

**UNIVERSITY OF DELAWARE**

**DEPARTMENT OF POLITICAL SCIENCE  
AND INTERNATIONAL RELATIONS**

**GRADUATE HANDBOOK  
AND PROGRAM POLICY STATEMENT**

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## **Program Overview**

The Department of Political Science and International Relations offers a PhD (Doctor of Philosophy) degree (the Department has suspended its terminal MA program; PhD students can obtain their MA degree along the way of obtaining the PhD). The graduate program is a PhD focused program; the PhD degree consists of coursework during the first six semesters followed by dissertation research and writing. The PhD program is a 57-credit program.

Graduate study in the Department is organized around four major subfields within the discipline of Political Science: American Politics, Comparative Politics, International Relations, and Political Theory. PhD students are required to pick one of these major subfields within the discipline as their primary field and one of these major subfields or Methods as their secondary field. MA students complete a primary subfield only.

## Mission Statement and Learning Outcomes

### Mission Statement

The Doctor of Philosophy (PhD) program in the Department of Political Science and International Relations prepares students for occupations related to several aspects of political science but primarily for joining the professoriate, as college and university professors. We expect our graduates to possess a broad understanding of the discipline of political science, achieve specialized expertise in one or more areas, and competence in the underlying philosophy of social science inquiry and research methods. We aim to produce PhDs who have the breadth and vision to grapple with important questions in political life, the training to make original contributions to those issues, and the ability to communicate their work to students and their peers nationally and internationally.

### Learning Outcomes and Measures

1. Students will understand and appreciate the discipline of political science and be well versed in its subfields.
  - **Measures: required core courses and field examinations.**
2. Students will master the academic scholarly enterprise, including an ability to review and analyze existing literatures and make original and insightful contributions to them.
  - **Measures: research papers for classes and dissertation proposal.**
3. Students will be able to design innovative, interesting and important research projects and utilize appropriate research methods to pursue them.
  - **Measures: Long Papers and dissertation proposals.**
4. Students will be able to write high quality, article-length manuscripts of publishable quality, on topics of import to our discipline.
  - **Measures: Long Papers and peer reviewed journal articles.**
5. Students will be able to make effective oral presentations of their work.
  - **Measures: Long Papers, dissertation proposals and dissertation defenses and scholarly conference presentations.**
6. Students will gain experience in the classroom and possess the ability to be effective teachers at the graduate and undergraduate levels.
  - **Measures: student course evaluations and job placements.**

# **GENERAL REQUIREMENTS AND OTHER INFORMATION FOR THE PhD PROGRAM**

## **Admission Requirements:**

Those seeking admittance and possible financial assistance should submit a completed application by December 15 for admission effective the following September. To be accepted into the program, students are evaluated on several criteria:

1. Performance on the GRE. The GRE General Test that has recently been revised. While our program does not have strict cut-offs for scores, competitive scores for admissions are 155 or above for the verbal section, and 150 or above for the quantitative section.  
*NOTE: The department has eliminated the GRE requirement indefinitely.*
2. Undergraduate grade point averages. Competitive GPA's for admission are a 3.00 overall and 3.25 in a major field and a 3.5 in any prior graduate work in political science.
3. Three letters of recommendation. Applicants should request letters from previous faculty that speak to their academic potential.
4. For international students, a TOEFL score. Competitive scores for admission are at least 600 paper-based or 100 internet-based.
5. A personal statement that describes the applicant's research interests and the Department faculty with whom the applicant would like to study.
6. Writing sample: An academic piece from a course or thesis is required.

Admission to the graduate program is competitive. Those who meet stated requirements are not guaranteed admission, nor are those who fail to meet all of those requirements necessarily precluded from admission, if they offer other appropriate strengths.

## **For Students with Previous Graduate Education:**

Students arriving with an MA degree, in political science or another discipline, must nonetheless begin anew in our program and complete all its requirements. According to University of Delaware policy up to nine credits from previous graduate coursework – credits NOT used to obtain a degree elsewhere – may transfer to UD. The Director of Graduate Studies must approve these after reviewing relevant syllabi. They will generally transfer in as elective credits.

## **Satisfactory Progress Toward Degree:**

See University policies at the end of this document.

## **Funding:**

Funding through the Department is available to graduate students in the form of graduate assistantships (for teaching and/or research), tuition scholarships and University fellowships. These awards are merit-based.

Students who receive graduate assistantships or fellowships must achieve a grade of B or higher in every course while taking a minimum of six credit hours per semester (unless fewer than six credits are needed to complete the credit requirements for the degree). Satisfactory progress towards the degree generally requires nine credits per semester and exceptions should be discussed with the Director of Graduate Studies. Retention of funding from the Department normally requires a student to maintain a GPA of above 3.50, occasionally there is a re-allocation of funding if new resources have come available. In general, all funding allocations are reviewed annually by the Graduate Admissions and Funding Committee. If a student is in jeopardy of losing funding, the Department will follow University procedures and give written notice of this, and a timeframe in which a student may improve their performance.

Students who receive graduate assistantships or fellowships are expected to work 20 hours per week and must satisfactorily fulfill the requirements of their positions. Work may consist of teaching or research.

Any student who, in the judgment of the Director of Graduate Studies, with the advice of the graduate faculty, fails to demonstrate sufficiently strong performance in his or her studies, research, and teaching (as applicable) will be subject to the suspension of his or her graduate assistantship, fellowship or tuition scholarship, as per University procedures. Students are evaluated according to their grade point average as well as written assessments of their teaching and course performance submitted to the Director of Graduate Studies each semester by supervisory faculty.

