

HANDBOOK

OF THE

DEPARTMENT OF POLITICAL SCIENCE

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

REGULATIONS AND PROCEDURES

FOR THE

MASTER'S AND DOCTORAL PROGRAMS

Academic Year 2003/2004

POLICIES AND PROCEDURES

OF THE GRADUATE PROGRAMS

NOTE: In respect to subject offerings within this handbook, not all subjects are offered each year.

A. ADVISORY SYSTEM

During the summer prior to entry in the graduate program, all first year students are assigned a faculty advisor. While students' academic preferences and interests are respected insofar as possible, the Department tries to achieve a roughly equal distribution of advisees among the faculty. Students may request a change of advisor at any time.

All first year students meet with their advisor on registration day. Registration of all students takes place in the Department's Student Lounge (E53-368) on the third floor. The Department Graduate Administrator handles this registration.

On registration day there is an orientation meeting for all new students attended by faculty members and some staff.

B. GUIDELINES TO THE NORMAL WORK LOAD PER SEMESTER

Full-time graduate students typically take four subjects per term, but the subject load varies from student to student and from term to term. A student's advisor determines the minimum load for each full-time student. The Department does not require students to write more than two full-length term papers per semester. Students who commit to writing two such papers have the option in other subjects of an examination, a take home examination, or some other exercise which allows concentration on the readings. The presumption is that an exercise based on the readings of the subject can be as rigorous and as demanding as a term paper.

Teachers assigning major term papers are expected to reduce required reading assignments for at least three or four weeks during the semester in order to facilitate term paper completion before grades are due.

With the help of their advisors, students should aim for an appropriate balance of term paper writing, systematic reading, and drills and exercises for specialized skills. This balance may differ from term to term, and individual students may find that their education is best advanced by writing more than the minimum number of term papers.

The faculty provides information at the beginning of each term as to the expected character of the work load of each of their subjects, and specifically whether (1) a term paper will be absolutely required, (2) an option of term paper or examination based on subject readings will be given, or (3) no term paper will be required.

Summary: Guidelines for Progress in the Doctoral Program
(see Handbook text for elaboration)

MILESTONES	END OF SEMESTER #
All pre-dissertation requirements complete	5
First Colloquium	6
Second Colloquium	10
Thesis completion	17*
*not later than	

C. INCOMPLETES

Students may not accumulate more than one incomplete during any single semester in residence. Students may not register to take general exams if they have accumulated a total of more than two incompletes. Faculty members have the discretion to give a student a grade of incomplete, accompanied by a specific date by which the work is to be completed. **This date may not extend past registration day of the following term. If the work is not completed by registration day, the incomplete grade will be deemed permanent.**

Petitions to extend this deadline are approved under the following circumstances: (1) if the student is writing a term paper intended to be submitted as the Major Research Paper, (2) if a convincing case is made that some other valid educational purpose will be served by permitting the students to complete work for the subject, and (3) if medical or other emergency situations have prevented the student from completing the work on schedule. Petitions are submitted to the Graduate Program Committee with comments by the instructor of the subject in question. Petitions should include a date by which the work is to be completed. Students who anticipate requesting an extension for any of these reasons are strongly encouraged to **submit their petitions at least a week in advance of registration day** to remove uncertainties about their status.

Shortly after grades are reported, students with incompletes, and their advisors, are reminded of departmental policy on incompletes. **If an excessive number of incompletes remain on a student's record on registration day of the subsequent term, his or her registration papers will not be processed without the approval of the Graduate Program Committee. ("Excessive" refers either to (1) more than one incomplete remaining from the previous term, or (2) more than two previously accumulated incompletes.)**

Students are permitted to register if they can demonstrate that the relevant work was submitted to the professor, even though a grade has not yet been submitted for the subject. (Grades not yet submitted for fall term subjects taken at Harvard are not considered incompletes for registration purposes in the spring term.)

D. FINANCIAL AID POLICY

Graduate students may be funded by a variety of sources within and without MIT, including fellowship awards, research assistantships (RAs), teaching assistantships (TAs), and loans. Except for loan programs, which are administered by the Institute, the Department is responsible for setting eligibility requirements for financial aid. Fellowship awards from department resources are initially made by the Admissions Committee. The Department's Administrative Officer is responsible for assigning students to teaching assistantships and to certain research assistantships subject to faculty approval. Other individuals (e.g., faculty members) and organizational units (e.g., the Center for International Studies) associated with the Department also provide some financial assistance to students, mostly in the form of research assistantships. Those opportunities are administered by the faculty and programs directly. The Department announces financial aid opportunities to students, regardless of source.

Students seeking financial aid are encouraged to check with the Center for International Studies, which often administers graduate student awards for programs related to the Center's work. Recent examples include the SSRC dissertation grant program and the National Science Foundation Traineeship in Democratization. A separate application process is required for students seeking support from the MIT Security Studies Program based at the Center.

In general, students in the Master's degree program are not eligible for department fellowships or for RA or TA appointments. They are usually eligible for RA appointments on externally funded research projects including those directed by department faculty.

Department Financial Aid Program for PhD Students

The Department offers several merit-based financial aid awards to first-year PhD students, which provide up to five years of tuition plus stipend. These awards cannot be postponed if the student withdraws during this period. Students admitted into the PhD program from the SM program are treated as first-year students for purposes of financial aid.

The Department maintains information about other fellowships and assistantships available to entering students. These are also generally awarded on the basis of merit, but may be tied to work in a specific field or to special department resources.

Support for minority students is one of the Department's priorities. The Department recommends eligible students for tuition grants offered by the Graduate Students Office and also supports them with its own funds.

Departmental support during the first year is in fellowship form. Some or all of the funding after the first year is normally in the form of Research Assistantships (RA) and Teaching Assistantships (TA). Students receiving financial aid from the Department are expected to TA at least once during their third through eighth terms in residence. Students beyond their eighth term in residence may also apply to TA. TA assignments are made by the Department's Administrative Officer, in consultation with faculty responsible for the subjects to be taught. Entering students are not usually considered for appointment as teaching assistants.

All students seeking departmental financial aid are required to submit a financial aid form each year. This requirement includes students who are currently receiving department funding. Financial aid forms and applications for TA-ships, are available March 1, and must be completed by March 31. Students who have independent means of support, including outside fellowships, are asked to fill out a form each year (for the Department's reference) indicating their financial needs and resources. The Department's Administrative Officer finalizes aid decisions and informs students of their assignments for the following year in early May.

Provided that grades and faculty evaluations are satisfactory (see Assessing Academic Performance), first-year students who receive multi-year awards from the Department will have their awards renewed. All awards are contingent on making good grades and progress toward a degree. In exceptional circumstances, some additional awards may be offered to students who did not receive first-year awards but whose academic performance ranks them with those receiving such assistance.

Students not assigned to TA who receive departmental support are normally designated "Department RAs." Department RAs are required to work an average of 12-15 hours per week on a research project for a department faculty member. Department RAs are responsible for making arrangements with faculty for research projects. Department RAs must provide the name of the supervising faculty member and a brief description of the research project to the Department Administrative Officer on or before registration day. Funds for department RAs cannot be released until this requirement is met.

During their first year in the program students should look into opportunities for research assistantships for the future. In particular, students are encouraged to contact faculty members who teach undergraduate subjects that are entitled to a TA (enrollment over 25). Students should also seek funding from outside the Department and outside the Institute. The Center for International Studies frequently administers award programs funded with outside sources. A number of students have won NSF awards, Jacob Javits Fellowships, SSRC pre-dissertation awards, SSHRC (Canadian Council) grants, and other fellowships from private foundations, the United States, and other governments.

Students, including those with departmental funding, who have completed two and a half years in the doctoral program but have not completed all pre-dissertation requirements are typically not eligible for financial support from the Department, including TA/RA-ships. In exceptional cases, this rule may be waived by the Administrative Officer in consultation with faculty.

Lists of doctoral research fellowship programs from outside sources are available in department headquarters and on the Department's computer network. Deadlines for most doctoral research programs are in the fall, and awards are announced the following spring. Second-year students are urged to discuss their doctoral research plans and possible funding sources with their advisors in the fall.

Post-Generals Fellowships

Students beyond their fifth term who have completed general examinations and all pre-dissertation requirements may be eligible for other forms of aid. Students who remain in residence and are **neither** research **nor** teaching assistants are eligible for "phantom" fellowships covering 75% of their tuition. For students who entered the program before fall 1993, phantom fellowships are available for a maximum of **two** semesters, one of which may be the semester in which the dissertation is submitted. Students entering in fall 1993 and thereafter will be eligible for one phantom fellowship to be used at their discretion. **Students who withdraw from the doctoral program in September of 1999 or thereafter and subsequently re-apply, will be subject to the Department financial aid policies in place at the time of their readmission.**

Non-resident Status

Students who have completed **all** pre-dissertation requirements and who are not utilizing Institute facilities (except the libraries) may apply through the Department to the Graduate Students Office to undertake Non-resident Doctoral Thesis Research. Non-resident students pay 15% of regular tuition. Non-resident students may **not** receive funds of any sort from the Institute, and are not eligible for desks or office space on campus. See the *Graduate Policies and Procedures* <<http://web.mit.edu/gso/gpp/>> for details on non-resident status.

