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The most current program policies and requirements can be found at http://politicalscience.stanford.edu
Chapter 1 - Introduction

This program guide provides program-specific policies, procedures, and information to help you successfully navigate your degree. It links you to university policies that you should be aware of and identifies helpful campus resources that are available to support you throughout your academic program. This program guide supplements the Stanford Bulletin (ExploreDegrees) and other University publications.

Graduate school is an active partnership between students and the program. We therefore expect that all students will familiarize themselves with the information contained in this handbook and seek clarification from the Director of Graduate Studies, advisors and department staff, as needed.

Students are responsible for completing the degree requirements stated in the Stanford Bulletin (ExploreDegrees) and department program guides published in the year of matriculation; departmental practices and procedures outlined in the program guide may change year to year. Program Guides applicable to cohorts who entered the program in previous years are available in Resources for PhD Students. As such, the information provided in this guide is applicable to students who entered the PhD program in 2019-20.

1.1 Department Personnel

This guide makes repeated references to field convenors, the Director of Graduate Studies, and the Student Services Manager. For the 2019-20 academic year, these roles are fulfilled by:

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Graduate Studies:</td>
<td>Alison McQueen</td>
</tr>
<tr>
<td>Student Services Manager:</td>
<td>Jennifer Radley</td>
</tr>
<tr>
<td>American Politics Field Convenor:</td>
<td>Hakeem Jefferson</td>
</tr>
<tr>
<td>Comparative Politics Field Convenor:</td>
<td>Beatriz Magaloni</td>
</tr>
<tr>
<td>International Relations Field Convenor:</td>
<td>Jim Fearon</td>
</tr>
<tr>
<td>Political Methodology Field Convenor:</td>
<td>Jens Hainmueller</td>
</tr>
<tr>
<td>Political Theory Field Convenor:</td>
<td>Rob Reich</td>
</tr>
</tbody>
</table>
1.2 Community Values

As part of the Stanford community and in preparation for becoming responsible members of professional communities, graduate students are held to the highest ethical standards. As stated in the Code of Conduct, the University values integrity, honesty and fairness and strives to integrate these values into its teaching, research and business practices.

Other key value statements, including information on academic integrity, are available in:

- The Fundamental Standard
- The Honor Code
- Student Professional Conduct
- The Stanford Bulletin (ExploreDegrees)

Our department is committed to a diverse, inclusive and respectful community. To that end, we bear a collective responsibility to:

- Be a role model of respect and understanding
- Address issues when we encounter them
- Speak-up for colleagues and peers

If you experience or become aware of concerning behavior, there are many resources that can help.

- The Director of Graduate Studies
- Department Staff, especially the Student Services Manager
- The Graduate Life Office
- Title IX Office
- H&S Dean’s Office
1.3 University Policies

Students are responsible for familiarizing themselves with relevant University policies and procedures. Here are five helpful policy sources:

- The **Stanford Bulletin (ExploreDegrees)** is the official statement of University policies, procedures, and degree requirements.
- **Graduate Academic Policies and Procedures (GAP)** includes information specific to graduate students, including general requirements, academic progress, University milestones, and graduate aid policy.
- **The Administrative Guide** contains policies related to graduate student employment and assistantships.
- **The Research Policy Handbook** contains a collection of policies, guidelines and general information related to research at Stanford University.

Because it can be difficult to locate specific policies and procedures, students are encouraged to contact the Director of Graduate Studies, their advisor, or department staff whenever they have questions.

Where University and Department requirements speak to the same issue, Department requirements as published in the Department's section of the **Stanford Bulletin (ExploreDegrees)** take precedence.

1.4 International Students

International students should be aware that Federal immigration law and procedures might impinge upon some of the rules and regulations discussed in this guide. In particular, leaves of absence (section 8.2), failure to maintain adequate progress (section 2.2), working when not allowed (chapter 6) and failure to maintain continuous registration (section 8.1) are just some of the issues that can be problematic for international students. Stanford is required to regularly report on the status of its international students to the U.S. government. International students who are not in good academic standing (section 2.2) are almost always classified as “out of status” by the immigration authorities and may be required to leave the country immediately. Immigration law is not static, and the conditions that attach to visa may change over the course of an international student's time at Stanford. International students are strongly advised to use the resources at the **Bechtel International Center** to stay appraised of how their current academic status interacts with their visa status; in particular, if an international student has any doubts about their visa status, they should contact the Student Services Manager and the Bechtel International Center, especially if they are contemplating a journey outside the United States.
1.5 Academic Accommodation

The Office of Accessible Education (OAE) supports students with disabilities, providing a wide array of support services, academic accommodations, and programs. The department is fully committed to supporting students with disabilities and providing academic accommodations as recommended by OAE.

Students with academic accommodation should provide course instructors with a copy of the OAE letter at the start of each quarter. If the accommodation is a delay of a milestone, provide the OAE letter to the DGS. Consistent with university practice, academic accommodation will not be granted in the absence of an OAE letter.

1.6 Full-Time Program

The Ph.D. program is a full-time program. Students are expected to be available Monday through Friday, 40 hours/week, for classes, meetings with advisors and assistantship work. In addition, students are expected to remain in residence (and live within reasonable proximity to the campus) for the duration of each academic quarter and during any summer for which they must complete a required course or are funded on an assistantship unless they receive prior, written approval to be away from campus from the Director of Graduate Studies.

1.7 Notification/Obligation to Read Email

For many Department and University communications, email to a student’s Stanford email account is the official form of notification to the student, and emails sent by University officials (including Department faculty and staff) to such email addresses will be presumed to have been received and read by the student. Emails and forms delivered through a SUNet account by a student to the University may likewise constitute a formal communication, with the use of this password-protected account constituting the student’s electronic signature.

1.8 Department vs. University Requirements

The Stanford Bulletin (ExploreDegrees) and the Graduate Academic Policies and Procedures (GAP) handbook contain detailed and up-to-date information on University policies, procedures, and requirements concerning graduate degrees at Stanford. The GAP is especially useful as it provides policy rationale, implementation guidelines, and documents related to graduate policy. Where University and Department requirements speak to the same issue, Department requirements as published in the Department’s section of the Stanford Bulletin (ExploreDegrees) take precedence.
Chapter 2 – Program Overview, Advising and Student Reviews

2.1 Pre-Candidacy and Candidacy

Progress towards the Ph.D. degree is in two stages:

1. a two-year **pre-candidacy** stage, where program requirements such as coursework, fields of study, and qualifying exams are met (see chapter 3)

2. **candidacy**, focused on refining research skills, teaching skills, and on writing the doctoral dissertation (chapter 4)

Short of the dissertation itself, advancing to candidacy is the single biggest milestone on the way to the Ph.D. Chapter 3 deals with the requirements and procedures for advancing to candidacy.

2.2 Adequate Progress

Students who are not making adequate academic progress are at serious risk of dismissal from the Ph.D. program. Dismissal of graduate students is addressed in separate guidelines (see GAP 5.6, Dismissal For Academic and Professional Reasons). Students have the opportunity to explain any special circumstances. Approval for continuation in the degree program is contingent on agreement by the student and department to a suitable plan to maintain appropriate progress in subsequent quarters. In addition to the specific program requirements listed in this program guide the department has the following minimum standards for adequate academic progress:

- Except in rare circumstances, no more than two of the following on the transcript at any given time: incomplete ('I'); grade not reported ('GNR'); not passed or no credit ('NP' or NC'); or withdraw ('W').
- Adequate grades in all courses taken each term ('B-' and below are regarded as inadequate). Grades of B- or below are reviewed by the faculty and the student may be required to revise and resubmit work associated with the course or retake the course. (While a B is the minimum required grade for all classes, all students must earn a minimum grade of A- for courses taken to fulfill first and second field requirements.)
- Advancement to candidacy by the end of the sixth quarter (spring quarter of year 2 for most students).
- Completion of a dissertation prospectus presentation and submission of an approved dissertation prospectus by the end of year 3.
- Formation of a dissertation reading committee by the end of year 4.
- Completion of the 135-unit residency requirement and advancement to TGR status by the end of year 4.
- Students who have advanced to TGR status must earn a grade of ‘N’ in POLISCI 802 in each quarter during the academic year. An ‘N-’ grade constitutes a warning. A second consecutive ‘N-’ normally causes the department to deny the student further registration until a written plan for the completion of the degree
requirements has been submitted by the student and accepted by the department. Subsequent ‘N-’ grades are grounds for dismissal from the program.

- Substantial progress toward completion of the dissertation in the fourth and fifth years.
- Completion of the Ph.D. within five calendar years after attaining candidacy.

### 2.3 Timeline

This table provides enrollment and program completion guidelines for Political Science Ph.D. students.

<table>
<thead>
<tr>
<th>Year</th>
<th>Unit Requirements</th>
<th>Exams &amp; Field Paper</th>
<th>Dissertation</th>
<th>Teaching</th>
<th>Paperwork Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>18 units/ quarter</td>
<td>Summer: Begin field paper</td>
<td></td>
<td>Spring: Submit TA preferences for following year</td>
<td>Fall: Pre-candidacy Plan</td>
</tr>
<tr>
<td></td>
<td>54 units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>10 units/quarter</td>
<td>Fall: Determine readers for Field Paper</td>
<td>Begin to think about dissertation topics and appropriate advisor</td>
<td>Students will likely TA 1 quarter</td>
<td>Fall: Fourth quarter statement of purpose</td>
</tr>
<tr>
<td></td>
<td>84 units</td>
<td>Fall/Winter: First draft of Field Paper to readers</td>
<td></td>
<td></td>
<td>Winter: Field Paper Readers form</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring: First Field Comprehensive Exam</td>
<td></td>
<td></td>
<td>Spring: Field Paper Approval form</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring: Final Field Paper approved by 2 readers due</td>
<td></td>
<td></td>
<td>Spring: Application for Candidacy upon advancement by the faculty</td>
</tr>
<tr>
<td>3rd</td>
<td>10 units/quarter</td>
<td>Winter: Prospectus presentation</td>
<td>Students will likely TA two quarters</td>
<td></td>
<td>Spring: Dissertation Prospectus Approval Form</td>
</tr>
<tr>
<td></td>
<td>114+ units</td>
<td>Spring: Dissertation Prospectus approved by advisor due</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>10 units/quarter</td>
<td>Form Dissertation Reading Committee</td>
<td>Students will likely TA two quarters</td>
<td></td>
<td>Spring: Dissertation Reading Committee Form</td>
</tr>
<tr>
<td></td>
<td>135+ units</td>
<td></td>
<td></td>
<td></td>
<td>Summer: Request for TGR Status due before fall quarter of 5th year</td>
</tr>
<tr>
<td>5th</td>
<td>Terminal Graduate Registration</td>
<td>Form Oral Examination Committee, submit University Oral Examination Schedule two weeks prior to the Examination date.</td>
<td>Refer to the Registrar for instructions on dissertation submission.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.4 Advising Expectations and Resources

2.4.1 Expectations

Academic advising by department faculty is a critical component of graduate students’ education. The Political Science department is committed to providing academic advising in support of graduate student scholarly and professional development. When most effective, this advising relationship entails collaborative and sustained engagement by both the advisor and the advisee. Both the advisor and the advisee are expected to maintain professionalism and integrity.

As a best practice, students and advisors should periodically discuss advising expectations to ensure mutual understanding. Graduate students are active contributors to the advising relationship, proactively seeking academic and professional guidance and taking responsibility for informing themselves of policies and degree requirements for their graduate program.

VPGE offers a number of helpful advising resources, including an advising workshop, as part of their professional development programs. Students are encouraged to make use of these resources throughout the program. Additional resources can be found in the Policies and Best Practices for Advising Relationships at Stanford and the Guidelines for Faculty-Student Advising at Stanford.

2.4.2 The Director of Graduate Studies

The Director of Graduate Studies is an advising resource for students, particularly in areas of degree progress, program requirements, and selecting research advisors. Academic progress and student completion of program requirements and milestones are monitored by the Director of Graduate Studies and student services staff and are discussed at meetings of the faculty twice per academic year.

2.4.3 Pre-Candidacy Advising

All incoming doctoral students are assigned two pre-candidacy mentors by the Director of Graduate Studies. These mentors are responsible for advising students until they advance to candidacy on key areas such as course selection, initial research projects, and early stage professional development opportunities. Students should meet with their pre-candidacy mentors at least once per quarter, although there is likely to be variation in meeting frequency by individual advisor and advisee.

The pre-candidacy mentoring program is not intended as a way of matching students to advisors (i.e., the eventual members of a student’s dissertation reading committee), although it is entirely possible that a student’s pre-candidacy mentors could wind up as that student’s dissertation advisors. Students are strongly advised to cultivate relationships...
with one or more of the faculty in the period between the first year and candidacy; this is especially important for the development and writing of the second-year research paper. Students should avail themselves of opportunities to meet with professors during their office hours or contact them via email to arrange an appointment at a mutually convenient time. Generally speaking, “cultivating a relationship” means staying in good touch with a professor about how the student is progressing on his or her research project(s).

2.4.4 Post-Candidacy Advising

By the end of the third year, students are required to appoint one primary dissertation advisor and are encouraged to identify two to three additional faculty who are likely to fill out the rest of their dissertation reading committee. They are required to formally identify their full reading committee by the end of their fourth year. The advisor and committee are selected by the student on the basis of expertise relevant to the dissertation project. Students should meet with their advisor and reading committee (once named) at least once per quarter, though there is likely to be variation in meeting frequency by individual advisor and advisee.

Faculty advisors should provide guidance in key areas such as selecting courses, designing and conducting research, developing teaching pedagogy, navigating policies and degree requirements, and exploring academic opportunities and professional pathways.

At least once per year, either formally or informally, students and advisors are expected to review the student’s progress towards completion of their research and their degree. Such discussions may include other members of the student’s dissertation committee, either together or individually.

