

**Department of Political Science
Emory University**

**GRADUATE HANDBOOK
2023-24**

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PURPOSE OF THIS HANDBOOK

This manual supplements the guidelines set forth in the handbook published annually by the Laney Graduate School of Arts and Sciences. It is designed to address requirements, academic standards, and policies that apply specifically to the Ph.D. degree in Political Science.

THE PH.D. PROGRAM IN POLITICAL SCIENCE

The goal of the political science graduate program is to train political scientists to engage in research, teaching, and public service. The Department of Political Science offers programs of study leading to the degree of Doctor of Philosophy. Students who enter with a bachelor's degree or a master's from another institution are admitted to the Ph.D. program. Students may elect to receive the M.A. degree when they are admitted to Ph.D. candidacy. The department does not admit students seeking terminal master's degrees.

Program Requirements

Completion of required coursework and residency credit, second- and third-year papers, and a successfully defended dissertation are the principal requirements for the Ph.D. degree. All Ph.D. students also participate in the Teaching Assistant Training and Teaching Opportunity (TATTO) program of the Laney Graduate School.

Any student who fails to fulfill residency, graduate assistant, teaching, or TATTO requirements loses his or her status as a doctoral student, and is also likely to lose funding from the university. Such a student may wish to complete a master's degree, and must fulfill all master's degree requirements within two full semesters (not including the summer semester) of losing his or her doctoral status.

Residence

Except in cases where dissertation research requires work away from campus, or where LGS issues guidelines to the contrary (as in a public health crisis), students are expected to be in residence in Atlanta during the academic year for the five years they receive financial aid. If they must work away from campus for the purposes of dissertation research, they still are expected to fulfill research assistance obligations. Students who leave the Atlanta area for reasons other than the above will lose eligibility for funding. Funding will be forfeited and cannot be held in reserve for future use.

If other extraordinary conditions require that a student leave the Atlanta area, the student may petition the Graduate Policy Committee for a waiver of this rule. The petition must be submitted to the DGS in writing at least 60 days prior to the beginning of the semester for which the waiver is sought. The petition must also be accompanied by a letter from a faculty member who is willing to have the petitioning student work for him or her as a research assistant during the time the student will be away from the Atlanta area.

Coursework

Students must complete a minimum of 14 regular graduate courses. The Laney Graduate School requires that students complete 54 credit hours of coursework at the 500 level or above by the time of candidacy, including POLS 599, for which students are enrolled during the summer.

All first-year students must take the sequence of courses in methodology, Political Science 507 (Research Design and Data Collection) and 508 (Mathematical Tools for Political Scientists). In addition, students are required to take any two of the four core courses, POLS 500 (Political Theory), POLS 510 (World Politics), POLS 520 (Comparative Government and Politics), and POLS 540 (American Government and Politics), which offer surveys of the literature in political theory, international relations, comparative politics, and American government. Core courses will include final exams to test the breadth of students' knowledge acquired in these courses. (Students who have taken substantially similar courses at the graduate level at other institutions may be exempted from these core courses with department approval.)

Under exceptional circumstances and with the approval of the Graduate Policy Committee, a student may count one graduate level course taken outside of Emory towards the department course requirement. To count towards the course requirement, the course must be taken after the student begins the Emory Ph.D. program. Students wishing to have a non-Emory course count towards the course requirement must submit a written request to the Director of Graduate Studies (DGS) and Graduate Policy Committee. The request must include a copy of the syllabus of the course to be taken, and be submitted at least two months before the non-Emory course is scheduled to begin. The Graduate Policy Committee may allow the non-Emory course to count towards the course department requirement if the course is salient to the student's academic area of specialization, if there is no equivalent course offered at Emory, and if the student is in good academic standing. Approval by the Graduate Policy Committee does not ensure that Emory will pay course tuition, though the Laney Graduate School may pay course tuition if the course is taken at a member of the Atlanta Regional Consortium for Higher Education.

All students must also participate in Dissertation Colloquium (POLS 790) during the third year. Credit received for the colloquium does not count for the total required course hours. In addition to the required course work, a student is expected to engage in studies in preparation for the investigation of a research problem in the major field of his or her interest.

Academic Advisor

Upon entering the program, the DGS will assign to each student a faculty advisor. This assignment will be based on the DGS's evaluation of appropriate student-faculty matches based on student interests and faculty advising responsibilities. The initial advisor assignment is preliminary in nature and in no way reflects an assumption the advisor will remain an

advisor throughout the program. The advisor's primary responsibilities are as a point person for the graduate student. The DGS has responsibility for advising on course planning, program requirements, student progress, and all other administrative matters. The expectation is that students will ultimately select their own advisor by the third year of the program.

SECOND AND THIRD YEAR PAPERS GUIDELINES

Overview

Students in their second and third years will be evaluated on their ability to conduct independent research by completing a paper in each of these years. These milestones, along with a student's general performance in the program, constitute an important part of how the faculty evaluates student progress towards the Ph.D.

The second year paper is presented in a poster session in the spring semester of the second year. The third year paper is presented to the faculty at a research conference in the fall semester of the third year. While projects certainly evolve, students should begin work on these papers far in advance of the deadlines. At the end of their first and second years, students will be asked for a page-long summary of the project that they anticipate presenting the next academic year. This summary should also include a proposed timeline, potential funding requirements, and a list of faculty with whom they have discussed the project. They will also be asked to list a faculty advisor for their project. This summary should be attached to the annual progress report submitted by each student at the end of the academic year.