Foreign Students

The Department makes no distinction between foreign and American students in the allocation of its own funds, but has no control over eligibility requirements for U.S. government loans or U.S. or other government funded programs.

Assessing Academic Performance

In the allocation of Departmental funds, the faculty is concerned with the **quality** of the student's academic performance (as assessed by grade and faculty evaluations), the number of subjects completed, and whether the student is making good progress in the completion of degree requirements (such as completing the Major Research Paper in a timely fashion).

First-year students receiving department fellowships are expected to take four subjects each semester and may have no more than two outstanding incompletes by registration day of their second year.

Pre-dissertation students appointed as Department RAs or TAs are expected to take three subjects in the semester of their appointment, two of which must be completed by registration day of the following semester in order to remain eligible for financial aid.

Students writing dissertations who are appointed as Department RAs or TAs are not required to take subjects, although they may do so. These students must register for at least 36 units of

thesis, be actively working on their dissertations, and must make adequate progress as indicated by a "J" grade on the thesis.

Any deviation from these subject load expectations must be approved by the student's faculty advisor and reported to the Chair of the Graduate Program Committee at the time of registration, or when dropping a subject would take a student below the expected subject load.

Deviations from Written Policy

The Department recognizes that exceptional circumstances may make it impossible for students to fulfill the expectations outlined here. In such cases the special circumstance should be reported immediately to the student's advisor and the Graduate Program Committee. The Committee may consider waiver of the expectations upon written petition by the student.

REQUIREMENTS FOR THE SM DEGREE

REQUIREMENTS FOR THE MASTER OF SCIENCE IN POLITICAL SCIENCE

A. The minimum number of subjects required for the SM Degree is **six** graduate subjects, at least **four** of which must be completed in the Political Science Department at the Massachusetts Institute of Technology. The remaining **two** subjects may be taken at MIT or through cross-registration at Harvard University.

The student must have completed satisfactorily a program of study of at least 66 units, of which 42 units shall be H-level subjects, and a thesis, both acceptable to the department.

B. A 3.5 grade point average must be maintained for subjects toward the SM degree.

C. The Master's program requires a minimum of three semesters, typically fall, spring, and summer (summer tuition is subsidized by MIT). Students are normally not permitted to enroll for more than seven semesters to complete the degree.

D. A Master's thesis is required, which must be read and approved by two faculty members and defended orally before them. It is the responsibility of Master's candidates to seek out two faculty members to serve as principal advisor and second reader of the thesis. These faculty members should be consulted regularly during the planning and writing of the thesis, with outlines and drafts of work in progress reviewed according to some mutually agreed schedule. **The first thesis draft must be submitted by the end of the second term.**

E. Students should consult the MIT *Specifications for Thesis Preparation* booklet <<http://libraries.mit.edu/archives/thesis-specs/>>, and the Department's guidelines, for rules governing the format for submitting the SM thesis. These rules are enforced. See the Graduate Administrator for details.

REQUIREMENTS FOR THE PHD DEGREE

REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY IN POLITICAL SCIENCE

These requirements fall within the framework of the general policies and procedures of the Graduate Students Office as stated in its *Graduate Policies and Procedures* <<http://web.mit.edu/gso/gpp/>>.

All forms for pre-dissertation requirements are available on the Department website at <<http://web.mit.edu/polisci/grad/forms/html>> or from the Graduate Administrator.

NOTE: In respect to subject offerings within this handbook, not all subjects are offered each year.

A. FIELDS OF STUDY

Each student must develop and demonstrate competence in four fields of study, one of which must be the field of Political Analysis.

1. A student will satisfy requirements in two of these fields, including Political Analysis, in the following manner:
 - a. The Political Analysis requirement is fulfilled by satisfactory completion of from two to three subjects, or equivalent work, the number depending on the student's experience prior to admission (see full description below).
 - b. A second or "minor" field requirement is fulfilled by satisfactory completion of three graduate-level subjects, or equivalent work, as designated in the field descriptions in this handbook. (Students may also, in some instances, be required to attend a non-credit or nominal credit (one unit) field seminar.) Alternatively, a student has the option of taking a three-hour written examination in the minor field if offered by the Department.
2. Requirements in the two remaining fields, considered the student's major fields, are satisfied by a written and oral general examination in each field (see Section E).
 - a. There is no set number of subjects required for major fields. A student's preparation should be guided by the field descriptions in this handbook, field reading lists (when available), and the advice of faculty members. In some fields there may be a special methodology requirement or students may be expected to participate in a field seminar.
3. In selecting their major and minor fields students are strongly advised to bear in mind the following:

- a. There should be breadth in the choice of fields. Students planning to enter teaching should choose fields that will enable them to teach a variety of upper level undergraduate subjects. While colleges and universities continue to look for scholars with specializations, they are often concerned that their younger faculty have the versatility to teach undergraduate subjects in several fields. Students intending to seek careers in government and in research institutions should seek some breadth in their choice of fields so as not to foreclose opportunities for teaching and to expand their opportunities in non-academic institutions.
- b. At the same time the combination of fields should enhance the student's capacity to engage in original research. There should be intellectual coherence to the entire program, balancing breadth in the discipline with a degree of specialization.
- c. There should not be excessive overlap among chosen fields. Several fields offered by the Department are too closely related to be desirable combinations. See below for a listing of fields; some specific combinations must be reviewed to ensure sufficient breadth before being approved.
- d. Irrespective of the fields chosen, students should attempt to incorporate into their fields of study a comparative perspective. Students concerned with American social policy, for example, might do some subject work in the social policies of other advanced industrial countries while students concerned with the U.S. defense and arms control policies might develop some familiarity with the defense and arms control policies of other countries.

4. Choice of Fields

Students are expected to take general exams in two of the following fields.

American Politics and Public Policy
 Comparative Politics*
 International Relations
 Models and Methods
 Political Economy*
 Political Philosophy and Social Theory
 Security Studies

*Students combining political economy with comparative politics must have their program of study approved by two professors, one from each field. Copies of the program of study and approvals are kept in the student's departmental file and forwarded to the exam coordinators and readers for each field.

It is the responsibility of the student, in consultation with their faculty advisor, to propose a combination of fields that is coherent, provides breadth, and yet contains a degree of specialization. **At the beginning of the student's second year in the program and at least one semester prior to taking general examinations, each student should submit to his or her**

advisor a brief statement describing and explaining the choice of major and minor fields.

The statement must be initialed by the advisor and submitted to the Graduate Administrator. If the advisor is uncertain as to whether the proposed combination meets the spirit of these guidelines, the Graduate Program Committee should be consulted.

5. Other than as already indicated, there is no set number of subjects or degree units required for completion of the PhD degree. Approximately two years are ordinarily required to complete all subjects, major research paper, language and other requirements, and to prepare thoroughly for general examinations. Students who have not had appropriate undergraduate preparation may take longer, while in some instances students with a Master's degree may need less time. Students proceeding at a normal pace are expected to have completed all pre-dissertation requirements no later than the end of their fifth term.

B. POLITICAL ANALYSIS REQUIREMENT

The Political Analysis requirement is designed to ensure that all graduate students are able critically to develop and examine their own and other political ideas in their academic and political contexts. Students must also achieve competence in research related skills, including statistics and research methodology, that are essential to a professional political scientist. Familiarity with different philosophies of social inquiry will help students make informed and innovative contributions to their fields of interest. **These objectives are met by three broad requirements specified below: normative analysis, empirical methodology, and statistics.** Many students will already have completed relevant work in normative political theory and statistics prior to admission; those who have not should follow the guidelines below. Required subjects in normative analysis and statistics should be completed by the end of the student's first year in the PhD program. To satisfy the political analysis requirement all subjects must be completed with at least a grade of B. Certification for political analysis is given by designated faculty members.

1. Normative Analysis

A sense of the relative importance of political problems, guided by an understanding of political values (justice, equality, liberty, the common good), is a prerequisite to sophisticated political argument. A professional political scientist must be able to assess proposals, evaluate contemporary events, and argue political positions in a way that is informed by such values. These abilities would normally be demonstrated by satisfactory participation in at least one semester of middle-level historically or topically organized subject work covering original materials from either the modern (19th and 20th centuries) or earlier literature of normative political theory. For students not satisfying this requirement at admission, they may take when offered: Political Philosophy (17.000), Foundations of Modern Political Thought (17.008), The History of Ancient and Medieval Political Philosophy (Harvard Government 1060), The History of Modern Political Thought (Harvard Government 1061), or Contemporary Political Philosophy (Harvard Philosophy 171), or other suitable subjects approved by the Department's Graduate Program Committee.

To meet this requirement on the basis of other graduate or undergraduate work, a student should have done work equivalent to that covered in one of these subjects. In making this judgment, there are no hard and fast rules applied.