Most students have an advisor from among the primary faculty members of the department. In rare circumstances, the dissertation advisor may be a faculty member from another Stanford department. When the dissertation advisor is from outside the department, the student must also identify a co-advisor from the department’s primary faculty.

2.4.5 Changing Advisors

Students wishing to change their advisor may do so. Contact the Student Services Manager for more information.

2.4.6 Field Convenors

Each field has a member of the faculty serving as the field’s convenor. The field convenor advises students on the standards and requirements established for each field, and on the courses and seminars which would be helpful in preparing for both the field’s comprehensive examination and the second-year research paper. Students should consult regularly with the convenors for each of their fields of concentration.
2.5 Faculty Reviews

The faculty holds two student review meetings each year: one at the end of Fall quarter, and the other at the end of Spring quarter. Particular emphasis is placed on the review of those students applying to candidacy (typically students in the Spring of their second year in the Ph.D. program).

2.5.1 Feedback from Faculty Review

Letters are sent to students following these reviews by the Director of Graduate Studies, indicating the faculty's assessment of the student's work and any problems that have been identified at that time.

2.5.2 Risk of Dismissal

Students who are judged to have academic difficulties (e.g., poor grades, failing or at risk of failing to satisfy program and/or University requirements) will receive written notice from the Director of Graduate Studies with specific suggestions as to how these problems can be remedied, if possible. Depending on the seriousness of the case, this written notice may warn that dismissal from the Ph.D. program is likely.

Should a student fail to meet standards for satisfactory academic progress or professional behavior, the student may be dismissed from the program per the Guidelines for Dismissal of Students for Academic or Professional Reasons. Students should familiarize themselves with the steps in this process so they will know their rights, responsibilities and remedies should such a situation develop.
Chapter 3 – Pre-Candidacy

3.1 Advancement to Candidacy

In accordance with University guidelines, Ph.D. students are expected to advance to candidacy by the end of their sixth quarter in the program (i.e., by the end of Spring quarter in their second year in the program for most students). It is the Department’s practice that all students in their sixth quarter be considered for candidacy at a special meeting of the faculty (typically in Week 10 of Spring quarter). All the requirements for advancing to candidacy listed in Chapter 3 must be completed by this meeting.

In the Department of Political Science, pre-candidacy requirements include completion of all required course work, papers and comprehensive exams. To be eligible for candidacy, students must complete the requirements listed in this program guide. However, admission to candidacy is not automatic, nor is it based solely upon satisfactory completion of prerequisites.

When making a candidacy decision, the faculty carefully considers all aspects of a student’s academic performance including grades, performance on qualifying exams, as well as research and teaching abilities. Grades and successful completion of exams constitute only part of the evidence weighed in making this judgment. The faculty then makes a judgement about the student’s ability to successfully complete the Ph.D. program and, in particular, complete a doctoral dissertation that is “an original contribution to scholarship” and that exemplifies “the highest standard of the discipline” (this language comes from the Stanford Bulletin).

Upon advancement to candidacy, students will file their Application for Candidacy for Doctoral Degree with the Student Services Manager.

3.1.1 Summary of Pre-Candidacy Requirements

Prior to being considered for advancement to candidacy, students must complete:

- coursework in first, second and third fields (section 3.2, 3.3 and 3.4)
- the political theory requirement (section 3.5)
- the quantitative methods requirement (section 3.6)
- the research design requirement (section 3.7)
- a comprehensive exam in the first field (section 3.8)
- a second-year research paper (section 3.9)
- all other requirements specified by the field, as listed in the field statement (Appendix A).
3.1.2 Fourth Quarter Statement of Purpose

By the second week of the fourth quarter of the Ph.D. program (usually Fall of the second year), students are required to file a Statement of Purpose, listing which requirements they have met, and a timetable indicating how they plan to meet any outstanding requirements. The document is returned to the Student Services Manager and reviewed by the Director of Graduate Studies. The statement provides a useful check for both the students and the Department on the student’s progress, ensuring that the student is on track to meet the sixth-quarter deadline for advancing to candidacy.

3.1.3 Failure to Meet Six Quarter Timetable

Should a student not be advanced to candidacy by the end of the sixth quarter, the student is at serious risk of being dismissed from the Ph.D. program.

In some cases, students may be completing courses in the Spring quarter and may not have a grade in hand at the time of the Week 10 student review meeting; provided all other program requirements are met, these students are usually advanced to candidacy pending successful completion of their Spring quarter classes.

In some instances, a particular student’s sixth quarter in the program may not be Spring quarter (e.g., if the student has taken a leave of absence): in these cases, the Department may consider the student’s candidacy at the Fall quarter student review meeting. The Fall and Spring student review meetings are the only times during the year at which faculty will consider a student’s case for candidacy.

3.1.4 Failure to Advance to Candidacy

In a review for admission to candidacy, if the faculty votes not to recommend the student for admission to candidacy, the vote results in the dismissal of the student from the program. In the Department of Political Science, students not admitted to candidacy may be provided a final quarter of funding and have the option of receiving their master’s degree if all requirements have been completed. See section 2.5.2 for additional details on the dismissal process.

3.1.5 Extension of the Pre-Candidacy Period

In some rare circumstances, the faculty may vote to extend the pre-candidacy period. The Director of Graduate Studies will notify students of any outstanding pre-requisites or faculty concerns in writing should this occur.
### 3.1.6 Field Options

The program is divided into five fields: American Politics, Comparative Politics, International Relations, Political Methodology, and Political Theory. Students are required to complete course work in a first, second, and third field in order to ensure that they gain a broad understanding of the field of political science that comprehends the literatures of more than one specialization.

Political Methodology is divided into two streams: Formal Theory and Quantitative Methodology. Students may not choose Formal Theory and Quantitative Methodology as two of their three fields.

### 3.1.7 Field Statements

Students should refer to the field statements for detailed information on the required classes, grades, examinations and papers for each field. They are available on the department website and in Appendix A of this guide. These statements are updated each year to reflect any changes to a field’s requirements.

### 3.2 First Field Coursework Requirements

Students demonstrate proficiency in the first field by completing four classes in the field for five units each with minimum grades of A-. Refer to the field statements in Appendix A for full details of the class requirements.

<table>
<thead>
<tr>
<th>First Field Coursework Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AP</strong></td>
</tr>
<tr>
<td>Electives</td>
</tr>
<tr>
<td>Unit Rules</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
3.3 Second Field Coursework Requirements

Students demonstrate proficiency in the second field by completing three classes in that field for five units each with minimum grades of A-. Refer to the field statements in Appendix A for specific class requirements.

<table>
<thead>
<tr>
<th>Second Field Coursework Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP</td>
</tr>
<tr>
<td>----</td>
</tr>
<tr>
<td>Electives</td>
</tr>
<tr>
<td>Unit Rules</td>
</tr>
</tbody>
</table>

3.4 Third Field Coursework Requirements

Political scientists often interact with scholars and scholarship that lies outside their primary field(s) of expertise. Accordingly, it is a program requirement that students take classes in a third field in order to broaden their grasp of Political Science as a discipline.

The third field requirement is satisfied by taking two courses for at least three units each for a letter grade of B or better from among courses approved by the field convenor. Refer to the field statements for particular field requirements.

<table>
<thead>
<tr>
<th>Third Field Coursework Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP</td>
</tr>
<tr>
<td>----</td>
</tr>
<tr>
<td>Required classes</td>
</tr>
<tr>
<td>Required Grades</td>
</tr>
<tr>
<td>Unit Rules</td>
</tr>
</tbody>
</table>

Third field courses must be taken in addition to any other core courses required in the department. For instance, if one takes Political Methodology as a third field, then the necessary classes are in addition to 450A and 450B, which
are required of all students in the program (see section 3.6); similarly, if the third field is Political Theory, the necessary classes are in addition to any classes taken to satisfy the Theory class required of all students (see section 3.5).

Subject to approval from the Director of Graduate Studies, students may create their own third field by using two courses in separate fields but with a common topic to meet the third field requirement, provided that neither course is also taken to fulfill first or second field requirements. In extraordinary circumstances, students may also be permitted to use appropriate courses taught in other departments to count towards their third field. This requires written approval by the Director of Graduate Studies. Approval for this is rarely granted because the purpose of the third field is breadth within Political Science.

### 3.5 Political Theory Requirement

All students are required to complete one political theory class for five units with a letter grade of B or better prior to advancing to candidacy. The Political Theory field statement lists course options that fulfill the requirement. Unless special permission is granted by the field convenor, all other courses will not fulfill the requirement. Students may be waived from this requirement at the discretion of the Political Theory field convenor, on the basis of (a) graduate-level coursework taken at other universities; or (b) passing a qualifying exam.

### 3.6 Quantitative Methods Requirement

All students are required to take 450A and 450B for five units each and a letter grade of B or better. Credit for equivalent classes is at the discretion of the Political Methodology field convenor. Students may be waived from this requirement by passing a qualifying exam.

#### 3.6.1 Introduction to Political Methodology (‘Math Camp’)

Introduction to Political Methodology is a mandatory three-week, intensive course designed to introduce and review core mathematics and probability prerequisites that students will need to be successful in the quantitative methods courses in the Political Science department and elsewhere at Stanford. The course covers key concepts from calculus and probability theory that are extensively used in quantitative methods classes, and, to a lesser extent, in game theory. It also introduces statistical computing.

The aim of the course is to give students an opportunity to practice some of the mathematics and probability they may have previously learned and to introduce them to areas that may be new to them so that they will be ready to enter classes that presume prior familiarity with these concepts, such as the quantitative methods sequence (the 450
sequence) and formal theory classes (e.g. 356A and B). The course is staffed by faculty and two graduate students. The learning will proceed through lectures, hands-on exercises, and homework.

3.7 Research Design Requirement

All students are required to take Poli Sci 400C for five units and a letter grade of B or better. Most students can take Poli Sci 400C in year 1 or year 2 but must take it prior to advancing to candidacy. Some fields test material covered in Poli Sci 400C on their comprehensive exam. Students who plan to take comprehensive exams in those fields should take 400C in year 1 in order to be prepared to take the exam in year 2. Refer to the field statements in Appendix A for details.

If Poli Sci 400 is not offered in a given year, students must complete another research design class offered by the Political Science department. They must write to the Director of Graduate Studies to propose an alternative class and receive written approval of their proposal. This approval must be communicated to the Student Services Manager.

3.8 Comprehensive Examinations

Students take one comprehensive examination in their primary field. Comprehensive examinations are given in the beginning of Spring quarter. It is recommended that students do not take the field examination before their fourth quarter at Stanford. Students who wish to take a field's comprehensive examination before their fourth quarter must get permission from the Director of Graduate Studies. Copies of past examination questions are available here.

Students are strongly advised to consult with the convenor of the respective field in which they are planning to take a comprehensive examination so as to discuss the state of their preparation for the exam, to calibrate expectations as to the material to be covered, and the quality of the answers required to earn a pass. In some cases, field convenors may advise the student to delay taking the examination or to take an examination in a different field if the risk of failure seems sufficiently high.

3.8.1 Grading of Comprehensive Examinations

Comprehensive exams are prepared by the faculty in each field under the overall supervision of the field convenor. Each answer is graded by at least two faculty members.

3.8.2 Failing Comprehensive Examinations

Students who fail a comprehensive exam will be subject to a review by the faculty. Possible outcomes may be that the student is allowed to re-take an exam or that the student is dismissed from the Ph.D. program.
Students who are given the opportunity to re-take the comprehensive exam may do so only at the regularly scheduled exam periods in Fall (for retakes only) and Spring quarter.

3.9 Second Year Research Paper

Prior to being advanced to candidacy, each student must also produce a research paper (field paper) demonstrating the capacity to produce research at a level expected of students preparing to write a high-quality Ph.D. dissertation. Students generally work closely with at least two field paper readers.

3.9.1 Content

Often, the second-year research paper pursues an idea encountered in classes in a particular student’s first or second field. Sometimes the experience of researching and writing the second-year research paper helps the student (and the advisors) assess the viability of a particular idea as a dissertation topic. Students are strongly encouraged to explore ideas for second year research papers with the faculty, and to consult regularly with the faculty as the second year paper is being researched and written. This is an effective way to not only improve the content of the paper, but to assess which professors might be well matched to a student’s research interests. In turn, this information can help guide the selection of an advisor and the formation of a dissertation reading committee (see section 4.3.2).

3.9.2 Standards and Format

The length and content of second year research papers varies across the fields and by topic. Students should consult with their field paper readers.

3.9.3 Assessment

Second year research papers are assessed by two readers from among the regular Department faculty. These readers are usually in the student’s first field. In Fall quarter of the student’s second year, the student determines which two faculty will read the paper. By January of year 2, the student reports who their field paper readers are on the Field Paper Readers Form. By June of year 2, the faculty readers indicate their approval of the paper by signing the Field Paper Approval Form. Students then return the signed approval form and a copy of the approved paper to the Student Services Manager.
3.9.4 Schedule

The second-year research paper is given considerable weight as the faculty consider an application for candidacy. Accordingly, the only thing worse than a poor quality second year research paper is an unfinished second year research paper. Students are strongly advised to begin work on their second-year research papers in the summer between their first and second years in the program, and to submit a first draft to their advisors sometime in the Fall of their second year. Almost always, faculty readers require revisions before approving the second-year research paper, and the time from submission of a draft to final approval can be surprisingly long. Second year research papers are considered incomplete until approved by the two faculty readers.

3.10 Choosing Classes

3.10.1 How Many Classes and Units to Take

Students must take 18 units per quarter during their first year. Students are strongly recommended not to overextend themselves in their first year in the program, and especially their first quarter. Three political science classes (e.g., 450A or its equivalent, plus the first classes from the core sequence of one’s first and second field), along with workshop attendance and Poli Sci 450X, will keep most students more than busy, and account for 18 units.

Beginning in the second year, and until students reach TGR status (see section 6.4), students must take 10 units per quarter; the rationale is primarily to do with leaving enough room for assistantship work (teaching and/or research).