Funding is awarded on an annual basis. Students entering the PhD program with funding may anticipate funding for up to five years, depending upon academic performance, faculty evaluations, and performance as graduate (teaching or research) assistant. Entering students receiving funding will be provided with a letter detailing the funding offer. Funding for the spring semester of the fourth year is contingent on successful completion of the dissertation proposal defense. All dissertation proposal defenses must be held at the end of the spring semester of the student's third year or the beginning of the fourth year (but not later than **the**

**Monday of the second week of fall semester of the student's fourth year).** Unfunded students who do not meet this deadline will not be offered teaching opportunities.

For further information, please, reference Graduate College [funding policies](#) for graduate students.

### **Advisement:**

The Director of Graduate Studies assigns all students a faculty advisor. Students who wish to change advisors are free to do so in consultation with the Director of Graduate Studies. Students are encouraged to have their programs reviewed each semester by their advisors. Frequent consultation with the advisor is encouraged to ensure satisfactory progress towards the degree. Students must keep the Department and their advisors informed of their current contact information. The Department's advising/mentoring plan is included at the end of this handbook.

**NOTE: The Department of Political Science and International Relations has suspended its terminal MA program for the indefinite future. Students in the PhD program can receive their MA degree at the end of their second year of the PhD program. Requirements for PhD students to receive the MA degree at the end of their second year in the program are as follows:**

### **REQUIREMENTS FOR THE MASTER OF ARTS (MA)**

Each student will complete a minimum of 39 credits, as follows:.

#### **METHODS SEQUENCE: (10 credits)**

- 801: Scope and Methods in Political Science (1<sup>st</sup> semester) (1 credit) (Pass/Fail)
- 815: Introduction to Statistical Methods for Political Science (1st semester) (3 credits)
- 816: Philosophy of Science and Research Design (3<sup>rd</sup> semester) (3 credits)

#### **In addition, one of the following courses 3-credit courses (2<sup>nd</sup> semester):**

- 817: Statistical Methods for Political Science II
- 819: Qualitative Methods for Social Science

## **PRIMARY FIELD REQUIREMENTS: (15 credits)**

For courses counting towards the respective fields, see below.

- Primary Field (15 credits: proseminar plus 12 credits of electives):
  - Students must complete the proseminar in their primary field
  - Students must complete four additional courses in their primary field

## **ADDITIONAL REQUIREMENTS: (3-6 credits)**

- Skills Requirement (one of the following):
  - Competency in a foreign language (0 credits)
  - 812 Proseminar in Political Theory (if not primary field) (3 credits)
  - Additional methods course (may be 817 or 819 if not taken for the Methods Sequence, or a course from outside the department or participation in a research methods workshop (with approval from DGS) (3 credits)
- One additional Proseminar (for students going on to the PhD, this should be your secondary field proseminar) (3 credits):
  - 803 Proseminar in American Politics
  - 809 Proseminar in Comparative Politics
  - 812 Proseminar in Political Theory (cannot double count 812 for skills and proseminar requirement)
  - 825 Proseminar in International Relations

## **CRISP, ELECTIVE AND OTHER COURSES: (8-11 credits)**

Students must take Current Research in the Study of Politics (CRISP – POSC 850) which is a one-credit pass/fail class each spring of their first two years. In addition, students must take elective courses (two or three, depending on the means by which the skills requirement is fulfilled) to bring their total credits to 39.

Students may take no more than **one** 3-credit independent study in their first two years of coursework. To do so, students need to submit to the Director of Graduate Studies a written request and a course design for review and approval. Elective courses may include **six credits** taken outside the Department **with the prior approval** of the Director of Graduate Studies. In addition, each semester additional courses (POSC 867s) may be offered and may count toward one or another field or as an elective and as approved by the Director of Graduate Studies.



## **MA WRITING REQUIREMENT: (0 credits)**

Students *not* moving further into the PhD program will prepare a major research paper, usually one written for one of their graduate seminars. The Department understands a “major research paper” to be one which speaks to an important and well-defined topic, demonstrates mastery of the pertinent literature, strives to make an original contribution to knowledge, and is presented in a coherent and professional manner. In meeting this requirement, students are to identify an appropriate academic journal and write the paper as if they were preparing a manuscript for submission to that journal. This research paper is to be handed in to the professor for whom the paper was originally written, or a professor of the student’s choosing, in May of the second year, as part of the completion of the MA requirements. It is the prerogative of that professor to determine whether the student’s work meets the test of this definition. Students will register for POSC 899 Research Paper for Master of Arts (0 credits) in the spring of their second year to facilitate completion of this requirement. MA students who wish to pursue a PhD must notify the Director of Graduate Studies no later than January 15, of their intention. (For students pursuing a PhD, this major research paper is the Long Paper, and a different procedure applies. See Long Paper description below.)

## **REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY (PHD)**

All requirements listed for the MA degree, plus 18 additional credits to total 57.

### **SECONDARY FIELD REQUIREMENTS: (9 credits)**

- For this secondary field students may choose one of the four main fields (American Politics, Comparative Politics, International Relations or Political Theory) or may construct a secondary field in Methods in consultation with the Methods Field Chair and the Director of Graduate Studies. Students take the proseminar and two electives in their secondary field. Students doing Methods as their secondary field must take three methods electives from inside or outside the department approved by the Methods Field Chair and the Director of Graduate Studies. They must also take a second proseminar (e.g., if a student's first field is IR and their second field is Methods, they must also take a proseminar in either American Politics, Comparative Politics, or Political Theory). Students cannot count courses used to fulfill the department's methods sequence and skills requirements for their Methods secondary field.

### **CRISP Seminar: (3 credits)**

- All students must complete for three credits the Current Research in the Study of Politics (CRISP – POSC 850) in the spring semester of their third year. CRISP will provide a significant research experience in addition to a speaker series. Students are expected to present a draft of their dissertation proposal at the end of the CRISP seminar.