It would be helpful to bear in mind, however, that the MIT and Harvard subjects usually require (a) primary reliance on original rather than secondary sources, (b) exposure to the writings of several significant theorists from both modern and pre-modern periods, and (c) oral and/or written presentations giving evidence of the student's ability to develop, argue for, apply, and critically evaluate normative political philosophies.

On request of a student, a written examination in this area will be offered, and if passed, will satisfy this requirement.

2. Empirical Research Methods

The Department emphasizes the importance of acquiring expertise in social science research methods. As professional social scientists, graduates of the program should be familiar with methods of generating, analyzing, and interpreting both quantitative and qualitative data. Students should know how to formulate hypotheses, operationalize concepts, construct measures, and test hypotheses with appropriate data. At a minimum, students should master basic statistics and, where appropriate for their interests, a more advanced knowledge of statistics and mathematical models of politics. Students should also develop, according to their interests, knowledge of various methods of data collection, such as survey methods, psychological testing, content analysis, documentary research, case analysis, and participant observation, and the appropriate methods for analyzing these data.

Apart from the need to develop research skills appropriate to their own research, students should be able to understand and utilize a wide range of social science scholarship. They should have an adequate mastery of methodology, research design, and statistics to enable them to assess the validity of scholarship appearing in professional journals.

Although relevant research experience occurs in a variety of settings, including substantive subject work and the major research paper, specific research training, as in advanced undergraduate or graduate level subjects, is expected; this work should contribute to the student's methodological sophistication. The equivalent of two semesters of course work are required of all PhD students, one in each of the following categories.

a. Empirical Methodology

One of the following:

- | | |
|--------|--|
| 17.430 | Research Seminar in International Relations (Oye) |
| 17.878 | Qualitative Research: Design & Methods (Meyer, Staff) |
| 17.888 | Field Research Methods in Comparative Politics and Political Development (Locke) |
| 17.874 | Quantitative Research Methods II: Multivariate Political Analysis (Ansolabehere) |

b. Statistics

- | | |
|--------|--|
| 17.872 | Quantitative Research Methods I: Introduction (Ansolabehere) |
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NOTE: A written test is offered in November of each year for students who have had previous training in statistics and wish to satisfy this part of the requirement by examination.

C. MINOR FIELD REQUIREMENT

The following requirements apply to the minor field:

1. Three subjects in the particular field.
2. The field may be one of those regularly offered by the Department or an outside field offered by another department at MIT or elsewhere (see 6 below).
3. The requirement may be completed by obtaining at least two B's and one A grade in three graduate subjects.
4. When the field is in political science, but the subjects were taken while at another university, the field chair may accept two subjects towards fulfilling a minor field requirement if they are graduate-level subjects comparable to those offered at MIT.
5. In lieu of subjects, students may also satisfy the minor field requirement by taking a three-hour written examination if it is offered by the Department.
6. Students may offer fields not on the list of formally recognized fields offered by the Department, which may be in another discipline or may be a newly designed field within political science. The field may be taken in another department at MIT or Harvard, or may have been taken prior to joining the graduate program at MIT. The field should be coherent and relevant to the student's overall program of study, and be approved by the student's advisor. **Final approval is required by the Graduate Program Committee. Students proposing to offer an outside field should submit their proposal to their advisor and to the Graduate Program Committee at least one semester prior to taking general examinations.** The proposal must contain a full description and justification of the field and be supported by two faculty members. The proposal should also indicate what fields the student intends to offer for the general examinations.

D. LANGUAGE REQUIREMENT

Candidates must satisfy a departmental language requirement. The language requirement serves two purposes. The first is to assure that students can read one foreign language well enough to have access to the literature, especially the social science or historical literature, written in that language. In all fields within political science, important contributions have been made and reported in languages other than English. All graduate students should therefore be able to read books and articles of average difficulty in one foreign language. Students whose research interests require the study of particularly difficult languages in which little or no social science literature exists will be encouraged, but not required, to satisfy this general purpose with a second, more conventional foreign language.

This competence may be established in either of two ways.

1. Students may provide evidence to their advisor that they have successfully completed at least one year of intermediate level work (i.e., second year level work with a grade of B or better) in college in a foreign language. (Language study in secondary school, at whatever level, is not acceptable.)
2. Alternatively, students may demonstrate their competence to a designated faculty member, normally by translating for one hour (with a dictionary if desired) a passage of moderate length and difficulty from a book or article relevant to the student's general field of interest. The Department designates one faculty member for administering the exam with regard to a given language. In the event that no faculty member is available to examine in a given language, the Chair of the Graduate Program Committee will locate an appropriate alternative at MIT or elsewhere.

The second purpose of the Department's language requirement is to encourage students whose principal research involves the study of politics in a foreign country to attain facility in that language at an early stage in their graduate education. Before students leave for foreign field research, they must notify their thesis chair of their reading ability and reasonable facility for conversation in the language of the country being studied. Exceptions may be made for students who cannot without unreasonable difficulty learn the language of the country while at MIT.

E. GENERAL EXAMINATIONS

The General Examinations consist of a written and an oral examination in each of the student's two major fields. Any deviations from the standing list of fields must be reviewed and approved by the Graduate Program Committee as indicated in that section of the Handbook. Students are encouraged to take general exams when they feel ready, with the expectation that all pre-dissertation requirements should be completed no later than the end of the fifth semester in residence.

General exams are offered twice a year in late September and early May. Students may be examined in both fields during the same exam period or in each field separately. The Department strongly recommends the first option. If both exams are taken, separate day-long written exams are followed the next week by an oral exam of approximately two hours, given by two faculty members from the student's primary field and one faculty member from the student's secondary field. If only one exam is taken, the oral exam is given by two faculty members from the field in question plus a third faculty member drawn from the faculty as a whole.

Proposals for special exam fields should be discussed with and reviewed by the student's advisor and submitted in writing to the Graduate Program Committee for approval. The proposal must contain a full description and justification of the field and be supported by at least two faculty members. The proposal should also indicate what other fields the student is offering for the general examinations and the minor field. Such requests should be made as early as possible so that plans for generals can be made well in advance of the examination date. **Approval must be given in writing by the Graduate Program Committee no less than one full semester before the examination is taken.** The Graduate Program Committee reviews such proposals during the first and last week of each semester.

A special field should have a significant body of theory, a substantial literature, and be comparable in scope to recognized fields offered by the Department. It should not substantially overlap with other fields offered by the student.

Purpose of General Exams

The general examinations seek to discover a student's "command" of the field. Command is achieved through a mixture of subjects, reading, research, and seminar attendance during the entirety of a student's graduate experience, as well as more focused attention during the weeks or months allocated to generals preparation.

Command has two aspects. First, the student should have a reasonably complete map of the basic arguments in the field and how they have developed. This naturally implies familiarity with the empirical base relevant to the field. Thus, the student should have read the most widely cited literature in the field. The faculty in some fields prepare suggested lists of such classics. If not, individual students or groups are urged to prepare their own lists and discuss them with faculty in the field. Students should also be broadly familiar with the most recent debates in the field, which can be achieved through some combination of subjects, lectures, seminar attendance, direct reading of the relevant articles and books, exchange of outlines with colleagues, etc.

The second aspect of command is somewhat more problematic, but nevertheless, it is central to the Department's purposes. Students are expected to adopt a critical perspective on the field and be able to articulate it. A critical perspective has two components, both important. First, students should be able to critique the literature and the debates of the field. But more importantly, they should be able to demonstrate some creative engagement with the field. This might include an ability to sketch out how the student thinks the frontiers of the field might be extended. What paths appear most promising, and which ones the least? What new ideas has the student generated as to what the next steps should be? How would the student go about pursuing them? Has the student encountered literature and concepts from other fields of political science that might be useful to this exercise? Such examples suggest the creative aspect of command.

We recognize that this is a major undertaking and that it is difficult to test or demonstrate this ideal description of command in the course of fairly brief written and oral general examinations. But students spend many hours studying for generals, and much can be achieved if those hours are directed at these objectives. The level of command sought is very useful in three ways. First, it gives students a tremendous foundation for the development of a thesis proposal and provides intellectual capital for subsequent academic work. Second, it provides the foundation for initial teaching responsibilities at the outset of an academic career. Finally, it provides the essential basis for the maintenance of a community of professional political scientists capable of easy communication regardless of whether or not they have ever met, which eases the way for cumulative scientific progress.

Timing

Generals are offered in late September and early May. **Exceptions to the timing of exams will not be made.*** A request for an exception must be made in writing to the Chair of the Graduate Program Committee who, in consultation with the Department Head, will take under advisement. No other member of the faculty is authorized to allow exceptions to the timing of generals.

Students inform the Graduate Administrator **no later than registration day** that they plan to take general examinations that term.

*Students who fail a September exam may re-take it in February if eligible.