3.10.2 Which Classes to Take

Almost all students find that with a first field, a second field and a third field, and the quantitative methods, research design and political theory requirements to complete, the question of course selection in year one simplifies to selecting first and second fields and then completing the core sequence classes of those fields so as to be ready for the comprehensive exam in the first field and to be able to fulfill the coursework requirement for the second field. In addition, students need to be working on their field paper which is both time consuming and harder to do without the knowledge of the relevant literatures covered in the core sequence classes.

In short, a backwards recursion from the requirement that the first and second fields be complete by the end of the second year leads to the recommendation that at least one if not both sets of core classes for a student’s first and second fields should be completed in the first year.

Students should consult each field’s statement (see Appendix A) or convenor to determine what classes are required for each field and whether there are other requirements for the field before sitting the field’s comprehensive exam.
3.10.3 Methodology in the First Year

Most students also complete the methodology requirement (450A and 450B) in their first year, for several reasons:

1. methodological literacy makes it easier to critically evaluate the research literature encountered in the core sequences of American Politics, Comparative Politics and International Relations;

2. students need to start producing research over the course of the second year; second year research papers need not use quantitative or formal methods, but many do;

3. students are required to take Introduction to Political Methodology (see section 3.6.1) in the weeks prior to their first quarter in the program, so progressing immediately into the methodology sequence is easier than delaying a year.

3.10.4 Other Considerations

The preceding discussion makes clear that there are considerable constraints on the selection of classes in the first year, after a student has more or less settled on the choice of fields. But in addition, in order to adhere to the sixth quarter deadline on advancing to candidacy students need to carefully plan when they will:

1. satisfy the political theory requirement (see section 3.5);
2. satisfy the third field requirement (see section 3.4);
3. satisfy the research design requirement (see section 3.7)

3.10.5 Strengths and Weaknesses

The Stanford program is heavily “front-loaded”, with a large number of program requirements to be met in the first two years. The benefits are that students are provided with a structured introduction to at least two major fields of the discipline while acquiring tools and skills that will enable them to start doing their own research. Program requirements related to classes are completely out of the way after the sixth quarter, leaving students free to use the balance of their five years of funding to pursue research interests and perfect teaching skills.

3.11 Grading Basis and Minimum Required Grades

All courses taken to fulfill pre-candidacy requirements must be taken for a letter grade, not on a Credit/No Credit grading basis. Courses that do not fulfill any pre-candidacy requirements may be taken on a Credit/No Credit grading basis. However, students interested in earning a master's degree in another department should consult the Graduate Administrator in that department to confirm the required grading basis for any courses applicable to that degree.
Minimum required grades vary depending on which requirement they fulfill:

- Classes taken to fulfill first or second field pre-candidacy requirements must be completed with grades of A- or better.
- Classes taken to fulfill the third field requirement, the Political Theory requirement, the Quantitative Methods requirement and the Research Design requirement must be completed with grades of B or better. (Students with Quantitative Methods as a first or second field must complete 450A and 450B with grades of A- or better.) Students should refer to the field statements in Appendix A for details.
- Grades of 'B-' and below are regarded as inadequate and indicate that the student is not making adequate academic progress. Grades of B- and below in any class are reviewed by the faculty. See section 2.2.

Should a student not receive the required minimum grade in a class, they may be required to revise and resubmit work associated with the course, retake the course, or take a different course to fulfill the requirement. They may also be advised to switch fields. The appropriate option will be decided by the faculty and communicated to the student by the field convener.

Grades alone are not an indicator of successful completion of qualifying exams or other milestones, nor are good grades a guarantee of successful admission to candidacy. The best source of information about how a student is doing in the program is their advisor.

### 3.12 Unit Requirements

Some Political Science department Ph.D. level courses are offered with a 3-unit option as well as a 5-unit option. When a course has a 3-unit option, the requirements are reduced in a manner that will be indicated on the course syllabus. The purpose of these offerings is to make it possible for students to take more elective courses in the second year and beyond. The 3-unit course option is generally not appropriate for first year students, who need to take 18 units per quarter.

- The core sequences in the first and second fields must be taken for 5 units, with the exception of 450D which may be taken for three units.
- Classes taken to fulfill the quantitative methodology, political theory and research design requirements must be taken for 5 units.
- The third field requirement can be satisfied with two courses taken for at least three units each.
- Elective courses taken to satisfy first and second field requirements can be taken for three units each. Refer to the field statements for additional specific field requirements.
Some courses that satisfy pre-candidacy requirements are not offered for 5 units, such as those offered by other departments. In those cases, the courses must either be taken for the maximum unit value available or for a lesser unit value approved by the field convener.

3.13 Incompletes

Students should request an Incomplete as early as possible and prior to the end of the class. Incompletes are not automatically granted and are restricted to cases in which a substantial portion of the coursework has been satisfactorily completed (University policy). Except in extraordinary circumstances, students should complete the course by the last day of examinations of the subsequent quarter.

Accrual of multiple incompletes or failure to complete incomplete classes by the last day of examinations of the subsequent quarter is cause for significant concern and may signal unsatisfactory academic progress. See section 2.2.

3.14 Exceptions to Pre-Candidacy Requirements

Written petitions for exceptions to requirements are considered by (as applicable) a student’s advisor, the relevant field convener and the Director of Graduate Studies. Approval is contingent on special circumstances and is not routinely granted. Approval of exceptions must be communicated in writing to the Student Services Manager at the time the exception is granted. Students may consult with the Student Services Manager if they are unsure how to request an exception.
Chapter 4 – Candidacy

The candidacy period is focused on refining research skills, teaching skills, and on writing the doctoral dissertation.

University policies relating to candidacy are available in the Stanford Bulletin [ExploreDegrees].

4.1 The Candidacy Period

Candidacy, once granted, is valid for five calendar years unless terminated by the department (for example, for unsatisfactory progress). Students are required to maintain active candidacy through conferral of the doctoral degree. The 5-year time limit is not automatically extended by a leave of absence.

Students who are unable to complete all requirements of the degree within the five year candidacy period must apply for an Extension of Candidacy. Such an extension is not guaranteed and requires approval by the department after review of a dissertation progress report, a timetable for completion of the dissertation, and discussion of other factors regarded as relevant by the department.

4.2 Enrollment Requirements

Students in year 3 and 4 of the PhD program are required to enroll in 10 units in fall, winter, and spring quarters. Students may enroll in directed readings or dissertation units (Poli Sci 400) with their advisor or continue to take classes. Students should discuss these options with their advisors. Students must earn at least 135 units by the end of year 4.

In years 5+, students must enroll in Poli Sci 802 TGR Dissertation with their advisor (see section 6.4).

4.3 Dissertation

4.3.1 Dissertation Prospectus and Prospectus Presentation

By the end of the third year, students must submit a formal dissertation prospectus that has been approved by their principal advisor. The prospectus will state the question the student wishes to study, indicate its theoretical and empirical significance, describe the methodology to be employed, and survey available literature on the question.

Students will give a formal prospectus presentation in March of the third year. These presentations allow students to receive feedback on their prospectus before submitting a final draft at the end of spring quarter. Students who do not present will receive a formal warning of their failure to make adequate academic progress. Students failing to meet
the third-year prospectus presentation requirement would be expected to present a prospectus in a field workshop early in the following academic year.

4.3.2 Doctoral Dissertation Reading Committee

University policy on dissertation reading committee composition is available in the Stanford Bulletin [ExploreDegrees].

As soon as possible after the approval of their dissertation prospectus, but no later than the end of Spring quarter of the fourth year, students should confirm the selection of the members of their Doctoral Dissertation Reading Committee, and file a Doctoral Dissertation Reading Committee Form. This must be submitted after approval of the dissertation prospectus and prior to approval of Terminal Graduate Registration (TGR) status (section 6.4).

The doctoral dissertation reading committee consists of the principal dissertation advisor and at least two other readers. It may not have more than 5 members. A regular (i.e. voting) member of the Political Science faculty must serve as either principal advisor or co-advisor (in which case a second co-advisor can come from another department or be a non-Academic Council member). The majority of the reading committee must be comprised of regular members of the Political Science faculty.

Normally, all members of the reading committee are members of the Academic Council (i.e., regular members of the Stanford faculty, a designation which may not necessarily apply to some scholars at the Hoover Institute or the Freeman Spogli Institute for International Studies); the Graduate Academic Policies and Procedures lists the conditions under which someone who is not a member of the Academic Council may serve on a Doctoral Dissertation Reading Committee. If the committee has three people, one of them may be a non-Academic Council member (including emeritus Academic Council members). If the committee has four or five members, at least three must be current or emeritus members of the Academic Council.

The Reading Committee is a subset of the Oral Examination Committee (see section 4.4).

4.3.3 Preparation and Filing

Instructions on preparing dissertations are available online through the Registrar’s Office. There is a deadline each quarter by which time dissertations must be filed at the Registrar’s Office. Students must be registered (i.e. enrolled and paying tuition) the quarter in which they submit their dissertation. Students having the option of submitting their dissertation electronically or in the traditional paper format.
4.3.4 Graduation Quarter

All students must be enrolled in the quarter in which a dissertation is defended, submitted and the PhD degree is conferred. Students who have completed all requirements except the oral defense and submission of an approved dissertation to the Registrar's Office, can avail themselves of a “Graduation Quarter.” Students in this situation are nominally considered full-time students by enrolling in a TGR course and paying a $150 tuition fee. Note that in order to take advantage of Graduation Quarter, the Registrar's Office requires that students "must have an active program status, which may include an approved leave of absence, in the term immediately preceding the term chosen as the Graduation Quarter including the summer quarter." Students are eligible for only one graduation quarter (reduced tuition fee) during their entire degree program. Should they not submit the dissertation during their Graduation Quarter, they must pay the TGR tuition fee during the quarter they wish to submit the dissertation. Students should consult the Student Services Manager for further details.

4.3.5 Co-authoring Dissertations

In recent years it has become increasingly common within the social sciences for students to co-author a portion of their dissertation with another student or with a faculty member. Co-authoring assumes that the student takes responsibility for at least 50% of the content within that portion. All proposals to co-author are subject to the approval of the Director of Graduate Students. Although there is no set rule about what portion of dissertation may be co-authored, in no case may an entire dissertation be co-authored and the bar for acceptance by the DGS rises as the percentage of the total increases.

4.3.6 Openness in Research Policy

Stanford University is committed to openness in research. University policy prohibits research (including dissertations) that requires secrecy. All students are expected to carefully review Stanford’s Openness in Research Policy and to discuss its implications for their research with advisors and/or dissertation committee members. Students should be aware that dissertation committee members may refuse to be a part of any dissertation that, in their judgment, fails to meet Stanford’s policy on openness in research.

4.4 University Oral Examination

4.4.1 Oral Examination Committee

The University Oral Examination committee consists of at least five members. University policy on oral examination committee composition is available in the Graduate Academic Policies and Procedures. It is made up of the student’s Dissertation Reading committee, a committee Chair from outside the Department, and, if necessary, one additional faculty member who may be, but need not be, a faculty member from this department. If the student has four
Dissertation Reading committee members, then an additional member for the oral examination is not necessary (but, in all instances, a Chair from outside the Department is necessary). Students must be enrolled (paying tuition) the quarter in which they complete the Oral Examination. The examiners are chosen by the student with the help of the advisor and the Department. Per university policy, responsibility for appointing the out-of-department oral examination chair rests with the department. Advisors should play the primary role in the process of selecting and contacting potential outside chairs. The department does not require the student to solicit the out-of-department chair, although the student may participate in selecting and contacting potential chairs.

4.4.2 Content

The oral examination will generally concern the topic of the dissertation but not be limited to the dissertation itself. The committee may question the candidate not only on their own research but also on their knowledge of research relevant to it and on the relationship of their research to the field of knowledge into which it fits.

4.4.3 Timing

The examination will take place at a time suggested by the candidate’s dissertation committee but subject to the University rule that the Oral Examination Schedule and Members form be submitted to the Student Services Manager two weeks prior to the proposed examination date.

4.4.4 Attendance

Per university policy, the primary advisor, the student, and the out-of-department chairperson must be physically present at the defense and may not participate virtually. With the agreement of the primary advisor and student, a member of the University oral examination committee may participate by telephone or video conferencing. If the conferencing technology fails and the examiner cannot participate, the committee may fail to reach its quorum. In this case, the examination must be rescheduled.

4.4.5 Outcome

Oral exams in the department are usually held before the dissertation is completed. In some cases, dissertations are complete at the time of the oral exam, but in the majority of cases, students pass their oral exam, and the dissertation is deemed “passed” subject to revisions required by the examination committee. Many committees use the oral examination as a “mid-course correction,” a chance for the student and the whole committee to sit down and discuss how the project is progressing. Note that the Graduate Academic Policies and Procedures states (inter alia):

The candidate passes the examination if the examining committee casts four favorable votes out of five or six, five favorable votes out of seven, or six favorable votes out of eight. Five members present and voting constitute a quorum.
If the committee votes to fail a student, the committee chair sends within five days a written evaluation of the candidate’s performance to the major department and the student.

### 4.4.5 Duration

It is University policy that oral examinations will be no longer than three hours in duration. There are no departmental or university policies that set a minimum duration for the oral examination.

### 4.5 Job Market Preparation and Placement

Students typically begin searching for jobs in the final year of their studies. Students are encouraged to speak to faculty and peers who have already gone through the process, as they are the best resource for advice on conducting an academic job search. Most jobs are posted August-November, with the bulk of interviews taking place November-January. Some teaching colleges conduct interviews at the annual APSA meeting. Students typically apply to 20-30 schools, though the number certainly varies depending on field, school type, and geographic preference. It is the student’s responsibility to approach faculty about writing letters. Some faculty who receive support from office staff may request that they facilitate submission of the letters.