Second Year Paper

Students will present a paper at a poster session in the **spring of their second year**. A complete draft of the paper must be circulated to the department no later than two weeks prior to the poster session. The second year paper should be solo-authored. Under special cases, the paper may be co-authored with an Emory faculty member, in consultation with the DGS. If co-authored, the student and faculty coauthor will be asked to delineate the student's specific contribution to the project.

The second year paper should demonstrate competence in the formulation of a research question in political science, and significant progress toward a project that could be submitted for peer review in political science. In consultation with the faculty in attendance at the poster session, the DGS and advisor will determine whether the student passes the requirement. If the student's progress is unsatisfactory, the student will be placed on probation and asked to submit a revision of the paper prior to the start of the fall semester. This revision will be evaluated by the DGS and advisor.

Third Year Paper

Students will present a solo-authored paper at a research conference in the **fall of their third year**. This project may be an extension or revision of the second year paper. A complete draft

of the paper must be circulated to the faculty no later than two weeks prior to the conference. The conference will be scheduled by the DGS prior to the start of the fall semester.

This paper should demonstrate competence in the formulation, execution, and presentation (both written and oral) of a project that could be submitted for peer review in political science. The full faculty will assess both the written paper and the oral presentation. Students will be provided with written feedback on their papers by one or more faculty chosen by the DGS, and different than their advisor. Students are strongly encouraged to seek out the advice of all faculty on their projects, both before and after presenting.

To successfully complete the third year paper requirement, students must demonstrate competence in both the written paper and its presentation. If either or both of these components are unsatisfactory, the student will be placed on probation, given a summary of the faculty's evaluation, and offered the opportunity to submit a revision of the paper in the spring semester. This revision will be presented to, and evaluated by, the full faculty prior to May 5th.

Rules

Research Designs as Third Year Papers. It may be the case that a student has a third year project that requires data the student does not have access to. This data may be the product of field work that has not yet been conducted, or an experiment that has not yet received funding. Students in this situation are permitted to present research designs in order to satisfy their third year paper requirement. In such a case, the student must demonstrate that the research they intend to pursue could not have been completed prior to the third year paper deadline. Students in this situation are encouraged to submit a registered report and to discuss with their advisor and the DGS the fact that their analysis will not be completed prior to their presentation. A strong research design will include simulated data (based on existing datasets, pilot data, and/or clearly stated assumptions; a sampling strategy; and treatment assignment procedures), power analysis, a data instrument (such as a survey questionnaire), and code for analysis.

Co-authored Work. The second year paper may be co-authored with an Emory faculty member, subject to the faculty member's approval and in consultation with the DGS. The third year paper must be solo-authored, although it can be part of a larger co-authored project. In such a case, the co-authored project should be cited, and the student's paper's contribution made explicit. The paper the student submits must be comprised of material written entirely by the student, and must constitute the student's independent contribution to the joint project. If co-authored work is necessary to include in order to motivate the project, it must be cited separately.

Relationship Between Second and Third Year Papers. The third year paper may be a revised and developed version of the second year paper. Note that this constitutes a change to prior policy in which the poster and paper were required to be distinct projects. Importantly, if a student intends to develop a co-authored second year paper in order to satisfy their third year paper requirement, they should think far in advance about how they will carve out an

independent portion of the project, and should discuss their plans with their advisor and the DGS.

General Advice

As a discipline, political science is a wonderfully big tent. General tenets such as internal consistency of the argument, valid measurement, transparency of methods, and clarity of presentation are all hallmarks of successful research. However, standards reasonably vary within the discipline concerning these desiderata, and the nature of a project (and subfield it speaks to) will play a large part in how the project should be appropriately developed, targeted, and evaluated. This means that students will be evaluated differently depending on the type of research they are conducting. A successful quantitative methods paper may not look like a successful qualitative methods paper.

As students are completing their second and third years, they will have read many examples of successful published research in political science (as well as some unsuccessful research, both published and unpublished). A good guideline—beyond the second year poster and third year paper requirements—is to have a set of published works to use as exemplars of how to conduct and present research. Every researcher should develop his or her own voice, but scientific communication relies on a set of norms, and these norms vary from field to field. With the guidance of their faculty mentors, students should deeply familiarize themselves with the literature that represents the norms and standards within their own field.

To help guide students' work, we list some standard components of a research paper and research presentation, as well as questions that could be used to assess the success of a study. Papers and presentations vary in their precise formatting and there is no fixed template to follow, but what follow reflect typical structures. Note that it is quite possible that a successful paper will omit one or more of these sections—a purely theoretical paper may contain no empirics, and a paper speaking to a specific methodological problem may not contain a novel theory. Moreover, presentations are summaries of research studies, and thus, they cannot include everything that is in a paper. That said, presentations should clearly communicate the contributions of the study. Students are strongly encouraged to consult with their third year paper advisor as well as faculty broadly about both their paper and presentations, consultation with peers is not a substitute.

Typical Paper Format

1. Introduction
 - What is the research question?
 - Why is it important to seek an answer to this question?
2. Prior research
 - What have other scholars written about this question?
 - What should be done in light of the existing literature? Is the theoretical logic of the existing literature unclear? Is there a compelling theoretical debate that has yet to be resolved, and on which your study can shed light? Is there an empirical puzzle in light of current theoretical models? Is there a problem of

measurement that needs to be addressed? Is the causal evidence not compelling?

