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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 supplements the Stanford Bulletin (ExploreDegrees) and other University publications by providing information about department-specific policies and procedures. It also provides helpful resources to support students during their academic program. Further information and resources are available from the Director of Graduate Studies, advisors, and department staff.

Because graduate school is an active partnership between the student and the department, the department expects students to familiarize themselves with this information and to seek clarification as needed.

Students are held to the degree requirements included 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.

This introductory chapter provides some important definitions and lists some basic requirements:

- a list of Department faculty and staff serving key roles in the Ph.D. program (1.1)
- community values (1.2)
- university policy sources (1.3)
- the distinction between pre-candidacy and candidacy (1.4)
- minimum standards for adequate academic progress (1.5)
- a general timeline through the Ph.D. program (section 1.6 and table 1.1)
- the availability of a Master’s degree (1.7)
- Department vs. University requirements (1.8)
- International students (1.9)
- Academic accommodation and the Office of Accessible Education (1.10)
- Full-time program (1.11)
1.1 Department Personnel

This guide makes repeated references to field convenors, the Director of Graduate Studies, and the Student Services Manager. For the 2017-18 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>Gary Cox</td>
</tr>
<tr>
<td>Student Services Manager</td>
<td>Jennifer Radley</td>
</tr>
<tr>
<td>American Politics Field Convenor</td>
<td>Morris Fiorina</td>
</tr>
<tr>
<td>Comparative Politics Field Convenor</td>
<td>Vicky Fouka</td>
</tr>
<tr>
<td>International Relations Field Convenor</td>
<td>Scott Sagan</td>
</tr>
<tr>
<td>Political Methodology Field Convenor</td>
<td>Jens Hainmueller</td>
</tr>
<tr>
<td>Political Theory Field Convenor</td>
<td>Josiah Ober</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](#)
- [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 you encounter them
- Speak-up for colleagues and peers
- If you’re not comfortable addressing an issue, seek guidance from department staff, the Graduate Life Office or other campus resources.
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.

1.4 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 2)
2. candidacy, focused on refining research skills, teaching skills, and on writing the doctoral dissertation (chapter 3)

Short of the dissertation itself, advancing to candidacy is the single biggest milestone on the way to the Ph.D. Chapter 2 deals with the requirements and procedures for advancing to candidacy.

1.5 Adequate Progress

Students identified as not meeting the requirements for adequate progress are reviewed by the department. 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. Dismissal of graduate students is addressed in separate guidelines (see GAP 5.6, Dismissal For Academic and Professional Reasons).

In addition to the specific program requirements listed in this guide, at each stage of the Ph.D. program, the Department has the following minimum standards for adequate academic progress:
1. Except in rare circumstances approved by the Director of Graduate Studies, no more than two of the following grades on the transcript at any given time: Incomplete (Inc); Grade Not Reported (GNR); No Pass/No Credit (NP/NC); or Withdraw (W).

2. Adequate grades in all courses taken each term. Any grade of B or below is considered to be less than adequate. Grades of B or below are reviewed by faculty and, in some, cases 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, some fields require higher minimum grades for courses taken to fulfill the pre-candidacy requirements for the first or second field. Refer to the field statements in Appendix A for details.)

3. Graduate students in the first year must enroll in at least 15 units and must pass at least 8 units per term by the end of the term. Graduate students in years 2, 3 and 4 must register in at least 8 units and must pass at least 6 units by the end of each term.

4. Advanced to candidacy by close of 6th quarter (i.e. for most students, the end of their 2nd academic year in the Ph.D. program);

5. Approval of dissertation prospectus by the end of the 3rd year.

6. Dissertation Reading Committee formed by end of the 4th year.

7. Advance to TGR status by end of the 4th year.

8. Substantial progress toward completion of the dissertation in 4th and 5th years.

1.6 Timeline

Table 1.1 provides enrollment and program completion guidelines for Political Science Ph.D. students. After the 1st year and until TGR status (see section 6.4), students are capped at 10 units of coursework per quarter. Chapter 2 deals with specific requirements in detail.
## Table 1.1: Enrollment and Program Completion Guidelines

<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>15-18 units/quarter</td>
<td><strong>Summer:</strong> Begin field paper</td>
<td></td>
<td></td>
<td><strong>Fall:</strong> Pre-candidacy Plan.</td>
</tr>
<tr>
<td></td>
<td>50-54 units</td>
<td></td>
<td><strong>Spring:</strong> Submit TA preferences for following year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>10 units/quarter</td>
<td><strong>Fall/Winter:</strong> Determine readers for Field Paper. <strong>Fall/Winter:</strong> 1st draft of Field Paper to readers. <strong>Spring:</strong> First Field Comprehensive Exam <strong>Spring:</strong> Final Field Paper to readers.</td>
<td><strong>Students will likely TA 1 quarter.</strong></td>
<td></td>
<td><strong>Fall:</strong> 4th quarter statement of purpose. <strong>Winter:</strong> Field Paper Readers form. <strong>Spring:</strong> Field Paper Approval form. <strong>Spring:</strong> Application for Candidacy for Doctoral Degree upon faculty advancement.</td>
</tr>
<tr>
<td></td>
<td>75+ units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>10 units/quarter.</td>
<td><strong>Winter:</strong> Prospectus presentation. <strong>Spring:</strong> Dissertation Prospectus to advisor.</td>
<td><strong>Students will likely TA two quarters.</strong></td>
<td></td>
<td><strong>Spring:</strong> Dissertation Proposal form.</td>
</tr>
<tr>
<td></td>
<td>105+ units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>10 units/quarter</td>
<td><strong>Form Dissertation Reading Committee.</strong></td>
<td><strong>Students will likely TA two quarters.</strong></td>
<td></td>
<td><strong>Spring:</strong> Dissertation Reading Committee Form. <strong>Summer:</strong> Request for TGR Status upon completion of 135 units and in advance of fall quarter of 5th year.</td>
</tr>
<tr>
<td></td>
<td>135+ units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td>Terminal Graduate Registration**</td>
<td><strong>Form Oral Examination Committee</strong></td>
<td><strong>Submit University Oral Examination Schedule two weeks prior to the Examination date.</strong></td>
<td></td>
<td><strong>Refer to the Registrar for instructions on dissertation submission.</strong></td>
</tr>
</tbody>
</table>