It is typical to include a research statement and a teaching statement in a job packet. During the summer and fall the Hume Center conducts workshops on writing these documents. The PSGSA occasionally sponsors panels or roundtables on research statements, interview strategies, job talks and general job market preparation. Students will be offered the opportunity to present a practice job talk to the department in fall quarter of the year that they are on the market.

All students should read the departments [Job Market Guide](#) which contains additional information on the job market timeline, job market packet components, the job talk and the fly out.

### 4.5.1 University Career and Professional Development Resources

Students are encouraged to begin the career planning process early in their graduate career. In addition to regular conversations with advisors and participation in program events, students are encouraged to connect with BEAM Career Education. BEAM provides valuable resources developed specifically for graduate students, including career coaching, events, workshops, career fairs, and mechanisms to connect with employers and alumni.

Students are also encouraged to make use of the professional development preparation opportunities offered by the Hume Writing Center and Center for Teaching and Learning and VPGE.
4.6 Participation in Commencement

To be eligible to participate in the department’s commencement activities, students must have passed the oral examination but do not need to have submitted the dissertation.
Chapter 5 - Teaching

5.1 Introduction

Teaching is considered to be an integral part of academic and professional training. Through completion of teaching assignments, students will develop not only training related to course development and effective instructional strategies, but also critical skills in communication, planning, and leadership that will support their future careers. Since teaching is an important component of the political science profession, it is a program requirement that Ph.D. students teach for at least three quarters in Political Science department courses.

Graduate student teachers contribute critically to the quality of Political Science department classes. The department takes its teaching quality seriously and expects its teachers to meet their responsibilities in maintaining this quality.

Intangible benefits of teaching as a graduate student are numerous:

- Excellent teachers will have the opportunity to develop relationships with faculty that will benefit their professional and academic development.
- It prepares students for professional life in the academy, where teaching is a central component of the job. It enables students to work closely with and learn from an experienced teacher and could assist them in preparing what they may teach in their own career.
- It can provide public-speaking skills that will prove useful during the students' job search and in their career.
- Graduate student teachers are important figures in an undergraduate's academic career, as they provide the one-on-one support that helps students grapple with the material in political science. They can deeply influence undergraduates unsure about their academic interests.
- Exceptional graduate student teachers have the opportunity to be formally recognized by being nominated by the department or their advisor for the Centennial Teaching Assistant Award and the Walter J. Gores Award, the university's highest award for excellence in teaching.
- Finally, graduate student teachers help faculty by helping to develop curriculum and serving as a sounding board for research or lecture ideas.
5.2 Teaching Requirement

All students are required to complete a minimum of three quarters of teaching for Political Science department classes. Most students will teach for five quarters as part of their 5-year funding package.

Students are welcome to accept a teaching assignment from another department if it doesn't conflict with their funding conditions and degree progress and if they are not needed to assist with a Political Science class that quarter. However, quarters of teaching completed in classes offered by other departments will not count towards fulfilling the teaching requirement in the Political Science department. In most cases, the funding that a teaching position in another department provides will replace (not supplement) the funding that the student would otherwise receive from the Political Science department.

No teaching completed during summer quarter counts towards fulfilling the teaching requirement.

5.3 Eligibility

To be offered a teaching assignment, students must make adequate academic progress, as defined in section 2.2. It is Department policy not to have first year students teach. Students may express a preference for teaching one or two quarters during a year, keeping in mind that they will likely be required to teach for five quarters in years 2-5 of the program. The department recommends that students teach only one quarter in their second year. This flexible model is intended to create a more manageable workload for second year students, who are also responsible for completing a field exam and a research paper in order to advance to candidacy.

Students must be enrolled in at least 8 and no more than 10 units in each quarter that they hold an assistantship.

5.3.1 TA Clearance

International graduate students who will be appointed as teachers must first be screened by the English for Foreign Students (EFS) office for readiness to use English in a teaching role. A student who is a permanent resident, has completed more than five years' study in the United States, or has extensive professional experience in English, may telephone the EFS office to request a waiver. Following a short telephone assessment, the student will either be asked to schedule an exam or be given the TA clearance.
5.3.2 Eligibility to work in the US

- All students must have an I-9 form on file at Payroll. See the Student Services Manager.
- All students must have a social security number.

5.4 Assignment to Courses

Teaching assignments for the upcoming year are usually announced in July. Students will have the opportunity to communicate their preferences to the Student Services Manager. Students will be asked how many times they would like to teach, what they would like to teach, and if there are quarters in which they would not like to teach in a particular year. In general, students can expect to be assigned to teach once in year 2, twice in year 3 and twice in year 4. If a student needs to teach a different number of quarters in a given year (to go into the field for example) that is usually possible as long as the student lets the Student Services Manager know before assignments are made.

While student preferences for teaching assignments are taken into consideration as much as possible, course offerings and enrollment numbers may require that students teach a course that was not one of their preferences, that is outside of their first field or that is taught during a quarter in which they did not want to teach. Teaching assignments are arranged to the mutual satisfaction of students and faculty to the greatest extent possible.

Classes generally have one graduate student teacher for approximately 30 enrolled students although the ratio may be lower for some types of classes, such as classes that fulfill the Writing in the Major (WIM) requirement for undergraduates. Because of unpredictable enrollment fluctuations, assignments may change until approximately week 2 of the class. This means that students may be added to a class when they were not initially scheduled to teach, moved to a different class, or pulled from teaching that quarter altogether. If the planned teaching appointment was to occur in years 2-5 and the student is funded by the department, the student will instead be funded via fellowship or research assistantship so that the loss of a teaching appointment will not result in a loss of funding for the student. The student is still required to complete the required number of teaching quarters in a future quarter or year. The department will give as much notice as possible if that is likely to happen.

5.5 Duties

First and foremost, the role of a graduate student teacher is to assist the course instructor. In certain cases, individual instructors may modify the requirements for their own graduate student teachers but unless an instructor offers an alternative plan, the requirements described here apply. It is the responsibility of both the instructor and the graduate student teacher to meet and discuss these responsibilities before the quarter begins.
5.5.1 Attendance and Availability

Graduate student teachers must:

- contact faculty prior to the start of the quarter to discuss responsibilities and preparation for the course.
- return to Stanford no later than the first day of classes. First-time teachers must return to Stanford in time to attend the department’s teacher training, usually held the week before fall classes start.
- attend all class meetings, including lectures or other course-related activities. If they can’t attend a lecture for a valid reason (e.g. sickness) they must let faculty know ahead of time.
- attend and proctor (sit outside the exam room) exams unless otherwise notified.
- be available to meet regularly with the instructor and other graduate student teachers for the class.
- respond to student emails in a respectful, professional and timely (within 24 hours) fashion.
- remain at Stanford through the final exam period and until after grades have been submitted by the instructor. They should not ask an instructor permission to leave prior to the date by which instructors must submit grades. This is typically the Tuesday following the last day of finals. Final exam dates are [here](#).

5.5.2 Sections

Graduate student teachers are required to prepare for and conduct all of their regularly scheduled sections. The default arrangement is that each teacher will lead two 50-minute discussion sections. Graduate student teachers should not schedule any conflicting activity when they are scheduled to teach section. Should an emergency surface, the graduate student teacher should immediately notify the instructor and find a replacement among their peers or arrange to hold a makeup section.

In addition to regular weekly sections, graduate student teachers may be asked to hold special review sections prior to midterm and final exams, outside of normal section times.

5.5.3 Grading

Graduate student teachers are normally required to grade all assignments and exams and provide appropriate comments/feedback for students in their sections or for an evenly divided share of students according to the grading scheme selected by the instructor. As they grade, graduate student teachers should keep records of the reasons for point or grade deductions, so as to have a paper trail should a re-grade request surface, as well as to compare notes with the instructor or other graduate student teachers.
5.5.4 Office Hours

Graduate student teachers are expected to hold regular office hours and offer additional meeting times with students unable to attend regular office hours if asked. Graduate student teachers should plan to hold extra office hours before exams, paper deadlines, etc. if necessary. Graduate student teachers are encouraged to meet with struggling students to assess their difficulties and offer strategies for improvement.

5.5.5 Canvas Site

Graduate student teachers are responsible for uploading and organizing all of the content on the Canvas site for the class. Department staff will roll over class materials from the previous Canvas site whenever possible, but it is the graduate student teachers' responsibility to organize it according to the most current syllabus.

Graduate student teachers are responsible for creating sections for students to enroll in on Canvas once the times are confirmed with the instructor, other graduate student teachers and the Undergraduate Administrator. This is the only way for students to sign up for sections.

5.5.6 Other Responsibilities

- Participating in the design of exams and other curricular components, if asked.
- Putting books on reserve at the library, if asked.

5.5.7 Time Commitment

Over the course of the quarter, the average workload should be about 20 hours per week. The workload may vary from week to week. It is likely to be relatively heavy in weeks where exams or papers need to be graded. In the event that a student finds the workload to consistently exceed 20 hours per week, they should document their hours, and contact the instructor as well as the Student Services Manager.

5.6 Resources and Training

A student's first resource should always be the faculty instructor for the specific course. However, students have numerous additional resources at their disposal.
5.6.1 Departmental Teaching Training and VPTL Orientation

The Department offers a mandatory Training Workshop at the beginning of the academic year to introduce first-time teachers to the essentials of teaching in the Political Science Department. First-time teachers must return to Stanford in time to attend the department’s teacher training, usually held the week before fall classes start.

Graduate student teachers are also expected to attend the TA Orientation offered by VPTL (Vice Provost for Teaching and Learning) at the beginning of their first quarter of teaching. In addition, VPTL offers quarterly classes for new teachers which are extremely helpful in terms of familiarizing students with not only the University's expectations of its teachers, but also practical matters such as effective teaching styles, preparing for section, time-management, responding to student requests, effective teaching styles, and how to get help while teaching. The Department will circulate notice of VPTL training and orientation sessions.

5.6.2 Teaching Resources

- **TA Materials Repository** - past Political Science TAs have uploaded materials they have used successfully in their classes for future TA use.
- **English for Foreign Students TA Screening**
- **Office of Accessible Education Teaching Staff**
- **Office of Accessible Education Video Resources for TAs**
- **Office of Community Standards**
- **Teaching Commons**
- **VPGE Programs in Professional Development**
- **Graduate Academic Policies and Procedures (GAP 7.3.1)**
- **Vice Provost for Teaching and Learning**

The Department urges students to make use of these resources before and while teaching.

5.6.3 Additional Required Training

Graduate students must complete the following required online training classes and read the following policies before the first day of teaching:

- **Sexual Harassment Prevention for Academic Staff**
  - All students must also complete **Title IX Training for Graduate Students** in addition to the Sexual Harassment Prevention for Academic Staff training. This training contains information that is not available in the required Title IX training such as the consensual relationships policy and workplace harassment from an instructor's point of view.
- Training for Mandated Reporters on Stanford Axess (on the STARS tab, search for Mandated Reporter)
- Consensual Relationships Policy, particularly section 3.

### 5.7 Concerns About Students

If a graduate student teacher has concerns about a student (such as poor attendance, requests for extensions or missing assignments, questions about potential Honor Code Violations or concerns over the students mental or physical health) they should immediately notify the faculty instructor. The instructor and the graduate student teacher should work out a plan, notify the student and let the Student Services Manager know about the situation, particularly if there are concerns about a student’s mental or physical health.

### 5.8 Inadequate Performance

Failure to professionally and ethically discharge one’s obligations as a teacher is considered an extremely serious matter. Teaching is a program requirement. Accordingly, inadequate performance as a teacher is equivalent to failing to satisfy a program requirement, and risks dismissal from the Ph.D. program. Examples of inadequate performance include but are not limited to: missing lecture or section without prior approval of the professor, not responding to student emails in a timely, respectful and professional manner, and not engaging satisfactorily with students in section or lecture.

Any instructor who encounters a graduate student teacher who is unable or unwilling to perform his or her responsibilities should contact the graduate student teacher, cc-ing the Student Services Manager. If the problem is not resolved by the instructor and graduate student teacher in the first instance, or with the involvement of the Director of Graduate Studies in the second, the Department Chair may deal with the matter.
Chapter 6 - Graduate Funding

6.1 University Graduate Aid Policies

Graduate students are supported from a variety of sources with funding taking various forms, including fellowships and assistantships. Stanford University maintains policies related to funding as well as limits on additional hourly work (see section 6.10). In particular:

- Stanford University limits the number of hours an enrolled student may work
- Limits vary depending upon the type of graduate aid funding (i.e., fellowship or assistantship)
- Limits are different in summer quarter
- Limits are different for international students
- Students are responsible for familiarizing themselves with relevant funding policies and seeking clarification
- External fellowships may have more restrictive policies

These policies are located at:

- Graduate Academic Policies and Procedures (GAP 7.1) general funding guidelines and definitions
- Graduate Academic Policies and Procedures (GAP 7.2) fellowships and other stipend support
- Graduate Academic Policies and Procedures (GAP 7.3) assistantships
- Administrative Guide 10.2.1 assistantships policy
- Administrative Guide 10.2.2 student hourly employment
- Bechtel policy and procedures specifically for international students

6.2 University Bill

Students will receive a university bill each quarter which outlines all the charges and credits on their account for that quarter. It is the student’s responsibility to review the bill each quarter and pay the amount owed. Most financial aid, e.g. fellowship stipends, tuition allowance, health insurance subsidy, etc. will appear as a credit on the bill. Teaching and research assistantships are considered salary and do not appear on the bill.

6.3 Department Graduate Aid Policies and Procedures

6.3.1 General Policies

- Students should refer to their offer of admission letter for information on their committed funding package.
- Funding is contingent on satisfactory academic progress.
• The department cannot guarantee any support after the fifth year in the program. Students who will need additional years of funding beyond the fifth year should discuss this with their advisor and then see the Student Services Manager.
• The department will only pay TGR fees for those who are eligible and requires students to file for TGR status by fall quarter of their fifth year.
• In nearly all cases except approved leaves of absence, departmental funding cannot be deferred or used after year 5.