3. Theory

- What is the theory of politics that guides your study? This section can be a review of existing (perhaps competing) theories, but it can also contain a new theory—yours. You should be able to identify your theoretical contribution if you believe that you have one to make.
- What are the implications (empirical, theoretical, or methodological) of your argument?

4. Empirics

- What is the goal of your empirical analysis? How do you propose to evaluate the empirical claim identified by your theory? What kind of data and evaluative procedures will you use?
- What challenges do you believe you need to address in order to evaluate the claim appropriately? How have you attempted to address those challenges?
- If you are making a methodological contribution, you should be able to identify it and it should be clear to the reader.
- What are the results of your analysis? What is interesting about them? What is consistent with your expectations? What is inconsistent?

5. Discussion/Conclusions

- What are the implications of your findings for the argument that structured your analysis?
- What are the implications of your findings for the literature you are trying to influence?
- What open questions do you see? What are directions for future research?

Typical Presentation Format

1. Research question: What is your question? What is the motivation for asking it? Why is it important?
2. Prior work: What has been said about your question? How are you going to contribute to the answer?
3. Theory / model / argument: What is the theory that structures your analysis? What outcomes do you hope to evaluate?
4. Empirics: Describe your empirical research design. Show the result(s) on which you would like the audience to focus.
5. Implications/Conclusions: What do your findings suggest about the literature to which you are contributing? What open questions do you see?

Summer Registration

Graduate students on funding must register for either 599 or 799 during the summer. These courses are graded on an S/U basis. Students who have defended their prospectus will be graded by their dissertation committee chair(s). The expectation for the summer is that students make demonstrable progress towards completing their dissertation. The faculty

recommend students work with their advisors before the start of the summer to develop expectations about what they should accomplish over the summer.

Students who have not yet defended a prospectus will be graded by the DGS, in close consultation with relevant advising faculty. Students will meet with the DGS and, in consultation with advising faculty, develop expectations about summer goals. In the case of a student who had an academic violation in the spring semester before the summer, these goals should be developed specifically to address any outstanding violation or overcome any deficiencies incurred during the preceding year.

Rights and Responsibilities of Research and Teaching Assistants

When appropriate, the DGS will assign graduate students as research assistants to relevant faculty. This experience is intended to advance the student's education by engaging the student in research, from early-stage work through the publication process. The expectation is that students will be linked to likely mentors and scholars in their field in an effort to expose the student to scholarship and train the student in the process of developing scholarly products. The DGS will make these assignments, typically in consultation with relevant faculty.

In addition, students should expect to be assigned as a grader in an introductory-level course in their respective subfields. Typically, students will complete this assignment once, usually during the second year of his or her time in the program. Availability of this experience may require the DGS deviate from that schedule under certain circumstances.

The Department of Political Science maintains a set of guidelines regarding the responsibilities of Research Assistants (RAs), and Teaching Assistants (TAs), as well as those of the faculty supervising such students.

- Faculty may only ask Research Assistants to perform teaching-, appropriate academic service-, and research-related tasks as part of the student's RA duties. If there is any question about what appropriate tasks are, please consult the DGS. (RA and TA duties do not include personal tasks such as child care, transportation to the airport, performing personal errands, moving or installing furniture, and/or moving boxes. Requests for photocopying of more than a few pages should be made not to RAs and TAs but to the department staff through staff-approved processes.)
- Research and Teaching Assistants are not on call on a 24/7 basis. As a general rule, faculty should respect normal business hours and holidays when communicating to RAs and TAs about assignments, particularly when the medium of communication demands immediate attention (such as a phone call or text message). If mutually agreed upon in advance, or if necessary for urgent class management matters (for TAs), deviations from this schedule may be acceptable occasionally, but faculty must in all cases conduct their supervision of RAs and TAs according to the highest professional standards, sensitive to the authority gap inherent in the faculty-student relationship. As a reminder, the staff is not permitted to disclose students' personal telephone numbers.

- Students may not be expected to provide more than 15 hours of research or teaching assistance per week. Circumstances may make it difficult to spread work evenly across the semester, but faculty should be sensitive to the other demands on students' time at peak parts of the semester. An arrangement to concentrate the work into fewer weeks, with more hours per week, should be consensual, made in advance, and limited to a reasonable upper bound of weekly expectations regardless.
- Students assigned as a "grader" for a course are not required to hold office hours. A grader is not required to have contact with students enrolled in that course other than that necessary for the collection or distribution of graded work. Students assigned to grade for a graduate class will do only anonymous, advisory grading and may be asked to hold office hours.

Faculty or students with questions or concerns about RA or TA supervision practices should bring these to the attention of the Director of Graduate Studies and/or Department Chair.

ACADEMIC STANDARDS

Students must maintain satisfactory performance to remain in good standing and retain funding. The Department of Political Science defines unsatisfactory performance as:

1. Receiving either two (or more) grades of B (or lower) or a grade point average (GPA) lower than 3.3 in any semester.
2. Accumulating more than one grade of Incomplete in any semester.
3. Maintaining a grade of Incomplete for more than four months after the end of the semester during which the incomplete was received.
4. Unsatisfactory grade for second-year paper requirement due to (a) failure to present or (b) poor performance at the poster session at the end of the student's second year.
5. Unsatisfactory grade for third-year paper requirement due to (a) failure to present in the third-year-paper mini-conference or (b) poor performance.
6. Failure to defend a dissertation proposal by August 5 of the student's third year.