*While 45 units is the minimum required number of units for 1st-year students, enrolling in 50-54 units will put students ahead of schedule, thereby allowing more flexibility during the 2nd-4th years.*

**When a student enrolls as a Terminal Graduate Registrant, they enroll in 0-3 units at a reduced tuition rate. The Department will pay this reduced rate in the student’s 5th year only. 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 5th year, they are responsible for paying the difference in the TGR tuition rate and the 8-10 unit tuition rate.*
1.7 Master’s Degrees

1.7.1 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 of at least three quarters of residency as a graduate student with 45 units of credit of which at least 25 units must be taken in Political Science graduate seminars of 300 level and above. Not more than 25 units of the 45-unit requirement may be taken in a single field.
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.
3. The remaining 20 units must come from courses numbered above 100. Of those 20 units, not more than 10 units of work from related departments may be accepted in lieu of a portion of the work in Political Science. Not more than 10 units may be taken as directed reading.
4. A grade point average (GPA) of 2.7 (B-) or better must be attained for directed readings and all course work. No thesis is required.

1.7.2 Master’s Degrees in Other Departments

Students often accrue sufficient credit in other departments to be eligible for Master’s 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 a Master’s degree in another department should speak with that department’s Graduate Administrator. Students who pursue a Master’s degree during the course of their Ph.D. program are not eligible to also transfer credit from graduate coursework completed at another institution (section 7.4). Similarly, students earning a Master’s Degree in Political Science may not also complete a Master’s degree in another department.
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.

1.9 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 7.2), failure to maintain adequate progress (section 1.5), and failure to maintain continuous registration (section 7.1) 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 1.5) 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.

1.10 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; academic accommodation will not be granted in the absence of such a letter.

1.11 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 approval to be away from campus from the Director of Graduate Studies.

1.12 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.
Chapter 2 – Pre-Candidacy

2.1 Timetable and General Requirements

2.1.1 Six Quarter Timetable

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 their Spring quarter in their 2nd year in the program). 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 below must be completed by this meeting.

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 6th 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.

2.1.2 4th Quarter Statement of Purpose

By the 2nd week of the 4th quarter of the Ph.D. program (usually Fall of the 2nd 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, who reviews it along with 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.

2.1.3 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.
2.1.4 Confidence of the Faculty

Faculty vote on admission to candidacy at the end of the second year and following successful completion of all pre-candidacy requirements. 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 below. However, advancement to candidacy is not automatic upon completion of these requirements.

The decision to admit to candidacy is made by the faculty and is grounded in an overall assessment of the student’s ability to successfully complete the remaining requirements of the Ph.D., including the dissertation, at a very high level. Grades and successful completion of exams constitute only part of the evidence weighed in making this judgment. Admission to candidacy is not automatic, nor is it based solely upon satisfactory completion of pre-candidacy requirements.

Advancement to candidacy is an expression by the faculty of their confidence that the student can successfully complete the Ph.D. program and, in particular, complete the doctoral dissertation that is “an original contribution to scholarship” 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.

2.1.5 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.

2.2 Summary of Specific Requirements

Prior to being considered for candidacy, students must complete:

- first, second and third fields (see section 2.3 and 2.4)
- a 2nd year research paper (section 2.5)
- the political theory requirement (section 2.6)
- the quantitative methods requirement (section 2.7)
- all other requirements specified by the field, as listed in the field statement (see Appendix A).
2.3 Field Requirements

The program is divided into five fields: American Politics, Comparative Politics, International Relations, Political Methodology, and Political Theory. Students are required to complete coursework 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.

2.3.1 Field statements

Field statements, which list the coursework, examination and paper requirements students must fulfill for each field, 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.

2.3.2 First and Second Field Requirements

Students demonstrate proficiency in the first field by completing coursework, fulfilling any other requirements as listed on the field statements, and passing a comprehensive examination. In order to prepare for a comprehensive exam, each field offers a series of courses designed to familiarize students with the literature of that field. In addition, a field may require that students take one or more elective courses covering a specific aspect of the field.

Students demonstrate proficiency in the second field by completing coursework and fulfilling any other requirements as listed on the field statements. Students declaring American Politics, Comparative Politics, International Relations or Political Theory as their second field do not take a comprehensive examination in that field. Students declaring Political Methodology as a second field must pass a comprehensive examination by the end of their third year. They do not need to pass the Political Methodology comprehensive examination for the second field prior to advancement to candidacy.