Procedures for General Exams

Written examinations are normally scheduled to begin at 9:00 am and end at 5:00 pm. Students are permitted to go wherever they like, and consult whatever materials they wish. Students are required to write notes or outlines in preparation for answering each question. These notes must be typed or handwritten that day and submitted with the completed exam. Students may not incorporate previously written blocks of text into their examination answers in any manner. The completed exam should not exceed twenty-one double spaced pages, with one-inch margins, and 12-point type. Students who exceed this limit should expect the readers to deal arbitrarily with the additional pages. Exam answers and notes must be paginated.

Confusion over proper conduct has occasionally emerged in past examinations, and makes the following statements necessary. On written examination days from 9:00 am to 5:00 pm, examinees are not allowed to discuss the exam questions or possible answers with anyone. They are not allowed to ask anyone to provide any service to them, except to deliver lunch. Others may not provide research assistance, print articles, search the Web, check out library books, etc.

If a violation of the rules is observed by a faculty member or the staff member in charge, the exam may be suspended. The incident will be investigated. If a violation is reported after the day of the exam, the report will be investigated. Investigations may result in disciplinary action.

The only reference that a student may consult during the oral exam, are copies of the student's written examinations.

Examiners

The selection of readers and oral examiners is made by the Department Graduate Administrator and the Chair of the Graduate Program Committee. The faculty chairs in the fields to be examined normally compose questions in consultation with other faculty. Before and between the written examinations, a student is not informed of the names of the examiners. After the written exams are completed, a student is told the members of their oral exam committee, which is subject to change. Each of the two written exams is graded by two faculty members.

Policy on Failing Grades

Students who are given a failing grade by **both** examiners on a written exam are not permitted to take the oral exam in that field during that same exam period. The failed written exam must be retaken and passed at the subsequent exam period before orals can proceed.

If **one** of the two readers gives a failing grade on a written exam, the oral exam is held as scheduled.

Students who receive a failing grade following an oral examination, including the written part, are normally permitted to repeat the entire examination on a subsequent occasion. A second failure is likely to result in a decision by the examiners not to permit re-examination.

Feedback

After the oral exams, a discussion is held with students concerning their level of performance. In addition, at the student's request, the Department's Graduate Administrator will give them written comments faculty members have made for both the oral and written portions of the exam.

F. MAJOR RESEARCH PAPER

Each student must satisfactorily complete a major research paper.

The Major Research Paper is a professional quality paper of approximately journal article length that must be accepted and orally defended. Major research papers are supervised, read, and evaluated by two faculty members knowledgeable in the relevant field.

This paper has three major objectives:

1. To provide an opportunity for advanced and original work on a problem of major interest to the student. The paper is normally in one of the student's two major areas of concentration.
2. To promote student-faculty discussion of theoretical and research issues, along with criticism of style and presentation as part of the training for doctoral thesis research.
3. To expedite progress on the dissertation. A student may, for example, explore a portion of the relevant literature, deal with a theoretical issue, or analyze data relevant to a potential dissertation topic.

The major research paper may be based upon research previously accomplished, such as the Master's thesis, but it must not stop there. It must involve original new work so as to furnish a basis for student-faculty interaction. It should not be merely a description of the work of others, although a creative criticism of a body of literature may be acceptable.

The paper may primarily involve analysis of empirical data or focus on a theoretical or conceptual problem, but it must, in any case, demonstrate a capacity for original work. The

effort is expected to be well beyond that of an ordinary term paper, but the length should not exceed about forty double-spaced pages, as brevity is highly desirable. While it is hoped that each year some of the major research papers will be published, publication is not a requirement since it obviously depends on many factors other than educational utility or overall quality of effort.

Students are urged to submit drafts to the two readers of the major research paper. **It is their responsibility to maintain close communication with the readers during the research and writing of the paper.** Revisions are to be anticipated and it is not uncommon to write several drafts.

G. DISSERTATION PROCESS AND COLLOQUIA

Doctoral theses generally require the equivalent of at least one full-time year of academic research. Writing a dissertation usually takes a substantially longer time. Each doctoral candidate is expected to register on a resident or non-resident basis for thesis in all periods during which he or she is actually working on the thesis, and this work must be carried out under the supervision of a department faculty member.

1. Thesis Committee

After completing general exams students are expected to form a thesis committee to work with them throughout the research and writing stages of their dissertation. The chair and at least one other member of the three-person committee are normally active faculty members within the Political Science Department at MIT. The third member may be from another department or another institution. Exceptions to this rule may be made by the Chair of the Graduate Program Committee. In every case the **thesis committee must include at least two members of the Political Science faculty**, even if this requires a thesis committee of four. **The committee must be formed before presentation of the first dissertation colloquium.**

2. First Dissertation Colloquium*

By the end of the term following completion of general exams and **all** pre-dissertation requirements, students must prepare a written dissertation proposal and give an oral presentation to the thesis committee and other interested faculty and students at a First Dissertation Colloquium.

The first colloquium is intended to shape a research strategy which (a) meets the standards of the Department, and (b) represents a feasible and appropriate attack on the problem. The student's presentation should be designed to facilitate probing criticism of the proposed theoretical and methodological approaches. It is intended as a collective work session, not simply a presentation to an audience. First colloquia are scheduled for two hours, but the public portion should normally not last more than an hour and a half, with at least half an hour at the end reserved for discussion among the thesis committee members and the student. **If the committee does not approve the dissertation proposal as presented, it may require that the colloquium be repeated (as, for example, in the case of a new or substantially revised topic) or agree on the need for a revised proposal to be prepared, reviewed, and approved by the committee.**

Registered students who have not had a successful first colloquium by the end of their second term after completing pre-dissertation requirements will be given a U (unsatisfactory) grade for their thesis work in that term.

3. Second Dissertation Colloquium*

The second colloquium is intended to provide an opportunity for detailed substantive interaction between the writer and the thesis committee at a time when a significant portion of the empirical research has been carried out and a substantial amount of writing has been done. The dissertation project as a whole should be about half completed, with two or three chapters drafted and ready for the committee to read. The basic findings or results of the dissertation research should be clear by this point. The second colloquium should not be scheduled so late that, in effect, it replaces the thesis defense; rather, it should provide the opportunity, if necessary, for a mid-course correction.

Second colloquia are scheduled for up to two hours, but student presentations should be limited to about 40 minutes. The presenter should prepare and distribute tables of major results, theoretical diagrams, and summary conclusions in printed form. The oral presentation should give an overview, with the written supplements designed to allow questioners to probe in depth.

Since students, for good reasons, proceed at different rates through the dissertation writing process, it is difficult to impose rigid deadlines for the second colloquium. The departmental norm is that the second colloquium should be held no later than the end of the fourth term after the successful completion of the first colloquium. Most students, particularly those who have been working full-time on their dissertations, complete much of their research and some of their writing during this two-year period.

***Colloquia announcements and summary statements must be distributed first to the Graduate Administrator (hard copy) and then to the Department by email <ps-all> at least one week in advance of the event. Please see the colloquia guidelines below. Colloquia must be held during regular term time (Fall and Spring).**

4. Colloquia Procedures and Announcements

- a. **All** requirement forms (including major research paper) must be completed and submitted to the Graduate Administrator **before** a student can hold a first colloquium.
- b. Students must have a complete thesis committee and indicate the chair. If any member is outside the department, their affiliation must be specified (see below).
- c. Hard copy announcements of both First and Second Colloquia of up to two pages (single spaced) must be submitted seven days in advance of the event to the Graduate Administrator. Students are responsible for sending the announcement in email to <ps-all> also seven days in advance.
- d. A format such as the following is appropriate:

1. Statement of Problem

The statement should include both specific details and conceptualization of the broader theoretical issues involved (e.g. diffusion of innovation, decision making, effects of government domestic interventions considered as experiments, bargaining theory, theory of meaning and symbolic interaction, theory of conflict resolution, theory of mass movements and voluntary actions, etc).

2. Hypotheses

Major hypotheses and research questions should be stated explicitly and systematically.

3. Methods

Multi-method approaches, experimental designs, sample designs, scheme for content analysis, etc., should be stated explicitly and briefly. Operationalizations for all major dependent and independent variables should be described.

4. Problems Anticipated (First Colloquium)

5. Results and Major Findings

5. Thesis Defense

A final oral examination on the thesis is held after it has been submitted and evaluated by the thesis committee. This defense is usually held at least one month prior to the date the thesis is due in Department Headquarters. Final approval of the thesis is given after any required changes have been made and the thesis has met all established requirements stipulated by the Graduate Students Office.

Students should consult the MIT *Specifications for Thesis Preparation* <<http://libraries.mit.edu/archives/thesis-specs/>> booklet, as well as the Department's guidelines, for rules governing the format for submitting the PhD thesis. These rules will be enforced.

6. Unsatisfactory Progress

The U grade is the Department's first mechanism to alert the student of performance problems. Faculty may employ the U grade in any semester when they judge that the student is not making progress on the dissertation. The Department as a whole may request a "Dean's Warning Letter" in the event of a single U, and will likely do so in the event of two consecutive U's. A third U would, in all probability, lead to the student's dismissal from the program. The thesis committee chair, may, at their discretion, change a U grade to a J, should new facts warrant such an action.

