

Political Science Graduate Student Handbook
AY 2025-26



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WELCOME

Welcome to the Political Science Department's graduate program. The Department prepares graduate students for successful careers by training them to become research scholars who discover, create, and disseminate knowledge. This handbook supplements the University Catalog and provides practical advice to help students navigate the PhD program. In the event that this handbook conflicts with the University Catalog or the rules of the Graduate Division, the Catalog and Graduate Division requirements take precedence.

The political science program consists of three stages: coursework, comprehensive exams, and independent research. The first two years are devoted to completing coursework, which exposes students to research in their areas of interest and provides the basic methodological training needed to consume and produce academic research. Comprehensive exams, which are taken before the start of the fall quarter of the third year, are the second component and require students to demonstrate expertise in two fields. Independent research is the third component and consists of the prospectus defense and completion of a dissertation. The prospectus defense should occur no later than the Fall of one's fifth year (i.e., the 13th quarter). Ideally, the dissertation is completed by the Spring of the 6th year.

The PhD program is also designed and offers several opportunities to socialize students to the professional (informal) requirements of the discipline. Students, for example, are required to participate in Colloquium (POSC 230), a weekly meeting that exposes students to the norms of the discipline of political science through a series of seminars on topics pertaining to professionalization as well as a series of student and guest speakers presenting cutting edge political science research. UCR is also the founding home to several mini-conferences such as PRIEC, which focuses on the study of race, ethnicity, and immigration. The department also encourages students to conduct research outside of formal course offerings and beyond their dissertations.

The graduate program at UCR is designed to grant the PhD degree, with the Master's degree awarded along the way (unless students already hold an *MA in Political Science* from another university, in which case a second MA will not be granted). Requirements for the Master's degree can be found in the [University Catalog](#).

This handbook describes both the requirements and policies of the graduate program and is intended to serve as a guide for students and faculty. Students should read this manual periodically to be familiar with expectations at various stages of the program. If you have further questions, do not hesitate to contact the Graduate Assistant or Director of Graduate Studies (DGS).¹ Course descriptions corresponding with the course numbers included in this document can be found in the UCR Course Catalog at <https://registrar.ucr.edu/registering/catalog>

¹ "Director of Graduate Studies" or "DGS" is the term we use in the Political Science Department for what is ordinarily called the "Graduate Advisor" or "Grad Advisor" at UCR. This is to avoid confusion between the DGS (faculty Graduate Advisor) and the Graduate Assistant (staff Graduate Student Advisor).

PHD PROGRAM REQUIREMENTS

The PhD program consists of four sets of requirements: Coursework, Comprehensive Examinations, the Prospectus (i.e., Oral Qualifying Exam), and the Dissertation.

Coursework

The first two years of the program are devoted to coursework and preparation for the comprehensive examinations. Students will ordinarily complete their major field course requirements, which reflect the fields in which they intend to take comprehensive exams, during Years One and Two. During this period, students obtain substantive knowledge in the discipline through the completion of three graduate courses per quarter. Coursework, which usually continues beyond the second year, includes the following required components:

1. **The Major Field Requirement**: Select two major fields of concentration from the five fields listed below and satisfy course requirements for them, which requires a total of eight graduate courses .

The major fields may be chosen from among: American Politics, Comparative Politics, International Relations, Mass Political Behavior, and Political Theory.

American Politics: Students must complete the core course (POSC 249) and at least three additional courses in the field.

Comparative Politics: Students must complete at least four courses in the field.

International Relations: Students must complete the core course (POSC 216) and at least three additional courses in the field.

Mass Political Behavior: Students must complete a core course (either POSC 255 or POSC 256) and at least three additional courses in the field.

Political Theory: Students must complete the core course (POSC 212) and at least three additional courses in the field.

2. **The Distribution (Breadth) Requirement**: Take one course in each of the three fields of study not selected as a major field.

3. **The Methods Requirement**: Complete five total methods courses consisting of three required courses (POSC 201, POSC 202A, and POSC 203) and two additional elective courses. To complete the two elective methods courses, students may take methodology courses in the Political Science Department or in another department. Students who choose to take courses from another department should consult the pre-approved list of courses in Appendix C of this handbook.

4. The Depth Requirement: Take three additional graduate courses in any field of study in consultation with faculty advisors. With permission of the DGS, one or more of these courses may be graduate-level courses outside of Political Science. These three courses must contribute toward knowledge useful for the dissertation. These are essentially “depth for dissertation” courses.

5. Research Colloquium and Professional Development Requirement: Students must be enrolled in POSC 230 during their first year in the program and subsequently during quarters of their choice until completion of 10 units. These units are to be completed by the end of the fifth year. Exceptions are allowed only by permission of the DGS.

The following courses **DO NOT** count toward the Major Field, Distribution, or Breadth requirements: POSC 285, POSC 290, POSC 291, POSC 293, POSC 297, POSC 299. These courses can, however, be used to help maintain full-time enrollment.

In extraordinary cases, one POSC 290 course may be accepted in lieu of one seminar (with permission of the DGS) if course staffing or scheduling problems require it. A POSC 290 course should only be taken if the material to be covered is not available in a scheduled course. Typically the DGS only approves enrollments in POSC 290 if the student is otherwise unable to complete major field course requirements prior to taking the comprehensive exams.

****PLEASE NOTE THAT YOU MUST CONSULT WITH THE DGS BEFORE ENROLLING IN ANY COURSES OUTSIDE THE DEPARTMENT**²**

Written Comprehensive Examinations

Written comprehensive examinations in the two major fields are normally taken in September before the start of the Fall quarter of Year Three. Postponements to this schedule are allowed in exceptional circumstances; all delays in taking comprehensive examinations must be approved by the Graduate Committee. The procedures for each field are described in Appendix B.

Oral Defense of Prospectus

Years Three and Four are typically devoted to the following: Directed Research (POSC 297) to prepare a dissertation prospectus under the direction of the student’s advisor, additional substantive seminars, and continued participation in POSC 230. The choice of substantive seminars during this time should be made in conjunction with faculty advisors and should usually be applicable either to the distribution (breadth) or depth requirements, although students may also take courses in excess of these requirements.

² This also applies to the “pre-approved” outside methods courses listed in Appendix C. Those courses are pre-approved to count toward the methods certificate; however, actual enrollment in any non-POSC course still requires DGS approval.

The Oral Defense of Prospectus (Oral Qualifying Exam) can be taken in any of the following modes: In-Person, Remote, or Hybrid. The student and their advisor will discuss which mode best suits the subject matter and context, with the advisor making the final determination. Students completing the defense In-Person are expected to be present on campus with all committee members physically present. If Remote is chosen, all committee members and the student have the *option* to attend remotely. If Hybrid is chosen, the student is expected to present the exam on campus in a video enabled room that supports some members being physically present and others remote. At least one member of the committee must be physically present for a Hybrid exam. By no later than Fall quarter of Year Five, students are to be advanced to candidacy upon successful oral defense of their dissertation prospectus.