### **ADDITIONAL RESEARCH/CANDIDACY CREDITS: (varies)**

- Students should also plan to enroll in electives so that the total credits taken for the degree are at least 57 (the number of necessary elective credits will vary depending on how students choose to meet their skills requirement (described above). Students are encouraged to use their elective courses to craft an informal departmental or interdisciplinary concentration relevant to their research interests. Students will be enrolled in POSC964 – Pre-Candidacy Study while preparing for their field exams in their sixth and seventh semesters; the number of credits will depend on other classes taken. *These credits do not count toward the degree requirements.*
- Students will be enrolled in 9 credits of POSC969 during the semester in which they defend their dissertation proposal. *These 9 credits count toward the degree requirements.*
- Students working on their dissertation will be enrolled in UNIV999 – Doctoral Dissertation - while completing their dissertation.
- The total number of credits taken for the degree must be at least 57 (not counting POSC964).

## **LONG PAPER:**

- All students who wish to pursue their PhD degree are required to have a Long Paper written, revised, and orally defended before March 15 of their second year. This involves students making an oral presentation of the paper they are submitting in fulfillment of the MA writing requirement. They will be examined by a three-person committee consisting of a faculty ‘chair’ and two other faculty members as selected by the student and in agreement with the faculty and as approved by the Director of Graduate Studies.
- Students are responsible for creating their long paper committees. The paper should meet the expectations of the MA writing requirement – it should be a “major research paper” etc. Students should identify their long paper committees in their third semester and should have an initial draft completed and under review by their committee chair by the start of the winter semester. Students should revise their paper over winter session and schedule their paper defense to take place before March 15 of their fourth semester.
- A written assessment of student’s performance in the defense is communicated to the Director of Graduate Studies, as part of the assessment materials for moving on to the third year. Students who do not pass the Long Paper defense may receive an MA degree upon completion of the requirements for that degree. PhD students who defend their long paper successfully also receive MA degrees. Students will register for POSC 899 (0 credits) in their fourth semester to facilitate completion of this requirement.

## **GRADUATE PERFORMANCE REVIEW PANEL:**

This review panel (typically comprised of the members of the Graduate Work Committee) will review all PhD and MA students in the spring of every year they are in the program. The panel will provide feedback and recommendations regarding students’ performance in the program. This feedback will be in the form of a letter from the Director of Graduate Studies, sent to the student and their advisor, based on the student’s GPA, their progress in meeting department benchmarks (such as the long paper defense and prospectus meeting) in a timely manner, information the review panel receives from the student’s advisor, TA/RA supervisor(s), and course instructors, and the like, as well as a review of the student’s C.V. and narrative/self-evaluation. In the case of poor performance, the review panel may choose to provide specific details about what is expected of the student in the upcoming year, or may decide that the student should be dismissed from the program. Students who are not recommended for further study will still receive their MA degree, assuming they have met the requirements.

## **FIELD EXAMS:**

Students will take “take home” written field exams in their primary and secondary fields the week prior to the start of the spring semester (to be determined by the DGS) in their sixth semester. Through these exams students should demonstrate a mastery of the literatures relevant to the two fields they have studied.

Students will have 48 hours to complete both exams. Students will receive an email with both exams at the start of the 48 hours, and are expected to return their completed exams via email at the end of the 48 hours.

Students will answer three questions in their primary field and two questions in their secondary field (questions will be the same for each field, whether primary or secondary). The questions will be based on the proseminar, as well as the set of classes that the student took in each field.

The answer for each question must be limited to 3,000 words, not counting references.

Each field committee will provide a minimum of six questions for their field exam.

Students will not receive long lists of sample questions in the late summer/fall. They will be given 2-3 sample questions from each field, mostly so they will be familiar with the format of the questions. In general, the questions should resemble those that students may have encountered during their proseminars in the respective fields. Those questions will be made available at the start of the fall semester.

A Field Exam Committee of three faculty will prepare the questions and do the grading for each set of exams. The Director of Graduate Studies administers the field exams.

- a. Exams are graded by Field Exam Committees. Grades are reported to the Director of Graduate Studies. Possible grades on the exam are Distinction, Pass, and Deficient. Distinction and Pass are considered passing grades. Results of the field exams will be made known to students as soon as all exams have been graded, usually within two weeks.
- b. Grading for Field Exams proceeds as follows: Possible grades on the exam are Distinction, Pass, and Deficient. Results of the field exams will be made known to students within two weeks of the exam date. Grading for Field Exams proceeds as follows:

For the Primary Field, students who receive a mark of Deficient on one of the three responses by 2 out of 3 faculty members who grade the exam must retake that question,

regardless of the third faculty member's grade. If a student receives a grade of Deficient on two of the three responses by 2 of the 3 faculty members (regardless of the third faculty member's grade), the student must retake this entire section of the exam. The Director of Graduate Studies will administer a new set of questions for the student to answer.

For the Secondary Field, students who receive a mark of Deficient on one of the two responses by 2 out of 3 faculty members who grade the exam must retake that question, regardless of the third faculty member's grade. If a student receives a grade of Deficient on both responses by 2 of the 3 faculty members (regardless of the third faculty member's grade), the student must retake this entire section of the exam. The Director of Graduate Studies will administer a new set of questions for the student to answer.

For any question(s) a student retakes, there will only be a pass/fail option. If, on the second try, the student fails even one question, then the student fails the field exam requirement and will be recommended to the Graduate College to be terminated from the program.

- c. Students who wish to sit for the field exams must be in good standing, have at least a 3.0 GPA, and have no "Incompletes."