7. Satisfactory Progress

The grade of J (satisfactory) for thesis will be given when there is demonstrated evidence of progress. In the specified semesters, colloquia are sufficient evidence of progress. In other semesters evidence may include any of the following:

- a) draft chapters
- b) extensive outlines
- c) a written progress report
- d) language study, if such study is required for the thesis
- e) improvement of particular analytic techniques or skills required for the thesis
- f) write-ups of interviews
- g) semi-processed research, such as summaries of, or guides to, archival materials, or government documents
- h) literature review of the state of the field, as it bears on the thesis topic

Time Limit for Completion of the Dissertation

Graduate students are normally expected to complete their dissertation within six years after passing general examinations. A student who has not submitted the dissertation within that time is responsible for formally requesting an extension of the time limit.

Extensions are normally granted to students who, in the judgement of their thesis chair and the Department Head, are making reasonable progress toward completion of their dissertation. Extenuating circumstances (e.g., employment, maternity, family obligations, illness) are taken into account. Students able to anticipate that particular circumstances will prevent them from making substantial progress on the dissertation during a given period of time, are advised to inform the thesis chair and request that this time period not be counted as part of the six year limit.

The Department is responsible for reminding graduate students in writing of this deadline at least one year before it takes effect. A student who does not expect to complete the dissertation by the end of the six year period must request in writing for an extension of the time limit, explaining the circumstances causing the delay and indicating the progress being made on the dissertation and the expected date of completion. Regardless of whether the student has already held the Department's two required thesis colloquia, the student must hold a thesis colloquium as part of the application for an extension beyond the six-year time limit. The Department Head and the thesis chair then jointly decide whether the time limit shall be extended and for how long, taking into account all extenuating circumstances.

If either the Department Head or the thesis chair believes that the circumstances do not warrant an extension or renewal of a previous extension, the entire faculty is consulted before a student is dropped from the Department's rolls. The faculty may also impose particular requirements on individual cases, e.g., that the time limit may not be extended beyond a certain date.

A student dropped from the rolls through this procedure may subsequently apply for readmission to the Department. The faculty as a whole considers such cases and may impose special requirements as it sees fit.

H. READMISSION

Students who withdraw from the Department or fail to register must complete a Withdrawal Notification form. All students who withdraw must complete an Application for Readmission

one month prior to the term in which they plan to return. Students applying for readmission after a lapse of one academic year or more must pay the applicable MIT application fee. Withdrawal Notification and Application for Readmission forms are available on the Department website at <http://web.mit.edu/polisci/grad/forms/html> (See the Graduate Administrator for details.)

Students withdrawn from the Department for five or more years who apply for readmission to the Department of Political Science are reviewed by the Chairs of the Admissions Committee and the Graduate Program Committee, and by the Department Head. The Dean of Graduate Students also reviews applications for Readmission.

The principal requirement for readmission is that students have an active and complete dissertation committee willing to supervise completion of the research and writing of the thesis.

FIELD DESCRIPTIONS

AMERICAN POLITICS AND PUBLIC POLICY

The study of American politics and public policy at MIT has three foci: the behavior and politics of national political institutions, mass politics or political behavior, and public policymaking and implementation. Because this field is so vast, students offering the field of American politics and public policy are expected to develop a coherent program of study that emphasizes only one of these areas, designed around a set of subjects that introduce all students to the core empirical, theoretical, and methodological puzzles that currently animate students of American politics and public policy.

Because of the range of this field, an entering student who expects to take the general examination in American Politics and public policy works out with his or her advisor a coherent set of subjects that will provide proper preparation in the field. Such a set includes the Graduate Seminar in American Politics (17.200) which is designed to provide an overview of the important literatures of the field. Students preparing for generals must also demonstrate a strong working knowledge of the quantitative methodologies that professionals in this field use to conduct their research. For most students this will involve taking Quantitative Research Methods II: Multivariate (17.874).

To round out this preparatory curriculum, students take a “concentration “ in American politics and public policy, by taking at least two graduate subjects in one of the fields outlined below. One other subject, either in the concentration subfield or another subfield, rounds out the student’s preparation.

A student expecting to satisfy the minor field requirement in American politics and public policy should consult as soon as possible with faculty in the field to ensure that the subjects offered are clearly within the field. It is strongly presumed that such a student will include the field seminar as one of his or her subjects. Beyond that, the choice of the other two subjects is left to the discretion of the student, in consultation with his or her advisor.

American Political Institutions

The study of political institutions focuses on how formal institutions affect politics and policy in the United States.

Mass Politics and Behavior

The study of mass politics and behavior explores how citizens and political elites confront each other in mass society. Not only the well-known avenues of elections, public opinion, and political parties are studied, but also protest, social movements, and the mass media.

Public Policymaking and Implementation

The study of policymaking and implementation starts by identifying the results of the institutional and mass political process, and then working "backwards" to try and account for them. Public policymaking and implementation is, therefore, more interested in the outcomes of politics than the other two subfields.

Students may take subjects at Harvard (including the Kennedy School) that are relevant to the study of American politics. In general, however, students should not enroll in Harvard subjects when a comparable MIT subject is available.

NOTE: In respect to subject offerings within this handbook, not all subjects are offered each year.

COMPARATIVE POLITICS

NOTE: Students offering both comparative politics and political economy must have their program of study approved by two professors, one from each subfield. Copies of the program of study and approvals are kept in the student's departmental file and forwarded to the exam coordinators and readers for each field.

I. The Field

The study of comparative politics is founded on the belief that the political life of any given country or epoch is best understood not by approaching it as a *sui generis* process, but rather as having potential analogies in a variety of other times and places. Its practice thus requires a broad acquaintance with the political history and institutional arrangements of various countries and world regions. Although traditionally comparative politics has not treated the United States, the subfield's basic methodological insights are equally applicable to American politics, and graduate students wishing to incorporate the United States into comparative investigations are encouraged.

The ambition of comparative politics is to develop theories that will illuminate politics across cases. Theory-building in comparative politics has given rise to a number of key concepts intended to have broad descriptive and analytical application--for example: states, revolution, stability, participation, political culture, ideology, parties, interest groups, social movements, etc. The field has also engaged in macrosociological and macropolitical analyses, ranging from the study of the relationships between social class and political behavior to the study of how political order is constituted and reconstituted in the face of social and economic change.

Students trained at MIT who specialize in comparative politics must demonstrate expertise in four areas:

A. Theory--Broad knowledge of core disciplinary concerns, including extant theories, models, and concepts, as well as the intellectual history of the field and key disputes and current trends. In particular, students should be familiar, selectively, with the major theories related to the study of: interest groups; electoral systems; political culture; modernization (political, administrative, and economic development); revolution; the relationship between states and markets; social movements; regime change (including transitions toward and away from democracy); ascriptive politics (including ethnic conflict, nationalism, and religious fundamentalism); international migration and political demography; the impact of international forces on domestic politics; and rational action. These topics are treated in the field seminar (17.588) and other theoretical courses (see list below), and students are expected to demonstrate this competence as a central part of their general examination.

B. Methodological--Mastery of alternative research strategies and their application to comparative studies. Students should be familiar with cross-national comparative statistical analyses of large numbers of countries, with comparative studies of small

numbers of countries, and with the uses and limitations of survey research and cross-sectional studies, as well as those of case-study and historical analyses. Students should be able to make informed choices about the methods appropriate to the theoretical and empirical questions with which they are most concerned.

C. Empirical--Extensive knowledge of at least two countries drawn from at least two of the three following sets: advanced capitalist countries; developing countries never members of the Communist bloc; Communist and post-Communist countries. Beyond familiarity with political development and regime changes since the 19th century, students' knowledge should include command of the contemporary and historical contours of:

1. political parties and electoral arrangements (as appropriate);
2. mass and interest group politics;
3. constitutional/institutional systems (including also the organization of the central and subnational administration and relations between levels of government);
4. economic organization, and the role of the state therein;
5. impact of foreign policy and the international system on domestic politics;
6. ideas and ideology;
7. ethnic and religious composition and politics.

In addition to the two-country requirement, students working on particular instances of an historical phenomenon (e.g., fascism, revolution, communism) are expected to acquire familiarity with other major examples of this phenomenon (i.e., Nazi Germany, France in 1789, the Soviet Union). Finally, students must be able to design and complete significant and independent research in at least one country, including acquiring appropriate linguistic skills.

D. Applied--Familiarity with the application of social science theories to problems of public policy. Students should demonstrate how an informed understanding of theories in comparative politics can be used to illuminate the policy choices of states, non-governmental organizations, firms and other institutions. Relevant policy areas include economic policy, industrial policy, reform of socialist or etatiste economies, foreign policy, health policy, social policy, the prevention of ethnic conflict, and constitutional design.