The Dissertation

Once advanced to candidacy, students begin work on the dissertation. While the length, expectations, and requirements may vary across fields and advisors, a dissertation typically consists of about six book-length chapters. Often, three of these present the results of original research or discovery, in addition to an introduction, a conclusion, and a theoretical chapter. Dissertations typically take between one and a half and two and a half years to complete. The PhD is awarded upon acceptance of the dissertation by the candidate's dissertation committee. Normative time to completion of the program is six years.

Political Science Norms

The mission of the PhD program is to produce productive research scholars. The faculty strive to help students succeed on the academic job market and to have productive and fulfilling professional careers. While the preceding sections articulate the formal program requirements, it is often difficult for students to appreciate that there are many unwritten norms that foster success both within and beyond the program. So while the formal requirements emphasize completing coursework, exams, and the dissertation, it is equally important to get hands-on experience doing research, build professional relationships with faculty and classmates, and learn to write publishable, scholarly work. These norms help ensure that each student has sufficient expertise in their fields of interest as well as the research tools and academic record necessary to succeed upon graduating.

Graduate school in an academic field is somewhat different from graduate school in a professional field because the tools and skills one obtains are not designed to get you a specific job but instead to create and disseminate knowledge through research and teaching. The investment students make is an investment in themselves and their ability to contribute to the accumulation of knowledge on a wide range of political science topics. Consequently, many of the most valuable opportunities presented in graduate school come not from the formal requirements but from the extra-curricular activities that occur in an intellectually vibrant department and university. In large part, students' experience in a PhD program is enriched through engagement with guest speakers, having sustained conversations with faculty and fellow students, developing meaningful professional

relationships, and nurturing the research ideas and collaborations that emerge from those relationships. While it may be possible to get a degree by completing the bare minimum requirements articulated above, it is impossible to take full advantage of these interactions and to fully prepare oneself for life as a scholar without regularly being present in and around the Department. In short, training to become a scholar requires working extraordinarily hard during your time here. All told, the successful graduate student typically spends 60-80 hours a week on their studies.

A Timeline to Success: synthesizing formal and informal expectations

Year One of the PhD program is designed to familiarize students with the discipline of political science and begin to provide the tools needed to both consume and eventually produce academic research. Students also begin taking coursework with special emphasis on taking courses in fields in which they are likely to take their comprehensive exams.

Students typically begin to work as Teaching Assistants (TAs) during their first year and sometimes reduce their course loads slightly to accommodate this the first time they do so. TA work should take no more than 20 hours a week. If students find that their responsibilities routinely exceed this threshold, they should speak to the course instructor to address the situation. If the issue continues, students should meet with the Department Chair or DGS. Graduate student workload is governed by the union contract.

Informally, the student's primary goal during Year One should be to identify their major fields and to take as many courses as possible in those fields. Students should especially focus on taking substantive courses that help prepare them to take their comprehensive exams in addition to completing the required methods courses. Moreover, this is the first opportunity students have to begin to build relationships with faculty. Students might use the summer between their first and second years to continue to build relationships by seeking out faculty in their areas of interest to work with them on their research. Finally, students can plan their course schedules for the following year when the preliminary course schedule is released, which usually occurs by mid-July.

The Graduate Admissions Director, working with the DGS, will pair each first-year student with a faculty mentor. Faculty mentors should meet periodically with pre-prospectus students to assess their progress. It is the student's responsibility to make sure they meet regularly with their mentor to make sure that they are on the right track in terms of fulfilling all program requirements and progressing appropriately toward the dissertation phase. Students are of course fully encouraged to choose their own faculty advisors/mentors when they feel ready to do so.

During **Year Two**, students should complete their major field course requirements and make progress toward their breadth and depth requirements. Less formally, students should also begin to identify and develop a more specific research focus in one of their major fields. Once this is accomplished, students can begin thinking about working on research projects with an eye toward publication. Because comprehensive exams are administered before the fall of Year Three, it is important that students begin preparing for

them by learning what is expected. Appendix B describes the procedures for taking exams (the requirements and expectations vary across fields). The summer between Year Two and Year Three should be used to work on independent research projects and prepare for comprehensive exams. Students often use this time to begin writing their first academic paper for presentation at conferences the following year.

Just prior to **Year Three**, students take comprehensive exams. Year Three is typically when students finish remaining coursework and take any additional methods courses they think might help them with their research interests. Once students pass their exams, they should quickly turn to developing a dissertation prospectus, which should be defended no later than the fall of their fifth year (i.e., 13th quarter). Students should seek out faculty with whom to work on a dissertation topic and participate in a pre-prospectus workshop as well.

Year Three is a transition year in which students gradually transition from being consumers to producers of political science research. In practice, this occurs as students begin to write the prospectus and continue to conduct independent research, as these activities often overlap. Independent research papers often become students' dissertation topics. Research skills are also obtained by writing and presenting work in one's area of interest at academic conferences. The summer between the third and fourth year is usually focused on writing the prospectus and working on research that relates to the dissertation.

In consultation with their Dissertation Chair, students should finalize their Prospectus Committee in **Year Four**. The Prospectus Committee must consist of five members, the majority of whom must be affiliated with Political Science. At least one member must be from a department outside Political Science. This outside member is called the Oversight Member, and their primary role is to monitor the fairness of the prospectus defense ("oral qualifying exam") itself. Additionally, the Oversight Member may enhance the scholarship of the student and contribute to the academic benefits of the defense. For further information on Graduate Division's rules and regulations regarding the nomination of a Prospectus Committee, please see <https://graduate.ucr.edu/regulations-and-procedures#nomination-for-qualifying-exam>.

The prospectus must be defended **no later than** Fall quarter of the fifth year. Sooner is preferable. Once a student is advanced to candidacy, their focus turns toward working on the dissertation and preparing their independent research for presentation at conferences and for publication. One step in this process is identifying a Dissertation Committee, which must consist of at least three members, all of whom typically come from the Political Science Department.

In **Year Five** and **Year Six**, students focus on writing their dissertations. While the time it takes to complete the dissertation varies by field and subfield, students should be in regular contact with their advisors informing them of their progress and seeking advice and feedback on their work. Students should also be thinking about how to best prepare themselves for the job market. Typically this means submitting and revising papers for publication. Students should also present their work at conferences and make sure their academic profiles enhance their marketability. In addition to publishing, they should think

about their teaching profile and seek to gain experience teaching or working as a TA for courses that might help broaden their appeal as teachers.