Students should refer to the field statements, available in Appendix A, for detailed information on the required classes, examinations and papers for each field.

---

1 Students who entered the program in 2016-17 and after are required to pass a comprehensive exam only in their first field. Students who entered the program in 2015-16 and earlier were required to pass comprehensive exams in both their first and second fields prior to being eligible to advance to candidacy.
2.3.3 Third Field Requirement

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 from among courses approved by the field convenor and receiving letter grades of B or better. Note that some fields may have specific course and/or unit requirements. Refer to the field statements for particular field requirements (and see section 2.8 below).

Third field courses must be 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 2.7); 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 2.6). Subject to approval from the Director of Graduate Studies, students may use 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 be permitted to use appropriate courses taught in other departments to count towards their third field. This requires approval by the Director of Graduate Studies. Approval is rarely granted because the purpose of the third field is breadth within Political Science.

2.4 Comprehensive Examinations

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 from the Student Services Manager.

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 if the risk of failure seems sufficiently high.
2.4.1 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.

2.4.2 Failing Comprehensive Examinations

Students who fail a comprehensive exam may repeat the respective examination once. Students failing a comprehensive exam twice will be subject to a review by the faculty, the outcome of which may be dismissal from the Ph.D. program.

Students who fail a comprehensive exam need to immediately concern themselves with the task of re-taking the exam or exploring options in other fields. Students retaking a comprehensive exam may do so only at the regularly scheduled exam period in Spring quarter. It is not possible to take two comprehensive exams during the same exam period.

2.4.3 Field Convenors

In addition, each field has a member of the faculty serving as the field's convenor, who is responsible for administering written examinations and reviewing research papers. 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 2nd year research paper. Students should consult regularly with the convenors for each of their fields of concentration.

2.5 2nd 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. Most of the fields offer a course designed to prepare the student for this requirement, and students generally work closely with at least two field paper readers.

2.5.1 Content

Often, the 2nd 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 2nd year research paper helps the student (and the
student’s advisors) assess the viability of a particular idea as a dissertation topic. Students are strongly encouraged to explore ideas for 2nd year research papers with the faculty, and to consult regularly with the faculty as the 2nd 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 3.2.2).

2.5.2 Standards and Format

The length and content of 2nd year research papers varies across the fields and by topic. Students should consult with their field paper readers.

2.5.3 Assessment

2nd 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 Winter quarter of the student’s 2nd year, the student consults with the field convenor to determine which two faculty will read the paper. The two readers will be reported to the Student Services Manager by the end of Winter quarter using the Field Paper Readers Form. By the end of Spring quarter 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.

2.5.4 Schedule

The 2nd year research paper is given considerable weight as the faculty consider an application for candidacy. Accordingly, the only thing worse than a poor quality 2nd year research paper is an unfinished 2nd year research paper. Students are strongly advised to begin work on their 2nd year research papers in the summer between their 1st and 2nd years in the program, and to submit a first draft to their advisors sometime in the Fall of their 2nd year. Almost always, faculty readers require revisions before approving the 2nd year research paper, and the time from submission of a draft to final approval can be surprisingly long. 2nd year research papers are considered incomplete until approved by the two faculty readers.

2.6 Political Theory Requirement

All students are required to complete one political theory class with a letter grade of B or better prior to advancing to candidacy. Students should consult the Political Theory field statement for a list of course options offered each year 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.
2.7 Quantitative Methods Requirement

All students are required to take 450A and 450B for 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 on the basis of passing a qualifying exam.

2.7.1 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 provides an introduction to 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., 352, 356A and B). The course is staffed by faculty and two graduate students. The learning will proceed through lectures, hands-on exercises, and homework.

2.8 Choosing Classes

2.8.1 How Many Classes To Take

Table 1.1 outlines the recommended number of units to be taken each quarter. The University imposes a maximum on the number of classes that a 1st year student can take at 18 units per quarter. Students are strongly recommended not to over-extend 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, will keep most students more than busy, and account for 15 course units, plus 1-2 units each term for workshop attendance.

2.8.2 Limits on Enrollment

However, students must take at least 15 units per quarter in the 1st year. There are two reasons for this. First, beginning in the 2nd year, and until students reach TGR status (see section 6.4), University regulations prohibit students from taking more than 10 units per quarter; the rationale is primarily to do with leaving enough room for assistantship work (teaching and/or research).
Secondly, because the first field core sequence needs to be completed (so as to take the exam), along with the second and third field requirement, the quantitative methods requirement and the political theory requirement, all by the end of the 2nd year, students cannot afford to take less than 15 units per quarter in the first year.

Most students have found it beneficial to actually take more than 15 units per quarter in the 1st year, as it creates flexibility in the 2nd-4th years of the program. The Department encourages 1st year students to enroll in workshops as a way to accrue additional units without over-extending themselves.