Comparativists seek to marry theory and substance in ways that generate broadly interesting results, while accumulating knowledge to advance the understanding of politics and society. Students should be able to make broad and appropriate use of

historical analogies and contrasts in analyzing the politics of a specific country or set of countries. Furthermore, students should have a ready understanding of which theories in the field have bearing on the questions that interest them, and to which theories their own empirical interests offer a chance to make a contribution.

II. Preparation

Comparative politics may be the broadest field in political science. Therefore, first-year students are encouraged to take the field seminar (17.588) as an introductory overview.

In preparing for exams, students should be guided by the above description of the field and by consultations with advisors and other faculty members.

III. Neighboring Fields and Restrictions

It is increasingly difficult to differentiate comparative politics from two neighboring fields, international relations and political economy. Contemporary scholarship in comparative politics supplements studies of the within-country processes described above with comparative investigations of microsociological and macropolitical adjustments to international economic competition and political rivalry, and the ways in which such adjustments may affect national systems. As a result, the boundaries between the study of comparative politics and international relations are blurring, though comparative politics tends to regard the nature of the international realm as an environment for national politics, rather than something to be explained in its own right. Political economy's concern with state-economy relations is highly relevant to comparative politics as well. At MIT, however, political economy requires a tighter focus on these issues and a deeper technical economic knowledge than that required for comparative politics. **Students who offer both comparative politics and either of these neighboring fields for general exams will be expected to display mastery of non-overlapping areas.**

IV. Minor Field Requirement

Students offering comparative politics as a minor field must take the field seminar plus courses in two of the three remaining requirement areas.

Theoretical

Course #	Professor	Title
17.100J	Berger, Piore	Political Economy I: Theories of the State and the Economy
17.196	Berger	Globalization
17.508	Lawson	Democratization and Democratic Breakdown
17.554	Lawson	Political Economy of Latin America
17.516	Nobles	Transitional Justice
17.524	Nobles	Nationalism
17.582	Petersen	Civil War

17.584	Petersen	Civil-Military Relations
17.556	Steinfeld	Political Economy of Development
17.160	Rodden	The Political Economy of Institutions
17.162	Rodden	Federalism and Decentralization
17.186	Woodruff	Institutional Economics: Applications to Comparative Political Economy
17.588	Woodruff, Chandra	Field Seminar in Comparative Politics: Intellectual Origins, Current Trends

Methodological

Course #	Professor	Title
17.888	Locke	Field Research Methods in Comparative Politics and Political Development
17.878	Meyer, Staff	Qualitative Research: Design and Methods
17.514	Woodruff	Philosophy of Science and Methodology of Comparative Politics

Empirical

Course #	Professor	Title
17.158	Berger	Political Economy of West Europe
17.160	Rodden	The Political Economy of Institutions
17.162	Rodden	Federalism and Decentralization
17.196	Berger	Globalization
17.526	Berger, Locke	Dissertation Workshop in Comparative Politics and Comparative Political Economy
17.534	Berger	Domestic Politics of Western Europe
17.504	Petersen	Ethnic Politics I
17.506	Chandra	Ethnic Politics II
17.546	Chandra	Political Change in South Asia
17.508	Lawson	Democratization and Democratic Breakdown
17.554	Lawson	Political Economy of Latin America
17.582	Petersen	Civil War
17.584	Petersen	Civil-Military Relations
17.486	Samuels	Japan and East Asian Security
17.538	Samuels	Politics and Policy in Contemporary Japan
17.576	Staff	Introduction to Contemporary African Politics
17.544	Steinfeld	Comparative Politics and China
17.548	Steinfeld	Government and Politics of China
17.552	Steinfeld	Political Economy of Chinese Reform
17.194	Woodruff	Political Economy of the Post-Socialist Transition

Applied

Course #	Professor	Title
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17.188J	Locke	Labor and Politics
17.486	Samuels	Japan and East Asian Security
17.538	Samuels	Politics and Policy in Contemporary Japan
17.304	Staff	Comparative Social Policy

NOTE: In respect to subject offerings within this handbook, not all subjects are offered each year.

INTERNATIONAL RELATIONS AND FOREIGN POLICY

International Relations and Foreign Policy includes Theory of International Relations, Globalization and Systems Change, International Economics and Political Economy, the Historical Sociology of International Systems, Diplomatic History, the study of U.S. Foreign Policy (both content and process), Comparative Foreign Policy, the Social Psychology of International Behavior, International Law and Organization, and International Politics. It also embraces special problem areas such as the changing nature of international insecurity, new challenges to state actors, implications of resource constraints, forms of technological development and transfer, changing dimensions of dependence interdependence, evolving modes of international collaboration, institutional innovations, international environmental issues, various types of weapons uses and strategies, and a wide range of international implications of science and technology. Within this department our concern is primarily with the political aspects of the subjects, with students encouraged to take relevant related subjects elsewhere.

International relations are relationships of order and disorder, conflict and cooperation, historically characterized as the existence of war and peace among the world's major political units. Historical units have included tribes, city-states, kingdoms, federations, empires, transnational religious or political or economic actors, nation-states, multi-national states, alliances, international organizations and international non-governmental associations. Our principal scholarly concern in this field at MIT is to analyze their consequences; the extent to which such relations are governed by common laws and institutions; the ways in which they and the units embodying them have changed and might change in the future; where reform is needed and how it might be achieved.

As a modern American university, MIT has a particular concern with emergent global challenges, changes in the international strategic landscape, the foreign relations and policies of the United States and other major actors in contemporary international politics, and new sources of threat -- concerns which are reflected across the board in the teaching of Political Science and in research at the Center for International Studies. Among the relevant questions are: What is U.S. foreign policy for the 21st century? What new factors, such as technological change, power configurations, impacts of non-state actors, etc., are -- or should be -- shaping it? How do these answers differ for other major international actors? What methodological tools are helpful in analyzing foreign policy? Similar questions are raised in a comparative framework. A number of subject offerings turn on these questions, framed either generally, or in terms of clusters of specific policy problems, at regional or international levels.

Students are frequently exposed to and involved in new methodological tools of analysis such as political gaming and simulation of international dynamics, process modeling, and computerized data and text analysis, and a range of web-based analytical tools either as an integral part of a subject or in connection with ongoing research projects.

Preparation

There are no specific subject requirements for offering this field for the general examination. In the general examination emphasis is placed upon the breadth of knowledge of the theories and processes of international relations, the essentials of foreign policy decision-making, the roles of international law and organization, the goals of American foreign policy, and the process of international political economy shaping and challenging the modern state. In sum, the examinations can be expected to cover theory, methods, and substantive issues. Much but not the entire field is covered by subjects and seminars, but exam preparation usually requires supplementation by means of special reading subjects and research seminars. Intensive study of various problems or issue areas such as conflict, integration, and diplomacy is also possible within the framework of available subjects.

Students are expected to participate in the IRFP field seminar when offered.

International Relations and Foreign Policy as a Major Field

Students offering International Relations and Foreign Policy as their major field with a view toward teaching, governmental or international organizations service, research, or other related professional careers, will find it useful to combine elements involving both branches of the field as a whole, and to gain specialized knowledge and competence in some specific direction, as for example foreign policy formulation, policy processes, U.S. interests in some regional or function field (e.g., the politics and economics of the Middle East), or systematic phenomena such as arms races, integration, imperialism, conflict, dependency, interdependence, and the balancing of power.

Students wishing to take IRFP and the International concentration within the Political Economy field as a major or minor field may do so. However, such material will not be covered on the written IRFP General Examinations for such students.

Opportunities are available for developing thesis topics and gaining research assistance experience by working with members of the faculty on research projects being carried on under the auspices of the Center for International Studies or individually. Interested students should consult at an early date with appropriate members of the faculty.

The following graduate level subjects are offered:

Theories of International Relations

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|--------|--|
| 17.418 | Field Seminar in International Relations Theory (Staff) |
| 17.420 | Contending Theories of International Relations (Choucri) |
| 17.430 | Research Seminar in International Relations (Oye) |

International Political Economy and Environment

- | | |
|--------|--|
| 17.410 | Globalization, Migration, and International Relations (Choucri) |
| 17.414 | Policy Choice and Global Environmental Issues (Kauffman) |
| 17.422 | Field Seminar in International Political Economy (Choucri) |
| 17.424 | International Political Economy of Advanced Industrial Societies (Oye) |

Regional and National Politics and Problems

17.404	International Relations Theory and China's Foreign Relations (Staff)
17.406	Seminar on Politics and Conflicts in the Middle East (Choucri)
17.408	Chinese Foreign Policy (Staff)
17.428	American Foreign Policy: Theory and Method (Van Evera)
17.434	International Relations of East Asia (Staff)
17.486	Japan and East Asian Security (Samuels)
17.558	Political Economy and Technological Change in the Middle East (Choucri)

International Security

17.416	International Strategy (Staff)
17.432	Causes of War: Theory and Method (Van Evera)
17.468	Foundations of Security Studies (Posen)
17.484	Comparative Grand Strategy and Military Doctrine (Posen)
17.560	Comparative Security and Sustainability (Choucri)

Minor Field Requirement

To fulfill the minor field requirement students must satisfactorily complete one course in any **three** of the previous four categories: Theories of International Relations; International Political Economy and Environment; Regional and National Policies and Problems; and International Security. (See courses listed by category above.) The following exceptions apply:

1. Students taking the general examination in political economy may not count courses in the category of Political Economy and the Environment toward the minor field requirement.
2. Students taking the general examination in security studies may not count courses in the category of International Security toward the minor field requirement.