Each student will receive an annual evaluation letter assessing their performance at the end of each academic year. This letter is written by the student's faculty mentor and is typically generated in the summer months, employing some combination of detailed commentary on the student's performance in graduate seminars (where applicable) and an assessment of the student's dissertation progress by their advisor (where applicable). These evaluations are shared with each student and submitted to Graduate Division with the intent of monitoring students' progress so that any issues with the students' performance can be addressed as they arise or so that students can be given guidance on how to further enhance their performance. Addressing any issues that arise in these evaluations, and carefully working with the suggestions contained in them, play a key role in students' success in the program.

Guidelines for Enrolling in Courses

Students should review program and course rules, both of which are in the General Catalog, before selecting courses each quarter. Beyond the need to decide how to meet various substantive course requirements, there are not many difficulties in enrolling in a full-time schedule during the first two years, when students take most of their substantive courses.

The two broadest guidelines are these:

1. You need to maintain **full-time status** at all times.
2. You may take up to 4 units per quarter of Teaching Practicum (**POSC 302**) while you are working as a TA.³

Things become procedurally more tricky in Year 3 and afterward. Rules 1 and 2 still apply. Here are some of the things for more advanced students to keep in mind:

3. **Comprehensive Exams and POSC 291:** When you are preparing for your comprehensive exams, you may enroll in units of POSC 291 if needed (repeatable, with no quarterly or overall cap on the number of units). Most students will be preparing for comprehensive exams during the summer after the second year, so typically no enrollment will be required during this time. For this course, students must choose a particular faculty member with whom to enroll. The Department's staff Graduate Assistant can assist further with this. Be sure to inform the professor with whom you are enrolling, and be sure to be clear about requirements and expectations.

4. **Prospectus Preparation and POSC 297:** When preparing the prospectus, students should enroll in units of POSC 297, which is repeatable but with a maximum of 6 units per

³ or, during your first quarter as a TA, a combined total of 4 units of POSC 302 plus POSC 301.

quarter. For this course, students must choose a particular faculty member with whom to enroll. Students must inform the professor that they are enrolling with them and inquire about requirements and expectations.

5. **Dissertation Work and POSC 299:** After defending the prospectus -- that is, when researching and writing the dissertation -- students should enroll in units of POSC 299 as needed (repeatable, with no quarterly or overall cap on number of units). For this course, students must choose a particular faculty member with whom to enroll. Students must inform the professor that they are enrolling with him or her and inquire about requirements and expectations.

6. **Summary and Elaboration:** In Year 3 and after, a combination of non-degree units (such as POSC 291, 297, 299, and 302) may be taken in order to maintain full-time status.

Department Resources

In addition to fellowships and TAs, the department provides support for students' research activities through the following programs.

Conference Travel Awards

The department provides funding for students to participate in academic conferences. Students are typically funded up to \$800 annually toward their expenses (department finances permitting). The \$800 allocation can be distributed across conferences in any manner, per the student's choice. Funding is in the form of reimbursements for itemized expenses (receipts are required). Travel details must be communicated to CHASS Travel and entered into Concur prior to travel: <https://www.concursolutions.com/travelhome.asp>
All requests for graduate student travel funding must be approved prior to travel.

In general, funding is awarded to those who present papers or serve as discussants at academic conferences, although in extraordinary circumstances other forms of participation may be approved upon consultation with the DGS. Students must also provide evidence that they have also applied for funding from the Graduate Student Association (GSA); however, departmental funding is not contingent on being awarded funding from the GSA. For details and forms, please consult with the Graduate Assistant and the GSA: <https://gsa.ucr.edu/ctg/> **Note that GSA travel grant applications are due BEFORE the first day of the previous month in which your conference ends.** Apply early.

Gabbert Awards

The Department periodically puts out a call for proposals for research support awards of up to \$2,000. Only students who have passed comprehensive exams are eligible for these funds. The Department is particularly interested in supporting dissertation research. The graduate committee selects award winners. Applicants submit a 1-to-2-page proposal describing their project, how the funds would be beneficial to their research, and how the funds would be spent. The funds may be used to pay either for a graduate student's research stipend, for relevant training that cannot be obtained at UCR, or for aspects of research, such as: travel to field sites or archives, purchasing data or other materials, hiring research assistance, copying, mailing, or other reasonable research expenses. Students submit their proposal along with a budget sheet and a timeline for the expenditure of the funds. Funds must be expended and reported per university guidelines.

Grants to attend ICPSR and IQRM for Supplementary Methods Training

The Department invites requests for support to attend the Inter-university Consortium for Political and Social Research (ICPSR) Summer Program in Quantitative Research at the University of Michigan and the Institute for Qualitative Research Methods (IQRM) summer program at Syracuse University. The department typically provides support for one student to attend each of these programs by funding tuition and travel.

Applicants typically submit a one-page application explaining why they want support and how attendance supplements previous coursework, supports their research agenda, and facilitates completion of the PhD. Students should also include a curriculum vitae. Applicants who have passed their comprehensive exams are preferred. Applications are typically due by email to the Graduate Assistant in early January.

University Resources

As students are enrolled through the Graduate Division, they are required to familiarize themselves with Graduate Division policies. These can be found at <https://graduate.ucr.edu/regulations-and-procedures>

The Graduate Student Association and Graduate Division offer various forms of support for travel and research. In addition, students may also find the following resources helpful:

GradSuccess

GradSuccess provides a variety of services to meet the needs of UCR's diverse graduate student population. Housed in the Graduate Division, GradSuccess offers programs, workshops, seminars, and consultations by appointment and drop-in. GradSuccess supports graduate students at every stage of study and is concerned with helping students become successful professionals. Please visit: <http://graduate.ucr.edu/success.html>

The Writing Center

The Graduate Writing Center offers writing support and instruction to all UCR graduate students through free workshops and writing consultations. They provide writing assistance at all stages of the writing process (e.g., abstracts, grant applications, developing journal articles, CV and resume basics, etc.) Trained consultants meet with students to develop their confidence and skills. This is not a proofreading or editing service. Rather, the GWC works with graduate students to help identify areas for improvement in their writing and to help navigate expectations for specific writing endeavors. See: <https://gwc.ucr.edu/>

Graduate Quantitative Methods Center (GradQuant)

GradQuant is dedicated to improving UCR graduate students' training in quantitative methods. GradQuant offers training in probability and statistical inference, statistical software and computing, math for statistics, data management, and professional ethics in the management and analysis of data. The educational support ranges from remedial and introductory methods to advanced, specialized training. See: <https://gradquant.ucr.edu/>

Counseling and Psychological Services

UCR's Counseling And Psychological Services (CAPS) provides a range of programs to promote mental health, emotional resilience, and wellness throughout the campus community. Clinical services include individual counseling, couples counseling, and group

therapy, as well as psychiatric services. All services are free, confidential, and provided by a diverse professional staff. Please visit: <http://counseling.ucr.edu>

The professional clinicians offer outreach and consultation to faculty, staff, and students across campus. They also provide training and education on a variety of mental health and wellness topics, specifically focusing their efforts on working with distressed, suicidal, and disruptive students on campus. Please call the CAPS front desk at 951-827-5531, option 2, for scheduling.