6.3.2 Student Responsibilities

Students are responsible for:

• understanding policies and requirements attached to funding sources
• understanding their funding package, including commitments and requirements
• reviewing and paying their university bill
• responding to requests for letters to donors if asked

Questions about funding should be directed to the Student Services Manager.

6.3.3 Departmental Funding Package Structure

<table>
<thead>
<tr>
<th>Year in Program</th>
<th>Primary Funding Source</th>
<th>Additional Funding Provided</th>
<th>Tuition Rate</th>
<th>Funding Received Via</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fellowship Stipend</td>
<td>Summer stipend, Discretionary stipend, Health insurance subsidy</td>
<td>18 units</td>
<td>Lump sum, pretax stipend at the beginning of each quarter</td>
</tr>
<tr>
<td>2</td>
<td>RA/TA Salary</td>
<td>Summer stipend, Discretionary stipend, Health insurance subsidy</td>
<td>10 units</td>
<td>Twice monthly paychecks on the 7th and 22nd of each month; taxes are taken out of these paychecks; the first paycheck of the year is paid on October 22nd and the last on July 7th</td>
</tr>
<tr>
<td>3 and 4</td>
<td>RA/TA Salary</td>
<td>Discretionary stipend, Health insurance subsidy</td>
<td>10 units</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>RA/TA Salary</td>
<td>Discretionary stipend, Health insurance subsidy</td>
<td>TGR</td>
<td></td>
</tr>
</tbody>
</table>
6.3.4 Professional Development Funding

At the beginning of the academic year, the Department provides $1,000 to each student in year 1-5 funded by the department to be used towards professional development such as conference attendance. Students are not required to submit receipts for reimbursement. The department does not have additional resources to support travel, conferences or research but there are numerous Stanford units that do. See section 6.7.1 for additional resources.

6.3.5 Summer Support

Following their first and second years of study, students on department funding who meet eligibility requirements (see below) receive summer funding in the approximate amount of $5,000. The second summer of funding is only available once a student has been advanced to candidacy. Typically, this award is used to support activities such as summer research work, language study, faculty-guided research or field work.

In order to be eligible for summer support, students must be:

1. in good standing (e.g., meeting Department and University standards for minimum academic progress);
2. advanced to candidacy for the second summer of support.

6.3.6 Leaves of Absence or Program Discontinuation and Reinstatement

Students must consult with the Director of Graduate Studies and the Student Services Manager before applying for any leave of absence or discontinuing the program with the intent of applying for reinstatement. Resumption of financial aid after a student returns from a leave of absence or reinstates is not automatic. The Department will consider the recommendation of the student’s advisor but will have the final say regarding financial aid resumption upon a student’s return from a leave of absence or reinstatement.

6.4 Terminal Graduate Registration (TGR)

Students in good standing who have amassed 135 units (and hence are “ABD, or “all-but-dissertation”) must apply for Terminal Graduate Registration (TGR) status. Once students are eligible for TGR, the Department will not provide tuition to support any other form of enrollment; as a practical consequence, the Department will not provide tuition support for classes once students have amassed the 135 units required for the Ph.D. degree. See the Registrar’s Office website for more details on TGR status. Some programs around the University offering support to advanced graduate students (e.g., research assistantships or fellowships) require that students have TGR status as a condition of eligibility.
6.4.1 Eligibility

TGR is available to graduate students who have met the following criteria:

1. completion of the University’s residency requirement (135 units);
2. completion of all course work required for the degree with grades recorded in all courses;
3. completion of any qualifying examination or research work required by the department;
4. establishment of a reading committee for the dissertation and submission of a completed dissertation reading committee form to the Student Services Manager;
5. completion of any other requirements stipulated by the department.

6.4.2 TGR Tuition

When a student enrolls as a Terminal Graduate Registrant, they enroll in Poli Sci 802 at a reduced tuition rate. The Department will pay only this reduced rate in the student’s fifth year. If a student enrolls in TGR in subsequent years, they must find alternate funding. If a student does not qualify for TGR status by the start of their fifth year, they are responsible for paying the difference in the TGR tuition rate and the 10-unit tuition rate.

6.5 Self-Funded or Externally Funded Students

Neither the Department nor the University will assume the financial support of students who enter the program on a self-funded basis or who enter the program funded by an external source.

6.6 Non-departmental Comprehensive Fellowships

The Department encourages students receiving department funding to seek funding from outside agencies or from within Stanford, even during their first years in the program. Many external fellowships provide a comprehensive fellowship (defined as a fellowship that provides tuition and stipend) and can replace the funds that the Department budgeted for that student. In these instances, the Department will award the student a stipend top-up of $5,000 per year for the duration of the fellowship, provided that the award is used during years 1-5. In addition, students who are awarded external fellowships of at least two years in length will be freed from any teaching requirement beyond the minimum program requirement (3 quarters). Students with questions about these incentive policies or external funding should see the Student Services Manager.

Common comprehensive fellowships are the National Science Foundation Graduate Research Fellowship (NSF) and the Stanford Interdisciplinary Graduate Fellowship (SIGF).
External fellowships may have restrictive policies on what additional fellowships, assistantships or hourly work students may accept. Students are responsible for familiarizing themselves with relevant policies and seeking clarification as needed.

Some external awards allow recipients to defer or “bank” portions of the award for future use, rather than requiring them to use the award immediately, or in consecutive quarters or years. The Department plays no role in determining these policies, even for awards administered by other units at Stanford. Students are responsible for verifying all policies with the granting organization and communicating their plans to the Department.

In nearly all cases, departmental funding cannot be banked or deferred for use after year 5, regardless of external funding awarded. For example, if a student is awarded a SIGF to use in years 3, 4, and 5, the SIGF replaces the funding the department had awarded for use in years 3, 4, and 5. The student may not then bank their department funding to fund years 6, 7 and 8.

Funding is available from national and international agencies – as well as from some Stanford sources – for the support of dissertation research and writing, but students must take the initiative to consult agency announcements and submit proposals. Most agencies have Fall deadlines. Students completing dissertations are encouraged to apply for these grants.

**6.7 Research, Language, Travel Grants**

There are numerous opportunities for supplementing departmental funding with financial support from various public and private sources for research, language study, travel and conference attendance. These small grants and fellowships supplement a student’s department funding (rather than replacing it) and do not qualify the student for the stipend top-up or the teaching reduction.

External fellowships may have restrictive policies on what additional fellowships students may accept. Students are responsible for familiarizing themselves with relevant policies and seeking clarification as needed.

The department does not provide additional funding for research, travel, conference attendance or language study beyond the $1,000 in professional development funds given at the beginning of each academic year (see section 6.3.4).
6.7.1 Resources for Research, Language, Travel Grants

The following is a non-comprehensive list of Stanford organizations that provide funding to graduate students.

- **IRiSS**
  - Dissertation Fellowships
  - Computational Social Science Fellowships
  - PACS Small Grants Program

- **CISAC**
  - John and Jackie Lewis Fund to Support Research on Asia

- **FSI Research and Conference Grants**

- **Europe Center Graduate Student Grant**

- **King Center on Global Development Research Funding**

- **Abbas Program Grants for the Study of Islam & Muslim Societies**

- **France-Stanford Center Graduate Student Fellowship**

- Center for Latin American Studies
  - Conference Grants
  - Field Research Travel Grants

- Center for South Asia Graduate Student Research Fellowship

- Center for African Studies Research and Language Fellowship

- Center for East Asian Studies
  - conference grants
  - summer research

- **Lane Center for the American West**

- **Overseas Resource Center (Bechtel)**

- **H&S Graduate Research Opportunity** (GRO)
  - GRO-MBHC (Graduate Research Opportunities Fund for Research on Modern British History and Culture)

- **VPGE Diversity Dissertation Research Opportunity**

6.8 Funding in Year 6 and Beyond

The department cannot provide funding beyond year 5. Students who expect to need funding for a sixth year should discuss this with their advisor and the Student Services Manager. They should carefully plan when to apply for comprehensive fellowships (see section 6.6) to best utilize the funding available to them. A list of common sources of sixth year funding is available in sections 6.7.1 and 6.8.1 and a list of Stanford funding support programs is available in section 6.9.
6.8.1 Sixth Year Funding Sources

The following is a non-comprehensive list of fellowships that have provided sixth year funding to recent students.

- SIGF
- PACS PhD Fellowship
- DARE (Diversifying Academia, Recruiting Excellence)
- Lieberman (by department nomination)
- King Center on Global Development
- CDDRL pre-doc
- CISAC pre-doc
- Clayman Institute Graduate Dissertation Fellowship
- Mellon Foundation Dissertation Fellowships (Humanities Center)
- Geballe Dissertation Prize (Humanities Center)
- Susan Ford Dorsey Fellow
- CCSRE Graduate Dissertation Fellowship
- CCSRE Graduate Teaching and Fellowship Program
- Stanford Data Science Initiative
- Steven and Debi Wisch Graduate Fellowship (Center for South Asia)
- Thomas Dee Fellowship
- NSF
- GRRI Dissertation Fellowship
- Facebook Fellowship
- US Institute of Peace
- Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship
- Predocs at other universities

6.9 Emergency Funding and Other Stanford Support Programs

If students find themselves in financial difficulty, they should see the Student Services Manager who may be able to help them find additional resources. While the department does not have funding to assist graduate students with emergencies, there are numerous university funds to assist graduate students:

- Graduate Student Aid Fund assists with University fees (i.e., health services fee, health insurance)
- Graduate Grant-in-Aid Funds assists with financial emergency or unanticipated expense (e.g., medical, legal)
- Graduate Family Grant Program provides up to $10,000 per year for graduate students with dependent children. Funds may be used flexibly to cover expenses such as childcare, healthcare, and rent.
- Graduate Housing Loan assists with move-in costs for off-campus housing
- **Graduate Cash Advance** assists with expenses before graduating financial support is posted to the student account or TA/RA salary is paid.

- **Opportunity Fund** assists diverse and first-generation students with expenses, including travel to a conference.

- **Financial Aid Office information about loans**

### 6.10 Graduate Aid Resources

Some additional helpful University resources:

- **The Student Budget** provides estimated expenses.

- **Bechtel** provides information on on-campus employment, CPT, OPT, internships and tax information for international students.

- **Student Financial Services** provides information about the bill, tax information, third party sponsor invoicing.

- **Mind Over Money** is a free online literacy tool.

- **H&S website** includes information about graduate awards & fellowships.

- **VPGE** provides information about graduate fellowships.

- **Gateway to Financial Activities** provides administrative resources (e.g., sign-up for direct deposit, tax treaty information).

### 6.11 Restrictions on Working Additional Hours during the Academic Year

The University maintains strict policies on **Graduate Student Hourly Employment** which limit the hours that students may work during the academic year. If a student is offered an hourly work position or an assistantship during fall, winter or spring quarter they should check with the Student Services Manager before accepting it.

#### 6.11.1 Graduate Students Funded via Fellowship

In the Political Science department, this category applies to all first-year students and students in later years who are funded through comprehensive fellowships such as NSF, SIGF, KHS, SGF, CCSRE and DARE.

University policy allows U.S. citizens, permanent residents and international students funded via fellowship to have hourly employment of up to 8 hours/week or hold a 25% assistantship appointment. However, some external fellowships may have more restrictive policies on what additional hourly work students may accept and terms of award trump university policy. Students are responsible for familiarizing themselves with relevant policies and seeking clarification as needed and should carefully check to see if employment is allowable on their specific fellowship.
6.11.2 US citizens and permanent residents funded by teaching or research assistantships

In the Political Science department, this category applies to all US citizen and permanent resident students in their second year and later who are not funded through a comprehensive fellowship.

All students funded by the department hold a 20 hour/week assistantship in fall, winter and spring quarter of years 2-5. US citizens and permanent residents funded via 20 hour/week RA or TA-ships are permitted to work up to an additional 8 hours per week in hourly employment, unrelated to an assistantship (this additional work may not be another assistantship).

6.11.3 International students funded by teaching or research assistantships

In the Political Science department, this category applies to all international students in their second year and later who are not funded through a comprehensive fellowship.

International students on F-1 or J-1 visas may not do any extra hourly work during fall, winter, and spring quarter. This is because visa restrictions state that international students may not exceed 20 hours per week of employment, and anyone funded by the department in year 2-5 holds a 20 hours/week assistantship every quarter.

6.11.4 Employment during break periods and summer quarter

During break periods between quarters—the period between the last day of finals and the first day of classes the subsequent quarter—US citizen and international graduate students may be employed full time (up to 36 hours per week), provided they are eligible and intend to register for the next academic quarter. Thanksgiving recess is not a break between quarters.

During summer quarter, U.S. citizens, permanent residents and most international students who do not have an assistantship or comprehensive fellowship may be employed up to 36 hours per week, provided they are eligible and intend to register for the next academic quarter. However, any international graduate student who is required to enroll full time in summer quarter in order to maintain legal visa status—such as those students returning from a leave of absence in the summer—may not work more than a combined total of 20 hours per week. U.S. citizens, permanent residents and international students with a comprehensive fellowship that provides full summer funding (like SIGF, CCSRE, DARE, NSF) should consult with their fellowship granters to see if employment in summer quarter is allowable on their specific fellowship.
### 6.11.5 Employment off Campus

Neither the department nor the university place restrictions on the amount of allowed off-campus work. However, students are encouraged to be mindful that their primary obligation is to their academic program. This Ph.D. program is a fulltime program. As such, students are expected to be available Monday through Friday, 40 hours/week, for classes, meetings with your advisor, and assistantship work. Students should have the support of their advisors to do off-campus work.