Student progress will be monitored by both the program and the Laney Graduate School. Student performance concerning grades and multiple Incompletes are evident from transcripts. The program will place students in POLS 599 or 799 courses to provide S/U grades that indicate completion of written requirements: the second-year paper, the third-year

paper, the dissertation prospectus. A student who fails to meet these criteria will receive a U grade and will be placed on probation through the Laney Graduate School. After receipt of one U grade, students do not lose funding.

Each time students are put on probation, they will receive a letter from the DGS that provides the following: the reason for probation, the ways in which they can avoid a second probationary semester, and a warning that if they fail to avoid a second probationary semester, they face termination from the program. Students will also receive a letter from LGS. Students on probation should work with their advisor and the DGS to develop a timeline to clear the probation and return to good standing. Such a timeline is required where those probations require application for an extended deadline to LGS.

During the probationary period, the student must continue to meet the academic standards of the program listed above and, if applicable, correct the source of the original U grade (e.g., complete third-year paper). In the event that the student fails to do either or both of these, the student merits a second consecutive probationary semester.

Termination for Unsatisfactory Progress

Two consecutive probationary semesters will result in a recommendation to LGS for termination. Students may appeal this decision to the Graduate Policy Committee. The grounds for successful appeal are procedural irregularities in the Committee's decision or extenuating personal circumstances of the student that affected his or her academic progress or performance. Extenuating personal circumstances must be documented, and such documents must be submitted to the Graduate Policy Committee. A student has 30 days from notification of a second probation and the recommendation for loss of doctoral status or termination from the program to submit an appeal including documentation of extenuating personal circumstances to the Director of Graduate Studies. If the Committee approves the appeal, it will petition the Laney Graduate School for an extension. The Laney Graduate School will terminate a student who merits a third consecutive probationary semester unless the program provides written justification for the student's continuation, and the Laney Graduate School grants approval.

In the event of termination, the student may request to complete a terminal master's degree. The Graduate Policy Committee will determine whether the student is eligible to complete a terminal master's degree and the period of time in which he/she must complete it.

THE DISSERTATION AND DISSERTATION DEFENSE

A doctoral dissertation is a substantial piece of original research which makes a contribution to the literature of political science. It will address a significant problem in a systematic manner on the basis of original evidence, data and/or theory. It will be integrated and comprehensive in its treatment of the problem chosen. Doctoral dissertations in political science normally take the form of a book-length monograph which will be suitable for publication either as a whole or in parts.

The political science department does not prescribe a particular methodology or approach to doctoral research. A dissertation shall employ the theories and methods appropriate to the problem chosen, subject to the advice and consent of the department, and shall do so in a self-consciously rigorous and systematic fashion.

Choosing the Dissertation Director and Committee

The dissertation committee shall be named by January of the student's third year. The director and committee are chosen in consultation between the candidate, the Director of Graduate Studies, and the proposed director. After completing coursework, a student approaches a faculty member to ask whether the individual is willing to serve as the director or as a committee member. Normally a dissertation committee consists of a director plus two other readers; these readers are not otherwise ranked. A committee may have more members than three, depending on the decision by the candidate, director and DGS. However, the Graduate School requires that the named committee have at least three members, and they must be Graduate School faculty members. The director (chair) is chosen from among department graduate faculty members, but other committee members may be drawn from faculty in other departments or at other institutions depending, of course, upon their willingness to serve. Under exceptional circumstances, the DGS may petition the Graduate School to allow a member from another institution to serve on a dissertation committee. No compensation is offered to outside faculty for serving on dissertation committees. The department, however, may be able to defray expenses for travel to campus if attendance by videoconference is not feasible.

A faculty member may decide whether or not to serve as director or committee member in each particular case, but faculty members in the department are obliged to assume a fair share of the responsibilities of directing doctoral research in the department.

The Dissertation Proposal

Students will defend their dissertation prospectus by August 5th in their third year. The dissertation committee will determine whether the student passes this requirement. Students who fail to meet the deadline shall receive a grade of U in POLS 599.

The proposal is a summary statement of the problem to be addressed in the dissertation, normally including: (1) an overview of the relevant literature in the area and a statement of the contribution expected from the project; (2) a concise statement of the major hypotheses, expectations or arguments to be tested and defended in the dissertation; and (3) a brief description of the nature of the research design, including the evidence or data to be collected and methods employed in the analysis. The proposal will be circulated to the department by the DGS and must be submitted at least two weeks in advance of the defense date.

The Proposal Defense

All faculty are welcome to attend the defense; the dissertation committee members are required to attend. In addition, the chair of the dissertation committee can invite additional faculty members whose input would be particularly useful given the nature of the project.

Before the defense, the DGS will supply the committee with a brief summary of the standards (described below) along with a statement of the candidate's current status in the program.

The proposal defense provides the candidate with an opportunity to demonstrate the importance and validity of the research problem, the feasibility of the project including the availability of needed evidence or data and the appropriateness of the methodology to be used, and the candidate's mastery of the relevant literature. Following a short summary of the project by the candidate, faculty members address questions and comments intended to probe the soundness of the research design and the pertinence and clarity of the problem. The DGS or the chair of the committee will draft a memorandum summarizing the major questions and points raised at the defense and make it available to the candidate and the committee.

The defense is the final qualifying examination for admission to candidacy for the Ph.D. Approval of the proposal signifies completion of all requirements for the doctoral degree except for the dissertation. The dissertation committee votes whether to approve the proposal or not. In some cases, the committee may vote to approve the proposal subject to particular revisions requiring the approval of the committee. In such cases the student must submit to the committee a written plan to address the problems identified in the proposal defense. The clearance form certifying admission to Ph.D. candidacy is not signed or submitted until the advisor and committee are satisfied that the required revisions have been made.