Student Disability Resource Center

UCR works to ensure that students with disabilities have equal access to educational programs and can fully participate in all aspects of campus life. SDRC is the unit designated to receive requests for accommodations, approve services, and coordinate support for students with disabilities to ensure access to the university's educational programs. Please visit: <https://sdrc.ucr.edu/>

Appeal Procedures for Graduate Students

While appeals are rare, occasionally students wish to appeal academic or administrative decisions that impact their academic progress. The procedures for doing so can be found at: <https://graduate.ucr.edu/regulations-and-procedures#appeal-procedures-for-graduate>

Teaching Assistantships: An Overview

Each quarter, the Department issues a call for Teaching Assistants (TAs) that is distributed by the Graduate Assistant about six to eight weeks before the beginning of the quarter. Students are asked to list in order of preference the courses they would like to TA.

TAships are assigned in two stages. A list of TAs is determined by identifying those students who are guaranteed TAships and then by ranking those students who have not been guaranteed employment for that quarter, according to the Department's criteria. This produces the initial TA offer list. Once the initial list of TAs is determined, the DGS matches students to courses based on their own preference rankings and preferences submitted by instructors. The Graduate Assistant then prepares offer letters. Sometimes additional positions become available after initial assignments are made, as students on the initial list are offered support outside the department (e.g., in other departments, the Writing Program, or as a GSR). In such cases the rankings are used to determine who is offered the additional positions.

Each new TA must attend the Teaching Assistant Development Program's (TADP) Orientation before they are allowed to teach. See: <https://tadp.ucr.edu/ta-training/orientation>

Additionally, any student whose native language is not English must pass an English language competency exam before performing duties as a TA. For more information, see: <https://graduate.ucr.edu/graduate-student-employment#english-language-proficiency>

In the Political Science Department, Teaching Assistants typically oversee three sections of 22-27 students per section. TAs are limited in their work to an average of 20 hours per week. While exact duties are negotiated with the faculty, TAs are typically required to:

- Attend all lectures, teach weekly discussion sections, and grade papers, exams, and/or other assignments. [Note that TAs are **not** meant to lecture during discussion sections. The purpose of a discussion section is for the students enrolled in the course to be able to **discuss** and debate the material with each other while the TA facilitates.]
- Consult with the professor as to grading policies, course content, and procedures.
- Properly and thoroughly prepare for each class, lab, or discussion section for which they are responsible.
- Assign appropriate work and read and grade the work thoroughly and as rapidly as possible.
- Post at least one office hour per week per section and hold those office hours without fail.
- Report grades accurately and on time to the instructor in charge of the course.
- Give grade books to the instructor in charge at the end of the quarter and as needed.
- Maintain a professional attitude toward all students at all times.

Graduate students who receive fellowships (either intramural or extramural) will not be guaranteed a Teaching Assistantship in the Department for the duration of their fellowships. Students who receive stipend-only fellowships may have their tuition and fees paid by the Graduate Division. In general, only students with comprehensive academic student employment (ASE) positions can have their tuition and fees paid for that quarter.

Minimum Qualifications For Teaching Assistants

In order to maintain eligibility to TA, students are required to maintain a 3.00 GPA; have fewer than 8 units of Incomplete grades; be advanced to candidacy within 13 quarters after entry; and make acceptable progress toward the degree (acceptable progress for a PhD student is represented by the normative time to degree for the program plus one year).

TAs must also meet minimum standards of teaching effectiveness based on student evaluations. Any TA scoring a 4.00 or lower on evaluations of teaching effectiveness must attend workshops to improve their teaching. If a TA scores 4.00 or lower for three quarters, they are no longer eligible to TA.

Length of Service

The length of service for a TA or for an Associate-In (graduate student instructor of record) is limited to 12 quarters. However, exceptions can be made by the Graduate Dean upon written request by the program. No one may serve in a teaching title code for more than a total of 18 quarters of service.

See <http://graduate.ucr.edu/teaching.html> for more details about academic employment.

Appendix A. Political Science Courses by Field

Courses in blue are required for all students. Courses in red are required for that major.

Methods (POSC 201 <u>and</u> 202A <u>and</u> 203 + 2 others)	American Politics (POSC 249 + 3 others)	Comparative Politics (4 courses)	International Relations (POSC 216 + 3 others)	Mass Political Behavior (POSC 255 or 256 + 3 others)	Political Theory (POSC 212 + 3 others)
POSC 201	POSC 208*	POSC 217	POSC 206*	POSC 208	POSC 212
POSC 202A	POSC 249	POSC 227	POSC 214	POSC 220*	POSC 213
POSC 203	POSC 250	POSC 263	POSC 215	POSC 253	POSC 268
POSC 202B	POSC 252	POSC 266	POSC 216	POSC 255	POSC 280
POSC 204	POSC 254	POSC 271	POSC 231	POSC 256	POSC 281
POSC 205	POSC 259*	POSC 272*	POSC 262	POSC 257*	POSC 283
POSC 207	POSC 261	POSC 273*	POSC 263	POSC 258	POSC 267*
POSC 225*		POSC 274	POSC 264	POSC 259*	
POSC 210		POSC 275	POSC 267*	POSC 260	
POSC 211		POSC 276	POSC 268		
		POSC 278	POSC 269		
		POSC 279	POSC 218		
		POSC 282			

** Course may count toward an additional field depending on the instructor and content. Course categories are subject to change. **Students should always check with the faculty offering the course well in advance of enrolling in the course regarding which major it counts for, keeping in mind that decisions about field credit typically require consultation among faculty and cannot be assumed to be automatic.** For further questions regarding counting a course for credit across fields, please contact the Director of Graduate Studies.*

Appendix B. Comprehensive Exam Procedures

Students take comprehensive exams in each of their two major fields just prior to the Fall of their third year. These take-home exams are typically administered over an approximately ten-day period in September in order to minimize conflict with other responsibilities. Precise exam dates are typically determined by the Graduate Committee in late Spring or early Summer. Results are typically reported by the Graduate Assistant or DGS on a field-by-field basis within 2-4 weeks after the exam. These results are also reported to Graduate Division. Should a student not pass an exam, the student may have one opportunity to retake that exam but only in one of their two fields. Re-testing typically occurs in the Winter or Spring quarters of the same academic year. The specific requirements and processes vary across subfields of political science. Please see below for more details.

Procedures for Taking the Comprehensive Exam in American Politics

Students taking the exam in American politics answer one general question about American Politics that requires knowledge of research in all areas of the field. In addition, students answer one question from each of two subfields (of their choice) from the below list. Responses are limited to 14 pages for the general question and 8 pages for each of the subfield questions.