2.8.3 Which Classes To Take

Almost all students find that with a first field, a second field and a third field, the quantitative methods and the 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 in the 2nd year (see section 2.5), 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 2nd 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 1st year. The following table lists the core sequences and any elective requirements for the fields in the Department:

<table>
<thead>
<tr>
<th>Field</th>
<th>Core Sequence and Elective Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Politics</td>
<td>420A, 420B, 400C plus two electives</td>
</tr>
<tr>
<td>Comparative Politics</td>
<td>440A, 440B, 400C plus two electives for first field CP students and one elective for second field CP students</td>
</tr>
<tr>
<td>International Relations</td>
<td>410A, 410B, 410C, 400C</td>
</tr>
<tr>
<td>Political Methodology</td>
<td>Introduction to Political Methodology ('Math Camp'), 450A, 450B, 450C, 450D plus an advanced class</td>
</tr>
<tr>
<td>Political Theory</td>
<td>4 graduate-level courses (including a class taken to fulfill the Political Theory requirement); Core Reading List</td>
</tr>
</tbody>
</table>

Students should consult each field’s statement or convenor to determine whether there are other requirements for the field before sitting the field’s comprehensive exam.
2.8.4 Methodology in the 1st 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 2nd year; 2nd 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 2.7.1) in the weeks prior to their first quarter in the program, so progressing immediately into the methodology sequence is easier than delaying a year.

2.8.5 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 2.6);
2. satisfy the third field requirement (see section 2.3).

2.8.6 Strengths and Weaknesses

So far as we know, no Ph.D. curriculum is perfect. The current Stanford program is clearly 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 simultaneously 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 (e.g., taking classes related to their research interests) and perfecting teaching skills.
2.8.7 Grading Basis

All courses taken to fulfill pre-candidacy requirements must be taken for a letter grade, not on a Credit/No Credit grading basis. These classes must be completed with grades of B or better. However, some fields have higher minimum grade requirements for courses taken to fulfill pre-candidacy requirements. Students should refer to the field statements in Appendix A for details.

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 the respective department to confirm the required grading basis for any courses applicable to that degree.

2.8.8 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 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. The required quantitative methodology courses (450A and 450B), and the political theory requirement must be taken for 5 units. The third field requirement can be satisfied with two courses taken for at least 3 units each. Elective courses taken to satisfy first and second field requirements in American Politics and Comparative Politics can be taken for 3 units. Unit values for the advanced courses taken to satisfy first and second field requirements in Political Methodology must be approved by the field convener. Refer to the field statements for additional specific field requirements.

Some courses offered by other departments that satisfy pre-candidacy requirements (such as classes offered by the Philosophy department that satisfy the Political Theory requirement) are not offered for 5 units. 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.

Note that 3 unit courses are generally not appropriate for 1st year students, who need to take 15-18 units per quarter (see section 2.8.1).
2.9 Mentoring Program

At the beginning of the 1st year, each student is assigned a faculty mentor. Mentors help students to settle in to the program and serve as a readily available source of advice as students begin their graduate studies in the department.

2.9.1 Assignment to Mentors

1st year students will be assigned a faculty mentor shortly before their first quarter begins.

2.9.2 Opting Out

Students are free to opt-out of the mentoring program.

2.9.3 Mentors vs. Advisors

The 1st year mentoring program is not intended as a way of matching students to advisors (i.e., the eventual chair of a student’s Ph.D. reading committee), although it is entirely possible that a student’s 1st year mentor could wind up as that student’s Ph.D. advisor. Students are strongly advised to cultivate relationships with one or more of the faculty in the period between the 1st year and candidacy; this is especially important for the development and writing of the 2nd 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).

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.
Chapter 3 – 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).

3.1 Enrollment requirements

Students in year 3 and 4 of the PhD program are required to enroll in a minimum of 8 and a maximum of 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.

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

3.2 Dissertation

3.2.1 Year 3: Dissertation Prospectus and Prospectus Presentation

In the third year, students must submit a formal dissertation prospectus to their principal advisor for approval. 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.

3.2.2 Year 4: 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 4th 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 adviser 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). At least two reading committee members must be 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 Stanford Bulletin (ExploreDegrees) 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.

Note that the Reading Committee is a subset of the Oral Examination Committee (see section 3.3.1).

3.2.3 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 the quarter in which they submit their dissertation. Students having the option of submitting their dissertation electronically or in the traditional paper format.

3.2.4 Graduation Quarter

All students must be enrolled in the quarter in which a degree is received. 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 policy called “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 should consult the Student Services Manager for further details.
3.2.5 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.

3.3 University Oral Examination

3.3.1 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 registered 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.

3.3.2 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.

3.3.3 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.
3.3.4 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 Stanford Bulletin 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.

3.3.5 Duration

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

3.4 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 and Vice Provost for Teaching and Learning conduct workshops on writing these documents. The PSGSA occasionally sponsors panels or round-tables 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 department’s Job Market Guide which contains additional information on the job market timeline, job market packet components, the job talk and the fly out.
Students are encouraged to make use of the professional development preparation opportunities offered by BEAM (Stanford Career Education), the Hume Writing Center and Center for Teaching and Learning and VPGE.

3.5 Commencement

To be eligible to participate in the departments commencement activities, students must have passed the oral examination but do not need to have submitted the dissertation.
Chapter 4 - Faculty Reviews

The faculty holds two student review meetings each year: one in the latter part of the Fall quarter, and the other at the end of the Spring quarter. Particular emphasis is placed on the review of those students applying to candidacy (typically students in the Spring of their 2nd year in the Ph.D. program).

4.1 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.

4.2 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 5 - Teaching Requirement

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 serve as teaching assistants in Political Science department courses.