Comparable Harvard subjects may be offered as a substitute upon approval by the IRFP faculty. IRFP faculty members will rule on graduate level subjects previously taken at other universities, as well as other relevant MIT and Harvard offerings, to meet the minor field requirements.

NOTE: In respect to subject offerings within this handbook, not all subjects are offered each year.

MODELS AND METHODS

This field brings together specialized mathematical and methodological skills to the age-old task of political analysis. Just as Aristotle collected the essential constitutions of the different city-states within his ken, so too do modern political scientists measure the elements of politics and government and use those measurements to enrich our understanding. At MIT, our characteristic concerns are the development and critical use of formal models and specialized methodologies (especially statistical techniques) appropriate to the scientific study and professional practice of politics.

Subjects Offered

The program in Models and Methods runs along two tracks, statistical methods and formal models. The statistical methods sequence consists of three subjects that cover basic multivariate statistical models, advanced statistical models, and formulation of empirical tests of theories. A suggested schedule of subjects is:

17.874	Quantitative Research Methods II: Multivariate (Ansolabehere)
Gov2001	Advanced Quantitative Research Methodology
17.886J	Collective Choice II (Staff)

This sequence runs concurrent with the Harvard Government Department's program. The second in the sequence (Gov2001) is offered at Harvard. **Those planning to use Models and Methods as a minor field must not use the same subjects for this purpose as are used to complete the Political Analysis requirement.**

The formal models sequence consists of two subjects:

17.882	Game Theory and Political Theory (Snyder)
17.884J	Collective Choice I (Snyder)

Many other relevant subjects are offered at MIT in the Departments of Economics, Electrical Engineering and Computer Science, Mathematics, Urban Studies and Planning, as well as at the Sloan School of Management and at Harvard in the Government, Economics, Sociology, and Statistics Departments.

Preparation for General Examinations

A student specializing in this subfield should be able to intelligently and critically apply models and statistical procedures to theoretical and practical concerns. Students taking general examinations in this field must master one of the two subfields – statistical methods or formal models – or demonstrate proficiency in both. A solid understanding of multivariate statistics would demonstrate proficiency in statistical methods; a solid understanding of one sort of formal modeling, such as game theory or microeconomic models of politics, would demonstrate proficiency. Mastery demands that the students delve both deeper and broader into a subject.

Students specializing in statistical methods are expected to demonstrate critical understanding of advanced statistical tools and problems, such as those covered in the three-subject sequence. Students specializing in formal models are expected to show mastery of game theoretic and social choice concepts, such as those covered in the social choice sequence and in microeconomics.

Specialized mathematical and methodological training appropriate to any substantive field in political science is encouraged. It is the responsibility of each student pursuing field-specific training to early and regularly consult with the relevant faculty on how his or her area of study is appropriately characterized and studied.

A student may offer both Models and Methods and the Security Studies field as examination and/or minor fields as long as they do not define Models and Methods as an extension of the operations research methodologies required in Security Studies. In addition to acquiring competence in multivariate statistics, a student majoring in Security could, for example, concentrate within M & M on public choice theories.

Minor Field Requirement

To satisfy the minor field requirement in one must pass three graduate subjects at a level specified elsewhere in this Handbook. At a minimum such a program should include a subject in multivariate statistics (e.g., 17.874 or Gov 2000 at Harvard). The same subjects cannot be used to satisfy both the Models and Methods and the Political Analysis requirements. The interested student must propose a coherent structure of three relevant subjects; one or even two may be taken outside our department. Consultation with faculty teaching in this field is required to ensure that the three subjects chosen are sufficiently coherent to fulfill the minor field requirement.

NOTE: In respect to subject offerings within this handbook, not all subjects are offered each year.

POLITICAL ECONOMY

NOTE: Students combining political economy with comparative politics must have their program of study approved by two professors, one from each subfield. Copies of the program of study and approvals are kept in the student's departmental file and forwarded to the exam coordinators and readers for each field.

The common core of the Political Economy field is a deep understanding and mastery of various theoretical literatures and paradigms for analyzing state-economy relations. Subjects taught in the "common core" category offer an explicit and sustained exploration of alternative state-economy paradigms (see Section I below). In these subjects, students consider liberal, Marxist, cultural, sociological, institutional approaches to issues that arise in the relations between state and economy. Students should be familiar as well with the major bodies of economic thought (neoclassical, Keynesian, monetarist, Marxist). Students who satisfy the minor field in Political Economy will take at least one of the three subjects required from Section I. Students examined in the field are expected to demonstrate this competence as a central part of their general examinations. All students offering this field are expected to have covered the equivalent of one year of introductory economics (micro and macro).

Beyond the "common core" work, students in Political Economy offer one of three options: one option focusing on issues that arise in advanced industrial societies; a second option focusing on issues arising in developing countries; and a third option focusing on international political economy. For students offering a minor field in Political Economy, the two additional subjects needed to fulfill this requirement ought to cluster in one of these three areas. Subjects listed in Section II satisfy these requirements. With permission, other subjects from MIT or other universities may be substituted.

Students preparing general examinations in Political Economy should plan to develop one of these three options by (1) subjects and readings on about ten basic issues and problems that arise in the area; and (2) intensive focus on one of these issues: on its contemporary and historical dimensions; on how it emerges in several countries; on the different theoretical perspectives within the social sciences that can be brought to bear on the issue. For example: a student who chooses option one, political economy of advanced industrial societies, might focus readings on a set of topics that would include causes of inflation, early and late industrialization, social movements, neo-corporatism, political economy of race, gender, ethnicity, immigration, why no socialism in the U.S., sources of low or rapid economic growth, trade unionism, secularization, political business cycle, and so forth. For the topic of more intensive focus, the student might choose labor and politics, and consider such issues as different national patterns of labor/politics relations, different historical paths, the relation between different types of industrialization and different trade-union movements, industrial relations theories, alternative explanations of more or less political, more or less radicalized, union politics; the relation between inflation, growth, and trade union activity; the role of unions in economic change, in industrial restructuring, and so forth. In order to prepare these topics (1) and (2), the student works out an individual reading list and discusses it with faculty in the field. The reading list is then modified and developed. Discussions of reading lists should take place with several faculty in the field at least six months before the student intends to take generals. Subjects that are relevant are those in Sections II and III below.

In addition to regular subjects offered in Political Economy, there are workshops, special seminars, study groups, and individual reading tutorials that are organized and for which credit can be arranged. These offerings will typically vary more from year to year than the regular subject offerings. See Sections III and IV below.

SECTION I: Common Core Political Economy Subjects: Theories of State and Society

17.100J Political Economy I: Theories of State and Economy (Berger, Piore)

SECTION II: Topics in Political Economy

17.148 Political Economy of Globalization (Berger)
17.158 Political Economy of West Europe (Berger)
17.160 Political Economy of Institutions (Rodden)
17.162 Federalism and Decentralization (Rodden)
17.172J Technology, Productivity, and Industrial Competition (Lester)
17.176J Industrial Development and Policy Analysis I (Amsden)
17.182 Sustainable Development: Theory, Research and Policy (Choucri)
17.184J Economic Institutions and Growth Policy Analysis (Amsden, Piore)
17.186 Institutional Economics: Applications to Comparative Political Economy (Woodruff)

17.188J Labor and Politics (Locke)
17.190J Economic Development and Policy Analysis, Part II (Amsden)
17.194 Political Economy of the Post-Socialist Transition (Woodruff)
17.196 Globalization (Berger)
17.250 The Bureaucracy (Staff)
17.254 American Political Economy (Snyder)
17.304 Comparative Social Policy (Staff)
17.410 Globalization, Migration, and International Relations (Choucri)
17.422 Field Seminar in International Political Economy (Choucri)
17.424 International Political Economy of Advanced Industrial Societies (Oye)
17.548 Government and Politics of China (Steinfeld)
17.554 Political Economy of Latin America (Lawson)
17.570 Soviet and Post-Soviet Politics and Political Economy (Woodruff)
17.950 Science, Technology, and Public Policy (Oye)

SECTION III: Reading Courses and Research Workshops

SECTION IV: Discussion Groups and Seminars

Political Economy Seminar Series (faculty research presentations)

Brown Bag Lunch Series (advanced graduate research presentations)

State and Capitalism in Western Europe (Center for European Studies, Harvard)

Industrial Relations Workshop (Sloan)

Institutional Perspectives on Third World Development (Center for International Studies)

Industrial Performance Center (MIT) Seminars

NOTE: In respect to subject offerings within this handbook, not all subjects are offered each year.