Subfields:

National institutions
Public policy
Subnational politics
Parties and interest groups
Race, ethnicity and identity politics

Students may take exams in other subfields upon unanimous consent of the American Politics faculty.

All faculty in American politics both write questions and serve as graders for each exam. In consultation with the faculty, the student will identify a main reader. The main reader will solicit faculty comments about the exam, make a grade proposal based on preliminary comments, and write the grade evaluation. In a meeting or by email, the American politics faculty will approve or modify this proposal.

Procedures for Taking the Comprehensive Exam in Comparative Politics

Students will answer two breadth questions and one depth question.

For the *breadth questions*, students must prepare in two subfields within Comparative Politics, typically aligned with two seminars they have taken. Preparation involves the course syllabus, though students must consult with instructors to confirm if additional

readings are required. Because students choose different combinations of subfields and instructors, each student's reading list will vary, though there will be some overlap. To accommodate this variation, the exam will be organized as a menu of options: there will be several thematic sections, each offering two alternative questions. Students must select one question from two different sections. Selecting two questions from the same section is not permitted.

In addition to the breadth questions, students will answer one *depth question* focused on a specialized area of their choice (e.g., populism in Europe, immigration attitudes, the politics of Central Banks). This area may stem from a seminar or from independent interest. The goal is to allow students to conduct a focused review of a topic related to potential dissertation research. The depth question will be more research-oriented than the breadth questions, potentially asking students to outline a research design or discuss a prospectus idea in light of the existing literature. The specific format will depend on the faculty member writing the question and the student's background knowledge.

By week 5 of Spring Quarter (Year 2), students should contact the Comparative Politics field chair to propose a depth topic and receive a referral to a faculty member with relevant expertise. In consultation with that faculty member, the student will prepare a reading list of 25 books/articles by the end of that Spring Quarter.

As far as grading goes, we usually assign one faculty member to be a coordinator. That person then determines which other faculty need to be involved in grading. We tend to lean on the faculty with expertise in a given subfield to do the most careful reading of that exam, but whoever is assembled as part of the team for the exam is expected to read all answers to the questions. The team will never be fewer than three faculty members but may involve more. We then compare notes and decide collectively on a final grade for the exam.

Procedures for Taking the Comprehensive Exam in International Relations

In International Relations, the comprehensive exam consists of three sections, and students must answer one question from each section. The first section tests students in their general knowledge of international relations theory. The second section focuses on international political economy. IR majors are strongly advised to take either POSC 214 (Political Economy of International Trade) or POSC 215 (Political Economy of International Finance) in preparation for the IPE portion of the exam. The third section is an elective section, which is tailored around additional IR coursework that the student has completed prior to taking the exam. In recent years, students have chosen questions related to elective courses in human rights and humanitarianism, ethics and international politics, international property rights, transnational labor, international migration, or conflict and conflict resolution. Thus, students are expected to demonstrate breadth of knowledge within the field as well as depth of knowledge in relation to emerging areas of interest and areas covered more intensively in coursework. Students are typically allowed to choose from a list of 2-3 questions within each section. Each of the three essays is expected to be

approximately 10 pages double spaced, including citations. The exams are reviewed by International Relations faculty members, and each essay is read by at least two professors.

Procedures for Taking the Comprehensive Exam in Mass Political Behavior

Students taking exams in Mass Political Behavior answer three questions that require knowledge of research in all subfields of mass behavior. Typically, these consist of one broad question and two more narrow questions. The broad question requires a no more than 14 page (double spaced) answer, while the narrow questions require no more than 8 page (double spaced) answers each (excluding reference lists). The exam is written collaboratively by all of the field faculty. Students select two readers (an exam coordinator and a reader) who grade the exam. The exam coordinator writes the evaluation after consultation with the reader.

Procedures for Taking the Comprehensive Exam in Political Theory

It is strongly recommended that students complete the four major field course requirements in Political Theory before taking the exam. In cases where students are impacted by a lack of course offerings beyond their control, exceptions may be made for them to take the exam, having taken a minimum of three Political Theory courses. However, in such cases, the student must contact the Political Theory field chair no later than the beginning of the spring quarter prior to the exam in order to request such an exception.

In Political Theory, the comprehensive exam is based on the graduate coursework taken by the students being tested in a given year. Each student answers three questions, in essay form, each essay about 7-8 pages. The faculty write a set of questions that (a) encourages the students to cover a wide range of material, both in preparation and in actual writing, and (b) gives them some choice, especially so that no one has to answer a question pertaining to course material they haven't covered. Students should make sure that each essay has an argument or thesis; that it addresses the question directly; and that it does not simply summarize literature. The time period and related formalities are, of course, the same as for all Political Science comprehensives. After completion of exams, each essay is read by two professors. The individual essay grades are combined to produce an overall grade for the exam.

Appendix C. Methods Certificate

This appendix provides additional information regarding courses that will fulfill the elective component of the methods requirement and provides information about the Methods Certificate.

Political Science PhD students can earn a methods certificate if they take six method courses that together constitute a coherent program of study. The courses can be customized to fit a student's research interests and needs, but below we list some sample course sequences that would fulfill the methods certificate requirements.

Sample Qualitative Methods Certificate Tracks:

Comparative Politics sample track:
201, 202A, 203, 210, 211, SOC 204A

International Relations sample track:
201, 202A, 203, SOC 200, HIST 251A, HIST 251B

Political Theory sample track:
201, 202A, 203, 210, HIST 254, language courses

Sample Quantitative Methods Certificate Tracks:

American Politics/Mass Behavior sample tracks:
POSC 201, POSC 202A, POSC 203, POSC 202B, POSC 205, POSC 207

Comparative Politics sample track:
POSC 201, POSC 202A, POSC 203, POSC 202B, POSC 205, ECON 244

International Relations sample track:
POSC 201, POSC 202A, POSC 203, POSC 202B, POSC 204, POSC 225

Pre-Approved List of Qualitative Methods Courses⁴

The list below represents qualitative methods courses that can be taken to fulfill the elective methods requirements as described in this handbook. Any course on the list below has already been approved by the Political Science faculty. If a student wants to use a course not on this list, they must have it approved (before enrolling) by the DGS.

⁴ The outside courses listed here are pre-approved to count toward the methods certificate; however, enrollment itself still requires DGS approval.

Language Courses – Students may replace one of the required courses for the methods certificate with intensive language training that is relevant for the student’s dissertation. Students should consult with their advisor and the DGS before pursuing this option.

ANTH 210A Description and Inference in Anthropology(4) Seminar, 3 hours; outside research, 1 hour; individual study, 1 hour; extra reading, 1 hour. Prerequisite(s): graduate standing or consent of instructor. An examination of the modes of defining concepts and relations, developing and framing theories, and relating data to theory in anthropology; analysis of representative attempts to describe and explain behavior; and practice in carrying out simple analyses.