Additional information on TA'ing in the Political Science department is available in the TA Overview.

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

The obvious benefit to TAing is that it provides a source of income and tuition support. Additional intangible benefits of TAing as a graduate student are numerous:

- Excellent TAs will have the opportunity to develop relationships with faculty that will benefit their professional and academic development.
- Serving as a teaching assistant 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.
- Teaching assistants are important figures in an undergraduate’s academic career, as TAs provide the one-on-one support that helps students grapple with the material in political science. TAs can deeply influence undergraduates unsure about their academic interests.
- Exceptional TAs 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, TAs help faculty by helping to develop curriculum and serving as a sounding board for research or lecture ideas.
5.2 TA Requirement

All students are required to serve as teaching assistants for a minimum of three quarters. Most students will TA for five quarters as part of their 5-year funding package.

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

No TA-ships completed during summer quarter count towards fulfilling the TA quarters required by the department.

5.3 Eligibility

To be appointed as teaching assistants, students must make adequate academic progress, as defined in section 1.5. It is Department policy not to have 1st year students serve as TAs. Students may express a preference for TA’ing one, two, or three quarters during their 2nd year, keeping in mind that they will likely be required to TA five times throughout the program. The department recommends that students TA only once in their 2nd year. This flexible model is intended to create a more manageable workload for 2nd 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, including in summer quarter.

5.3.1 TA Clearance

International graduate students who will be appointed as teaching assistants 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

TA assignments for the upcoming year are usually announced in July. Students will have the opportunity to communicate their TA preferences to the Student Services Manager. Students will be asked how many times they would like to TA, what they would like to TA, and if there are quarters in which they would not like to TA in a particular year. In general, students can expect to be assigned to TA once in year 2, twice in year 3 and twice in year 4. If a student needs to TA 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 TA assignments are made.

While student preferences for TA assignments are taken into consideration as much as possible, course offerings and enrollment numbers may require that students TA 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 TA. Teaching assignments are arranged to the mutual satisfaction of students and faculty to the greatest extent possible.

TAs are generally assigned on a 1 TA per 30 student ratio 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, TA assignments may change until approximately week 2 of the class. This means that TAs may be added to a class when they were not initially scheduled to TA, moved to a different class, or pulled from TA’ing that quarter altogether. 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 TA is to assist the course instructor. In certain cases, individual instructors may modify the requirements for their own TAs but unless an instructor offers an alternative plan, the requirements described here apply. It is the responsibility of both the instructor and the TA to meet and discuss these responsibilities before the quarter begins.

5.5.1 Attendance and Availability

- TAs must contact faculty prior to the start of the quarter to discuss responsibilities and preparation for the course.
- TAs are expected to return to Stanford no later than the first day of classes.
• TAs are required to attend all class meetings, including lectures or other course-related activities. If a TA can’t attend a lecture for a valid reason (e.g. sickness, other professional obligation) they must let faculty know ahead of time.
• TAs are required to attend and proctor (sit outside the exam room) exams unless otherwise notified.
• TAs are expected to be available to meet regularly with the professor and other TAs for the class.
• TAs are expected to respond to student emails in a professional and timely (within 24 hours) fashion.
• TAs are expected to 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

TAs are required to prepare for and conduct all of their regularly scheduled sections. The default arrangement is that each TA will lead two 50-minute discussion sections. TAs should not schedule any conflicting activity when they are scheduled to teach section. Should an emergency surface, the TA 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, TAs may be asked to hold special review sections prior to midterm and final exams, outside of normal section times.

5.5.3 Grading

TAs 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, TAs 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 TAs.

5.5.4 Office Hours

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

TAs 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 TA’s responsibility to organize it according to the most current syllabus.

TAs are responsible for creating sections for students to enroll in on Canvas once the times are confirmed with the instructor, other TAs 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 TA 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 TA finds the workload to consistently exceed 20 hours per week, the TA should document their hours, and contact the professor as well as the Student Services Manager.

5.6 Resources and Training

A TA’s first resource should always be the faculty instructor for the specific course. However, teaching assistants have numerous additional resources at their disposal.

5.6.1 Departmental TA Training and VPTL Orientation

The Department offers a mandatory Training Workshop at the beginning of the academic year to introduce first-time TAs to the essentials of teaching in the Political Science Department.

First time TAs are also expected to attend the TA Orientation offered by VPTL (Vice Provost for Teaching and Learning) at the beginning of the academic year. In addition, VPTL offers quarterly classes for new TAs, which are extremely helpful in terms of familiarizing TAs with not only the University’s expectations of its TAs, 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 TAing. Each year PSGSA elects the Department’s liaison with VPTL. This individual 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 TAing.

5.6.3 Additional Required Training

TAs 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.