Rights and Responsibilities of Committee Members and Students

The particular role played by the director and committee members will vary with the individuals concerned, but in every case it is understood that the role of advisors and committee members is to assist candidates in achieving the objectives of the research, and not simply to judge the final product. Some directors and committee members may want to see every successive draft of every chapter; others may prefer to see a completed draft of several chapters before offering comments. A director may advise the candidate to make revisions before soliciting comments from other committee members. The candidate, director and committee members should discuss their mutual expectations fully and freely. A director or committee member should make every effort to turn around a submitted piece of work promptly. When this is not possible, the faculty member should set realistic and reasonable expectations about how frequently and how rapidly he or she will provide comments on draft material. Similarly, the candidate should be responsive to the comments of the director and other readers. In cases where a candidate disagrees with comments by the advisor and committee, the issue should be discussed openly and constructively between them.

Reviewing Progress

It is sometimes useful to convene a meeting of the candidate and the committee to discuss the progress of the dissertation once the writing is under way. Such a meeting allows them to air issues that have arisen as the candidate has written and submitted draft material. This is particularly useful if various committee members have offered divergent lines of comment.

The candidate should be explicit about how the project will proceed and determine that the plan meets with the approval of all committee members. Whether or not such a meeting is convened, frequent and open consultation between the candidate and the committee is indispensable. It is the student's responsibility to stay in regular contact with all committee members as the dissertation proceeds.

Each semester the student's dissertation committee will meet and review the student's progress. The advisor, in consultation with the committee, will determine if the progress has been satisfactory or not and then pass this information along to the DGS. If the student's progress has been deemed unsatisfactory, that student will receive a grade of U for their POLS 799 grade and will be placed on probation through the Laney Graduate School. A grade of U also will trigger review by the Graduate Policy Committee.

The director is the principal source of guidance for the candidate. If a director ceases for some reason to be able to continue as director, he or she should discuss this with the candidate and DGS. A new director should be chosen in such a case. When the director and the other committee members agree that the dissertation is ready to defend, the candidate, in consultation with the director and all committee members, schedules a date for the defense of the dissertation. What constitutes readiness is to be decided by the director and committee. The department sets high standards for the work bearing its imprimatur. By the same token, the common goal of both candidate and department is to enable a candidate to complete and defend the dissertation. In some cases committee members may believe that further revisions would benefit the work but are not so urgent that they should prevent a defense. In other cases the committee may believe that particular revisions are required as a condition of holding the defense. Committee members should be clear and explicit about such conditions. In all cases it is understood that when the committee agrees that the dissertation is ready to be defended, it is in its final stage of preparation. At that point, only minor revisions remain to be made. If more than minor revisions are deemed necessary by any of the committee members, these should be made before the dissertation is cleared for the defense. It is the responsibility of the dissertation director to confirm that all committee members are in agreement regarding the readiness of the dissertation to be defended. At the defense, minor revisions or corrections needed for the final copy of the dissertation to be technically and stylistically correct are pointed out.

Defending the Completed Dissertation

At the point when the dissertation is declared ready for the defense, an outside reader may be appointed. The outside reader is a faculty member who was not a member of the dissertation committee and thus has not read and commented on the dissertation up to this point. The individual is outside in this sense only; he or she may be a member of the political science department, or of another department at Emory, or of a department at another academic institution. The decision to appoint an outside reader is optional and should be made in consultation with the dissertation director and committee members.

The dissertation defense is public; advertisement of the time and place shall be made at least two weeks before the scheduled defense date. While the full faculty is invited to attend and participate in the final defense, the dissertation director, the other readers, and the outside

reader (if applicable) constitute the examining committee and will decide on the outcome of the defense. The candidate offers a brief summary statement of the research problem and the major findings or arguments. The examining committee members raise questions and criticisms. They may offer advice on suggested revisions in the expectation that the candidate will wish to work further on the project in order to publish it in whole or in part. The examiners have three options: they may approve the dissertation; they may reject the dissertation; or they may approve the dissertation subject to certain conditions. The latter two options are exceptional. Dissertation committees normally reach a consensus on the appropriate action to take. If necessary, however, the decision is made by majority vote. If the examiners approve the dissertation, they sign the Laney Graduate School form certifying that the dissertation has been approved by the department and that all requirements for the Ph.D. have been met. In this case they may suggest, but may not require, any major revisions. Only minor changes or technical corrections can be required before the candidate prepares the final copy to be submitted to the Laney Graduate School.

In exceptional instances, the committee may require additional substantive revisions as a condition of acceptance. They must then specify a procedure for ensuring that these conditions have been met; they may simply require that the dissertation director ensure that the required revisions have been made. In case of conditional acceptance, the form certifying approval will not be signed and submitted until the conditions of acceptance have been met.

When any questions arise over the interpretation and application of these guidelines, faculty members and candidates should consult with the DGS. The DGS will help to clarify the guidelines and resolve any disagreements or misunderstandings that may arise.

DEPARTMENTAL FELLOWSHIPS

Departmental fellowships are awarded on the conditions that students work full-time on their graduate studies and fulfill teaching or research responsibilities in the department. The aid package consists of full tuition plus an annual stipend.

Outside Employment

In general, students receiving financial support should not seek other employment during the academic year. Under the rules of the Laney Graduate School, students must obtain approval from the Dean of the Graduate School before accepting any outside employment. Although Graduate School rules allow students to be employed for up to 10 hours per week in on-campus positions, the department strongly discourages students from seeking employment during the academic year beyond the research/teaching responsibilities associated with the fellowship.