ANTH 251 Theory and Method in Mexican Ethnography(4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Focuses on the basic issues of theory and method in Mexican ethnography. Major streams of thought framing the substance and approaches of rural and urban ethnographies of Mexico are examined.

ANTH 260 Ethnographic Field Methods(4) Seminar, 3 hours; field, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Introduces ethnographic field methodologies and research techniques through theoretical and practical application. Examines historical and contemporary models of fieldwork practices and ethics. Topics include fieldwork preparation; participant observation; ethnographic responsibilities; data collection techniques; interviews; gendered dynamics of field research; historical and visual methods; and violence in the field. Course is repeatable.

ETST 203 Research Methods in Ethnic Studies(4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing; consent of instructor. Examines some of the foundational theories and methods employed in the field of ethnic studies. Provides basic knowledge in designing and implementing a research project utilizing multiple methods. Course is repeatable as content changes to a maximum of 12 units.

HIST 250 New Directions in Historical Research(4) Seminar, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Frontiers of research in major historical periods. Explores emerging theories and innovative methods and considers their relevance to the future of the discipline. Discusses the methods and kinds of research which are most fruitful in the assigned instructor’s particular specialty. Course is repeatable as topics change to a maximum of 12 units.

HIST 251A General Research Seminar in History(4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. A general research seminar in history including European, continental European, British, Russian, ancient, and Latin American history. Includes a major research paper based on extensive use of primary source material. Graded In Progress (IP) until HIST 251A and HIST 251B are completed, at which time a final grade is assigned. After completing both HIST 251A and HIST 251B, students may repeat the sequence once for credit; total credit for each course may not exceed 8 units.

HIST 251B General Research Seminar in History(4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): HIST 251A; graduate standing; or consent of instructor. A general research seminar in history including European, continental European, British, Russian, ancient, and Latin American history. Includes readings in archival and research methods. Also includes a major research paper based on extensive use of primary source material. After completing both HIST 251A and HIST 251B, students may repeat the sequence once for credit; total credit for each course may not exceed 8 units.

HIST 254 Reading Seminar in Historical Theory and Methods(4) Seminar, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing; consent of instructor; consent of advisor if repeating the course. Studies the evolution of the discipline of history by exploring theories, philosophies, and methods that are used in historical explanation. Concentrates on how some particular body of theory has influenced the writing of history. Course is repeatable to a maximum of 12 units as topics change.

HIST 287A Research Seminar in Nature, Place, and Space: Environmental and Spatial Approaches to History(4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Surveys historical literature and methodologies involved in spatial and environmental analyses of the past. Examines technical and methodological issues involved in using spatial documents (maps). Discusses applications of historical research to environmental remediation. Includes work on a research paper. May be taken as a one- or two-quarter course (HIST 287A, HIST 287B). Graded In Progress (IP) until the last quarter is completed, at which time a final grade is assigned. After completing both HIST 287A and HIST 287B, students may repeat the sequence once for credit; total credit for each course may not exceed 8 units.

HIST 287B Research Seminar in Nature, Place, and Space: Environmental and Spatial Approaches to History(4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor; HIST 287A. Surveys historical literature and methodologies involved in spatial and environmental analyses of the past. Examines technical and methodological issues involved in using spatial documents (maps). Discusses applications of historical research to environmental remediation. Students discuss and critique each other's research. After completing both HIST 287A and HIST 287B, students may repeat the sequence once for credit; total credit for each course may not exceed 8 units. Course is repeatable to a maximum of 8 units.

PBPL 212 Qualitative Social Science Methods (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Introduces the qualitative methods widely used in the social sciences and their use in analyzing policy formulation, policy implementation, and policy effects. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

POSC XXX Comparative Historical Analysis – Course in Development

POSC XXX Ethnography -- Course in Development

POSC 210 Qualitative-Interpretive Research Methods (4) Seminar, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Introduction to the use of formal theory in political science. Covers interpretive methods used in social science including interviews, ethnography, participant-observation, archival research, and research ethics. Provides practical experience with the major steps of interpretive research including project design and implementation, data analysis, writing and publishing. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

POSC 225 Formal Analysis (4) Seminar, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Introduction to the use of formal theory in political science. Covers the basics of game theoretical analysis and applications to substantive issues in the discipline. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor. Course is repeatable to a maximum of 8 units

SOC 200 Research Design (4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Provides basic training in research design for sociologists. Begins with strategies for deriving theoretically informed empirical questions. Proceeds with discussion of how to collect and analyze data most appropriate to answer such questions. This course is required for both the M.A. and PhD in Sociology. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

SOC 204A Qualitative Methods I (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): graduate standing; or consent of instructor. An overview of the uses of qualitative methods in sociology. Topics include epistemological questions, ethnography, interviewing, historical and comparative methods, and research ethics. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

SOC 204B Qualitative Methods II (4) Seminar, 3 hours; extra reading, 2 hours; outside research, 2 hours. Prerequisite(s): SOC 204A, graduate standing or consent of instructor. Designed to develop skills in conducting qualitative research. Emphasizes with the organization, interpretation/analysis, and presentation of textual data. Students who take this course to meet Sociology M.A./PhD requirements receive a letter grade; other students may be graded Satisfactory (S) or No Credit (NC) with consent of the instructor.

SOC 208 Proseminar in Qualitative Sociology (2) Seminar, 1 hour; extra reading, 3 hours. Prerequisite(s): graduate standing in Sociology or consent of the instructor. Discusses sociological works in the qualitative tradition. Emphasizes developing and refining skills in qualitative methods. Normally graded Satisfactory (S) or No Credit (NC), but students may petition the instructor for a letter grade on the basis of assigned extra work or examination. Course is repeatable to a maximum of 12 units.

SOC 244 Institutional Analysis (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. The comparative and historical

analysis of human social institutions, with emphasis on: (a) the emergence and development of the basic institutional systems of economy, polity, kinship, religion, law, and education; (b) the structure and process of these institutions in varying types of societies; (c) the interrelation of these institutions to each other and to other structuring processes.

May be taken Satisfactory (S) or

No Credit (NC) with consent of instructor and advisor.

SOC 261 World-Systems Analysis (4) Seminar, 4 hours. Prerequisite(s): graduate standing or consent of instructor. Focuses on social evolution, world-systems analysis, and globalization. Students who take the course to meet specialization requirements receive a letter grade; other students receive a letter grade or Satisfactory (S) or No Credit (NC) grade.

Pre-Approved List of Quantitative Methods Courses⁵

The list below represents quantitative methods courses that can be taken to fulfill the elective methods requirements that are described earlier in this handbook. Any course on the list below has already been approved by the Political Science faculty. If a student wants to use a course not on this list, they must have it approved (before enrolling) by the DGS.