5.6.4 Concerns About Students

If a TA 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 TA and the instructor should work out a plan and notify the student. TAs should also let the Undergraduate Program Administrator know about the situation.
5.7 Inadequate Performance

Failure to professionally and ethically discharge one’s obligations as a TA is considered an extremely serious matter. Serving as a teaching assistant is a program requirement. Accordingly, inadequate performance as a TA 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 and respectful manner, and not engaging satisfactorily with students in section or lecture.
Chapter 6 - Graduate Funding

6.1 University Graduate Aid Policies

Graduate students may receive funding from a variety of sources and that funding may take 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

- Although the University cannot formally guarantee support beyond a student’s 1st year in the Ph.D. program, the assumption is that support for students making satisfactory academic progress will continue for five years.
Students are responsible for understanding their funding package, including commitments and requirements.
Students are responsible for reviewing and paying their university bill.
Students should refer to their letter of admission to confirm their funding package.
The department cannot guarantee any support after the 5th year in the program. Students who will need additional years of funding beyond the 5th 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 5th year.
In nearly all cases except approved leaves of absence, departmental funding cannot be deferred or used after year 5.

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

6.3.2 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</td>
<td>11-18 units</td>
<td>Lump sum, pretax stipend at the beginning of each quarter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discretionary stipend</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health insurance subsidy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>RA/TA Salary</td>
<td>Summer stipend</td>
<td>8-10 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></td>
<td></td>
<td>Discretionary stipend</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health insurance subsidy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 and 4</td>
<td>RA/TA Salary</td>
<td>Discretionary stipend</td>
<td>8-10 units</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health insurance subsidy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>RA/TA Salary</td>
<td>Discretionary stipend</td>
<td>TGR</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health insurance subsidy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6.3.3 Discretionary Funding

At the beginning of the academic year, the Department provides $1,000 to each student 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.

6.3.4 Summer Support

Following their 1st and 2nd years of study, students on department funding who meet eligibility requirements (see below) receive summer funding in the approximate amount of $5,000. The 2nd 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 2nd summer of support.

6.3.5 Leaves of Absence

Students must consult with the Director of Graduate Studies and the Student Services Manager before applying for any leave of absence. In some cases, resumption of financial aid after a student returns from a leave of absence 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.

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 0-3 units at a reduced tuition rate. The Department will pay only this reduced rate in the student's 5th 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 5th year, they are responsible for paying the difference in the TGR tuition rate and the 8-10 unit tuition rate.

6.5 Self-Funded Students

Neither the Department nor the University will assume the support of students who enter the program on a self-supporting basis.

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 equal to 10% of the amount that the Department saves during 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 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 deferred or used 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 bank their department funding to fund a 6th, 7th and 8th year.

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 are added on to a student’s department funding (rather than replacing it) and do not qualify the student for the 10% stipend top-up or the TA’ing 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.

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’s Global Student fellows program
- Europe Center Graduate Student Grant
- SCID Graduate Student Fellowship Program
- SEED PhD I-Awards
- Abbasi Program Grants for the Study of Islam & Muslim Societies
- France-Stanford Center Graduate Student Fellowship
6.8 Emergency and Other Funding

The department does not have funding to assist graduate students with emergencies. If students find themselves in financial difficulty they should see the Student Services Manager who may be able to help them find additional resources. 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 Housing Loan** assists with move-in costs for off-campus housing
- **Opportunity Fund** assists diversity and first-generation students with expenses, including travel to a conference
- **Financial Aid Office information about loans**

6.9 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)

### 6.10 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 from outside the department during fall, winter or spring quarter they should check with the Student Services Manager before accepting it.

#### 6.10.1 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, 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.

#### 6.10.2 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 hours/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).

#### 6.10.3 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.

6.10.4 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.
Chapter 7 - 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.

7.1 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.

7.2 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. Residency credit is not earned during a leave of absence. 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.

7.3 Residency Requirements for Graduate Students

The residency requirement for a doctoral degree requires a minimum of 135 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).

7.4 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 8 - 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 professionalism 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 9 - Department Information

9.1 Office Space

The Department makes every effort to provide office space for Ph.D. students through the 5th year. Office space is available in the cubicles in Encina Central for first year students and some 2nd year students.

9.1.1 Lottery

2nd, 3rd, 4th, and 5th 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.

9.1.2 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.

9.2 Computer Lab

The computer lab is located in room 465 of Encina West. This is a dedicated graduate student lab, with access for undergraduates strictly limited. Any problems with the lab’s machines or software should be reported to the Department’s front office staff.

9.3 Graduate Student Mailboxes

Student mailboxes are located on the 4th floor of Encina Central in the student area.
9.4 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

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 10 – University Resources

Stanford University has many resources to support graduate students both academically and personally. The following is a list of many of these resources. Students are encouraged to seek out and utilize campus resources.

10.1. 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

10.2 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.

10.3 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

10.4 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

10.5 International Students

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

10.6 Family Life

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

10.7 Professional Development

- BEAM Career Education
- Vice Provost for Graduate Education

10.8 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
Morris Fiorina, American Politics Field Convenor, 2017-18

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 Chapter 2 of 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 2016-17 and after.

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 420A, 420B and 400C with grades of B+ or higher. Students whose course performance is deemed insufficient (i.e., at least one AP grade of B or lower) should speak to the field convener about their options. The core graduate sequence in American Politics – PS 420A, B, and 400C – introduces students to the gallery of both faculty and research in American Politics. PS 420A focuses on analysis of political institutions, PS 420B addresses the analysis of individual behavior while PS 400C focuses on research design and practice.

2. Complete two elective courses with grades of B+ or higher. The electives are to be 3xx or 4xx courses offered by a member of the American Politics field. See options on page 2 of this document.