Acceptance of on- or off-campus employment of more than 10 hours per week will result in a loss of eligibility for funding. Financial support will be forfeited for the period of employment and cannot be held in reserve for future use. Students who accept outside employment beyond 10 hours per week will also be ineligible to serve as teaching assistants or co-teachers.

Outside Funding

Students who receive outside funding may request to defer one year of their departmental stipend to use as an additional year of funding contingent on the consent of the Graduate School. If students are allowed to pursue this option, they will receive an additional year of funding equal to the deferred amount. If the outside funding is less than the current departmental stipend level, students may opt to use part of their Emory money to supplement the outside funding (not to exceed the current stipend level). Only the unused balance would be available for use in the additional year. Deferred funds cannot be held for use beyond the additional year.

TEACHING ASSISTANT TRAINING AND TEACHING OPPORTUNITY PROGRAM (TATTO)

All graduate students in political science are required to participate in the Teaching Assistant Training and Teaching Opportunity (TATTO) program.

Classroom Instruction

At the beginning of their third year of study students attend an LGS summer course on teaching (TATT 600) This two-day course covers general topics of importance to all students, e.g., writing and grading; lecturing and leading discussions; the use of writing as a pedagogical tool; the conduct of lab sessions; and the use of new technologies. The summer course is followed by a departmental course spanning the academic year (POLs 795). The departmental course provides discipline-specific training that addresses teaching from the Political Science perspective.

Teaching Experience

Concurrent with the departmental course (POLs 795), each student will serve as a Teaching Assistant in an undergraduate class. Typically, students will serve as a teaching assistant in POLs 208, though curricular constraints may require assignment to a different course. Typically, students will serve as a Teaching Assistant during one semester during their third year. It is possible a student will be required to serve up to three semesters as a Teaching Assistant. As a Teaching Assistant, students will lead mandatory discussion sections, advise students, and grade written requirements (TATT 605).

Each student then spends a semester as a teaching associate (TATT 610). As a teaching associate, the student will co-teach an undergraduate course with one of the departmental faculty in his or her area of specialization. Per LGS rules, graduate students may not co-teach PhD-level classes. Graduate co-teachers are assigned by the DGS in consultation with the instructor of record. Graduate students must be deemed prepared to co-teach the class for a co-teaching assignment to be granted. The student and faculty member will collaborate on all aspects of the course, including the development of the syllabus, course lectures, grading

and working with students. All co-teachers are subject to the university's policies concerning conduct in the workplace as stated in the Faculty Handbook:

<http://provost.emory.edu/faculty/handbook/chapters/twelve.html>.

Graduate students who successfully complete these phases of TATTO and who have been admitted to Ph.D. candidacy are eligible to compete for the Dean's Teaching Fellowships, which provide one full year's worth of financial support in exchange for teaching one undergraduate course.

Evaluations

Supervising faculty members will observe the teaching assistants and teaching associates and write letters evaluating each student's teaching performance. The letters will be confidential and will be placed in the graduate student's teaching file. These letters will be included in the student's application for the Dean's Teaching Fellowship.

TAs and co-teachers are required to solicit an independent faculty observation of their teaching. The faculty observer will write a letter evaluating the TA or co-teacher's performance and discuss it with the student. Copies of this letter will be given to the student, the supervising faculty person and the TATTO coordinator. This letter is intended for diagnostic purposes only. It will not be placed in the student's teaching file and will not be included in his/her application for the Dean's Teaching Fellowship. It is the graduate student's responsibility to set up the faculty observation session.

At the end of the semester, TAs and co-teachers will be evaluated by their students utilizing both open- and closed-ended formats. The evaluations will be placed in the graduate student's teaching file, and copies will be made available to the student. Students who serve as a TA for a graduate-level class will receive narrative peer evaluations in lieu of the standard anonymous forms.

ADMISSION TO PH.D CANDIDACY

All students should enter candidacy as soon as all requirements have been completed. Students **are required** to be in candidacy by September 15 of their fourth year of study.

A graduate student may become a candidate for the Ph.D. degree, upon recommendation of the departmental faculty, by making application to the Graduate School. Application for admission to candidacy requires the following:

1. Completion of coursework.
2. The approval of the dissertation proposal by the departmental faculty.
3. Completion of all TATTO and JPE requirements except co-teaching (TATT 610) and JPE 610.

4. Students must have earned at least 54 credit hours at the 500 level or above.

All students are required to be in candidacy by September 15 of their fourth year of study. Students not entering candidacy by September 15 will be placed on academic probation, will not be eligible for PDS funding, and may forfeit their financial support. Please see the Laney Graduate Handbook for further details.

MASTER'S DEGREE

Students admitted to the doctoral program can receive a Master's degree in two ways. Students admitted to the Ph.D. program in Full Standing may elect to receive an M.A. degree after being admitted to candidacy for the Ph.D. In this case all Laney Graduate School requirements for the Master's degree must be satisfied except for the thesis.

Students who of their own volition or as a result of departmental action leave the program before completing the requirements for admission to Ph.D. candidacy may be awarded a Master's degree on fulfilling the degree requirements of the Laney Graduate School of Arts and Sciences. For students who write a Master's thesis, the thesis must be circulated to the DGS and the committee at least two weeks prior to the scheduled defense.

The requirements for the Master's degree are specified in the Laney Graduate School Handbook.