#### **DISSERTATION PROPOSAL DEFENSE (ADMISSION TO CANDIDACY EXAM):**

- a. A faculty committee that conducts the defense of the dissertation proposal shall officially admit a PhD student to candidacy upon successful completion of the dissertation proposal defense. Although the precise form of the dissertation proposal will vary from case to case, it is expected to include a clear statement of the research question(s), an explanation of the significance of the research, a discussion of the research methods proposed to investigate the problem, and a full discussion of relevant literature. The proposal should also clearly state whether the student plans to write a standard, "book-type" dissertation or a "multiple paper" dissertation composed of at least 3 interrelated—but independent--papers. Depending on a student's dissertation committee, an overall abstract synthesizing the papers, an introduction, a conclusion, and other additions may also be required. The proposal should justify the appropriateness of the chosen "book-type" or "multiple paper" format as it pertains to the research questions to be explored.
- b. The dissertation proposal defense should be held at the beginning of the student's fourth year, **no later than the Monday of the second week of fall semester of the student's fourth year**. Funding for the spring semester of the fourth year is contingent upon having passed the candidacy examination.

- c. The dissertation proposal defense committee shall be convened and chaired by the student's dissertation chair and shall consist of members of the student's proposed dissertation committee (minus the external member). Normally students are expected to select a dissertation chair from faculty whose primary appointment is in the Department. In exceptional circumstances, students may petition the Graduate Policy Committee for approval to have someone whose primary appointment is outside the Department to chair the dissertation committee. In deciding whether to grant approval, the Graduate Policy Committee shall take into account the needs of the student and the Department.
- d. The dissertation proposal defense committee determines the student's capability for advancement to candidacy. The main question the committee has to answer is, 'Is this student prepared to write an acceptable PhD dissertation?' In seeking to answer this question, the committee's focus shall be on the student's dissertation proposal.
- e. If, the committee decides, the student has not passed the proposal defense, the committee may direct the student to (a) rethink, rewrite, and resubmit the proposal prior to a re-examination by the committee; (b) undertake remedial work in research design and methodology; or (c) any combination or variation of the above that the committee deems necessary. In the event that additional work is required, the committee will discuss with the student a reasonable period for completion of the necessary work. A written statement completed by the student's dissertation adviser should set forth the nature of the work to be undertaken by the student and the period that was agreed upon. This shall be sent to the student, circulated to the faculty members who participated in the proposal defense and become part of the student's permanent file. At the conclusion of the agreed upon time, the committee will reconvene to assess the student's progress toward candidacy. The committee may determine that the student is unable to advance to candidacy and may be recommended to the Graduate College for termination from the program.

#### **THE DISSERTATION:**

- a. A PhD dissertation is a manuscript that reflects "the results of original and significant research written in a scholarly and literate manner worthy of publication." The dissertation can be formatted as a standard "book-type" dissertation or a "multiple paper" dissertation, *as agreed upon by the dissertation committee during the proposal defense* (as described above).
- b. Students are expected to consult closely and regularly with members of their dissertation committee, particularly the dissertation committee chair.

- c. Upon completion of the manuscript, a final oral examination – or “dissertation defense” – must be passed. Ordinarily, students will be asked to summarize the major findings of their research and evaluate the significance of these findings for the field more generally. The student shall then be called upon to defend the findings in the face of questions from members of the dissertation committee and other members of the academic community who choose to attend. If, after deliberating, the dissertation committee is unable to reach agreement on whether the student has successfully defended the dissertation, the committee will adjourn after explaining the nature of their objections and providing suggestions on how these might be satisfactorily addressed with guidance from the dissertation chair. It shall be the responsibility of the dissertation chair to reconvene the group to reconsider the revised product.
- d. Detailed guidelines for the preparation and presentation of the dissertation are described in the [UD Thesis and Dissertation Manual](#). Other important information about finishing your dissertation and degree may be found [here](#).

## **ELECTIVE COURSES FOR FIELDS**

**Note, some courses are offered as “Topics” courses. Topics courses may be repeated assuming different course content. Also note, classes may count for only one field (i.e. a class listed under more than one field cannot be “double-counted”).**

### **American Politics**

- POSC807: American Political Behavior
- POSC823: Topics in American Politics
- POSC832: Legislative Politics
- POSC847: Political Psychology
- POSC848: The Politics of Race and Ethnicity

### **Comparative Politics**

- POSC811: Topics in Comparative Politics
- POSC824: Comparative Political Economy
- POSC827: Gender and Politics
- POSC841: Comparative Regionalisms
- POSC851: Failed States and Good Governance
- POSC852: Comparative Democratization
- POSC860: Making Sense of Populism

## **International Relations**

- POSC810: Topics in International Relations
- POSC813: American Foreign Policy
- POSC814: Political Economy of the Environment
- POSC826: Islam in Global Affairs
- POSC828: Feminist International Relations
- POSC830: International Relations Theory
- POSC831: Frontiers in Critical International Relations Theory
- POSC840: International Political Economy
- POSC842: International Organizations
- POSC844: International Security
- POSC845: Human Rights and Global Governance
- POSC858: International Relations of East Asia

## **Political Theory**

- POSC806: Global Ethics and Normative Issues
- POSC822: Topics in Political Theory
- POSC831: Frontiers in Critical International Relations Theory
- POSC836: Democratic Theory
- POSC859: The Politics of Capitalism
- POSC861: Topics in Law and Politics

For consultation on independent studies, substitutions, topics courses, POSC867 ('experimental' or new classes) courses, or courses from other departments, please see the Director of Graduate Studies.