International students must also adhere to visa requirements which in most cases prevent off-campus employment without [Curricular Practical Training](https://www.iss.syr.edu/) authorization.
Chapter 7 – Master’s Degrees

7.1 Political Science Master’s Degree

The Department does not offer a terminal master’s degree. Current doctoral students within the Department and from other Stanford University departments may apply for a Master of Arts in Political Science during the course of their Ph.D. program. Enrollment in and conferral of the MA are not automatic. Students interested in this option must:

1. Submit the Graduate Authorization Petition through Axess in order to add the MA to their program.
2. Submit the Master's Program Proposal to the Student Services Manager after all the requirements for the masters have been completed.
3. Apply to graduate (in Axess, before the quarterly deadline). The degree is not conferred automatically.

Students who have applied to the M.A. program may confer the M.A. degree in Political Science when they have met the following requirements:

1. Completion, at Stanford, of at least three quarters of residency as a graduate student and 45 units of credit.
2. At least two graduate seminars (10 units) in each of two fields and at least one graduate seminar (5 units) in a third field. These 25 units must be taken in graduate seminars (300 or 400 level) taught by regular Political Science faculty. Cross-listed classes taught by non-Political Science department faculty, workshops and directed readings do not count towards this requirement except with prior approval from the Director of Graduate Studies.
3. The Political Science fields that students may choose from are: International Relations, Comparative Politics, American Politics, Political Theory and Political Methodology. Not more than 25 units of the 45-unit requirement may be taken in a single field.
4. The remaining 20 units must come from courses numbered above 100. Of those 20 units, a maximum of 10 units of classes taken from outside of the Political Science department may count towards the master's degree. Classes taken from outside the Political Science department must be highly relevant to the discipline and approved by the Director of Graduate Studies. A maximum of 10 units of directed reading coursework may count towards this requirement.
5. A grade point average (GPA) of 2.7 (B-) must be maintained for all classes taken to fulfill master’s degree requirements. All courses must be taken for a letter grade.
6. No thesis is required.
7.2 MA Degrees in Other Departments

Students often accrue sufficient units in other departments to be eligible for MA degrees there (e.g., Statistics, Economics). Students can continue to take classes around the University after they have advanced to candidacy. Students interested in earning an MA degree in another department should speak with that department’s Graduate Administrator. Students who pursue an MA degree during the course of their Ph.D. program are not eligible to also transfer credit from graduate coursework completed at another institution (section 8.4). Similarly, students earning an MA in Political Science may not also complete a master’s degree in another department.
Chapter 8 - Other Important University Policies

The following is a partial listing of University wide policies that are important to students. For a complete listing, see the Stanford Bulletin (ExploreDegrees) and the GAP.

8.1 Continuous Registration Requirement

Students working towards advanced degrees at Stanford are required to enroll for fall, winter and spring quarters of each year from the time of matriculation until receipt of the degree. Interruptions to graduate study require approval of a leave of absence. Failure to enroll in courses for a term during the academic year without taking a leave of absence results in denial of further enrollment privileges unless and until reinstatement to the degree program is granted and the reinstatement fee paid.

8.2 Leaves of Absence

It is possible for students to interrupt their course of study by requesting a leave of absence. A leave of absence from may not exceed a cumulative total of two years (eight quarters).

An application for a leave of absence must be submitted using the Leave of Absence form. The request for leave is forwarded to the Registrar’s Office once it has been approved by the Director of Graduate Studies. In addition, students contemplating a leave of absence are urged to consult the Stanford Bulletin (ExploreDegrees) for current University rules and procedures concerning leaves.

No official departmental or University requirement, e.g. comprehensive exam or oral exam, may be met while a student is on leave. However, an Incomplete course grade may be submitted or removed when a student is on leave.

8.3 Residency Requirements for Graduate Students

The residency requirement for a doctoral degree requires a minimum of 135 completed units. Courses with missing, incomplete, or failing grades do not count toward the residency requirement. Further information about the residency requirement can be found in the section on advanced degrees in the Stanford Bulletin (ExploreDegrees).

8.4 Transfer Credit

After at least one quarter of enrollment, students pursuing a Ph.D. may apply for transfer credit for graduate work done at another institution. The maximum transfer is 45 units. For criteria to apply for transfer credit see the Stanford Bulletin (ExploreDegrees). Transfer credit is rarely granted, as the point of the degree is that it is a Stanford degree.
Chapter 9 - Political Science Graduate Student Association

PSGSA facilitates communication between graduate students and the University administration, and Department faculty and staff. Specifically, PSGSA aims to:

- facilitate faculty-student interaction
- facilitate student-initiated academic activities outside of the usual curriculum
- enhance social interactions among graduate students within the department
- secure from the department the funding necessary for these activities

In recent years the PSGSA has sponsored election viewing parties, a professionalization workshop series, a softball league, and happy hours. The PSGSA is also responsible for coordinating the office space lottery and organizing several aspects of the Department’s annual Graduate Admit Weekend, including social events.
Chapter 10 - Department Information

10.1 Office Space

The Department makes every effort to provide office space for Ph.D. students through the fifth year. Office space is available in the cubicles in the basement of Encina Hall West for first year students and some second-year students.

10.1.1 Lottery

Second, third, fourth and fifth-year students wanting office space must place their name in a yearly office lottery organized and run by the PSGSA. An email will be sent to graduate students informing them when it is time to enroll in the lottery. It is the responsibility of each student to monitor his or her email and sign up for the lottery by the deadline set by the coordinator of the lottery. A moving date will be set by the lottery coordinator and each student must move into his or her new office by that date, unless prior arrangements have been made.

10.1.2 Personal Items

The Department cannot be responsible for belongings left in offices after the official moving date. More generally, office space is scarce in the Department, and office space cannot be used to store personal items.

10.2 Printing

Students may use the copy machines/printers in Room 03Q (the cubicle area in the basement), Room 218 and Room 417.

10.3 Mailboxes

Graduate student mailboxes are located in Encina Hall West, Room 03Q (the cubicle area in the basement). Faculty mailboxes are located in the main administrative office area: Encina Hall West, Room 100. Interdepartmental mail drop is in the office near the faculty mailboxes. USPS mail can be dropped in the mailbox between Hoover Institution and Green Library.
10.4 Meeting Spaces

Graduate students are able to use Rooms 3A and 3Q in the cubicle area in the basement as well as the TA office in Room 460 (bookable here). The department-controlled conference rooms are the Graham Stuart Lounge (GSL), Hardin Stauter Conference Room (main office), Room 11, Room 208, Room 219, and Room 417. Any of the staff can book these rooms for students, though the receptionist should be the first point of contact.

10.5 Business Cards and Stanford Letterhead

Information on ordering Stanford business cards and downloading Stanford letterhead and Microsoft word templates is available here.

10.6 Other Department Service

The Department greatly values the input of students on many matters. Examples include:

- faculty hiring
- recruiting new graduate students
- managing space allocated to graduate students
- serving as cohort representatives
- serving as a ‘big sib’ to a student from a lower cohort

Accordingly, students may be asked to serve on search committees, the annual graduate admissions committee, and other standing or ad hoc Department committees. Students may also be asked to serve on University-level committees. Usually, participation on these committees is voluntary and limited to the students with candidacy and in good academic standing. The Department may also approach the PSGSA for student nominations or to conduct elections to various committees, or for advice on the general question of student participation on various Department committees. This type of activity is not directly related to program requirements, but often provides students with valuable insights into the norms and culture of academic life and the political science profession.
Chapter 11 – University Resources

Stanford University has many resources to support graduate students both academically and personally. Students are encouraged to seek out and utilize campus resources that support their health and wellness, such as recreation facilities and activity classes, community and academic events, contemplation spaces and programs, public service opportunities, resources for families, and programming support physical and mental health. The following is a list of many of these resources.

11.1. Research Resources

- Research Policy Handbook
- Research Compliance Office
- On Academic Authorship
- Office of International Affairs
- International Travel Policy
- Stanford Go Global
- DoResearch
- Social Sciences Resource Center, Stanford Libraries

11.2 Graduate Life Office

The Graduate Life Office (GLO) helps graduate students navigate issues and challenges, including personal issues, roommate problems, family issues, health concerns, academic challenges, and financial difficulties. They have on-call deans 24/7 for crisis assistance. The GLO Resources webpage includes links to other campus resources that support graduate student well-being. They also hold events and programs for students, including those with families.

11.3 Academic Support

- English for Foreign Students language programs
- Hume Center for Writing and Speaking support for all stages of the academic program
- Office of Accessible Education (OAE) support and services for students with disabilities
- Vice Provost Graduate Education (VPGE) funding, professional development, and networking
- Vice Provost Teaching & Learning (VPTL) resources to students as both learners and instructors
- H&S Graduate & Undergraduate Studies (GUS) advising, mediation, and student academic grievances
11.4 Confidential Resources

- Counseling and Psychological Services (CAPS)
- Confidential Support Team (CST) support for students impacted by sexual assault and relationship violence
- Office of the Ombuds
- Religious Life Office
- The Bridge peer counseling
- Vaden Student Health Center

11.5 International Students

- Bechtel International Center
- English for Foreign Students
- Immigration Issues and Resources
- Immigrants' Rights Clinic

11.6 Family Life

- Bechtel International Center
- Dependent Health Insurance
- Lactation Support
- Pregnancy, Childbirth and Adoption (GAP 5.9)

11.7 Professional Development

- BEAM Career Education
- Vice Provost for Graduate Education

11.8 Community

- Asian American Activities Center
- Bechtel International Center
- Black Community Services Center
- Diversity and First-Gen Office
- El Centro Chicana y Latino
- The Markaz Resource Center
- Native American Cultural Center
- Office for Military-Affiliated Communities
- Queer Student Resources
- Religious Life Office
- Student Activities and Leadership
- Women's Community Center
Appendix A: Field Statements

A.1 American Politics Field Statement
Hakeem Jefferson, Field Convener, 2019-20

A hallmark of the study of American Politics is diversity of subject, approach, and method. The subject matter comprises, among other things, analysis of Congress, the bureaucracy, interest groups, the Presidency, voting, public opinion and participation, race and ethnicity; the conceptual approaches include, among other perspectives, rational choice, historical, and behavioral perspectives; and the field encompasses, among other methods, quantitative analysis of aggregate data, qualitative fieldwork, survey research and randomized experiments. No single department can represent fully this diversity. But the department faculty in American Politics (together with colleagues in the Graduate School of Business) comes remarkably close.

Refer to the Program Guide for additional important information on the department’s requirements for advancing to candidacy.

The following requirements apply to students who entered the PhD program in 2018-19 and after and to students who entered the PhD program in 2017-18 who opted into this system. All other students should refer to the program guide and field statement for the year they entered the program.

Pre-candidacy Requirements for 1st Field American Politics Students

In order to be eligible to advance to candidacy with American politics as a first field, students must:

1. Complete PS 420A and PS 420B for five units each with grades of A- or higher. This core graduate sequence in American Politics introduces students to the gallery of both faculty and research in American Politics. PS 420A focuses on analysis of political institutions and PS 420B addresses the analysis of individual behavior.
2. Complete two elective courses for at least 3 units each with grades of A- or higher. The electives are to be 3xx or 4xx courses offered by a member of the American Politics field. See pre-approved elective options below. To count as an approved elective, directed readings and courses taught by non-Political Science faculty that do not appear on the course options list must be approved by the Field Convener on the basis of a written syllabus.
3. Comprehensive Exam: Complete and pass a Comprehensive Exam in spring quarter of the second year. The exam in American Politics requires students to demonstrate knowledge of concepts and research findings on major political phenomena at the level of individuals and institutions.
4. Field Paper: Students taking AP as a first field will write a field paper in American Politics. See the Program Guide for additional details on the field paper requirement.
Pre-candidacy Requirements for 2nd Field American Politics Students

In order to be eligible to advance to candidacy with American politics as a second field, students must:

1. Complete PS 420A and PS 420B for five units each with grades of A- or higher. This core graduate sequence in American Politics introduces students to the gallery of both faculty and research in American Politics. PS 420A focuses on analysis of political institutions and PS 420B addresses the analysis of individual behavior.

2. Complete one elective course for at least 3 units each with a grade of A- or higher. The elective is to be a 3xx or 4xx course offered by a member of the American Politics field. See elective options list below. To count as an approved elective, directed readings or courses taught by non-Political Science faculty that do not appear on the course options list must be approved by the Field Convener on the basis of a written syllabus.

3. Students designating American Politics as a second field do not need to take the AP comp exam or write an AP field paper.

Pre-candidacy Requirements for 3rd Field American Politics Students

In order to be eligible to advance to candidacy with American politics as a third field, students must complete two Political Science department courses in American politics with grades of B or higher. These classes must be taken for at least three units each. The courses are to be 3xx or 4xx courses offered by a member of the American Politics field.

Required Minimum Grades

Should a student not receive the required minimum grade in a class taken for their first, second or third field, they may be required to revise and resubmit work associated with the course, retake the course, or take a different course to fulfill the requirement. They may also be advised to switch fields. The appropriate option will be decided by the faculty and communicated to the student by the field convener. All required pre-candidacy course requirements should be completed by the end of the second year in the program so that the student is eligible to advance to candidacy on time. Refer to the Program Guide for additional information on advancement to candidacy.

Workshop

The American Politics Workshop (PS 422) is an important forum for students to engage with new and exciting American Politics research. It also offers students an opportunity to further integrate themselves into a professional community comprised of Stanford faculty, scholars from other institutions, and most importantly, of student peers at all stages of doctoral work. All American Politics students are strongly encouraged to attend the Workshop regularly.
2019-20 Elective Course Options in American Politics

Fall

421K Questionnaire Design for Surveys and Laboratory Experiments: Social and Cognitive Perspectives- Krosnick
460A Political Economy I - Hall, Gentzkow (Econ) prereqs: 450A, 450B, 356A
POLECON 680 Foundations of Political Economy- Callander (GSB)
SOC 340 Social Stratification- Grusky

Winter

320R The Presidency- Moe
324L Psychology of Communication of Politics- Krosnick
327C Law of Democracy- Persily/Ginsberg
344 Politics and Geography- Rodden
425 Political Communication- Iyengar
426 Identity Politics- Jefferson
460B Political Economy II- Fearon, Gabriel Carroll (Econ) prereq: 356A
POLECON 681 Economic Analysis of Political Institutions- Shotts (GSB)-if taught
ECON 229 Topics in Economic History- Abramitzky

Spring

427C Money and Politics - Bonica
428C Law and Politics of Bureaucracy- Ho
POLECON 682: Institutional Theories and Empirical Tests in Political Economy- Martin (GSB)
A.2 Comparative Politics Field Statement
Beatriz Magaloni, Field Convener, 2019-20

The following requirements apply to students who entered the PhD program in 2018-19 and after and to students who entered the PhD program in 2017-18 who opted into this system. All other students should refer to the program guide and field statement for the year they entered the program.