POLITICAL PHILOSOPHY AND SOCIAL THEORY

The field of social theory and political philosophy comprises three distinct though related enterprises.

1. Normative theory (political philosophy) explores conceptions of social justice and the common good, the political values and principles implicated in those conceptions (for example, such values as liberty, equality, community, general welfare, fairness), and implications of those values and principles for the structure and reform of institutions. The principal aim in such exploration is to assess the relative merits of alternative conceptions of justice and the common good, with a view to determining the proper conduct of our collective political life. Normative theory, thus understood, is part of ethics. Students working in this area must be familiar with both the history of political philosophy and contemporary work in the field.

2. Social Theory is the family of disciplines that aim to explicate fundamental concepts of social and political thought (state, authority, rights, obligations, legitimacy, law), specify the basic determinants of social and political action—the relative importance of, for example, individual utility maximization, internalized norms, and shared cultural values in explaining conduct—and characterize the ways that societies hang together (or fail to do so). Students working in this area must be familiar with classical social theory—in particular, Marx, Weber, and Durkheim—as well as contemporary work in different traditions of social theory.

3. Philosophy of Social Science studies the aims of social theorizing and the capacity of different strategies of inquiry to achieve those aims. Its classical questions are: What distinguishes social and natural sciences? Is social inquiry best understood on the model of natural sciences, or as part of the humanities? Is there a special role for interpretive understanding in social inquiry? What is rational explanation, and does it have a privileged role in social inquiry? What is the relationship between fact and value of in social science?

Students taking generals in this field will be expected to have some familiarity with each of these areas, and to concentrate in either a single area or on some set of problems that cut across the three. They are urged to consult relevant faculty early concerning appropriate preparation for such examination.

Students desiring to fulfill the minor field requirement must normally do satisfactory work in the following subjects: 17.000J and 17.100J.

Other subjects at MIT or elsewhere may be substituted for these with the permission of a faculty member in the field. **In no case can the same subjects be used to satisfy both the Normative part of the Political Analysis requirement and the minor field requirement in Political Philosophy and Social Theory.**

Although this field has requirements beyond those previously stated, students interested in Political Philosophy and Social Theory may find it helpful methodologically to take or audit a subject in formal logic during their stay at MIT.

NOTE: In respect to subject offerings within this handbook, not all subjects are offered each year.

SECURITY STUDIES

The field of Security Studies has two principal objectives. First, to aid students in the study of American defense policy, including the processes by which force structure and defense budgets are determined and the role domestic politics plays in shaping security policy. Second, to aid students in the study of international politics emphasizing in particular how countries have historically pursued and identified their security interests. Students are expected to develop competence in the methods of military analysis, technology assessment and strategic reasoning that help shape the size and composition of U.S. strategic nuclear and general purpose forces. International military competition and arms control efforts, and their implications for U.S. force planning receive special consideration in several subjects. Other subjects examine some of the same issues by contrasting U.S. experiences and approaches with those of rivals and allies, and with historical examples. Of considerable interest are terrorism and the role U.S. and other powers play in humanitarian interventions and civil wars that are so much of the current international agenda.

Students who plan to offer Security Studies for the general examination should take two subjects from those listed below in the Forces and Force Analysis section, and one subject each from the listing in the Defense Politics and in the Comparative Defense Policy sections. Competence in military analysis is required. A background in intermediate level economics with particular emphasis on microeconomics and public finance is useful. The subjects in the Forces and Force Analysis section provide sufficient review of the technical approaches to be examined.

The minor field requirement is three subjects with equal distribution among the three sections preferred although approval for alternative distributions may be granted in consultation with field faculty.

A number of substantive fields in the Department deal with important determinants of U.S. defense programs and expenditures. Among the most closely related are American Politics and International Relations and Foreign Policy.

Forces and Force Analysis

17.476	Nuclear Forces and Missile Defenses (Postol)
17.482	U.S. Military Power (Posen, Postol)

American Defense Politics

17.460	Defense Politics (Sapolsky)
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Comparative Defense Policy

17.408	Chinese Foreign Policy (Staff)
17.416	International Strategy (Staff)
17.434	International Relations of East Asia (Staff)
17.462	Innovation in Military Organizations (Posen, Sapolsky)
17.484	Comparative Grand Strategy and Military Doctrine (Posen)
17.486	Japan and East Asian Security (Samuels)

International Related Subjects

17.404	International Relations Theory and China's Foreign Relations (Staff)
17.432	Causes of War: Theory and Method (Van Evera)

Advanced Offerings

17.466	Organization Theory and the Military (Sapolsky)
17.468	Foundations of Security Studies (Posen)

NOTE: In respect to subject offerings within this handbook, not all subjects are offered each year.

GRADUATE SUBJECTS IN POLITICAL SCIENCE

GRADUATE SUBJECTS IN POLITICAL SCIENCE

NOTE: In respect to subject offerings listed below, not all subjects are offered each year.

For graduate subjects in political science offered in the current semester refer to listing on the department website at http://web.mit.edu/polisci/grad/grad_subjects_now.html.

A comprehensive listing of MIT subjects and course descriptions is available online at <http://student.mit.edu/@1525878.9604/catalog/index.cgi>.

American Politics

17.200	Graduate Seminar in American Politics
17.248	Women and the Legal Process
17.250	The Bureaucracy
17.252	Congress and the American Political System I
17.254	American Political Economy
17.262	Congress and the American Political System II
17.264	Electoral Politics
17.268	The President
17.270	American Political Development

Comparative Politics

17.160	The Political Economy of Institutions
17.304	Comparative Social Policy
17.504	Ethnic Politics I
17.506	Ethnic Politics II
17.508	Democratization and Democratic Breakdown
17.514	Philosophy of Science and the Methodology of Comparative Politics
17.516	Transitional Justice
17.524	Nationalism
17.526	Dissertation Workshop in Comparative Politics and Comparative Political Economy
17.534	Domestic Politics of Western Europe
17.538	Politics and Policy in Contemporary Japan
17.544	Comparative Politics and China
17.546	Political Change in South Asia
17.548	Government and Politics of China
17.550	Property Rights under Transition
17.522	Political Economy of Chinese Reform
17.554	Political Economy of Latin America
17.556	Political Economy of Development
17.558	Political Economy and Technological Change in the Middle East
17.570	Soviet and Post-Soviet Politics and Political Economy
17.576	Introduction to Contemporary African Politics
17.582	Civil War
17.584	Civil-Military Relations

- 17.588 Field Seminar in Comparative Politics: Intellectual Origins, Current Trends
- 17.888 Field Research Methods in Comparative Politics and Political Development

International Relations and Foreign Policy

- 17.404 International Relations Theory and China's Foreign Relations
- 17.406 Seminar on Politics and Conflicts in the Middle East
- 17.408 Chinese Foreign Policy
- 17.410 Globalization, Migration, and International Relations
- 17.414 Policy Choice and Global Environmental Issues
- 17.416 International Strategy
- 17.418 Field Seminar in International Relations Theory
- 17.420 Advances in International Relations Theory
- 17.422 Field Seminar in International Political Economy
- 17.424 International Political Economy of Advanced Industrial Societies
- 17.428 American Foreign Policy: Theory and Method
- 17.430 Research Seminar in International Relations
- 17.432 Causes of War: Theory and Method
- 17.434 International Relations of East Asia
- 17.560 Comparative Security and Sustainability

Models and Methods

- 17.872 Quantitative Research Methods I: Introduction
- 17.874 Quantitative Research Methods II: Multivariate
- 17.878 Qualitative Research: Design and Methods
- 17.882 Game Theory and Political Theory
- 17.884 Collective Choice I
- 17.886 Collective Choice II

Political Economy

- 17.100 Political Economy I: Theories of the State and the Economy
- 17.148 Political Economy of Globalization
- 17.158 Political Economy of West Europe
- 17.162 Federalism and Decentralization
- 17.172 Technology, Productivity, and Industrial Competition
- 17.176 Economic Development and Policy Analysis I
- 17.182 Sustainable Development: Theory, Research and Policy
- 17.184 Economic Institutions and Growth Policy Analysis
- 17.186 Institutional Economics: Applications to Comparative Political Economy
- 17.188 Labor and Politics
- 17.190 Economic Development and Policy Analysis, Part II
- 17.194 Political Economy of the Post-Socialist Transition
- 17.196 Globalization
- 17.558 Political Economy and Technological Change in the Middle East

17.950 Science, Technology, and Public Policy

Political Philosophy and Social Theory

17.000 Political Philosophy
17.006 Feminist Political Thought
17.008 Foundations of Modern Political Thought
17.038 American Political Thought
17.042 Citizenship and Pluralism

Security Studies

17.460 Defense Politics
17.462 Innovation in Military Organizations
17.466 Organization Theory and the Military
17.468 Foundations of Security Studies
17.476 Nuclear Forces and Missile Defenses
17.482 U.S. Military Power
17.484 Comparative Grand Strategy and Military Doctrine
17.486 Japan and East Asian Security