PLACEMENT

While the Director of Placement and other faculty will actively assist students in pursuing placement opportunities, the primary responsibility for securing a job rests with the student. It is the responsibility of the student to apply for positions, present suitable credentials, maintain adequate progress on the dissertation, prepare for job interviews, and comply with the procedures outlined below. To assist the student in this effort, the Director of Placement will distribute information about job vacancies, administer the process of sending letters of recommendation to the schools to which the student has applied, and provide advice regarding the student's job search.

Preparing the Applicant File

The following materials should be fully prepared by early September when the application process begins:

1. Vita. The student should provide the dissertation director and the Placement Director with a current vita and ask for suggested improvements. The student should make sure that the vita remains updated throughout the year.

2. Letters of Recommendation. Prospective employers normally require three letters of recommendation. It is the responsibility of the student to ask faculty to write letters of recommendation. The student should initiate this process early enough so that a full set of letters is on file in the Department Office by early September. Students should note that faculty are often reluctant to write letters of recommendation for academic employment before the student has an approved dissertation proposal.
3. Teaching Portfolio. The student should develop a teaching portfolio consisting of: a list of courses in which the student has had a teaching role (as instructor, co-teacher or teaching assistant), copies of syllabi that bear the name of the student, copies of teaching evaluation summaries, and any other information that supports the student's record as a classroom teacher.
4. Writing Sample. This should be a piece of academic writing that showcases the student's writing ability, e.g., seminar paper; convention paper; dissertation proposal; published article; dissertation chapter; etc. The paper should not be co-authored or exceed 30 pages.
5. Transcript. The student should obtain an unofficial copy of his/her transcript and make copies of it to include in the job applications. Sometimes a prospective employer will ask for an official transcript. In such cases it will be necessary to request that the registrar's office send out a certified copy of the transcript.
6. Research statement. In applying to colleges and universities that require faculty research, it is helpful for the student to have a statement that describes the research that he/she intends to pursue once the dissertation is completed.

Information on job vacancies comes from three basic sources: *APSA eJobs*, the *Chronicle of Higher Education*, and job notices that are sent directly to members of the department.

Application Procedures

The student is responsible for preparing and mailing the cover letter, teaching portfolio, writing sample, transcript, and research statement. The Graduate Program Coordinator provides students on the job market with instruction for submitting the list of positions they plan to apply for (must include complete submission and deadline info). Letters will be sent electronically or in hardcopy as required in the job ad. As new jobs become available, the student will notify the Graduate Program Coordinator. **Note: two weeks' notice is required to ensure delivery by the deadline. Requests submitted with less than two weeks' notice will be processed as time permits.**

OTHER POLICIES AND PROCEDURES

Registration

Graduate pre-registration takes place in early November for Spring semester, and early April for Summer and Fall semesters. All students working toward the Ph.D. degree need to remain registered including those who have finished course work and have been admitted to Ph.D. candidacy. Registration is handled through the departmental office. It is the student's responsibility to notify the Graduate Program Coordinator in writing of his/her intent to register.

Students taking course work should consult the Director of Graduate Studies for advice regarding class selection. Course descriptions for the upcoming semester are posted under the Graduate Course Atlas link on the Graduate School's website.

Registration consists of two processes: enrollment and payment of fees by the due date. Any student not completing both processes will not be registered.

Student Activity Reports

Towards the end of the academic year, students will fill out an annual report in which they detail their research, grant, conference, and teaching activity. The department will conduct an enhanced annual review of each student that systematically takes into account coursework, RA/TA work, paper and prospectus requirements, and research activity. Students will be provided with written feedback on their progress in these areas so that they can work with their advisors in identifying areas for future improvement.

Application for Degree

The candidate must submit on the form prescribed by the Laney Graduate School an Application for Degree during the semester in which the degree is to be conferred. The candidate must be registered as a student in the graduate school in the semester in which the dissertation is submitted.

Departmental Service

Any graduate student representatives serving on faculty hiring or graduate admissions committees must be in good academic standing. Students can serve either committee without having successfully defended the dissertation proposal.

Grievance Policy

Students who have a grievance related to some aspect of their program in the Department of Political Science should report it to the Director of Graduate Studies. The student should describe the grievance and relevant details in a letter addressed to the DGS, who will try, if possible, to resolve the grievance in conversation with the student and relevant parties. If this

is not successful, the DGS may appoint a committee of three political science faculty members (or faculty members outside the department if the situation warrants) or use an existing standing committee, who will review the grievance and propose an appropriate response. If it is impossible to resolve the grievance within this committee or within the framework of the department's administrative structure, the DGS will forward the grievance to the Office of the Senior Associate Dean of the Laney Graduate School. From this point forward, the grievance will be handled according to the Grievance Procedure outlined in the Laney Graduate School Handbook. If the issue is with the DGS, the student should go directly to the Chair of the Political Science Department.

This grievance procedure is distinct from the appeals process laid out at the end of the above section on "Academic Standards." Any academic or professional conduct violations are handled through the appeals process. Students may use the grievance procedure for all other matters.

Parental Arrangement Policy

Laney Graduate School policy guarantees PhD students a minimum level of arrangement during the transition to parenthood, specifically, for students with substantial parenting responsibility as a result of childbirth, care of newborn, or a newly adopted child. A graduate student caregiver designated as having substantial parental responsibility may be relieved of full-time graduate duties and responsibilities for up to eight weeks after the birth or adoption of a child. Some of this time may be situated before the anticipated birth or adoption date, as needed. Students in good academic standing are eligible for this policy and continue to receive stipend support through the arrangement period.