Refer to Chapter 2 of the Program Guide for additional important information on the department’s requirements for advancing to candidacy.

Pre-candidacy Requirements for 1st Field Comparative Politics Students

In order to be eligible to advance to candidacy with Comparative Politics as a first field, students must:

1. Complete 440A and 440B for five units each with grades of A- or better.
2. Complete two elective courses in Comparative Politics for three units each with grades of A- or better. The elective is to be a 3xx or 4xx course offered by a member of the Comparative Politics field. See elective options list below. To count as an approved elective, courses that do not appear on the course options list or directed readings must be approved by the Field Convener on the basis of a written syllabus.
3. Pass a comprehensive examination in Comparative Politics in spring quarter of their second year. Students taking the CP comp exam will be tested on the material covered in three courses: 440A, 440B, 440C. Students who plan to take the Comparative Politics comp exam should take 440C in year 1.
4. Complete a field paper in comparative politics. See the Program Guide for additional details on the field paper requirement.

Pre-candidacy Requirements for 2nd Field Comparative Politics Students

In order to be eligible to advance to candidacy with comparative politics as a second field, students must:

1. Complete 440A and 440B for five units each with grades of A- or better.
2. Complete one elective course for at least 3 units with a grade of A- or higher. The elective is to be a 3xx or 4xx course offered by a member of the Comparative Politics field. See elective options list below. To count as an approved elective, courses that do not appear on the course options list or directed readings must be approved by the Field Convener on the basis of a written syllabus.
3. Students designating Comparative Politics as a second field do not need to take the CP comp exam or write a CP field paper.
Pre-candidacy Requirements for 3rd Field Comparative Politics Students

In order to be eligible to advance to candidacy with comparative politics as a third field, students must complete two Political Science department courses in Comparative Politics with grades of B or better. These classes must be taken for at least three units each. The courses are to be 3xx or 4xx courses offered by a member of the Comparative Politics field.

Required Minimum Grades

Should a student not receive the required minimum grade in a class taken for their first, second or third field, they may be required to revise and resubmit work associated with the course, retake the course, or take a different course to fulfill the requirement. They may also be advised to switch fields. The appropriate option will be decided by the faculty and communicated to the student by the field convener. All required pre-candidacy course requirements should be completed by the end of the second year in the program so that the student is eligible to advance to candidacy on time. Refer to section 2 of the program guide for additional information on advancement to candidacy.

2019-20 Elective Course Options in Comparative Politics

2019-20 courses that count toward the elective requirement for first and second field Comparative Politics students include:

Fall:
344U Political Culture- Laitin
447 Gender and Development- Prillaman
460A Political Economy I- Hall and Gentzkow (Econ) prereqs: 450A, 450B, 356A

Winter:
344 Political Geography- Rodden
444A Authoritarian Politics- Magaloni and Blaydes
446A Paths to the Modern World- Cox and Grzymala-Busse
460B Political Economy II- Fearon, Gabriel Carroll (Econ) prereqs: 356A
POLECON 683 Political Development Economics- Jha (GSB)
ECON 229: Topics in Economic History- Abramitzky

Spring:
446E Seminar on Political Economy Experiments- Gulzar
4xx Political and Criminal Violence- Magaloni
443S Political Economy of Reform in China- Oi
Workshop

The Comparative Politics Workshop (PS 440D) is a forum for students to engage with ongoing comparative politics research by advanced graduate students and faculty at Stanford and by leading scholars at other universities. It also offers students an opportunity to further integrate themselves into a broad professional community of comparativists. Students who designate Comparative Politics as their first field are required to enroll for at least one quarter and are encouraged to present a paper in the Workshop in any quarter (and not necessarily the one in which they are enrolled). Comparative Politics students, regardless of enrollment, should attend the Workshop regularly.
A.3 International Relations Field Statement
Jim Fearon, Field Convener, 2019-20

The following requirements apply to students who entered the PhD program in 2019-20 and to students who entered the PhD program in 2017-18 who opted into this system. All other students should refer to the program guide and field statement for the year they entered the program.

Refer to Chapter 2 of the Program Guide for additional important information on the department's requirements for advancing to candidacy.

Pre-candidacy Requirements for 1st Field International Relations Students

In order to be eligible to advance to candidacy with International Relations as a first field, students must:

1. Complete the IR course sequence (PS 410A, 410B and 410C) for five units each with grades of A- or better. The course sequence has three main objectives:
   - To give students a brief introduction to the large academic literature on international politics, with a view to helping them to prepare for the synthesis and analysis they will be required to carry out in the IR field exam. This is done primarily in PS 410A, 410B and 410C, a three-course sequence that covers IR theory, international security, and international political economy.
   - To introduce students to a variety of frontier research problems that animate current work in the field, so that they can see and evaluate examples of how empirical research is actually conducted rather than just commenting on “the classics” or reading pure theory. Thus course syllabi typically mix “classics” and recent articles/books that illustrate the concerns, problems, and potential of current research in IR.
   - To help students initiate one or more of their own empirical research projects, to gain practical experience in elaborating a theoretical argument, drawing out testable implications, assembling and analyzing relevant evidence, and presenting the work in stages before colleagues.

2. Complete one elective course for at least 3 units with a grade of A- or higher. Courses on the course options list below are pre-approved to fulfill this requirement. Courses that do not appear on the course options list below must be approved by the Field Convener on the basis of a written syllabus. Students may also fulfill this requirement by doing a directed reading (Poli Sci 319) with the agreement of the sponsoring faculty member and approval from the field convener on the basis of a syllabus.

Classes taught in 2019-20 within the Political Science department that fulfill this requirement are:

- 342 Foreign Policy Decision Making in Comparative Perspective- McFaul
- 460A Political Economy I - Hall, Gentzkow (Econ) prereqs: 450A, 450B, 356A
- 460B Political Economy II- Fearon, Gabriel Carroll (Econ) prereqs: 356A
Other classes that fulfill this requirement are:

- HISTORY 301A: The Global Drug Wars
- HISTORY 302G: Peoples, Armies and Governments of the Second World War
- HISTORY 304J: Religion, Violence, and Empire (not offered 2019-20)
- HISTORY 310: The History of Occupation, 1914-2010
- HISTORY 338J: The European Scramble for Africa: Origins and Debates
- HISTORY 356: 350 Years of America-China Relations (not offered 2019-20)
- HISTORY 388: Palestine and the Arab-Israeli Conflict (not offered 2019-20)
- ECON 266: International Trade I
- ECON 267: International Trade II
- ECON 268: International Finance and Exchange Rates
- ECON 269: International Finance and Exchange Rates II
- SOC 309: Nations and Nationalism
- SOC 378: Seminar on International Society and World Society

3. Comprehensive Exam: Pass the IR comprehensive exam during spring quarter of their second year. We recommend that students planning to take the exam meet with the Field Convenor to ask for advice about how to prepare and what a strong exam looks like. We expect that students taking the IR field exam will have read extensively in the literatures of IR theory, security studies, and international political economy beyond the specific materials assigned in 410A, 410B and 410C. To assist with this task the syllabi for these courses will provide suggestions of recommended extra reading that IR students should most likely be familiar with prior to taking the comprehensive exam.

4. Field Paper: Students taking IR as a first field will write a field paper in International Relations. See the Program Guide for additional details on the field paper requirement.

Pre-candidacy Requirements for 2nd Field International Relations Students

In order to be eligible to advance to candidacy with International Relations as a second field, students must complete the IR course sequence (PS 410A, 410B, 410C) for five units each with grades of A- or better.

Pre-candidacy Requirements for 3rd Field International Relations Students

In order to be eligible to advance to candidacy with International Relations as a third field, students must complete two Political Science department courses in International Relations with grades of B or better. These classes must be taken for at least three units each. The courses are to be 3xx or 4xx courses offered by a member of the International Relations field.
**Required Minimum Grades**

Should a student not receive the required minimum grade in a class taken for their first, second or third field, they may be required to revise and resubmit work associated with the course, retake the course, or take a different course to fulfill the requirement. They may also be advised to switch fields. The appropriate option will be decided by the faculty and communicated to the student by the field convener. All required pre-candidacy course requirements should be completed by the end of the second year in the program so that the student is eligible to advance to candidacy on time. Refer to the program guide for additional information on advancement to candidacy.

**Additional Learning Opportunities**

Students interested in taking International Relations (IR) as one of their two major fields should also avail themselves of other IR learning and research opportunities. Beyond the core sequence, the department sometimes offers specialized seminars on selected topics in international relations. There are numerous opportunities in a range of workshops, inside the department and also in Stanford research centers, for students to present their own research and to hear presentations by outside speakers.

*Of particular importance is the Workshop in International Relations.* This workshop features presentations by students, Stanford faculty, and faculty from other leading institutions and is an important forum for students to engage with new and exciting IR research. The workshop offers students an opportunity to further integrate themselves into a professional community comprised of Stanford faculty, scholars from other institutions, and most importantly, student peers at all stages of doctoral work. IR students are strongly encouraged to enroll in and attend the IR Workshop regularly.
A.4 Political Methodology Field Statement  
Jens Hainmueller, Field Convener 2019-20

The following requirements apply to students who entered the PhD program in 2018-19 and later and to students who entered the PhD program in 2017-18 who opted into this system. All other students should refer to the program guide and field statement for the year they entered the program.

Refer to Chapter 2 of the Program Guide for additional important information on the department’s requirements for advancing to candidacy.

The field of political methodology includes training in quantitative and formal methodology, in preparation for applying and developing new methods for the scientific study of politics. Students designating political methodology as a first, second, or third field must complete either the quantitative methods stream or the formal methods stream. Students may not choose Formal Theory and Quantitative Methodology as two of their three fields. The quantitative methods stream includes causal inference and the analysis of experiments, model based and Bayesian inference, visualizing data, sampling for survey based research, the analysis of spatial data, and machine learning for prediction and description. The formal methods stream includes individual and social choice theory, game theory and behavioral models.

**Required Basic Training:**

The following classes are required of all students in the Ph.D. program regardless of field.

- Introduction to Political Methodology - Intensive 3-week camp for new graduate students
- PS 450A - Political Methodology 1 (must be taken for 5 units)
- PS 450B - Political Methodology 2 (must be taken for 5 units)

While only 450A and 450B are required, we encourage all graduate students intending to do empirical work to take the entire sequence (450 A, B, C and D).

**Optional Basic Training:**

PS 450X:  Programming for Political Scientists (1 unit)- this biweekly course is designed to complement our core methods sequence (450A-D). Students will be introduced to programming concepts, ideas, and tools that will assist them in completing homework faster and help them to produce better, clearer, and more easily replicated code. This class is recommended, though not required and will be particularly useful for students without a strong programming background.
**Exemption from Required Methods Classes**

Students who believe they have a strong understanding of the content of 450A, 450B or 356A may take a placement exam. Students should speak to the field convener if they are interested in pursuing this option. It is extremely rare that any student will enter graduate school with sufficient training to opt out of our sequence.

**Quantitative Methodology Stream**

**Pre-candidacy Requirements for 1st Field Quantitative Methodology Students**

In order to be eligible to advance to candidacy with Quantitative Methodology as a first field, students must:

1. Complete 450A, B, C, D with grades of A- or better. 450A, 450B, and 450C must be taken for 5 units each. 450D must be taken for at least 3 units.
2. Complete one advanced class for at least 3 units with a grade of A- or better. See page 3 of this document for a list of preapproved advanced class options. Students must receive written approval from the field convener to count a class not on this list as their advanced class requirement.
3. Complete a polished field paper. See section 2.4 of the Program Guide for additional details on the field paper requirement.
4. Pass a comprehensive exam in spring of their second year, prior to advancing to candidacy. The qualifying exam will cover the material from the basic training and the core methodology courses (450A-D) so the exam can be taken before the completion of the additional advanced course.

**Pre-candidacy Requirements for 2nd Field Quantitative Methodology Students**

In order to be eligible to advance to candidacy with Quantitative Methodology as a second field, students must complete 450A, B, C, D with grades of A- or better. 450A, 450B, and 450C must be taken for 5 units each. 450D must be taken for at least 3 units.

Students who select Quantitative Methodology as a second field do not take a Quantitative Methods comprehensive exam.

**Pre-candidacy Requirements for 3rd Field Quantitative Methodology Students**

In order to be eligible to advance to candidacy with Quantitative Methodology as a third field, students must complete 450C and 450D with grades of B or better in addition to the basic training (450A and B) required of all students in the program. 450C must be taken for 5 units. 450D must be taken for at least 3 units.
**Required Minimum Grades**

Should a student not receive the required minimum grade in a class taken for their first, second or third field, they may be required to revise and resubmit work associated with the course, retake the course, or take a different course to fulfill the requirement. They may also be advised to switch fields. The appropriate option will be decided by the faculty and communicated to the student by the field convener. All required pre-candidacy course requirements should be completed by the end of the second year in the program so that the student is eligible to advance to candidacy on time. Refer to the program guide for additional information on advancement to candidacy.