3. Comprehensive Exam: Complete and pass a Comprehensive Exam in spring quarter of their 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, in addition, write a field paper in AP. See chapter 2 of 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 420A, 420B and 400C with grades of B+ or higher. Students whose course performance is deemed insufficient (i.e., at least one AP grade of B or lower) should speak to the field convener about their options. The core graduate sequence in American Politics – PS 420A, B, and 400C – introduces students to the gallery of both faculty and research in American Politics. PS 420A focuses on analysis of political institutions, PS 420B addresses the analysis of individual behavior while PS 400C focuses on research design and practice.

2. Complete two elective courses with grades of B+ or higher. The electives are to be 3xx or 4xx courses offered by a member of the American Politics field. See elective options list below.

3. Students declaring American Politics as a second subfield are subject to coursework review by the AP field convener. Students with sufficient course performance—defined as earning at least a B+ in all five courses that are required for the AP field (420A, 420B, 400C, and two electives)—are exempt from taking the comprehensive exam. Students whose course performance is deemed insufficient (i.e., at least one AP grade of B or lower) are required to take the full AP comprehensive exam.

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:

1. Complete two Political Science department courses in American 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 American Politics field.

2017-18 Elective Course Options in American Politics

Fall
PS 320R The Presidency (Moe)
PS 421R American Political Development (Nall)
PS 421K Questionnaire Design for Surveys and Lab Experiments (Krosnick)

Winter
PS 344 Politics and Geography (Rodden/Nall)
PS 422F Electoral Change in Western Democracies (Fiorina/Brady)
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.
A.2 Comparative Politics Field Statement
Vicky Fouka, Comparative Politics Field Convenor, 2017-18

The following requirements apply to students who enter the PhD program in 2017-18 and after.

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, 440B, and 400C with grades of B or better.
2. Complete two elective courses in Comparative Politics with a grade of B or better. Electives are expected to have a research paper requirement (or option). The elective is to be a 3xx or 4xx course offered by a member of the CP subfield. To count as an approved elective a directed reading course must be on the basis of a written syllabus approved by the Field Convenor.
3. Complete a polished field paper. See chapter 2 of the Program Guide for additional details on the field paper requirement.
4. Complete a second research paper from one of the elective courses. The second research paper should be on a different topic than the field paper (for example, a student would not be permitted to write two papers on censorship policy in China but two papers on China would be permitted). There will be higher standards for the successful completion of the field paper, but both must be approved before the student is eligible to advance to candidacy.
5. 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, 400C.

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, 440B, and 400C* with grades of B or better.
   *Students designating Comparative Politics as their second subfield do not need to take PS 400C as part of their CP field requirements if they will take it as part of their International Relations or American Politics first subfield requirements. PS 400C should be taken only once.
2. Complete one elective course in comparative politics with a grade of B or better. The elective is to be a 3xx or 4xx course offered by a member of the CP subfield. To count as an approved elective a directed reading course must be on the basis of a written syllabus approved by the Field Convenor.

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:

2. 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.

2017-18 Elective Course Options in Comparative Politics

2017-18 courses that count toward the elective requirement for first and second field Comparative Politics students include:

**Fall**
- PS 344U Political Culture (Fouka)
- PS 340A Democratic Politics (Jusko)
- PS 348S Latin American Politics (Diaz)

**Winter**
- PS 344 Politics and Geography (Rodden/Nall)

**Spring**
- PS 424A Democratic Elections (Hall)
- PS 443S Political Economy of Reform in China (Oi)
- PS 446E Field Experiments in Political Economy (Gulzar)

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
Scott Sagan, International Relations Field Convenor, 2017-18

The following requirements apply to students who entered the PhD program in 2016-17 and after.

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, 410C and 400C) with grades of B+ 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. In PS 400C, students develop an original research project, generally culminating in a full-length paper.

Students who take all four courses but fall short of the minimum grade will retake the course(s) in which they earned less than a B+.

2. Pass the IR comprehensive exam

Students who designate IR as their first field should plan to take the 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. Students will not be tested on the material covered in 400C.

3. Write a field paper

Field papers are due in Spring quarter of year 2. The core sequence (PS 410A, 410B, 410C, and 400C) and IR workshop provide structure, guidance, and multiple sources of feedback for students writing IR field papers. Field papers are assessed by two faculty readers, usually in the student’s major field. In December or January of the student’s 2nd year, the student consults with faculty to determine which two faculty will read the paper. The two readers will be reported to the Graduate Administrator by the end of January of year 2 using the Field Paper Readers Form. By the end of Spring Quarter the faculty readers must indicate their approval of the paper by again signing the Field Paper Approval Form. Students then return the signed approval form and a copy of the approved paper to the Graduate Administrator. See chapter 2 of 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:

1. Complete the IR course sequence (PS 410A, 410B, 410C and 400C*) with grades of B+ or better.
   *Students designating International Relations as their second subfield do not need to take PS 400C as part of their IR field requirements if they will take it as part of their Comparative Politics or American Politics subfield requirements. PS 400C should be taken only once.

Students who take all four courses but fall short of the minimum grade will have two options: retake the course(s) in which they earned less than a B+, or take an exam to demonstrate that they know the material even though they got a low grade in the course(s).

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:

3. 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.
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 (PS 411A, 411B). 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, Political Methodology Field Convenor, 2017-18

The following requirements apply to students who enter the PhD program in 2017-18 and after.

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. 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.

