candide*

**SOME ADDITIONAL READINGS OF POTENTIAL INTEREST FROM THE LATE MODERN ERA:**
• Addams, Jane, *Democracy and Social Ethics; Newer Ideals of Peace*
• Dewey, John, *INDIVIDUALISM, OLD AND NEW; DEMOCRACY AND EDUCATION*
• Emerson, Ralph Waldo, “Nature,” “Self-Reliance,” “The American Scholar”
• Goldman, Emma, *Anarchism and Other Essays*
• James, William, *THE WILL TO BELIEVE AND OTHER ESSAYS IN POPULAR PHILOSOPHY, Pragmatism*
• Luxembourg, Rosa, “Mass Strike, Party and Trade Unions”
• Mill, *Utilitarianism, "Civilization," "On the Negro Question"*
• Nietzsche, Friedrich, *On the Uses and Disadvantages of History for Life, Ecce Homo, Twilight of the Idols*
• Spencer, Herbert, *Social Statics*
• Stanton, Elizabeth Cady, *The Solitude of Self*
• Thoreau, Henry David, “On Civil Resistance”
• TOCQUEVILLE, THE ANCIENT REGIME AND THE FRENCH REVOLUTION
• WITTGENSTEIN, LUDWIG, PHILOSOPHICAL INVESTIGATIONS
SOME ADDITIONAL READINGS OF POTENTIAL INTEREST SINCE WWII

- Achebe, Chinua, *Home and Exile*
- Agamben, Giorgio, *Homo Sacer; State of Exception*
- Anzaldua, Gloria, *Borderlands/La Frontera: The New Mestiza*
- Arendt, Hannah, “On Violence”
- Austin, J.L., *How to Do Things with Words*
- Balibar, Etienne, *Masses, Classes, Ideas; We, the People of Europe? Reflections on Transnational Citizenship*
- Benjamin, Walter, “Critique of Violence,” “Theses on the Philosophy of History”
- Bhabha, Homi, *Location of Culture*
- Bobbio, Norberto, *The Future of Democracy*
- Buck-Morse, Susan, “Hegel and Haiti” and/or *Hegel, Haiti, and Universal History*
- Castoriadis, Cornelius, *The Imaginary Institution of Society*
- Chakrabarty, Dipesh, *Provincializing Europe*
- Cesaire, Aime, *Discourse on Colonialism, "Notebook of a Return to a Native Land"*
- Collins, Patricia Hill, *Black Feminist Thought*
- Fanon, Franz, *Black Skin, White Masks*
- Flax, Jane, *Disputed Subjects*, “Political Philosophy and the Patriarchal Unconscious: A Psychoanalytic Perspective on Epistemology and Metaphysics”
- Fromm, Erich, *Escape from Freedom*
- Herzog, Don, *Without Foundations: Justification in Political Theory*
- Honneth, Axel, *The Struggle for Recognition*
- hooks, bell, *ain’t i a woman, Feminist Theory: From Margin to Center*
- James, C.L.R, *The Black Jacobins*
- Laclau, Ernesto and Mouffe, Chantal, *Hegemony and Socialist Strategy*
- Lukes, Steven, *Power: A Radical View*
- Merleau-Ponty, Maurice, *Phenomenology of Perception*
- Marshall, T.H., “Citizenship and Social Class” in *Class, Citizenship, and Social Development*
- Mills, Charles, *The Racial Contract*
- Parekh, Bikhu, *Rethinking Multiculturalism: Cultural Diversity and Political Theory*, “Non-western Political Thought”
- Popper, Karl, *The Open Society and its Enemies, The Poverty of Historicism*
- Qutb, Sayyid, *Social Justice in Islam, Basic Principles of the Islamic Worldview*
- Sartre, Jean-Paul, *Colonialism and Neocolonialism, Existentialism, Search for a Method*
- Weill, Simone, *Gravity and Grace, Oppression and Liberty*
- Williams, Bernard, *Ethics and the Limits of Philosophy, Truth and Truthfulness*
- Todorov, Tzvetan, *The Conquest of America: The Question of the Other*
- Zerilli, Linda, *Feminism and the Abyss of Freedom*
SOME ADDITIONAL READINGS OF POTENTIAL INTEREST ON DIFFERENT AND COMPETING APPROACHES TO POLITICAL THEORY:

- Adorno, Theodor, “Art, Society and Aesthetics”, in Aesthetics Theory
- Althusser, “Ideology and Ideological State Apparatus”, and “Philosophy as a Revolutionary Weapon” in Lenin and Philosophy and Other Essays
- Ball, Terence, Farr, James, and Russell Hanson, Political Innovation and Conceptual Change
- Benjamin, Walter, “The Task of the Translator”
- Dallmayr, Fred, Comparative Political Theory
- Frank and Tamborino, Vocations of Political Theory
- Godrej, Farah, Cosmopolitan Political Thought: Method, Practice, Discipline
- Gunnell, John, Political Theory: Tradition and Interpretation
- Leopold and Stears, Political Theory: Methods and Approaches
- March, Andrew, “What is Comparative Political Theory”
- Miller, David, "The Resurgence of Political Theory"
- Ricoeur, Paul, “The Model of the Text,” in Time and Narrative;
- Said, Edward, The World, the Text, and the Critic
- Harding and Narayan, Decentering the Center
- Shanley and Patemen, Feminist Interpretation and Political Theory
- Walzer, Michael, Interpretation and Social Criticism
The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

October 2014