## **ADDITIONAL DEPARTMENT AND UNIVERSITY POLICIES AND RESOURCES**

### **Funding**

While we have a small graduate program, we make every effort to fund all of our students. We offer full funding packages (typically 5 years of 9-month funding, which includes at tuition waiver and a stipend, as long as the student remains in good standing in the department). Teaching opportunities are often used to help fifth and sixth year students meet their funding needs. Students are typically funded in our Department as Teaching Assistants, occasionally as Research Assistants. Students are encouraged to seek funding opportunities outside the Department. Students should inform the Department if they received outside funding opportunities. Funding packages from the Department are for nine months only. We do not guarantee summer funding.

### **Teaching Assistants**

Teaching assistants are required to perform teaching and other instructional activities for 20 hours each week during the academic year. Teaching assistants are typically assigned to a professor for one course. Students have no input whatsoever into these assignments (including day or time preferences, course preferences etc.); nor do faculty. The only exception is POSC 300 where special skills are needed. If not all of the fully funded graduate students are needed for TA assignments some may be assigned as Research Assistants. Students are expected to meet all of their teaching or research assistant obligations before leaving campus/the country at the end of the semester. Please refer to the Department's TA Manual for specific details on expectations.

### **Research Assistants**

Research assistantships are generally funded by research grants and contracts provided by external funding agencies. Research assistantships require 20 hours of service or research a week. The amount of each Research Assistant's stipend will be calculated in accordance with the number of months that the student is appointed as a research assistant.

### **University Graduate Scholars**

Graduate programs are invited to submit names and dossiers of nominees for the University Graduate Scholars Award to the Graduate College. Nominees for this award may be students newly admitted or currently enrolled students. Nominees must be US citizens or permanent residents. Awards are competitive and are based on academic achievement, as well as: membership in historically underrepresented groups (African American, Asian American,

Latina/o/x, Hispanic Americans, Native American/Alaska Natives, Native Hawaiian, or other Pacific Islander, two or more races); students with documented disability or chronic medical conditions; students with evidence of financial need, e.g., current or former Pell Grant eligibility; first-generation college student; extenuating personal circumstances/hardships. University Graduate Scholar awards may be administered as graduate fellowships or graduate assistantships (GA, TA, RA). Each award is for a one-year period and students may be re-nominated for one additional year with compelling evidence of progress towards the degree, advancement in training, and potential professional contribution in the student's field of study. Awardees will be asked to participate in community building and professional development activities/events sponsored by the Graduate College. Upon completion, awardees will be expected to submit an annual report by June 30th each year.

### **University Doctoral Fellows**

Doctoral programs are invited to submit names and dossiers of University Doctoral Fellow nominees to the Graduate College. Doctoral Fellow awards are competitive and are granted for one year. A faculty review committee selects awardees based on academic achievement and progress in training since being admitted to a doctoral program, as well as evidence of professional commitment and potential contribution to the student's field of study. Graduate programs may nominate up to two students and must rank their nominations. Nominees for these awards must be enrolled in at least their third year of doctoral study at UD at the time of nomination. Students may NOT self-nominate. Upon completion of the fellowship, awardees will be expected to submit an annual report by June 30th.

### **University Dissertation Fellows**

Doctoral programs are invited to submit names and dossiers of University Dissertation Fellow nominees to the Graduate College. These awards were established to support PhD students completing a dissertation. Dissertation Fellowship awards are competitive and are selected by a faculty review committee based on academic achievement and progress in training since being admitted to a doctoral program, as well as evidence of professional commitment and potential impact of the dissertation on the student's field of study. Graduate programs may nominate up to two students and must rank their nominations. Students may NOT self-nominate. Nominees must have advanced to candidacy before the award can begin and awards are granted for one year. Students receiving this fellowship will be expected to report on their research at the Spring Graduate Research Forum.

## **External Funding**

Graduate students are encouraged to seek external funding, especially to fund dissertation research and fieldwork. If a student is funded by the Department and receives external funding for, say, a year of research during the fourth year, or other funding from outside the Department, the student may expect to receive her/his 'fourth' year of funding during her/his fifth year. Students may 'bank' only one year of funding.

## **Teaching Opportunities**

It is the goal of the Department that every student who completes a PhD with the Department will have taught their own courses before leaving the Department, preferably two to three different courses. As a rule, students would only be asked to teach their own class, at the earliest, in their fourth year after they have defended their dissertation proposal. Courses may be available during fall, winter, spring, and summer sessions, though there are likely to be only a few during each semester/session. Students are paid for teaching classes on 'supplemental-contracts.' In making teaching assignments, preference may be given to more advanced unfunded students as well as those who have not yet had sufficient teaching experience. Consideration will be given to the graduate student's area of expertise. Seeking additional training in teaching through the Center for Teaching and Assessment of Learning (CTAL) or other University or disciplinary resources will be looked upon favorably.

## **Travel Policy**

The Graduate College Travel Award provides financial support to graduate students for travel for academic activities, including research, presentations, exhibitions or performance and professional development related to their program of study. Travel is an essential experience that enhances the academic and professional development of graduate students through networking and exposure to scholarly activities underway in their field by other institutions and provides opportunities to share in-progress research and scholarship with regional, national and global communities. The Graduate College provides up to \$1500 to graduate students for travel for approved activities, and they require a 1-to-1 match from the student's department. In total, graduate students have up to \$3000 in travel money during their grad school career - \$1500 from the Grad College and \$1500 from the department.

Examples of travel eligible for support include:

- Travel for presenting one's academic work or for professional development
- Travel for research, scholarship, artistic exhibitions or performance
- Travel for archival, collections-based, field or clinical research data acquisition

To access this money, you MUST apply for a [Travel Award from the Graduate College](#). Apply for the total amount that you want (Grad College plus department match combined). You can apply multiple times, up to a total of \$3000. The deadline for application for a travel award is one month prior to the beginning of travel. Students may apply for more than one award, but the total amount of money permitted during the course of a student's graduate study at UD is \$3000. The student travel must conform to [University Travel Policy](#) on allowable travel reimbursements.