**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
- PS 450B Political Methodology 2

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).

**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 B or better.
2. Complete one advanced class with a grade of B or better. See page 2 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. The number of units the advanced class is taken for (if a variable unit option is offered), must be approved by the field convenor.

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. A qualifying exam will be written specific to each stream. 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:

1. Complete 450A, B, C, D with grades of B or better.
2. Complete one advanced class with a grade of B or better. See page 2 of this document for a list of preapproved advanced class options. Students must receive written approval from the field convenor to count a class not on this list as their advanced class requirement.

2nd field quantitative methods student must also:

1. Pass a comprehensive exam by the end of their third year. Students declaring Quantitative Methodology as a second field do not need to pass the exam prior to advancement to candidacy. The qualifying exam will cover the material from the basic training and the core methodology courses (450A-D).

**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:

1. 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 and D must be taken for at least three units each.

Students who select political methodology as a third field must take all classes from the same stream, *quantitative methods or formal methods*. Students who select either stream as a third field need not take the comprehensive exam.

**Advanced Class Options- Quantitative Methodology**

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

*Political Science*

- 357 Sampling and Surveys (not offered 2017-18)
• 358 Data Driven Politics
• 451 Design and Analysis of Experiments (not offered 2017-18)

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
• 363 Design of Experiments

Economics
• Econometrics classes such as Econ 270, Econ 271 or Econ 272
• 292 Quantitative Methods for Empirical Research
• 293 Machine Learning and Causal Inference

Computer Science
• 224W Social and Information Network Analysis
• 246 Mining Massive Data Sets

Economic Analysis and Policy
• MGTECON 640 Quantitative Methods for Empirical Research
• 603 Econometric Methods I
• 605 Econometric Methods III
Exemption from Required Methods Classes

Students who believe they have a strong understanding of the content of 450A and B 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.

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 one of the following introductory courses with a grade of B or better
   - 352 Intro to Game Theoretic Methods in Political Science (not offered 2017-18)
   - 356A Formal Theory I: Introduction to Game Theory
   - Econ 180 Honors Game Theory

2. Complete three additional advanced courses with grades of B or better. See page 4 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. The number of units the advanced classes are taken for (if a variable unit option is offered), must be approved by the field convener.

3. Complete a polished field paper. See chapter 2 of 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 one of the following introductory courses with a grade of B or better
   - 352 Intro to Game Theoretic Methods in Political Science (not offered 2017-18)
   - 356A Formal Theory I: Introduction to Game Theory
   - Econ 180 Honors Game Theory
2. Complete three additional advanced courses with grades of B 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. The number of units the advanced classes are taken for (if a variable unit option is offered), must be approved by the field convenor.

2nd field formal methods student must also:

3. Pass a comprehensive exam by the end of their third year. Students declaring Formal Methods as a third field do not need to pass the exam prior to advancement to candidacy.

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:

1. Complete PS 356A and B or two formal theory courses approved by the field convener. 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.

Students who select political methodology as a third field must take all classes from the same stream, quantitative methods or formal methods. Students who select either stream as a third field need not take the qualifying exam.

Advanced Class Options- Formal Methods

- 356B Formal Theory II: Models of Politics
- 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

Exemption from Required Classes

Students who believe they have a strong understanding of the content of the first course (352, 356A or Econ 180) 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.
A.5 Political Theory Field Statement  
Josiah Ober, Political Theory Field Convenor, 2017-18

The following requirements apply to students who enter the PhD program in 2016-17 and after.

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

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. Students should consult with their mentors and with the Political Theory field convenor to plan which of the available courses at the 300- and 400-level (including directed reading courses) will be most appropriate in light of the student’s previous preparation. During their first and second years, students are expected to become conversant with the selections on the Political Theory Core Reading List (see page 3).

Pre-candidacy Requirements for 1st Field Political Theory Students

Students declaring Political Theory as a first field must satisfy the following requirements prior to being eligible to advance to candidacy:

1) Performance in Classes: Students declaring PT as first subfield will be evaluated on class performance and substantial papers written in (at least) four approved courses; ordinarily this will include at least one course in Ancient, Modern, and Contemporary theory. Students will have satisfied the requirements of PT as a second field after they have completed four PT courses with a grade of A- or above.

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, in addition, write a field paper in PT. See section 2.4 of 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:

1) Complete four PT courses with a grade of A- or above; ordinarily this will include at least one course in Ancient, Modern, and Contemporary theory.

Students declaring PT as a second subfield will be evaluated on class performance and substantial papers written in (at least) four approved courses. Students with PT as a second subfield do not have to 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:

1) Complete two PhD level courses in Political Theory 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 Political Theory field. These classes must be taken in addition to the one class all students must take to fulfill the Theory requirement.

**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 Chapter 2 of 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. Courses that fulfill this requirement in 2017-18 include:

**Fall**
None

**Winter**
PS 330A Origins of Political Thought (Ober)

**Spring**
PS 331 High Stakes Politics (Weingast/Ober)
PS 437C 20\textsuperscript{th} Century and Contemporary Political Theory (Chapman)

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

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, 34-37-40, 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* (Dedicatory letter-I.18; I.25-34; I.37; I.55; I.57-9; preface to II-II.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*.


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)

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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” (*Persecution and the Art of Writing*); “The Three Waves of Modernity” (*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 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*