ECON 205A Econometric Methods I (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): ECON 104A; ECON 105A; MATH 009A; MATH 009B; STAT 100B; or equivalents. Examines econometric methods for the analysis of economic data and the construction of econometric models with applications to microeconomics and macroeconomics. Covers the linear regression model and related techniques of matrix algebra. Also addresses statistical estimation and inference.

ECON 205B Econometric Methods II (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): ECON 205A or equivalent. Examines econometric methods covering extensions of the basic regression model, nonlinear models, and limited dependent variable models.

ECON 205C Econometric Methods III (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): ECON 205B or equivalent. Examines econometric methods for the analysis of economic data and the construction of econometric models with applications to time-series macroeconomics. Covers univariate time-series models, volatility models, simultaneous equation models, and dynamic econometric models.

ECON 244 Empirical Research Methods (4) Lecture, 3 hours; tutorial, 1 hour; written work, 2 hours. Prerequisite(s): ECON 205B or equivalent. Introduction to empirical techniques used in modern applied economics, with a focus on identification strategies. Topics include natural experiments, instrumental variables, regression discontinuity, and

⁵ The outside courses listed here are pre-approved to count toward the methods certificate; however, enrollment itself still requires DGS approval.

panel data. Emphasis is on practical application of techniques and solutions to problems empirical researchers encounter.

EDUC 214C Educational Research: Experimental Design (5) Lecture, 3 hours; laboratory, 3 hours; outside research, 3 hours. Prerequisite(s): EDUC 214B or consent of instructor. Focus is on common designs used in education, including higher order factorials, hierarchical designs, and repeated measures. Emphasis is on design application and appropriate statistical analysis for education. Covers ANCOVA.

EDUC 215C Structural Equation Modeling (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): EDUC 215A or equivalent. Introduction to structural equation modeling (SEM) techniques. Emphasizes theory, application, and interpretation of techniques. Addresses development in the use and interpretation of specialized software. Topics include confirmatory factor analysis, covariance structure analysis, structural regression models, and latent change analysis. Considers model definition and specification, identification, estimation, and testing.

EDUC 215D Multilevel Modeling (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): EDUC 214C or consent of instructor. Covers the processes involved in conceptualizing, conducting, interpreting, and composing multilevel analyses. Includes ANOVA and ANCOVA with random effects, means-as-outcomes, random-coefficients, intercepts and slopes as outcomes, and growth models. Also addresses model building and assessment, centering, estimation, hypothesis testing, contextual and compositional effects, and other related topics.

EDUC 215E Advanced Applications of Multilevel Modeling (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): EDUC 215D or consent of instructor. Recent developments and advanced applications of multilevel modeling for research in education and the social sciences. Topics include mediation, cross-classified, mixture, multivariate, nonlinear, multiple group, and growth models. Also covers Bayesian estimation, causal inference, and other new or advanced topics related to multilevel modeling. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

EDUC 215F Causal Modeling in Education (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): EDUC 214B; graduate standing. Overview of methods for estimating causal effects in social research. Topics include randomized experiments, regression discontinuity, interrupted time series, difference-in-differences, instrumental variables, matching, and fixed effects. Focuses on statistical theory, data requirements, and appropriate applications. Students gain experience applying methods through assignments analyzing real data.

EDUC 242A Educational and Psychological Measurement and Evaluation (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): EDUC 214B; consent of instructor. Examines topics in measurement and evaluation including classical test theory and program evaluation design. Focus is on application in educational and psychological settings and critical examination of norm-referenced and criterion-referenced testing.

EDUC 242B Advanced Educational and Psychological Measurement and Evaluation (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): EDUC 242A or equivalent or consent of instructor. Examines advanced topics in measurement and evaluation including generalizability theory and item response theory. Emphasis is on the statistical basis of these theories and their application in educational and psychological settings.

EDUC 242C Applied Measurement in Education (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): EDUC 242B or equivalent or consent of instructor. Examines applications of advanced topics in measurement and evaluation including generalizability theory and item response theory. Emphasizes qualitative and quantitative approaches to examine measurement properties that should be considered when designing instruments for use in educational and psychological settings.

POSC 202B Survey of Quantitative Methods (4) Lecture, 3 hours; research, 3 hours. Prerequisite(s): POSC 201 or approval of department graduate committee. Covers data analysis for political science applications. Topics include Statistical Package for the Social Sciences (SPSSX), regression analysis, causal modeling, factor analysis, and cluster analysis in research design context.

POSC 204 Mathematical Modeling in Political Science (4) Lecture, 3 hours; research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Survey of basic mathematical tools relevant to research in political science and other disciplines of the social sciences, with an emphasis on concepts and applications. Topics include sets, matrix algebra, comparative-static analysis, optimization problems, exponential and logarithmic functions, equality constraints in optimization, and integration.

POSC 205 Advanced Regression Analysis (4) Lecture, 3 hours; research, 3 hours. Prerequisite(s): POSC 202B. Introduction to the use of advanced techniques in regression analysis. Topics include model specification, measures of goodness of fit, two-stage least squares, and models with binary dependent variables.

POSC 207 Advanced Quantitative Analysis (4) Lecture, 3 hours; research, 3 hours. Prerequisite(s): MATH 005, POSC 202B; or consent of instructor. Introduction to the use of advanced techniques in quantitative analysis. Topics include maximum likelihood, sample selection bias, simultaneous equations.

POSC 225 Formal Analysis (4) Seminar, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Introduction to the use of formal theory in political science. Covers the basics of game theoretical analysis and applications to substantive issues in the discipline. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor. Course is repeatable to a maximum of 8 units

PSYC 213 Experimental Design and Analysis of Variance (4) Lecture, 3 hours; discussion, 2 hours. Prerequisite(s): graduate standing in Psychology, PSYC 211; or consent of instructor. Experimental design and analysis of variance including repeated measures

and mixed designs, with special attention to exploratory data analysis, nested designs, interactions, and contrasts.

PSYC 243 Multivariate Statistics (3) Lecture, 3 hours; laboratory, 1 hour. Prerequisite(s): PSYC 211, PSYC 212, PSYC 213. Introduces students to multivariate statistical methods, including multivariate analysis of variance, analysis of covariance, repeated measures analysis of variance, cluster analysis, discriminant function analysis, multivariate regression, principal components analysis, exploratory factor analysis, and confirmatory factor analysis. Focuses on the theoretical and practical applications of each method. Graded Satisfactory (S) or No Credit (NC).

PSYC 259 Topics in Quantitative Methods (3) Lecture, 3 hours. Prerequisite(s): graduate standing in Psychology or consent of instructor. A study of selected advanced topics in quantitative methods specifically for behavioral research, especially multivariate analysis. Graded Satisfactory (S) or No Credit (NC). Course is repeatable as topics change.