The Department provides funding for 'other opportunities' for our graduate students on a limited basis, when funding is available. Please be advised that if you need funding it is encouraged that you search in advance of the funding need. The [James R. Soles Graduate Student Fellowship](#) requires an application in a timely manner. In recent years, there has also been funding available, on a competitive basis, for students to assist faculty in the Department in their research. The College of Arts & Sciences occasionally also provides funding support for global research or internships.

### **Hire a PhD/ Recent Placements**

The Department has a long-standing record of placing graduate students in non-academic positions and academic positions at some of the best research and liberal arts schools in the country and abroad. For a list of positions that our former students have secured, please refer to the [Recent Placements](#) page. For more information, please contact the department's Graduate Placement Director.

### **Political Science Graduate Student Association (PSGSA)**

The [Political Science Graduate Student Association](#) (PSGSA) is an organization geared towards graduate student advocacy, news, and assistance for the Department of Political Science and International Relations. PSGSA always welcomes any graduate student in the Department who wishes to help in organizing and undertaking its activities.

The PSGSA mission, as stated, is first graduate student advocacy in the Department: giving a voice to student concerns, prerogatives, and achievements. In service of this mission, the PSGSA will hold a number of town hall-style meetings open to student discussion throughout the fall and spring semesters.

PSGSA places at the top of its agenda the construction of a mentorship program for first-year students. The PSGSA mentorship program aims to better integrate first-year graduate students

within their new environment, concentrating on the team of graduate students, the Department, the University of Delaware, and the city of Newark. The program intends to match each first-year student with a senior graduate student (in their 2nd, 3rd or 4th year) according to similar academic interests. The main role of the mentor is to answer the new students' questions and guide them throughout the first months of the program. Mentorship activities, once students have been admitted, will also serve as a further recruitment tool; new students are given an orientation in acclimating them to the Department, the University and Newark. Incoming students are able to come on campus, visit the Department and have lunch or contact their mentor if they have any questions regarding their future life in Newark.

## **ADDITIONAL UNIVERSITY RESOURCES**

### **Center for Teaching and Assessment of Learning (CTAL):**

The Center for Teaching and Assessment of Learning (CTAL) fosters an inclusive culture of evidence-based teaching and learning across the University by inspiring effective teaching and assessment using high-impact strategies, tools, and collaborations. Find more information [here](#). CTAL also has special programming for graduate students; find more information [here](#).

### **Office of Disability Support Services (DSS):**

The Office of Disability Support Services (DSS) provides accommodations and services to incoming and current UD students with disabilities, psychological or medical conditions, or temporary injuries that limit their access to the UD environment. Find more information [here](#).

### **Office of Equity and Inclusion (OEI):**

The Office of Equity and Inclusion (OEI) provides leadership and support in creating an equitable, diverse, and inclusive working and learning environment for the UD community. OEI is responsible for managing complaints of harassment and discrimination, affirmative action compliance, protection of minors on campus, and on-going education in all of these areas. Find more information [here](#).

### **Title IX:**

Any student, faculty or staff member with questions or concerns about the applicable University policies or who believes that he or she has been the victim of sex discrimination, sexual harassment, sexual assault, dating/domestic violence is encouraged to contact the University's Title IX Coordinator. Find more information [here](#).

## **College of Arts & Sciences Graduate Student Writing Center:**

The [Graduate Student Writing Center](#) offers free one-on-one and small group tutorials for all UD graduate students through the University Writing Centers. The Graduate Student Writing Center further offers:

[Dissertation Boot Camp](#)

[Dissertate Write Now](#)

[Workshop Series](#)

## **UNIVERSITY OF DELAWARE ACADEMIC POLICIES**

Many policies and program requirements are to be found in the UD Graduate Catalogue. Find more information [here](#). This includes an array of Academic Regulations for Graduate Students in the following areas: Basic Responsibilities; Attendance, Registration, Enrollment and Leave of Absence and Parental Accommodation; Courses and Credits; Grades and Academic Standing; Program Changes; and Degree Requirements. Find more information [here](#).

**Department of Political Science and International Relations Mentoring Plan**  
**Adopted May, 2022**

The Department of Political Science and International Relations Graduate Student Mentoring Plan is based on four fundamental principles:

- 1) Mentoring begins when a student enters the program, and continues through the process of applying and interviewing for academic or nonacademic jobs,
- 2) Students have multiple faculty and peer mentors,
- 3) Mentoring focuses on skills, research development, and teaching, and
- 4) Mentoring graduate students is an important faculty service role that is recognized and rewarded.

**Pre-ABD mentoring**

**Advising:** Every graduate student who enters our program is assigned a first-year advisor based on mutual research interests. Students are also assigned a peer-mentor by the Political Science Graduate Student Association, again based on shared research interests.

The expectation is that faculty advisors and peer mentors will check in with their mentees regularly throughout the year, to advise on course selection, answer questions about being a teaching assistant, and to encourage students to begin thinking about their own research projects. In addition, faculty advisors are expected to be prepared to:

- Communicate formal program requirements and timelines to their pre-ABD advisees.
- Communicate informal departmental, academic, and disciplinary norms to pre-ABD advisees.
- Provide support, encouragement, and constructive feedback to their pre-ABD advisees.
- Read and comment on advisees' manuscripts, "long paper," and proposal drafts.
- Help advisees navigate and access Departmental/College/University support systems.
- Provide guidance on relevant academic opportunities and professional obligations.
- Maintain a high level of professionalism in all interactions with advisees.

**First-year advisors** are expected to communicate with their advisee via email or via phone/Zoom meeting at least once in the summer (no later than August 1<sup>st</sup>) before the student begins the program, to introduce themselves and to advise about fall course registration.