Students benefitting from parental arrangement are relieved of full-time academic and program responsibilities such as teaching and research assistant duties and coursework. Coursework assignments and examinations will be rescheduled to avoid conflicts with the parental arrangement period and to provide reasonable time thereafter to complete academic requirements. If the timing of the parental arrangement period proves too disruptive to satisfactory progress in coursework, the student may drop the course and retake it another semester.

The Department will exercise flexibility in making such arrangements. Beyond the official eight week parental arrangement period, the student may request delays in post-coursework requirements, including the second year paper, the third year paper presentation, the prospectus defense, and, with a petition subject to the approval of the Laney Graduate School, the deadline for entrance into candidacy at the beginning of the fourth year. The student should consult with the DGS in planning such arrangements and requests.

It is important to note that parental arrangement is not a leave of absence. Students benefitting from parental arrangements are expected to maintain registration, remain in contact with their advisor, and perform limited academic work as possible (e.g., reading), assuming the good health of the student and the infant or child.

Students seeking a parental arrangement should inform the DGS in writing at least 3 months before accommodation is anticipated, unless unforeseen circumstances arise. Students are expected to take into consideration the needs of the program and colleagues in determining when to inform the program. The written request must indicate the expected birth or adoption date. The DGS will work with the student to develop a parental arrangement plan that the student will submit as part of their request to the Laney Graduate School. The policy, form, and instructions for a Parental Arrangement Request is on the Laney Graduate School website (<https://www.gs.emory.edu/academics/policies-progress/parental-arrangement.html>)

Readmission following a Leave of Absence

Leave of absence guidelines and processes are governed by the graduate school. Students considering a leave of absence should consult DGS, their advisor, and develop a timeline for successful progress through the program.

Students who take a Leave of Absence per LGS policies and guidelines (<https://www.gs.emory.edu/academics/policies-progress/absence.html>) must apply for readmission (i.e., return to the program) at least 30 days prior to the beginning of the term in which they wish to return. Students must also notify the DGS and provide a letter to the DGS describing readiness to return and a proposed timeline for completion of the program requirements 30 days prior to the beginning of the term in which they wish to return. Approval of readmission will be made by the graduate policy committee in consultation with the student's advisor(s).

Student Support Services

Graduate school can be a stressful time on your body and mind. Be sure you are taking care of yourself. Go to Laney Graduate School student support page and the LGS/GDBBS support page for links to all student support services available to you:

<http://www.gs.emory.edu/guides/students/support.html>

<https://secure.web.emory.edu/biomed/intranet/students/Resources%20for%20Students.html>

Title IX

You may view the policy on sexual misconduct and reporting here (<https://emory.ellucid.com/documents/view/16836/?security=4f94881ac0ddcbac11c4a4115a74ae7de40de24b>). You may report to Dr. Jennifer Cason (LGS Deputy Title IX Coordinator) or here (<https://equityandcompliance.emory.edu/title-ix/reporting-faqs.html>).

Special section on Department of Accessibility Services (DAS)

“Emory provides all persons an equal opportunity to participate in and benefit from programs and services afforded to others. The Department of Accessibility Services (DAS), part of the Office of Diversity, Equity, and Inclusion, assists qualified students, faculty, and staff with

obtaining a variety of services and ensures that all matters of equal access, reasonable accommodation, and compliance are properly addressed.

Qualified students need to register with DAS and make a request for services. Confidentiality is honored and maintained.

<http://accessibility.emory.edu/students/index.html>

Selected University Policies

<http://gs.emory.edu/handbook/university-policies/index.html>

GRADUATE STUDENT AWARDS

Graduate Teaching Award

The department will present an annual teaching award to a graduate student. The award is a career performance award rather than an annual performance award. Students self-nominate at the end of each academic year. Experiences both as a teaching assistant and as a co-teacher are required for nomination. Nomination materials should include a cover letter, student evaluations, and syllabi for courses taught, faculty observation letters, curriculum vita, and a statement of teaching philosophy. A student may win this award only once in his or her career. The winner of the teaching award will be chosen by the director of graduate studies and the department TATTO coordinator each summer. Depending on departmental resources, the award may include a small monetary prize.

Graduate Research Award

In early summer, the director of graduate studies will compose a committee which will give an award for the best graduate student research paper of the year. Papers formally presented at scholarly conferences, completed for coursework, or accepted for publication over the past academic year, including the summer before the previous academic year, are eligible. A paper may not win this award twice, that is, it cannot win in one year as a conference paper and in the following year as an article publication, though it will be up to the committee to determine whether or not a submission is sufficiently similar to a previous award winning paper to be disqualified from consideration. Only papers written by doctoral students are eligible. Students will be invited to self-nominate. A student may only have one paper per year under consideration for this award, and this includes co-authored papers. A paper is eligible only if all co-authors are current Emory doctoral students. Specifically, a paper co-authored with a faculty member or a non-Emory graduate student is not eligible. Depending on departmental resources, the award may also come with a small monetary prize.

COMMITTEE ON GRADUATE POLICY

The requirements stipulated in this handbook are considered minimum standards. The Graduate Policy Committee of the Department is empowered to add requirements when an

individual student's course of study or quality of performance indicates that additional work is advisable. The Graduate Policy Committee shall also be empowered to waive specific requirements when, because of departmental resources or individual student needs, such waivers are advisable. Actions taken by the Graduate Policy Committee are subject to review by the full departmental faculty.