SOC 203B Quantitative Methods II (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): graduate standing in Sociology; SOC 203A or equivalent or consent of instructor. Covers generalizations of the general linear model to limited dependent variables. Also covers mixed models for data arising from nested, time-series, and pooled cross-sectional and time-series designs. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

SOC 205 Categorical and Survival Data Analysis (4) Seminar, 3 hours; laboratory, 1 hour; extra reading, 2 hours. Prerequisite(s): SOC 203B, graduate standing; or consent of instructor. Introduces the analysis of limited dependent variables in social science and epidemiologic research. Covers in detail survival analysis including recent advances and emerging controversies. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

STAT 202A Regression, ANOVA, and Design (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 170A or equivalent, graduate standing; or consent of instructor. Topics include Linear Regression Models, Correlations, Fitting and Prediction, Diagnostics, Transformations, Collinearity, and Influential Observations, Model Selection, Subset Selection, Bayesian Model Selection, Regularization, Shrinkage Methods, Nonparametric and Semi-parametric Regressions.

STAT 202B Regression, ANOVA, and Design (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 170B, STAT 202A or equivalents, graduate standing; or consent of instructor. Topics include Fixed Effects Models with or without Interactions, Types 1- 4 ANOVA, Multiple Testing, ANCOVA, Mixed Effects Models, ML and REML Estimation Methods, BLUP, Multiple Crossed and Nested Factors, Analysis of Longitudinal Data, General Linear Mixed Models, Parametric Models for Covariance Structure, Bayesian ANOVA.

STAT 202C Regression, ANOVA, and Design (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 170B, STAT 202B or equivalents, graduate standing; or consent of

instructor. Topics include Basic Principles of Experimentation, Clinical Trials, Completely Randomized Design, Power and Sample Size, Randomized Block Design, Latin Square Design, Factorial Experiments, Response Surface Experiments, Case Control Studies, Matched case-control studies, Choice Experiments, Bayesian Design of Experiments.

STAT 203A Bayesian Statistics I (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 160C or equivalent. Subjective probability, Renyi axiom system, Savage axioms, coherence, Bayes theorem, credibility intervals, Lindley paradox, empirical Bayes estimation, natural conjugate priors, de Finetti's theorem, approximation methods, Bayesian bootstrap, Bayesian computer programs.

STAT 203B Bayesian Statistics II (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 203A. Assessing priors, nonparametric density estimation for expert group judgements, Bayesian regression, Bayesian analysis of variance, Bayesian regression with correlated disturbances and heteroscedasticity, Bayesian inference in time series models, Bayesian classification, Bayesian inference in spatial statistics, Bayesian factor analysis, disputed authorship.

STAT 204A Advanced Design and Analysis of Experiments (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 202C or equivalent, graduate standing; or consent of instructor. Topics include block, row-column, crossover and repeated measure designs; factorial experiments; confounding; fractional factorials; response surface designs; method of steepest ascent; canonical representation; rotatable, minimum bias, variance, and mean square error designs.

STAT 204B Advanced Design and Analysis of Experiments (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 204A or equivalent, graduate standing; or consent of instructor. Topics include mixture experiments; split-plot; optimum design theory; locally optimal designs; binomial experiments; dose response experiments; group sequential and time sequential design and analysis for failure time end points; adaptive designs.

STAT 205 Discrete Data Analysis (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 160A, STAT 160B, STAT 160C or equivalents; or consent of instructor. Contingency tables, log-linear models, information theory models, maximum likelihood estimation, goodness of fit, measures of association, computational procedures.

STAT 216A Time Series Analysis (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 160A, STAT 160B, STAT 160C, STAT 161, or equivalents. Topics include stationary processes, autoregressive--moving average (ARIMA) processes, trend, seasonality, model building, estimation and forecasting, and spectral analysis and estimation.

STAT 216B Time Series Analysis (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 216A or consent of instructor. Topics include spectral analysis and estimation, higher-order spectral analysis, Kalman filtering and prediction, and nonlinear, nonstationary, and non-Gaussian time series.

STAT 217 Mixture Models and Their Applications (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 170A, STAT 171, STAT 201C or equivalent. An introduction of mixture models (also known as latent class models or unsupervised learning models). Includes expectation-maximization (EM) algorithm, mixtures of regression models, and their applications such as clustering and density estimation.

STAT 220A Multivariate Analysis (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 160A, STAT 160B, STAT 160C, or equivalents; familiarity with matrix algebra. Topics include algebra and calculus of vectors and matrices, special multivariate distributions (Normal, Wishart, Hotelling's T-squared, multivariate T, multivariate log-normal, etc).

STAT 220B Multivariate Analysis (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 220A or consent of instructor. Topics include categorical dependent variable regression, loglinear models, inference in the multivariate normal distribution, multivariate multiple regression, hypothesis testing, likelihood ratio tests, multivariate analysis of variance and covariance, principal components analysis, factor analysis, and classification and discrimination models.

STAT 230 Sampling Theory (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 160C. Covers the theory of stratified, ratio, and regression methods of estimation and cluster and double sampling. Includes the concept of sufficiency and its applications from finite populations, nonsampling errors, estimation of response bias and of optimum number of interviewers, and sampling inspection.

STAT 240 Nonparametric Methods (4) Lecture, 3 hours; consultation, 1 hour. Prerequisite(s): STAT 160A, STAT 160B, STAT 160C. Theory of distribution-free statistics, ranking statistics, rank correlation, U-statistics. Nonparametric point and interval estimation. Empirical distribution function methods. Combinatorial problems; runs, matching, occupancy; limiting distributions.

Appendix D. Political Science Degree Audit Checklist

Political Science Degree Audit Checklist

I. Major Field Requirements

Major 1	Quarter	Faculty Member	Notes
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1. POSC
2. POSC
3. POSC
4. POSC

Major 2	Quarter	Faculty Member	Notes
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1. POSC
2. POSC
3. POSC
4. POSC

II. Distribution (Breadth) Requirement

Quarter	Faculty Member	Notes
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1. POSC
2. POSC
3. POSC

III. Depth Requirement:⁶

Quarter	Faculty Member	Notes
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- 1.
- 2.
- 3.

⁶ With permission of the DGS, one or more of these courses may be graduate-level courses outside of Political Science.

IV. Methods Requirement:

Quarter	Faculty Member	Notes
1. POSC 201		
2. POSC 202A		
3. POSC 203		
4. (elective)		
5. (elective)		
6. (optional for certificate)		

V. Colloquium Requirement:

Quarter	Faculty member	Notes
1. POSC 230		
2. POSC 230		
3. POSC 230		
4. POSC 230		
5. POSC 230		
6. POSC 230		
7. POSC 230		
8. POSC 230		
9. POSC 230		
10. POSC 230		

VI. Comprehensive Exams

Major Field 1:
Date Exam Passed: _____ (MM/DD/YY)

Major Field 2:
Date Exam Passed: _____ (MM/DD/YY)