**First-year advisors** are also expected to initiate a minimum of three meetings with their advisee during the fall semester:

- Within the first few weeks of the start of the semester (no later than September 15<sup>th</sup>)
- Mid-semester (no later than October 15<sup>th</sup>)
- Towards the end of the semester to advise about spring course registration (no later than November 15<sup>th</sup>)

During spring semester, **first-year advisors** are expected to initiate a minimum of two meetings with their advisee:

- Mid-semester (no later than March 30<sup>th</sup>) to discuss spring course progress, fall course registration, and summer plans.
- Towards the end of the semester (no later than May 15<sup>th</sup>), to advise about summer goals, discuss progress in the program, and help the student to start thinking about their long paper (e.g., the topic of the paper, who the student should ask to advise the paper, etc.)

**Students are encouraged** to reach out to their **first-year advisor** at other points during the semester as needed. In their initial meeting with their advisor at the start of the fall semester, students should inquire about their advisor's regular office hours, and preferences regarding drop-in appointments versus the need to set-up and schedule meetings ahead of time.

During the summer after their first year, students are encouraged to choose a **long paper advisor**, in consultation with their first-year advisor (i.e., the student should reach out to a faculty member to ask if they would be willing to serve in this role). The long paper advisor could be the same as the first-year advisor, or it could be another faculty member.

The long paper advisor does not have to become the student's primary advisor; it is the student's responsibility to clearly communicate with their first-year advisor and their long paper advisor (if different) about how the student would like to structure their advising during their second year. If a student chooses to switch advisors, it is their responsibility to obtain confirmation from their new advisor in terms of their willingness to serve as advisor, and to then complete the necessary paperwork for switching an advisor with the department's Director of Graduate Studies.

*At the beginning of fall semester of their second year, students should inform the Director of Graduate Studies who their long paper advisor is, and whether their first-year advisor will continue to be their general advisor or not.*

**Long paper advisors** are expected to:

- Initiate a minimum of two meetings with their advisee during fall semester and a minimum of one meeting with their advisee prior to the long paper defense (the deadline to defend is March 15 of the student's second year) to discuss the student's long paper



project (and to help the student choose their long paper committee members), and the format of the long paper defense.

- Be responsive to the student's request for additional meetings if necessary.
- Give timely feedback to the student regarding drafts of the long paper prior to the defense date.
- Meet with the student after the long paper defense to discuss how to incorporate feedback from the defense, in terms of a future publication and/or dissertation proposal.
- Be available to give subsequent advice to the student about whether or not the long paper could be revised for submission to a peer-reviewed journal, and to provide revision feedback and journal recommendations to the student as needed.

**Students are expected** to communicate regularly with their long paper advisor (and general advisor, if different) about their second year progress, and to consult with their advisor about course registration in the fall and spring of their second year, and fall of their third year.

During the summer after their second year, students are encouraged to choose a dissertation advisor. The dissertation advisor could be the same as the general or long paper advisor. *At the beginning of the third year, students should inform the Director of Graduate Studies who their dissertation advisor is.*

When the student is pre-ABD (i.e., during their third year) **dissertation advisors** are expected to:

- Meet with their advisee a minimum of two times during fall semester to discuss the beginnings of the student's dissertation ideas
- Meet with the student a minimum of two times during spring semester to advise the student as they prepare their prospectus presentation for CRISP, and to plan out a future timeline for the student's ultimate dissertation proposal defense (which must be completed no later than September of a student's fourth year)
- Provide feedback on drafts of a student's initial dissertation prospectus and presentation slides.
- Be available for other student-initiated meetings, as needed.

**Students are expected** to initiate communications with their advisor as needed.

***Professionalization:*** In their first semester, all graduate students in the department are required to take POSC801—Scope and Methods in Political Science. This professional development class is meant to give students an overview of political science as a field, and an introduction to the research programs of the faculty, so as to help students find faculty with whom they would like to work. As part of this class, students are required to attend a number of departmental colloquium events (i.e. a combination of professional development and research colloquia) to begin developing relevant professionalization and presentation skills. In this course, graduate students are also typically introduced to important components of scholarly research endeavors, such as issues related to research ethics and research replicability.

In their second, fourth, and sixth semesters, all graduate students in the department are required to take POSC850 – Current Research in the Study of Politics (CRISP). Although the specifics vary from year to year, CRISP always includes the components: 1) a speaker series that brings national and international scholars to speak on current issues in political science, as selected and guided by the research agendas of our third year graduate students; 2) professionalization workshops such as grant-writing and reviewing manuscripts; and 3) pre-prospectus presentations by our third year graduate students (described in more detail below).

***Skill development:*** In the first semester of their second year, all graduate students in the department are required to take POSC816—Philosophy of Science and Research Design. This class is meant to provide students with an overview of political science research methods. By the end of the semester, students have a working draft of the literature review, research questions, and research design for their “long paper,” which they are required to submit and defend to a committee of three faculty members by March 15 of their second year. Students are mentored through the long paper process by both their advisor and their committee members, with the hope that students will be able to turn their long paper (which may or may not be a springboard for their dissertations) into an article for submission to a peer-reviewed journal. Students are also encouraged to submit their long paper or other research that they’re working on, as solo projects or co-authored with other graduate students and/or faculty, to be presented at professional academic conferences in their third year. To this end, in addition to cost-sharing students’ successful Graduate Student Travel Awards, we provide financial support for students to attend 1-2 conferences to present their research during their time in the program (budget allowing), and pay for their membership to the American Political Science Association (APSA) or the International Studies Association in years 2-5 of their time in the program. These latter items serve to further enhance graduate students opportunities for networking, professionalization, and academic presentations during their initial years in the program.