**Advanced Class Options- Quantitative Methodology**

Classes that qualify as the advanced class include, but are not limited to:

*Political Science*
- 452 Text as Data (not offered 2019-20)
- 460A Political Economy I - Hall, Gentzkow (Econ) prereqs: 450A, 450B, 356A
- 460B Political Economy II- Fearon, Gabriel Carroll (Econ) prereqs: 356A
- 357 Sampling and Surveys (not offered 2019-20)
- 358 Data Driven Politics (not offered 2019-20)
- 451 Design and Analysis of Experiments (not offered 2019-20)

*Communication*
- 382 Research in Computational Social Science

*Statistics*
- 200 Introduction to Statistical Inference
- 203 Introduction to Regression Models and Analysis of Variance
- 211 Meta-research: Appraising Research Findings, Bias, and Meta-analysis
- 217 Introduction to Stochastic Processes
- 229 Machine Learning (also listed as CS 229)
- 261 Intermediate Biostatistics: Analysis of Discrete Data
- 262 Regression, Prediction and Survival Analysis
- 270 A Course in Bayesian Statistics
- 290 Paradigms for Computing with Data
- 300A: Theory of Statistics I
- 305A Introduction to Statistical Modeling
- 305B or 305C Methods for Applied Statistics
- 310 Theory of Probability
- 315 Modern Applied Statistics
- 324 Multivariate Analysis
- 362 Monte Carlo Sampling
Formal Methodology Stream

Pre-candidacy Requirements for 1st Field Formal Methodology Students:

In order to be eligible to advance to candidacy with Formal Methods as a first field, students must:

1. Complete 356A and 356B for five units each with grades of A- or higher. Should either class not be offered in a given year, students should speak to the field convener about other class options.
2. Complete two additional advanced courses for at least 3 units each with grades of A- or better. See below for a list of preapproved advanced class options. Students must receive written approval from the field convener to count a class not on this list as their advanced class requirement.
3. Complete a polished field paper. See the Program Guide for additional details on the field paper.
4. Pass a comprehensive exam in spring of their second year, prior to advancing to candidacy.

Pre-candidacy Requirements for 2nd field Formal Methodology Students:

In order to be eligible to advance to candidacy with Formal Methods as a second field, students must:

1. Complete 356A and 356B for five units each with grades of A- or higher. Should either class not be offered in a given year, students should speak to the field convener about other class options.
2. Complete one additional advanced course for at least 3 units with a grade of A- or better. See below for a list of preapproved advanced class options. Students must receive written approval from the field convener to count a class not on this list as their advanced class requirement.
3. Students who select Formal Methodology as a second field do not take a comprehensive exam in Formal Methodology.
Pre-candidacy Requirements for 3rd Field Formal Methodology Students

In order to be eligible to advance to candidacy with Formal Methods as a third field, students must complete PS 356A and 356B or two formal theory courses approved by the field convenor. Classes taken to fulfill the 3rd field requirement must be completed with grades of B or better and must be taken for at least three units each.

Advanced Class Options- Formal Methods

- Poli Sci 460A (prereqs: 450A, 450B, 356A),
- Poli Sci 460B (pre-req 356A)
- Polecon 680, 681, 682
- Econ 203 or 203N Core economic, game theory and industrial organization
- Econ 220 Political Economy I
- Econ 281 Economics of uncertainty
- Econ 282 Contracts, information and incentives
- Econ 286 Game theory and economic applications
A.5 Political Theory Field Statement
Rob Reich, Field Convener, 2019-20

The following requirements apply to students who entered the PhD program in 2018-19 or later and to students who entered the PhD program in 2017-18 who opted into this system. All other students should refer to the program guide and field statement for the year they entered the program.

It is expected that students designating Political Theory as a major field will have gained, by the end of their fifth quarter of residence, a good foundation in the political thought of three primary periods: classical (Greek and to some extent Roman), early modern (17th-19th century) and contemporary (20th and 21st century).

Each year, the faculty will offer courses that focus exclusively upon, or will include substantial reading in, each of the above areas. During their first and second years, students are expected to become conversant with the selections on the Political Theory Core Reading List (see below).

Pre-candidacy Requirements for 1st Field Political Theory Students

In order to be eligible to advance to candidacy with Political Theory as a first field, students must:

1) Complete four PT courses for five units each with a grade of A- or above. Three of these courses ought to be core courses in Ancient, Modern, and Contemporary theory. The fourth class is elective. These classes must be taken in addition to the one class all Poli Sci PhD students must take to fulfill the Political Theory program requirement (see below for a list of classes that fulfill that requirement.)

In 2019-20 the core classes are:

- Contemporary: PS 437C 20th Century and Contemporary Political Theory (Chapman, Fall)
- Ancient: PS 330A Origins of Political Thought, (Ober, Winter)
- Modern: PS 432R Selections in Modern Political Thought (McQueen, Spring)

In 2019-20, the elective class options are:

- PS 333M Research and Methods in Political Theory (McQueen, Winter; for students in year 2+)
- PHIL 371E: New Themes in Democratic Theory (Estlund, Fall)
- PS 338 Universal Basic Income (Bidadanure, Winter)
- PS 338B: Unequal Relationships (Bidadanure, Winter)
- PS 331 High Stakes Politics (Weingast, Spring)
- PS 333 Marx (Satz, Spring)
Students who would like to deviate from the core and/or elective options must receive permission from the field convenor. Students will be evaluated on class performance and substantial papers written in these classes.

2) Comprehensive Exam: Students taking PT as a first field must pass a PT Comprehensive Exam in spring quarter of their second year. This will be in the form of an individual oral exam of ca. 1.5 hours, conducted by at least two faculty members in the subfield. The exam is based on courses taken by the student and the Reading List. The exam will be on a Pass/Fail basis. The examiners will prepare a written report on the exam, noting both strengths and weaknesses; that report will be shared with the student and with other members of the subfield.

3) Field Paper: Students taking PT as a first field will write a field paper in PT. See the Program Guide for additional details on the field paper requirement.

**Pre-candidacy Requirements for 2nd Field Political Theory Students**

In order to be eligible to advance to candidacy with Political Theory as a second field, students must complete three PT courses for five units each with a grade of A- or above. These courses ought to be core courses in Ancient, Modern, and Contemporary theory. These classes must be taken in addition to the one class all Poli Sci PhD students must take to fulfill the Political Theory program requirement (see below for a list of classes that fulfill that requirement).

In 2019-20 the core classes are:

- Contemporary: PS 437C 20th Century and Contemporary Political Theory (Chapman, Fall)
- Ancient: PS 330A Origins of Political Thought, (Ober, Winter)
- Modern: PS 432R Selections in Modern Political Thought (McQueen, Spring)

Students who would like to deviate from the core and/or elective options must receive permission from the field convenor. Students will be evaluated on class performance and substantial papers written in these classes.

Students with PT as a second subfield do not take a PT comprehensive exam or write a PT field paper.

**Pre-candidacy Requirements for 3rd Field Political Theory Students**

In order to be eligible to advance to candidacy with Political Theory as a third field, students must complete two PhD level courses in Political Theory for at least 3 units each with grades of B or better. These courses ought to be two of the three core courses in Ancient, Modern, or Contemporary theory. These classes must be taken in addition to the one class all Poli Sci PhD students must take to fulfill the Political Theory program requirement (see below for a list of classes that fulfill the PT requirement).
In 2019-20 the core classes are:

- Contemporary: PS 437C 20th Century and Contemporary Political Theory (Chapman, Fall)
- Ancient: PS 330A Origins of Political Thought, (Ober, Winter)
- Modern: PS 432R Selections in Modern Political Thought (McQueen, Spring)

**Advancement to Candidacy**

Each spring, in advance of the department meeting to review graduates, the members of the subfield will convene to discuss students taking first or second fields in the subfield. On the basis of this meeting, the Field Convener will prepare a candidacy recommendation for the Director of Graduate Studies concerning each PT first field student in their second year, or any PT first field student beyond their second year who has not yet advanced to candidacy. The basis of the recommendation will be performance in courses, Field Paper, and the Comprehensive Exam. Refer to the Program Guide for additional important information on the department’s requirements for advancing to candidacy.

**Political Theory Workshop (PS 433)**

First-field PT students in their first year are expected to enroll in the workshop each quarter. PT first-field students after their first year, and PT second- and third-field students, are strongly encouraged to attend the workshop, whether enrolled in it for credit or not.

**The Political Theory Requirement**

All students in the PhD program must take at least one course in Political Theory before advancing to candidacy. This class must be taken for 5 units and a letter grade of B or better.

Courses that fulfill this requirement in 2019-20 include:

**Fall**
- PS 437C 20th Century and Contemporary Political Theory (Chapman)
- PHIL 371E New Themes in Democratic Theory (Estlund, Fall); satisfies the PT requirement for students with Political Theory as a first, second or third field only.

**Winter**
- PS 330A Origins of Political Thought (Ober)
- PS 333M Research and Methods in Political Theory (McQueen); for students in year 2+; satisfies the PT requirement for students with Political Theory as a first, second or third field only.
- PS 338 Universal Basic Income (Bidadanure); satisfies the PT requirement for students with Political Theory as a first, second or third field only.
- PS 338B Unequal Relationships (Bidadanure, Winter); satisfies the PT requirement for students with Political Theory as a first, second or third field only.

Spring:
- PS 432R Modern Political Thought (McQueen)
- PS 331 High Stakes Politics (Weingast)
- PS 333 Marx (Satz); satisfies the PT requirement for students with Political Theory as a first, second or third field only.
- PS 334P Deliberative Democracy and its Critics (Fishkin); satisfies the PT requirement for students with Political Theory as a first, second or third field only.

Students who would like to take a class not listed above to fulfill the Political Theory requirement must receive the written permission of the field convener prior to taking the class.
Political Theory Core Reading List (valid for students entering in Fall 2017 onward)

This is a deliberately limited list of works that are the subjects of, and/or the intellectual foundations of, large and substantial and active literatures in the field. Mastery of this list is meant as a step towards enabling students who are taking PT as a first field to understand the premises and the arguments engaged by various strands of the current PT literature, to evaluate that literature critically, and to contribute to it. These works are not specifically meant as models of how to write a PT paper.


Arendt, “What is Freedom?”; “What is Authority” (both in Between Past and Future); The Human Condition Part I (pp.1-21); Part II, chs. 4-8 (pp. 22-67) and Part V, chs. 24-29 (175-207)

Aristotle, Nicomachean Ethics (bks. 1-2, 5, 8-10), Politics (bks. 1-3, 7-8)

Bentham, Introduction to the Principles of Morals and Legislation (chs. 1-5, 10, 12-14, 17)

Berlin, Two Concepts of Liberty (published as a pamphlet and in Four Essays on Liberty)

Burke, Reflections on the Revolution in France

Cohen, On the Currency of Egalitarian Justice, and Other Essays... (chs. 1-2); Self-Ownership, Freedom, and Equality (Introduction, chs. 3-4, 10)

Dahl A Preface to Democratic Theory

Du Bois The Souls of Black Folk


Foucault, Discipline and Punish. Part I, chapter 1; Part III, chapters 1, 2, 3

Habermas, Between Facts and Norms Chs. 1, 7 & 8 (pp. 1-41; 287-387)

Hamilton, Madison, Jay, The Federalist (nos. 1-5, 8-10, 14, 34-5 37-40, 49, 51, 63, 78, 85)

Hart, The Concept of Law

Hegel, Philosophy of Right (Part 3: “The Ethical Life”)

Hobbes, Leviathan

Kant, Groundwork of the Metaphysics of Morals, Political Writings (ed. Reiss)

Locke, “A Letter Concerning Toleration”; Second Treatise of Government

Machiavelli, Prince; Discourses on Livy (Dedicatorary letter-I.18; I.25-34; I.37; I.55; I.57-9; preface to II-III.10; II.27-9; III.1-5; III.7-9.)

Marx, Communist Manifesto; German Ideology (Part 1); Preface to A Contribution to the Critique of Political Economy; Critique of the Gotha Program

Mill, On Liberty; Utilitarianism; Representative Government (chs. 1-8, 18); Subjection Of Women.

Nagel, “The Problem of Global Justice” (Philosophy and Public Affairs 33, 113-137)

Nietzsche, Genealogy of Morals

Nozick, Anarchy, State and Utopia

Nussbaum, Frontiers of Justice, chs. 1 and 3

Okin, Justice, Gender, and the Family, Chs.1, 7, 8 (pp. 3-24, 134-186)
Pitkin *The Concept Of Representation*

Plato, *Apology; Crito; Gorgias; Republic*


Raz, *The Morality of Freedom*

Rousseau, *Discourse on the Origins of Inequality; Social Contract*


Schmitt, *Concept of the Political*


Strauss, “Persecution and the Art of Writing” (in *Persecution and the Art of Writing*); “The Three Waves of Modernity” (in *Introduction to Political Philosophy*)


Thucydides, *The History of the Peloponnesian War* (bks. 1-3, 5-7)

Walzer, *Spheres of Justice*


Williams, “Realism and Moralism in Political Theory” (in *In the Beginning Was the Deed*); *Shame and Necessity*, Chs. 1 (“Liberation of Antiquity”), 4 (“Shame and Autonomy”)

Young, *Justice and the Politics of Difference*: Chs. 1-4

*The works on this list are profitably read in conjunction with these general surveys*

Balot (ed.), *Companion to Greek and Roman Political Thought*

Estlund (ed.) *Oxford Handbook of Political Philosophy*

Gaus and Kukathas (eds.) *Handbook of Political Theory*

Goodin, Pettit, and Pogge (eds.) *A Companion to Contemporary Political Theory*

Klosko (ed.) *Oxford Handbook of the History of Political Philosophy*

Kymlicka, *Contemporary Political Philosophy* (2nd Edition)

Miller et al. (eds.) *Blackwell Encyclopedia of Political Thought*

Ryan, *On Politics*

Schofield and Rowe, *History of Greek and Roman Political Thought*

Wolin, *Politics and Vision*