***Synthesizing skills for the dissertation:*** The spring of graduate students’ third year in the program culminates in a 20-minute pre-prospectus research talk to the entire department. This presentation helps students further develop presentation skills and enables students to receive feedback on their dissertation project from a broad cross-section of departmental faculty before they finalize their dissertation proposals. These pre-prospectus research talks also serve as an important intermediate deadline in ensuring that all students prepare well ahead of time for their PhD proposal defenses that occur the following fall.

***Facilitating broader communication:*** Alongside the milestones presented above, the department also utilizes a number of channels to more promote routine and healthy discussions concerning academic life and graduate student wellbeing, in particular between (i) graduate students and (ii) the Department Chair and Director of Graduate Studies (DGS). These channels and discussions include:

- 1) Regular meetings involving the DGS and Chair alongside the Political Science Graduate Student Association in each semester.
- 2) An annual town-hall meeting between the Chair, DGS, and all graduate students each spring, and

- 3) The inclusion of graduate student representatives at every Departmental faculty meeting and every Departmental Graduate Policy Committee meeting; aside from those where sensitive issues are discussed (e.g., the latter's meeting to rank graduate students for fellowship nominations).

**Diversity, equity, and inclusion:** In addition, the Department's dedicated Diversity and Inclusion Committee includes not only faculty members but also two graduate student members. This Committee serves to *both* call attention to issues of diversity, equity, and inclusion within the Department's graduate program *and* provide specific recommendations and objectives for improving graduate program mentoring in these respects. Guiding principles on each of these two dimensions include:

- 1) Enhancing equity in the formal and informal mentoring and support given to graduate students,
- 2) Prioritizing overall moral, and mental health, among graduate students, and
- 3) Maintaining strong support and retention for graduate students from traditionally underrepresented groups and others who may face unique challenges in graduate school.

### **ABD mentoring**

**Overview:** The above items pertaining to Diversity, Equity, and Inclusion; Facilitating Broader Communication; Advising; and conference travel support equally apply to graduate students at the ABD-stage. Several mentoring items also uniquely apply to graduate students at the ABD stage in the program.

**Dissertation timeline:** Students are required to defend their dissertation proposals by the fall of their fourth year. This deadline, and a detailed dissertation timeline, is provided to graduate students in the department's graduate student handbook, and is regularly relayed to students by the DGS and advisors.

**Advising:** The expectation is that ABD students will gain a great deal of mentoring from their advisor and their dissertation committee members about the project itself, as well as on applications for dissertation research grants and fellowships. At this stage, the goal is that students will receive guidance from their advisor and/or other faculty mentors as they navigate the conference presentation and/or publication process, while making steady progress on their dissertations. In addition, faculty advisors at this stage are expected to:

- Read and provide timely feedback on advisees' relevant manuscript/dissertation drafts.
- Provide guidance on professional opportunities and professional obligations.
- Provide support, encouragement, and constructive feedback.
- Help advisees navigate and access Departmental/College/University support systems.

- Facilitate professional networking opportunities.
- Provide guidance and encouragement on teaching, job market, and conference preparation.
- Communicate relevant dissertation and PhD program deadlines.

**Placement:** The department also has a Placement Director—a faculty member in charge of helping students navigate the job market process. In the spring of every year the Placement Director meets with all students who plan to be on job market in the fall and provides them with an overview of the process. Students are encouraged to share their job market materials with the Placement Director for feedback, and are encouraged to schedule a practice job talk or practice interview in the department.

### **Annual Review of Graduate Students**

The department conducts a comprehensive yearly review of *all* graduate students in the program at the end of every spring semester. Specifically, for all students in the program, the department solicits faculty feedback about each student’s class performance (where relevant) and TA/RA performance (where relevant). The department also solicits feedback from the student’s advisor (at the ABD stage, this feedback focuses on the student’s timeline towards the dissertation defense).

In addition, students are required to submit a brief memo that addresses the following 5 questions:

- 1) What are the main things you accomplished this academic year?
- 2) What are your primary goals for the upcoming academic year?
- 3) Is there anything that you’d like to work to improve upon in the upcoming academic year?
- 4) Is there anything else you’d like us to know about your progress this year? and
- 5) As of now, what are your career aspirations post-graduate school?

The goal for this memo is to encourage students to be a bit self-reflective about the past year, as well as the year to come. We also encourage students to have a conversation about the memo with their advisor before turning it in, to ensure that students and their advisors are on the same page. Students at the end of their 4<sup>th</sup> year and beyond will also be asked to complete a brief dissertation progress memo, to describe their dissertation progress and timeline.

The Graduate Policy Committee, which is comprised of the Director of Graduate Studies and the field chairs in American Politics, Comparative Politics, International Relations, and Political Theory, uses these memos to aid in spring review. The Director of Graduate Studies writes each student a letter that summarizes the sentiment of the committee, which will also be cc’d to their advisor. Thus, each student receives a letter that conveys the Department’s assessment of their progress at the end of every year that they are in the program. We view these reviews as being an important part of the mentoring process—not only do we provide more specific and personalized feedback to each student from a committee of faculty with a diversity of expertise, but the

memos help us to learn about gaps in our mentoring process that we can address at a systemic level.

### **Annual Review of Faculty Mentoring**

All faculty—including graduate student faculty advisors (first-year, long paper, and dissertation advisors)—will be explicitly asked to discuss their (pre-ABD and ABD) graduate student advising activities and workloads within the teaching statement component to their Departmental annual review statements. This requirement serves a means for: 1) verifying that faculty responsibilities are met in graduate advising, 2) providing opportunities for feedback on faculty advising and related workload factors from the Department's Chair, and 3) providing information about the faculty member's mentoring to be incorporated into merit raise calculations.